



The aim of Annual Monitoring is to maintain quality and improve provision through identifying action that can be taken to improve future student experience.

This form should be used to capture a focused and concise reflective summary of annual monitoring activity at school and subject level. Bullet list format is encouraged.

College	ARTS (School of Modern Languages & Cultures, Humanities, Critical Studies, Culture and Creative Arts)
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<b>Reflection</b>
What is working well?
<p><b>SMLC</b></p> <ul style="list-style-type: none"> <li>• Colleagues reported very positive student comments on the quality of teaching and the teaching materials used on SMLC courses.</li> <li>• External Examiners were impressed by the enthusiasm and engagement of staff, and were impressed by the standards achieved by the best students.</li> <li>• Moodle as a resource for self-access language exercises was found to be useful by many students. In some courses, students were invited to suggest self-study materials via a Moodle forum.</li> <li>• Small group teaching increased in some language areas, replacing lectures.</li> <li>• The Library facility Reading List@glasgow worked very well, e.g. in Comparative Literature and some other Honours Options.</li> <li>• Students responded positively to the Honours dissertation submission deadline being moved back to mid-January.</li> <li>• New methods of assessment were introduced in some Honours Options, e.g. the introduction of a time-limited assignment which replaced the standard December exam in Comparative Literature. In the TEFL Option students can elect to observe a class taught by experienced English teachers. Their reflections serve as part of an assignment.</li> <li>• Grammar and translation drop-in sessions offered by teaching staff were found to be very helpful by many students.</li> <li>• Guest seminars were held by professional translators in German Honours classes. Careers briefings are also held in all language areas, in particular during SMLC's Careers Week in Semester 1, which includes presentations by employers, CV workshops and mock interviews. These events help to identify the Graduate Attributes students have developed by doing our courses.</li> <li>• Students on the Bande Dessinée Option had enjoyed working in Special Collections and had appreciated the lectures by PhD students and outside speakers.</li> <li>• French Honours students liked the "mini" essays which they prepared in advance and this was reflected in the essay results. There was a particularly good tie-in between oral classes and written exams on this course.</li> <li>• The study of a short film and a play introduced a formal cultural element in Italian Beginners course.</li> <li>• Increase in the provision of Languages for International Mobility courses (popular and massively over-subscribed). The range of resources used (songs, videos, games, online interactive exercises) has been appreciated by students, who commented positively on the challenging and engaging class environment, with low pressure, which allowed them to enjoy the learning process more. The high number of international students and the informal atmosphere mean that cultural exchanges are particularly lively in these groups.</li> </ul> <p><b>Humanities</b></p> <ul style="list-style-type: none"> <li>• <b>NSS scores:</b> The overall NSS scores are very encouraging. All Humanities subjects scored over 90% for overall satisfaction. Archaeology and Celtic and Gaelic scored 100%. History 92% and Philosophy 96%. All Humanities subjects scored above the Arts College and University averages.</li> </ul>

**Subject specific comments:**

Archaeology

- Levels 1-2 Archaeology report an increase in student numbers, as well as maintenance of strong grades.
- Honours level, there was high praise from external examiners for the quality of feedback to students at, the robustness of the marking/moderation process.
- Very positive feedback from graduating senior honours students regarding the field school, field trips and the general friendliness and supportiveness of the staff.

Celtic and Gaelic

- The introduction of electronic reading lists has worked well.
- Honours Level Gaelic innovation in the assessment of presentations which has worked well. The Folklore course (Gaelic), in particular, has been very popular.
- More essay writing as part of Honours Gaelic courses has been a success.

Classics

- Levels 1-2 report that the course structure, and the choice of texts (Language) and variety in material (Civilisation) were working well. Students also like grammar handouts.
- Honours Language courses the choice of texts, library support, and use of vocabulary quizzes in some courses were noted – students are engaged.
- Classics Honours courses, use of technology such as videos on Moodle and digital cameras for videoing student presentation are reported as working well.
- A visit to the Hunterian as part of a course is noted. The administrative support for Classics at all levels is said to be excellent.

History

- underwent a PSR which praised them for their strong sense of community, student support, effective support of GTAs, and for providing strong feedback.
- History also revived their Learning and Teaching Committee, noting that this has integrated newer members into committee work, widened discussion, and led to more informed contributions being made from the L&T convenor.
- Final year special subjects - intensive courses that provide insight into how professional historians work - are particularly popular among both staff and students.
- University teaching excellence award for Prof. Lynn Abrams.

Philosophy

- Levels 1-2 Philosophy report improvements in grades and student feedback, and attributes this to a combination of the use of seminar quizzes, exam/essay revision sessions, and a reduction in the length of exams. The structure and content of the courses is also working well.
- Honours level praise for the dedication and approachability of staff, and for the generally good atmosphere in the subject area. Grades for Senior Honours were the best ever.

**Culture and Creative Arts**

Film & TV Studies

- Diversity and variety of courses and assessment methods provides a well balanced and challenging curriculum, with high-quality feedback on assessment.
- At Periodic Subject Review students noted that the courses were very well organised and intelligently thought out. They praised the standard '5-hour' teaching block for Honours courses, that integrates lecture, screening and tutorials and the approachability and expertise of staff were common examples of good practice identified by the students.
- Honours representatives noted their appreciation of the induction meeting, introduced as a new element in 2014/15.
- A number of Honours options were taught by recent graduates of FTV's PhD programme or by postdoctoral researchers. Their courses have been exceptionally well received by students.
- All individual Honours courses achieved a rating of 4.0/5 or more and the most highly rated were delivered by recent graduates (e.g. Feminist Film Theory and Screen Audiences, Sound in Film and Television, Early Screens).

## Form AM2 – College Annual Monitoring Summary - Review of Session 2014-15

- At Level 1 the provision of additional sessions in semester one on essay writing and feedback has worked well, with the impact of this arguably reflected in the excellent student grades for the first semester course (A=33; B=53; C=19; D=4; MV/CW=6).

### Theatre Studies

- quality of feedback given, pointing as evidence to the External Examiner and the Student Teaching Award for Best Feedback in the College of Arts to Dr Vicky Price.
- Awards reflecting TS's strong performance were also intechanical support for students (evidence: Tony Sweeten, the theatre technician, who was shortlisted for a Student Teaching Award in the category Best Support Staff) and quality of teaching overall (evidence: Anselm Heinrich, shortlisted for Student Teaching Award in the category Best Teacher in the College of Arts).
- New Honours option "Exhibiting Cultures" has been praised both by students and the External Examiner as particularly innovative.
- TS Level 1: equality and diversity issues are thought to be handled well, and feedback is seen as supportive.
- High level of interest in becoming staff-student consultative committee reps this year, and the two nominated reps (voted for by the cohort) have been involved the Periodic Subject Review.

### History of Art

- Highlights enhancement of student employability, and distinctiveness of Art History provision at GU, through work placements and 'Portfolio' course (involving practical art history exercises).
- Honours: secured 20 credit-bearing work placement opportunities with local arts organisations (Glasgow Life, Glasgow Art Club and The Hunterian) (largest total ever).
- Trialled the new Placement Agreement form, developed in consultation with the University's lawyers, and the College of Arts Research Office; this is being used by the College as a 'good practice' model.
- The External Examiner singled out the Placement in his 'Overview of progress' since appointment.
- Level 2: structured as four individual components taught by different members of staff is working well, especially when the components are chronologically organised – as was the case this year.

### Music

- engagement with professionals as an integral part of the curriculum: e.g. in Orchestration, students' work is performed by professional musicians from the RSNO who provide valuable feedback; in Opera, staff from Scottish Opera give a series of guest lectures with Q&A
- Composition courses include cooperation with a local school.

