Professional Development Conference for Teachers in Higher Education

Friday 11th May 2007

STAFFORDSHIRE UNIVERSITY

Key note address

Professor Ference Marton

'Outcomes of learning: Defining what students have to learn in order to master novel situations impossible to define in advance'

Ference Marton was appointed Professor at Gothenburg University 1977, Emeritus 2006, and Distinguished Visiting Professor at the University of Hong Kong 1998-2001. He has been Honorary Professor at the latter since 2001, Adjunct Professor at the Hong Kong Institute of Education since 2002, Honorary Doctor at Edinburgh University since 2000 and the University of Helsinki since 2003. He has published over 200 research papers and books. He spent a couple of decades studying the qualitatively different ways in which people see and make sense of various phenomena in the world around them before and after they are taught how to see. During the last few years he has developed a focus on how the teaching itself can be made more powerful in bringing about intended changes in the students' capabilities for handling novel situations in their professional and personal life.

After this key note address, participants will attend both of the following two one hour presentations. There will be a short break after the first.

1. Dr Glynis Cousin - Transactional Curriculum Inquiry

Glynis Cousin is a Senior Adviser at the Higher Education Academy, York. She has worked in educational research and teacher education in the university, adult, further and community education and schooling sectors. She is currently involved with the 'Threshold Concepts' research group led by colleagues at Staffordshire, Durham and Strathclyde Universities and with issues concerning the internationalisation of the curriculum.

2. Dr David Nicol - Technology-supported Assessment: Adding Value not Effort

David Nicol is Deputy Director and Head of E-Learning Research and Development within the Centre for Academic Practice and Learning Enhancement at the University of Strathclyde. He is also Director of the Re-engineering Assessment Practices (REAP) project one of six projects funded by the Scottish Funding Council as part of its E-Learning Transformation Initiative. David has published extensively in the areas of assessment, digital repositories, shared workspaces and the social dimensions of e-learning. He has also published on cost-benefit and risk analysis of investments in e-learning in higher education.