

## Who are we?

Heriot-Watt University is a global university with campuses in Edinburgh, Galashiels, Orkney, Dubai and Malaysia. We have designed a PGCertTL for new staff using **scholarly approaches to learning**. The Learning and Teaching Academy was established in 2019 as part of HWU's Strategy 2025: *Shaping Tomorrow Together*.

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## The programme

- ✗ Delivered **online**
- ✗ Available on every campus
- ✗ Available to **academic staff and prof. services** staff with substantive teaching support role
- ✗ Available to **postgraduate students** who teach (course 1)
- ✗ 4 x 15 credit courses
- ✗ Recognition of Prior Learning
- ✗ Underpinned by UKPSF (AdvanceHE)
  - ✗ Associate Fellow (course 1)
  - ✗ Fellow (programme)

## Course 1

**Learning about Learning** – introduction to teaching and learning in higher education.

## Course 2

**Reframing Feedback and Assessment** – an in-depth look at feedback and assessment, why and how we give feedback, who gives feedback, modes of assessment and creative solutions.

## Course 3

**Exploring Learning Spaces** – Physical and virtual space, how we use it for learning, how we adapt to novel spaces and use of disciplinary spaces.

## Course 4

**Scholarly Inquiry into Teaching and Learning**

✗ 4 themes

- Pedagogy and praxis
- Collaboration and co-creation
- Technology and learning
- Public Engagement

## The pedagogy

We use **Transparency in Teaching and Learning** (Winkelmes, 2009) to explicitly introduce how learners learn and why we take the approaches we do. We **situate the learning within participants' own practice** (Lave & Wenger, 1991). Assessment includes **building learning artefacts** which are then used in participants' teaching (Kreber, 2010). We encourage the use of **unfamiliar and novel learning spaces** (The Design-Based Research Collective, 2003). Units and assessments are accompanied by **supporting literature** to prepare participants for their own scholarly inquiries (Richlin, 2001). We have a range of **challenging authentic assessments**, peer review, group work, all supported by reflective practice (Swanson & Macon, 2010).