### **Critical Studies**

The new Annual Monitoring system has bedded down well and is working well throughout the School.

General trends: units of learning across the school reported pleasingly positive feedback/satisfaction and reflected on a considerable range of activities and practices that are working well, examples of which can be considered under the following headings:

#### Assessment

- General trends: No unit of learning reported concern with results or results outside of normal fluctuation. There was evidence across AMRs of excellent results, assessment standards and diversity of assessment.
- Diversity of assessment was commended, as noted by external examiners. There is also a wide variety of forms of assessment, welcomed by students, as outlined below under 'good practice'.
- Quality of marking and feedback in general was noted for praise in student and external examiners' feedback. Eng Lit Hons notes that examining particularly 'continued to work smoothly and fairly': its 'procedures and processes are invariably commended by externals'.
- There was evidence across AMRs that marking had been thoughtfully considered, for example in the system of pre- and intrasessional teaching team meetings relating to assessment and teaching in pre-Honours English Literature and in the marking moderation noted across AMRs.
- Split assessment: Eng Lang Hons reports that its practice of split assessment deadlines across different courses is popular with students.
- Restriction of topic: TRS level 2 restricts its course essay question choice to two questions only, finding that this helps students focus on difficult topics.

### Lectures

- General trends: Quality, diversity and organisation of lectures; enthusiasm and approachability of lecturers; and their knowledge and preparedness was commended in a variety of contexts by student questionnaire feedback, external examiners, staff, student reps and SSLC.
- Eng Lang/Eng Lit provision: Eng Lang Level 1 records positive feedback for the topic-based structure of the course, and that 'particular mention was made of the good fit and complementarity between English Language and English Literature lectures'.
- GTA Lectures: Eng Lit 1B noted the 'extremely positive' student feedback for lectures given by experienced teaching assistants invited to contribute to the course; teaching assistants also 'found these opportunities valuable in terms of career and intellectual development'.
- Guest Lectures: Eng Lit 1A reported the praise for lectures in which poets were invited guest lecturers, and Eng Lang Hons has also had success with guest lectures.
- Student Participation: students on Eng Lit 1A also 'enjoyed the student participation in the Romeo & Juliet performance lecture, and many enthusiastically participated in the Open Mic poetry performance lecture'.
- Team-taught Lectures: Eng Lit 1A also reported that 'team-taught, debate style lectures were a particular hit, such as the lecture in which the 1A GTAs introduce their most valued manifesto of poetry'.

### Seminars

- General trends: students responded positively to seminars, noting the enthusiasm, knowledge and preparedness of lecturers and tutors. The work and quality of provision by GTAs was uniformly praised across AMRs, in both staff and student feedback.
- Seminar evaluations: in Scot Lit 2, students 'continue to respond positively to seminar evaluations as a means of ongoing learning and feedback'.
- Level 3 seminars: in Irish and Scottish Literature the two-hour seminars is welcomed in student feedback.
- Activities: TRS Hons notes that students 'generally participate very well in class discussions, presentations, and other structured activities such as close reading in groups, presenting readings or sources to the class, class debates, exercises on key words, and talks by visiting speakers (including a Holocaust survivor and a speaker on the troubles in Northern Ireland)'.
- Presentations: these are used across SCS. TRS Hons reports 'a sense that students are keen to support each other by attending and participating in discussion of one another's presentations'.
- Lecture/seminar integration: TRS Level 2 has been praised for integrating its lectures with case-focused seminars.
- Workshops: essay-writing workshops are run across the School. GTAs on Eng Lit 1A also ran very helpful support workshops in referencing and in CW; GTAs found these opportunities valuable in terms of career and intellectual development.
- Integration of ILOs: Eng Lit 2A and TRS Level 2 report that seminars/seminar materials help to focus course aims and intended learning outcomes (ILOs). TRS cites 'integration of class objectives for each session (TRS2005, 'the take-away for today is . . .')'.

### Course Content and Teaching Provision

- General trends: students and external examiners praised breadth and quality of teaching provision, convening and organisation in a variety of contexts across SCS AMRs. Specific examples emerging include:
- Range of texts used for teaching was minuted in SSLC and praised in student feedback as well as by external examiners and in staff feedback.
- Access to a range of material across historical periods was noted in student feedback.
- 'Value-added' activities: Eng Lit 1A reports that "value-added" activities have emerged from our staff encouraging 1A students to explore Glasgow's flourishing poetry scene. Many attend and some participate in The Verse Hearse, for example, which is run by one of our GTAs. Last year's 1A students set up a poetry society; this year's 1A students have launched their own poetry magazine'.
- Dissertation: Eng Lit Honours reported that feedback confirms that the dissertation course is 'especially enjoyed' by many students, and 'they also appreciate the variety and depth of expertise in the subject at Glasgow, which in turn feeds into the range of topic modules and teaching and assessment methods available'.
- Team teaching: this continues to be noted as a particular strength in Eng Lit, where students have the benefit of hearing a number of points of view on the same topic in lectures. Per SSLC, student have praised

this model.

- Class trips: as organised by Principia, these are praised in student feedback; they are also welcomed in TRS Level 1, which also notes the effort of overcoming 'logistical challenges' in providing such trips. TRS BD has enjoyed a trip to the Corrymeela Community in Northern Ireland and a retreat, found to be very beneficial by students. It is in negotiation about a joint staff-student trip to Geneva with New College, Edinburgh next year.
- Visits to GUL Special Collections: Eng Lang Hons reports that these work well across a range of historical courses.
- Developing skills: all units of learning engage with developing student skills; TRS Level 1, for example, reports 'real effort' in helping students develop study and writing skills.
- Pre-Hons reform in English Literature: the content and concepts of Level 1 and Level 2 Eng Lit, recently redesigned, were praised; conveners note the enthusiasm of students for these courses, the increased access to previously feared concepts and genres, and success of combined critical and creative approaches.

#### Use of Technology for Teaching Enhancement

- On-line submission of course work is used widely across SCS.
- Progress in increase of use and focus of VLE, particularly to make available digital resources including video and audio materials. A notable feature of many AMRs was the increase in use of Moodle 2, exploiting its facilities and providing a rich digital resource; there were many creative examples of Moodle 2 use across SCS. Another view however emerged from Eng Lit 1A, which reported that students and course staff find Moodle 2 'cumbersome [...], tedious and difficult to negotiate'.
- Variety of technologies in lectures: enthusiastic student response was reported regarding innovative use of PowerPoint materials employed during Eng Lit 1B lectures, especially for pre-1900 topics.
- Innovative technologies: newer technologies continue to be applied across SCS. Further examples are collated under 'Good practice' below.

#### University Services

Writing Centre: Pre-Honours English Literature has maintained the practice implemented in 2013-14 of having dedicated module lectures from Dr Carol Collins of the Student Learning Centre on Writing. This was welcomed by students.

#### What needs work?

##### **SMLC**

Students have made the following points, which will be addressed by staff in the coming academic year:

- More detailed feedback on written work, more instructions and guidance for the preparation of oral presentations and written examinations should be put on Moodle.
- Oral feedback was important but needed to be mid-year to be formative, not after the exam (end of semester 1 was suggested).
- Some language areas have less material for self-study on Moodle than others and this should be addressed by the relevant colleagues.
- Junior and Senior Honours students are taught the same language programme in the same group(s) in some language areas and taught a different programme in separate groups in others. In the former case the different needs of each group may not always have been adequately addressed.
- More guidance was requested for Law students doing their Language Project.

##### **Humanities**

- **NSS scores:** With the exception of Archaeology, Humanities subjects tended to score weakest in areas to do with Assessment and Feedback: regarding the promptness and helpfulness of feedback, as well as marking criteria being made clear in advance of assessment (Questions 5-9 in NSS). Philosophy has ongoing issues with developing student confidence (see Questions 19-21).

##### Archaeology

- Levels 1-2 Archaeology currently developing and implementing their Retention and Employability Strategy to improve retention and enhance employability-related content.
- Potential future problems in maintaining the high-level of practical work in the popular Level 2 Archaeology in Theory and Practice course due to increases in student numbers and the resulting pressures on staff time.

## Form AM2 – College Annual Monitoring Summary - Review of Session 2014-15

- Staff shortages, HR delays in making appointments, and lack of College responsiveness on these issues were causing problems, notably: reduction in course provision for 1<sup>st</sup> semester courses (from 4 to 2) and reduction in the speed of providing feedback (sometimes beyond three weeks). Both of these issues have led to student dissatisfaction.

### Celtic and Gaelic:

- Levels 1-2 staff were insufficiently supported in the roll out of the Moodle electronic marking system.
- Online marking has taken significantly longer.
- Assessment weighting between essay and translation has been unpopular.
- Difficult to introduce employability skills into Sub- Honours Gaelic courses.
- Small numbers in several classes has effectively undermined anonymous online assessment.

### Classics

- Levels 1-2 Language courses: issues with student attendance, and problems with student retention from level 1 to level 2.
- Pace of Level 1 courses are reported as being too fast.
- High number of Ds for level one courses (particularly Latin) are noted.
- Issues with student submission of homework, students failing to realise the nature of language learning, and problems caused by differences among students in their prior experience of Latin and Greek.
- Class tests for Greek 2 were noted as being too challenging.
- Levels 1-2 Classics: more work was needed on seminars (including levels of reading required; attendance at seminars dropped after attendance requirement removed), and the coherence/timing between lectures and seminars.
- Honours Level Language: issues with the difficulty of unseen exams, and variations in the difficulty between courses.
- Honours Classics: need for more technology equipment.
- Although there have been improvements in the timeliness of the return of coursework feedback, more work needs to be done.

### History

- Post-PSR they aim to revise their assessment regime so that it is based on Intended Learning Outcomes and is more mindful of graduate attributes.
- Will conduct an analysis of the relationship between gender and exam performance in History – which had been highlighted as an issue in the PSR.
- Graduate attributes and the profile of equality and diversity issues will also be made more explicit in course delivery and documentation.
- External examiners requested that History provide more information and clarity on the process of arriving at internally agreed marks.

### Philosophy

- External Examiner noted that the standard of comments on L1 & L2 exams was more variable than it ought to be.
- Roll-out of the electronic essay submission on Moodle caused a lot of extra work for staff in the first semester in particular – the instruction document for setting up essay submission was essentially a work-in-progress. There were also some issues with the administration of seminar quizzes.
- Honours Level: there will be a re-evaluation of the respective weightings for exams and essays (less emphasis on exams). At all levels, students have requested access to sample essays.

### **Culture and Creative Arts**

#### Film & TV Studies

- Honours: funding to support the creation of a post for an in-house practitioner, along with the continuation of an undergraduate production budget, would be a progressive measure, increasing the quality of the production courses we offer (and thereby the attractiveness of the degree programme) and freeing up the time of the members of staff who currently convene the courses, so they can concentrate on their core

activities (FTV staff, in terms of their research and teaching, and the Media Production Unit, in terms of their commitment to producing audiovisual output for the University).

- Heating in the building is a perennial issue that impacts negatively on the teaching and learning experience and that has been raised in a number of forums over many years. Teaching conditions in Rooms 217a and 217b were particularly cold during 2014/15.
- Level 1: further internationalisation of the curriculum is desirable. Student feedback suggests that the varied and diverse topics are a strength of the course but there are some clusters of study that need broadening out (e.g. African cinema (S1); Horror (S1); the Western/Hollywood (S2); British Broadcasting history (S2)).

#### Theatre Studies

- L1: though the year group very much enjoys seeing professional live work (and the benefit is evident in their coursework) though it is also clear that the cost of theatre tickets is an issue for a small number of students in the cohort. This is an ongoing issue shaped both by external economic factors and the changing Glasgow theatre scene (e.g. the closure of the Arches) which the team will continue to monitor

#### History of Art

- Needs to ensure History of Art and Art World Practice students (i.e. those who have taken the Christie's course in London in lieu of Ls 1 and 2) have support in meeting the demands of essay-writing, independent work, etc, required at GU Hons. HoA needs suitable input into admission of Christie's students to GU; however, the appointment of the Junior Honours convenor to the Christies/U of G joint board is a step forward.
- Level 2 notes that with increasing student numbers (between 70 -80 students per year), it has become increasingly challenging to deliver each component's seminars. Tutors have to repeat each seminar at least five times per week, which has led to a decrease in the overall number of seminars. This is something that student representatives consistently raise at Student-Staff Committee meetings. They are used to more seminars from Level 1 and find it challenging, if not dissatisfactory, to have fewer seminar hours and less direct contact with tutors outside of the lecture hall.
- Music trialled EvaSys in all courses this year. In some courses the rate of completion was disappointingly low. Returns were high in courses where feedback forms were completed during the final class, and so staff will endeavour to carry out the process in this way across the board next year.

#### **Critical Studies**

##### Courses and Pedagogy

- Course redesign: Scot Lit Level 1 is to revise the chronological and historical text-based approach to its modules, altering the organisational structure in line with staff and student feedback and 'considered thought' about the priorities of introducing a range of critical approach, writing skills and genres and periods.
- Scot Lit Hons is to provide theory teaching earlier in the course and provide more seminars in theory, requested in student feedback.
- TRS BD reports that 'the structure of some of the courses might benefit from some attention, such as the positioning of the homiletics lectures relative to the assignment in the Worship and Liturgy 1 course.
- Eng Lit 1B to underline the rationale for the new course structure, the precise sequencing of lectures, the use of diverse lecturing staff and theoretical approaches to novels and to clarify links between lectures and tutorials.
- Eng Lit 1A to reinforce the rationale and sequencing of the lecture programme within the lectures themselves.
- Eng Lit 2A to improve understanding of the relationship between lectures, lecture handouts and the way the lectures correspond to the course assessments and to use Autonomous Learning groups in this process.
- Irish and Scottish Level 3 to explain to students why it is important to develop some historical and theoretical knowledge in order to be able to read the primary texts.
- Extent of provision/coverage: TRS Level 1 to address concerns that its coverage is too wide.
- Lecture recording: Eng Lit 2A to review lecture recording policy and looks forward to the forthcoming university wide guidance on this issue. [see under 'Hot Topics'].
- Seminar group frequency: TRS notes that students would like more seminar groups, but there is an issue with staff availability.
- Integration: TRS notes that courses require integration when team-taught.

- Range of texts: Eng Lit 2A some concerns with small proportion of women writers on the course. This is addressed under 'actions' below.
- Course numbers: numbers for Irish and Scottish Literature Level 3 have fallen considerably since previous sessions, as evidenced by the low class number in semester one. They did, however, rise in semester two.
- Induction: TRS BD reports a more thorough induction would be helpful, especially as student numbers increase.
- Creative writing and referencing workshops are used in Eng Lit Level 1.
- Workshops: essay-writing workshops are utilised in English and Scottish Literature.
- Critical Theory: explicit framing of historical, material and political context and accessible use of cultural and literary theory perspectives was praised by students in Eng Lit 2A and noted across other Pre-Honours and Honours English Literature units of learning.
- Teaching team meetings: Pre-Honours English Literature and Eng Lang modules conduct a schedule of formal and informal meetings with GTA teams before, during and after the programmes; these have also benefited GTAs in their professional development and in developing pedagogical training to which they attribute success in gaining full-time academic employment (see Eng Lit 2B).

#### Student engagement/conduct

- Eng Lit 1B recorded that some students are still not bringing texts to seminars despite staff emphasising the importance of this practice.
- Irish and Scottish Level 3: 'although there are dedicated members of the student cohort, [...] some students have a poor level of engagement, particularly in lectures and preparatory reading for seminars.
- TRS Level 1: still efforts required to engage students in course reading and attendance.
- Eng Lang Level 1 offered a range of tailored workshops through Student Learning Services (SLS) on essay writing and exam preparation yet students have said they were not aware of these workshops and thus the number of students attending was low. More work to flag these up needed.
- Eng Lang Level 1 records SSLC feedback regarding the off-putting whispering and behaviour of students in lectures; this has now been discussed among the teaching team.
- TRS BD records a difficulty involving student relationships with the institution, which 'presented some challenges in the dynamics within the programme'. However, staff have taken appropriate steps to manage the impact on the group.
- Lecture attendance: Eng Lit Hons: core lectures could be better attended overall and plans to redesign core lecture provision
- Eng Lang Level 1 notes a drop-off in attendance as the semester progresses, as discussed in SSLC.
- TRS Hons: attendance is a chief difficulty, especially in semester two prior to dissertation submission, and that as university policy does not 'permit associating grades with attendance' staff cannot enforce attendance. Also notes the impact of student employment (often full-time) on student attendance.

#### Student skills

- Writing skills: TRS Level 2 & Hons: students require induction into basic skills: writing, discerning what counts as evidence, etc. TRS Hons and often poor quality of written English in some essays even at this level.
- Graduate Attributes: TRS concerned that many students are still unaware of this agenda.

#### Technology

- Moodle 2: Eng Lit Hons to make its General Honours information provision on Moodle more user friendly. TRS Level 1 notes a subject need for timely upload of materials for tutorials.
- Electronic submission and marking: Eng Lang Hons observes that both are 'beset with technical problems'.

#### Room Bookings/Central Timetabling

- Issues were recorded with teaching back-to-back in locations which are too far apart. This is a problem for both students and staff, and has been noted in student feedback. The convener of Scot Lit Level 2 records that while new GTAs will be alerted to the importance of finishing on time so students can move between classes, this is an issue of distance, where time spent crossing the campus between distant locations causes students to be late to class.

#### MyCampus

- Enrolment via MyCampus is considered 'still problematic, if less so' (Scot Lit Hons).



Assessment Procedures

- Length of exam: Scot Lit concerned that exams of two hours 'are too short to allow students to cover course work adequately' (Scot Lit Hons).
- Exam redesign: Eng Lang Level 1 will revise the terminology in its December exam, using the term 'extended answer' rather than 'essay', in line with student feedback. The Online Assignment (20%) is under discussion for scaling and content, as it currently has a very high percentage of A grades and may require mark mapping (100% to 22pt scale).
- Length of essay: Principia to consider the length of the final assessment for next year.
- Feedback: mechanisms for feeding back to students in level 3 and essay-based courses, particularly with regard to timing between the first essay and the second, will be considered in Principia and Irish and Scottish Literature Level 3 for next year.
- Division of assessment: discrepancy in division of assessment between Irish and Scottish Literature 3A and 3B to be addressed by the redesign of 3B for next semester which will introduce different requirements of assessment for that course, while remaining in line with standards at Level 3.
- Moderation: TRS Levels 1 and 2 will move to undertake moderation of marks on all courses.
- Language exercise in Scot Lit Level 2: Scot Lit Level 2 students have requested further clarification regarding the language exercise for this course. The convener to discuss further clarification with the language lecturer, also impressing upon students (via Moodle reminder) the necessity of attending the lecture at which the language exercise is addressed.

Staffing

- It was submitted that there is an issue with teaching provision as it maps on to annual leave provision: 'research leave causes problems in Honours provision' (Scot Lit Hons).

Class trips/Culture programme

- The timing of class trips and additional arts and outing programme for Principia requires revision.

**Action Plans**

What actions are being taken forward?

**SMLC**

Language

- A working party has put forward suggestions on the restructuring of Level 1 and 2 Language courses, in particular on better integration of the teaching of oral and written language skills, and this will be finalised and implemented across SMLC.
- New forms of assessment will be introduced in the Languages for International Mobility courses.
- More material will be put on Moodle in response to student feedback (see above). For oral feedback, MP3 files of good examples will be placed on Moodle along with the "common mistakes" documents.
- The provision of joint teaching of Junior and Senior Honours language groups will be discussed in the relevant language areas (see above).
- Guidelines on the Law Language Project (see above), similar to those for the dissertation, will be drawn up and a proper feedback form devised.

Culture

- In response to student feedback, new literary texts/films will be introduced on individual courses next year, and new essay-writing workshops and introductory lectures will be held at Level 1.
- A working party will put forward proposals on the restructuring of Level 1 and Level 2 Culture courses across SMLC, which will be discussed at a School meeting.
- Electronic submission of essays will be more widely introduced after a trial this year in Spanish Culture 2.
- Assessment patterns will be updated in some Honours Options, e.g. in 'Magical Narratives', where students will have assessed 'Reading Journals'.
- A take-home exam called a 'limited time assignment' will be introduced for three more Comparative Literature Honours Options.
- More material will be put on Moodle in response to student feedback (see above). For example, discussion points will be emailed in advance of the class in 'Representing Disappearance' and sample commentaries and

reports will be uploaded on Moodle for 'Images of Women'.

Some students this year asked for assessment in Junior Honours; a working group will be looking into ways of implementing this on a School-wide basis.

## **Humanities**

### Archaeology

- Further work on and development of the Retention and Employability Strategy.
- Review of teaching material and practical work for sub-honours courses.
- Currently engaged in comprehensive restructuring of the Honours programme (going to BOS in Dec 2015).

### Celtic and Gaelic

- To address attendance dropping away, an attendance requirement has been mooted – this could take the form of writing a paragraph on the previous week's topic.
- Academics who are planning on using electronic reading lists should meet informally to agree a unified and consistent way forward.

### Classics

- Take a careful attendance record in Level 1 Language in order to compare with grades – then use to encourage attendance among students.
- Change of pace and the differentiation in assessment between undergraduates and postgraduates for Level 1 and 2 Courses (Language) have gone through BoS and will be implemented next session.
- Convenor of Latin 2B looking for improved grammar book.
- Changes to assessment (Classics) have gone through BoS, will be implemented next session.
- Tutors notes for 2B (Classics) need to be updated.
- Problematic seminars (Classics) will be reviewed by relevant course convenors.
- Review of Honours Language papers.
- Introduction of vocabulary quizzes in more Honours Language courses.
- Standardisation among Greek and Latin sides at Honours level.
- Three new research-driven Honours courses will run next year in Classics.

### History

- Review of assessment, taking into account the gender/assessment analysis.
- Actively promote innovative use of technology in teaching.
- Revision of course documentation and student handbooks to embed information on graduate attributes.
- Remind colleagues of importance of clarity and provision of sufficient information when reconciling marks.
- Explore feasibility of work placement courses.
- Maintain subject-level workload model.

### Philosophy

- The EvaSys system for student feedback is going to be used.
- Students at all levels provided with sample essays; senior honours with sample dissertations.
- Staff encouraged to request students to do short writing assignments for senior honour seminars.
- Extra training of Level 1-2 markers on exam marking.
- Extra classes at Levels 1-2 on Employability and Transferable Skills.

## **Culture and Creative Arts**

### Film & TV

- Convener of the new MSc in Filmmaking and Media Arts, will be involved as a consultant on one of FTV's Senior Honours production courses in 2015/16. This is a small step towards production courses being overseen by an in-house practitioner, but this cannot progress further without securing an additional appointment.
- Level 1 FTV plans standardisation of written feedback – to be addressed through moderation meetings and in accordance with the points noted above, further internationalisation of the curriculum in semester 2.

### Theatre Studies

- L1 convenor to conduct briefing and write guidance for GTAs on producing feedback which 'feeds forward'

to the next unit of assessment, and makes explicit connections to the areas of improvement identified by students in their own personal reflections; GTAs will continue to be encouraged to make full use of the grade range in response to marking criteria.

#### History of Art

- Arranged for action by the Christie's students' mentor to ensure suitable induction and guidance for students on the History of Art and Art World Practice Hons programme. Additionally, members of staff appointed to the Christies/U of G joint board are to discuss issues of concern about student recruitment.

#### Music

- Following recommendations from EEs, Music aims to increase significantly the proportion of assignments submitted electronically (especially essays and other types of assessment that can readily be uploaded to Moodle). For larger files this may require support from College, possibly in the form of a dedicated server.
- Exploring ways to support notation skills for students enrolled in the B.Eng taking Composition.

#### **Critical Studies**

##### Enrolment

- ScotLit Hons is to use a 'partial 'block enrolment' strategy' in August/September 'to anticipate and avoid MyCampus bottlenecks'.
- TRS BD is to hold further discussion about the possibility of admitting more MA students to the BD courses.

##### Curriculum Reform

- Credit standardisation to provide the opportunity for more general curriculum reform, as noted in several AMRs. Eng Lit Hons reports that its Honours provision is under redevelopment in the move from 30-credit to 20-credit courses, a number of working groups have been set up to address this, with student consultation at every stage of planning, and a phased introduction of the new programme has been timetabled.
- Course design continues to flourish, with new courses being proposed in the next cycle to include two Scottish Literature Honours courses; four English Literature Honours Special Topic courses; and one TRS Level 2 course.
- Course redesign: Scot Lit Level 1 to be revised, with courses redesigned to cover the same areas and fulfil the same student requirements and needs, but refresh staff engagement and bring in a range of approaches, critical skills and genres across periods.
- TRS Level 2 curriculum to include a new class, 'Religion, Culture, and Controversy'. Offered in the first semester 'it will then leave students better equipped to enter the more difficult Mysticism class in semester two'.
- Creative Writing: Eng Lit is progressing with plans to further integrate Creative Writing into its UG programmes.

##### Research Leave

- Scot Lit Hons notes that arrangements for research leave [as it maps onto teaching provision] in 2015-16 have been less problematic than in 2014-15.

##### Teaching

- Shared provision: Scot Lit Hons aims to maintain Irish and Scottish as part of core provision.
- Theory: ScotLit Hons new Literary Theory course to increase to weekly seminar (from bi-weekly), and the new Scot Lit Level 1 in 2015-16 will have a more expressly foregrounded basis in skills development and a wider chronological spread.
- Relevance of lectures to texts: Eng Lit 2A, 1A & 1B to emphasize the relevance of all lectures to texts (not simply those that are specific to that text but also general and critical lectures) as well as outlining the rationale for the lecture sequences.
- University Pedagogy: 1A to reinforce awareness of university pedagogy i.e. to underline at every opportunity the very different expectations of a university course.
- Range of texts: In light of student and teaching staff concerns about the under-representation of female writers on the Eng Lit 2A course, Mary Wollstonecraft's *A Vindication of the Rights of Woman* will replace Jonathan Swift's *Gulliver's Travels* for the forthcoming session.

##### Student engagement/conduct

- Eng Lang Level 1 convener to visit the cohort in September to emphasise the importance of both attendance

and good behaviour.

#### Student skills

- Critical skills: ENGLIT 1A shall provide explicit teaching on essay writing skills and the implementation of close-reading techniques in written form.
- TRS Hons to remind students that a two-hour seminar requires ten hours' preparation.

#### Technology

- Moodle 2: Eng Lit 1A to make the platform 'more user-friendly'.
- EvaSys: the introduction of EvaSys as a system of student questionnaire was noted.

#### Assessment Procedures

- Marking: at the advice of the External Examiner, Scot Lit to conduct a meeting of course teams for individual courses to discuss 'marking parameters, setting frameworks of reference for how to mark, and according to which priorities'. This will also feed into generic feedback provision.
- Submission: some units moving to electronic plus hard copy submission; Scot Lit Level 2 will now use this method for the language exercise, to ameliorate administrative issues with the previous mode of submission.
- Examinations: Scot Lit Level 2 exam to cover two, rather than three, questions over 90 minutes. A lecture will be devoted to the new format to prepare students for the change.
- TRS Level 2 has replaced one examination with a shorter reflective piece in response to student feedback.
- Essays: Principia will explore whether the length of assessment is appropriate for a 20 credit class.
- Feedback: Principia will monitor the timing of feedback.
- Diversity of assessment: units across the school to consider diversity as part of assessment, in a variety of ways.
- Generic feedback: this system is now being implemented, and best practice discussed and reviewed, within the School.

#### Class Trips

Principia will explore the best times to run trips.

### **Good Practice**

What practices are innovative?

#### **SMLC**

SMLC specialises in modern foreign language teaching, and students respond very well to the range of interactive learning formats employed. The following practices have been noted as particularly innovative in our language teaching this year:

- Activities encouraging students to use their mobile devices were incorporated into language lectures.
- Short bursts of speaking activity, interactive exercises, three minute papers etc. in lectures were also found to be helpful in making language lectures more engaging.
- Quizzes on Moodle 2 provided formative practice and immediate feedback to students. Students could identify areas in needs of improvement and monitor their progress. Some of the quizzes available were specifically created to provide students with more targeted practice on challenging language points and on topics in preparation for class tests and final exams.
- Writing Projects at Level 2 and Honours allowed students to research a topic of their choice through the medium of the target language.
- Students were given the opportunity to submit written language work via a Moodle forum, which facilitated timely and detailed feedback.
- Students in first-year courses were sent weekly updates via a Moodle forum outlining course ILOs for each week.
- Moodle forums were also used in all language courses to disseminate structured advice on how to prepare for written and oral exams.
- In the TEFL Honours Option 'loop input' is used, where tutors teach the students in the way they expect the students to teach an English class

From Level 1 to Honours, SMLC offers Culture courses in parallel with Language courses (excluding Level 1 Beginners), and at Level 1 and 2 Core lectures given to students in all language areas provide an overview and theoretical background to subject-specific lectures and seminars. At Honours level a wide variety of Culture courses are offered, both subject-specific and School-wide Options, which are often team taught by colleagues from different language areas. Comparative Literature courses are taught by colleagues from all language areas. In this way the School provides a coordinated and integrated teaching programme. This year new Honours Options were offered and others were adapted, particularly in the area of assessment, for example:

- In the Honours Options 'Representing Disappearance' and 'Images of Women' students submitted a report (25%, 1000 words, semester 1), a commentary (25%, 1000 words, examination period semester 1) and a comparative essay (50%, 2000 words, semester 2, week 11). In the report, students were asked to outline the reasons why either Mallo's or Kahlo's work should be included in an upcoming exhibition entitled 'Women painting women'. In the commentary, students were asked to comment on a passage taken from Lorca, Gamaro or one of Kahlo's paintings or a scene from Almodovar's films.

A take-home exam called a 'limited time assignment' was successfully introduced for the Comparative Literature Options 'Intercultural Readings', 'Magical Narratives' and 'Writing Subjects'

- In the TEFL Option students can elect to observe a class taught by experienced English teachers. Their reflections serve as part of an assignment.

## Humanities

### Innovative Teaching Practices

#### Archaeology

- piloted interactive lectures as part of Level 2 Theory in Practice course – away from traditional format, including: pre-prepared reading, group work, video, discussion, multiple choice on the spot surveys.

#### Celtic and Gaelic

- trialled bilingual delivery of an Honours course: weekly seminars were held once in Gaelic and once in English with students reading texts in the original Gaelic or in translation as appropriate. The course had high enrolment and feedback from students was very positive.

#### History

- use of blogging as part of teaching (and research), e.g. use of special subject course blogs.

### Situated Learning

#### Archaeology

- continue to excel on this through the use of field trips, field work and lab work. They have developed a relationship with a local heritage organisation in Bute to deliver a field trip (this also includes sponsorship of student photography competition, direct engagement with local press, and measurement of the impact of the field trip on local economy).

#### Classics

- visited the Hunterian gallery as part of an Honours course.

### Innovative Assessment

#### Archaeology

- use of fieldtrip as a basis for assessed essay, encouraging a practice-based approach to archaeology
- continued experimentation with exam feedback (has already helped inform School strategy).

#### Classics

- vocabulary quizzes in Latin B and at Honours Level (Language) worked well.

#### Philosophy

- Level 1 and 2 Seminar quizzes has been very popular with students, and seem to have contributed partially to increase in grades and retention between Level 1 and 2.

### Employability

#### Archaeology

- small group sessions on subject-specific and general employability for inclusion in Levels 1 and 2 courses.

## **Technology**

### Archaeology

- 1A was the College pilot course for trialling Urkund plagiarism software.
- Ongoing developments in the implementation of new assessment modes using *e-portfolios*, particularly for evidencing employability.

### Classics

- use of videos on Honours-level Moodle sites, as well as digital cameras for videoing student presentations.

### History

- student blogs and an 'entry tickets' system for some undergraduate and postgraduate courses.
- External examiner commendation for use of Moodle by Mike Rapport in undergraduate teaching.

## **Other**

Celtic and Gaelic reported that all written communications, including email and Moodle, were bilingual.

Students were also given the choice in exams to write in English or Gaelic.

History report using induction events for students entering into honours; Summer school represented a significant expansion of History's outreach work with schools.

Philosophy: to improve retention between Levels 1-2, and Honours, convenors from higher level would give short talks at lower level class to advertise the course. This seems to have contributed to greater retention.

## **Culture and Creative Arts**

### Film & TV

- Ext examiner commended the variety in assessment methods and the quality of feedback & cited the Honours course, Audio-Visual Film and Television Criticism, as an example of innovation in teaching, noting that it had provided a model for a course that was to launch in her own institution (University of Warwick). The course was put forward for the Technology category of the Herald's Teaching Excellence Awards.
- Level 1: mentoring of GTAs by a member of subject area that is not the PGR students' supervisor is being introduced. Alongside the course convenor the mentor will be available to offer further support and guidance and observes 1-2 of the students teaching sessions. This is followed by a meeting to reflect on their teaching and the mentor writes a short report for the student's teaching portfolio. There is wider peer observation across the teaching team.
- The use of Box of Broadcasts and TFTS online archive in teaching and learning is innovative – these are invaluable resources (with the latter is unique to Glasgow) that other subject areas across the school and collage should be making the most of.

### Theatre Studies

- Hons: noted students' concerns over an external (i.e. visiting) member of staff with regard to teaching provision and student briefing. These have been addressed at instigation of Head of Subject.

### History of Art

- L1 and L2: A working group has been founded to discuss a possible restructuring of Levels 1 and 2 to address some of the concerns consistently raised by student representatives and in student evaluation forms (seminars, essay topic choice for Level 2). One option that is currently being explored proposes to connect Levels 1 and 2 more closely and develop a structure of four blocks across the two years that fosters students' discipline-specific knowledge and skills.

### Music

- External Examiner for the B.Eng commended the Sonic Arts courses for their "broad focus upon the creative application of technology" and "high demands in terms of the breadth, amount and level of work that is required from students".

## **Critical Studies**

### Digital Materials

- Digital materials for courses/VLE: many courses described thoughtful and creative use of Moodle, which is emerging as a resource-rich and interactive space for teaching.
- In Scot Lit, the Alternative Renaissance course was this year taught completely through digital resources

(web texts, VLE, video, essays as primary text). Questionnaires indicated this was successful; there was an issue with GUL ceasing to subscribe to a key database at the beginning of semester, but this was resolved swiftly with the help of library staff.

- Apps: Eng Lang Level 1 launched the tablet and mobile phone app for teaching, English Grammar: An Introduction, produced in-house from the STELLA Lab and available as a free download via the University of Glasgow iTunes site and elsewhere, which received high praise from Level 1A students.
- Podcasting and digital student projects: These are employed in Eng Lit Hons and have been enthusiastically received by Eng Lit Hons students.
- Class Skype: TRS Hons has a 'class Skype' with the author of a text studied on the course.
- Lecture recording: Eng Lang Level 1 provided lecture recordings online on Moodle 2 for the first year.

#### Pedagogy, Assessment and Engagement

- GTAs involved in ENGLIT redesign of course materials on Moodle.
- Cross-generic range of primary course texts: Eng Lit 2A includes contemporary Scottish political drama and a nineteenth-century political manifesto among its materials.
- Tutor's Handbook: Eng Lit 2A uses a Tutor's Handbook prepared by a former postdoctoral GTA, Dr Michael Morris, as an invaluable teaching resource for new and continuing GTAs.
- Placement-based courses in Scot Lit.
- Peer assessment: TRS Hons and Eng Lang Hons students benefit from formative peer assessment for presentations.
- Non-traditional forms of assessment: popular among Eng Lang Hons students, these include projects and lab assignments.
- In Eng Lit 1A, students use formative assessment as a means of testing combinations of creative and critical tasks, with the option to pursue this as an option in summative assessment.
- In TRS, students 'offer responses to set reading, write brief 'museum board' summaries, produce information pamphlets, compose poetry, participate in reading or writing groups, write book reviews, and keep journals. Some of these forms of assessment involve group work, giving students the opportunity to demonstrate their capacity for productive teamwork'. Other specific examples are given below.
- In Eng Lit Hons, a variety of innovative practices includes mini-conferences.
- Introduction of 'creative' writing exercises as part of Eng Lit Hons. Summative assessment.
- Creative compositional tasks: used in seminars in Eng Lit 1A.
- Flash Fiction and Sonnet competitions: held in Eng Lit Level 1. (renamed the The Erin McQuade Sonnet Competition' after the tragic death of Erin McQuade, first-year student of English Literature at the University of Glasgow, in December 2014).
- Student participation in the lecture slots, such as in Q&A and debate in the Manifestos lecture of Eng Lit 1A, delivered by GTAs, and in the Open Mic, and in the theatrical performance lecture.
- Regular appearances of poets (drawn from the Eng Lit 1A staff and guests) on lecture programme.
- Seminar evaluations: as utilised in Scot Lit Level 2, these are four exercises of 400 words each, with feedback, designed to augment coursework and give students a sense of progress on the course.
- Online and offline learning journals: as reported in Eng Lit Hons, TRS BD and TRS Hons.
- Textual Editing exercise in Irish and Scottish Level 3.
- Reading weekend: Scot Lit Hons arranges a successful Arran Reading Weekend.
- Inclusion of PG students in Hons classes: TRS employs this strategy to model behaviour such as preparation and discussion.
- Student Skills: TRS designates courses to target certain skills or graduate attributes and discusses these with students (how to analyse an essay, how to structure an argument, what counts as evidence, how to do a presentation, how to avoid plagiarism, etc.).
- STELLA Lab: Eng Lang Hons notes that several classes hold seminars here, maximising use of digital resources in teaching.

What practices should be recommended?

#### **SMLC**

Of the practices listed above, the following are the most general and therefore the most relevant to other subject areas:

- Activities encouraging students to use their mobile devices

- Quizzes on Moodle providing formative practice and immediate feedback to students
- Variety of assessment types
- Weekly updates via a Moodle forum outlining course ILOs for each week
- Short bursts of interactive exercises in lectures

## **Humanities**

### Archaeology

- interactive lectures

### Classics

- design/use of BOLD versions of existing courses
- quizzes at Honours at Honours level.

### History

- day-long honours induction even for new honours students
- Blogging event

### Philosophy

- seminar quizzes
- sample essays for students
- short talks at to advertise future courses.

## **Culture and Creative Arts**

### Film & TV

- Both the external examiner's report and the Periodic Subject Review noted the way that parts of the Honours programme connected with the creative industries and external professionals.

### Theatre Studies

- wide variety of assessment modes is exemplary and could serve as a model throughout the College (e.g. research trails, group work and assessment, practice work, etc.)
- Level 1 TS runs a 'muddiest point' exercise after the first unit of lectures to clarify key ideas before moving on to the rest of the course.
- L1 runs annual briefing sessions where good and best practice from the previous year's GTA team is shared with new seminar leaders, identifying exercise/games that have proved useful as well as areas of the course which students sometimes struggle with.

## **Critical Studies**

- Student study skills materials: TRS recommends its use of model essays with written commentary and provision of detailed study skills materials in Level 1.
- Turnitin guide: in Eng Lang Level 1, students having problems with the interface were helped greatly by a step-by-step submission guide with screenshots put together by a tutor, Vijay Solanki. This will be made available to all students.
- Cultural Trips
- Student involvement in funded projects: this gives access to experience and conferences, as noted in Eng Lang and now practised across other units in the school.
- Open Source: Eng Lang Hons has moved to using only Open Source software so students can work outside the lab.
- Use of Facebook: to interact with students abroad and maintain course networks.
- Moodle quizzes
- GTA Shadowing Scheme
- Personalised feedback for GTAs: as used in Eng Lang Level 1, this is time-consuming for staff but invaluable for the career development of GTAs.



Closing Loops

What progress has been made on actions identified in last annual monitoring cycle?

**SMLC**

**Language:**

- An Oral Language Working Group met in session 2014-15 and made a number of recommendations to improve oral provision within the School. These recommendations, particularly the need for more integrated, small-group language teaching, will inform the restructuring of all language courses.
- Additional language-learning material has been made available on Moodle where requested by students, e.g. pronunciation guides for Beginners.

**Culture:**

- Students asked for more information on how to improve their performance in essays and additional learning materials have been posted onto Moodle. Staff who mark essays in S1 have been requested to provide more specific suggestions for improvement.
- Last year it was decided to add an additional seminar hour in each teaching block of the Levels 1 and 2 Culture courses for 2014-15. Questionnaire responses and direct discussion with students indicate that this was warmly welcomed by students.
- In response to student feedback some individual texts/films have been introduced or changed in Culture courses.
- The submission date for the Honours dissertation was changed to mid-January, to avoid overloading the students with deadlines before the Christmas break. Student feedback on this change was very positive.

**Humanities**

Archaeology

- progress on exams and diversity of Assessment including a comprehensive Honours Review
- a redevelopment of the long essay for Honours course in Theory and Interpretation
- students now do non-assessed project proposals; this change will be made as result of Honours review.

Classics

- Changes have now been made to the Latin 2B class test and exam on the basis of problems in 2A and will be adopted for 2A as well.
- Vocabulary quizzes for 2B introduced.
- Changes in class texts between Greek 2A and 2B towards more literature and less grammar.
- Changes have been made to the seminar profile in Classics Level 1-2.
- At Honours level Language, removal essays from several of the exams has been implemented and has worked well. Honours Classics reports an improvement in returning feedback promptly.

History

- An audit of Honours marking took place in S1 of 2014-5, scrutinised by History L&T committee. The results showed a reassuring level of consistency in spread of marks and in-course medians and averages. This exercise will be repeated periodically.
- A working group was set up to review marking criteria – following this, the marking criteria for the dissertation module were revised.
- Coursework and Presentation Feedback Sheets were reviewed, but older versions are still appear to be in circulation. Colleagues to be reminded that the up-to-date versions to be used.
- A new policy of providing exam feedback has been implemented, in line with School guidelines.
- There were revisions made to the following: Course handouts for 1A to clarify ILOs, the Talis Aspire Reading list, 1B seminars, and the exam guidelines for section B of the HIST2011/3011exam.
- New exercises to support student evaluation of historiographical debates were introduced.

Philosophy

- Sub-honours convenors now provide greater guidance to GTAs (particularly new GTAs), e.g., marking guidance, informal interviews.

**Culture and Creative Arts**

Film & TV

- The induction session for Honours students was introduced, along with a set of other meetings that had

previously not taken place.

- A personal tutor system for FTV students was brought in for Junior Honours students and this will continue in 2015/16.
- At Level 1, regarding the *essay writing workshops to be included in seminar mid-course* – an essay writing workshop was delivered in week 6 as students worked on their class test.

#### Theatre Studies

- NSS results continued to be disappointing. In 2014 we achieved 87% overall satisfaction for the second year running. This was particularly disappointing given the range of measures put in place (e.g. dedicated NSS briefing session which all Senior Honours students attended in February, discussion of NSS results and action plans at SSLC meetings, additional information provided by SRC, etc.). The efforts to increase our performance in 2015 have been kept up and increased (e.g. meeting to address concerns about Current Issues (see above)), and evidence of overwhelmingly positive student feedback in the PSR points to a better performance in the NSS 2015.
- Last year's report there was mention of an unprecedented number of students with mental health issues. This problem has not gone away but the TS Honours convenor this year did not feel that this issue was as prevalent. Certainly the number of Honours students reporting mental health issues was lower than last year.
- Level 1 have continued to share best practices amongst the GTAs on the level one courses at the beginning of each semester, particularly as a number of the GTAs have several years of experience at this point. The handbooks for both level one courses were substantially revised to identify the learning outcomes and their relation to the assessments, beginning with a one-page summary in plain English.

#### History of Art

- Christie's student mentor was appointed in 2013-14 and is helping to improve Christie's students' transition to GU study, but it is essential that GU has adequate oversight of Christie's students' admission to Hons History of Art and Art World Practice programme for this to work successfully.

#### Music

- Last year the importance of using the full range of marks in the "A" band was highlighted. On the whole, there is greater awareness of the process of "working from a central A3 outwards rather than 'edging up' from the B category" (AMR for B.Mus 2013-14). There was further discussion about this at exam boards and course review meeting this year. Following the recommendations of our External Examiner for the B.Mus, we will be exploring our application of the very highest grades (A1-A3). It will be particularly important to observe this principle (specifically utilising the top end of the band, where deserving) with the introduction of the revised B.Mus programme.

#### **Critical Studies**

Issues raised in 2014-15 (to include those noted above as rolled over)

##### Complaints

- In Eng Lit 1B, a concern was identified regarding awareness among staff and students of how to proceed when a complaint is made. The University has devised a new procedure which provides guidance for staff, and the convenor is optimistic that this will therefore not be an issue in future.

##### Moodle

- Scot Lit Level 2 the convenor has reorganised Moodle and briefed all staff; the use of folders and sections has been introduced to avoid confusing lists of documents. Students have responded positively to the reorganisation.
- Both Eng Lit 1B and Eng Lit 2A report continued efforts to fine tune efficiency of use of Moodle, especially as a repository for course lecture materials/handouts/PowerPoints. Updating and dissemination of lecture handouts being made available for the course has been completed. Improvements noted in SSLC class rep feedback and the end of course student survey.

##### Timetabling Clash Eng Lit/Scot Lit

- Scot Lit Level 2 seminars have been rescheduled to avoid clashes with Eng Lit Level 2 seminars and other popular subjects. Classes are now more evenly distributed and students do not require to switch at the beginning of semester.

### Process and Procedures

- In Scot Lit, the process of conveying marking comments to external examiner is now done digitally; based on this year's experience, for next year a 'continuous deposit' model has been instigated for staff to leave archival material for the External to access at any time of the year (e.g. assessment, feedback).
- In Scot Lit, the use of the j: drive for marking and depositing performance data is now 'ingrained and embedded in the system'.

### Cross-School Teaching Provision in Irish and Scottish Literature

- Scot Lit records 'agreement with English literature over the availability of the Irish and Scottish course(s) to Scot Lit Honours students'.
- Reflection upon 3A has provided small adjustments for refreshing and recalibrating, including the introduction of a formative workshop in preparation for the textual editing exercise. 3B has been redesigned in line with the redesign of Honours post-1900 Irish and Scottish Literature, and will go forward in 2015-16 as a new course on that basis.
- The 3B course has been redesigned and approved through PIP in line with the Honours option with which it is twinned and will be offered next year in a refreshed format. The 3A course will continue to be offered as well. The 3A course will run in Scottish Literature but is open to School students outwith that subject, and the 3B course will run in English Literature but similarly be open to School students outwith EngLit.

### Course Staffing

Eng Lit Pre-Honours has secured further teaching provision from permanent staff members, and 1A reports contribution from the new staff appointment in Creative Writing.

### Teaching

- In Scot Lit, the 'Beginnings course did not run this year, but its equivalent (Alternative Renaissances) was taught using two much smaller seminar groups'.
- The Scottish Enlightenment (Principia) course has made several adjustments, increasing use of PowerPoint, devoting seminar time to discussing end of term essays and including an 'Originality' criterion in marking, in line with other courses across Scottish Literature.
- In Principia, 'after exploring the possibility of adding another element of assessment which is not essay based, it was felt that such requests were isolated, that all students would have at least have experience of writing essays no matter what their background (across arts, sciences, social sciences), and that the current pattern of assessment does not over-burden students'.
- The Principia seminar staffing pattern was altered slightly this year in a way that maximised the number of seminars taught by the same tutor, thus helping with the overall consistency of seminars.
- Eng Lang Level 1: lecture summary slides (powerpoint) incorporated by lecturers this year and were singled out for particular comment by students as being useful and appreciated.
- This year all lectures were recorded and made available to Eng Lang Level 1 students via Moodle.
- Dr Carol Collins now teaches writing skills on all pre-honours EngLit courses.
- Eng Lit 1A changed the timing of Creative Writing and Referencing workshops; these require further finessing to meet student needs.
- Eng Lit 1A scheduled more lectures on the set play for the course.
- Eng Lit 1A now includes weekly 'topic' headings for the lecture schedule and reinforces the rationale of the four daily strands of lectures.

### Curriculum Reform

- Scot Lit has revised its Honours Theory course; in tandem, Level 1 has also been revised and Theory elements have been foregrounded in the new set-up of Level 1.
- TRS Level 2 has reorganized its Mysticism class on thematic lines, improving student performance and satisfaction. Mysticism will now be shifted to semester two and a new class, Religion, Culture, and Controversy will run as an introduction to the discipline in semester. This was initially recommended by the External.

### Assessment and Feedback

- In Scot Lit, assessment weighting in the Beginnings to Early Modern course has been changed to 10-40-50, as requested / agreed.
- In Scot Lit, a new criterion that registers 'Originality', at the External Examiners' request, has now been

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added to the marking sheet grids, where appropriate.

- Scot Lit Level 2 has included a language-specific seminar prior to submission of the language exercise.
- The convener of Scot Lit Level 2 reports that the importance of 'positive as well as constructive feedback' is now emphasized in moderation meetings with GTAs, and examples given. The positive and effective marking and feedback has been noted in the 2014-15 External Examiner's Report.

Problems with Room Booking System

Eng Lang Hons notes that this issue was identified last year and has not yet been resolved.

**What matters (if any) need to be brought to the College or University's attention?**

College

**Humanities**Recurring Themes:

1. GTA budget/staffing (Archaeology and History)

Archaeology: staff shortages and HR delays in making appointments led to negative student feedback, reduced provision of courses. This remains an ongoing issue, and is due to the lack of responsiveness by College to known upcoming staffing issues.

History: GTA budget is a concern for History given the very large student numbers. They require substantial GTA support to deliver big pre-honours modules if they are to maintain quality of student experience.

Philosophy: the roll out of electronic marking on Moodle was poor.

**Culture and Creative Arts**Theatre Studies

- Welcome the retention of 30-credit options.

Film & TV

- Periodic Subject Review recommends that the School works with the College to review how teaching space and equipment requirements can be supported in the future.

**Critical Studies**

In addition to the following, attention is drawn (for information) to the issues raised under Room Booking and Central Timetabling and under Fitness of Space for Purpose in 'University matters'.

NSS in Scottish Literature

- Scottish Literature expresses concern over its NSS statistics, as it is 'a small Subject Area constantly on the brink of NSS (in)visibility, not just in terms of numbers but also because [Scot Lit] NSS results are constantly being moved around from one cognate department to another, i.e. they are being presented as part of that cognate department's results'. While it is able to extract some numbers that are applicable to the subject and not to the cognate subject area, 'a wealth of information still remains invisible' to subject and 'especially to students'.

Eng Lit/Psychology Timetabling Clash

submitted the following statement on this matter:

- Eng Lit 2A: 'there was a significant problem with lecture timetable clashes in the EngLit/Psychology combination—a pre-Honours study combination that should have been removed from the University course list but was not, due to an administrative error at College level. This resulted in students in that cohort requiring lecture recordings for this course, which was in turn the focus of a Stage Two student complaint concerning the pedagogical limitations that this entailed. After a drawn out process, and the mediation of the College L&T Dean, Clerk of Senate, Head of School, Head of Subject and Convener, it was agreed to put in place an additional weekly drop-in session staffed by a member of our teaching team (ie additional resource). It did transpire eventually that the complainant in question was actually full of praise for how this unfortunate situation was handled on the Eng Lit side, and dissatisfied by the lack of response from Psychology, but that was only established after the student in question was allowed to meet with the Head of Eng Lit. In all, despite the unnecessary grief this caused staff in English Literature, through much effort by the Head of Subject and Course Convener, the matter was resolved, at least as far as English Literature's commitment to its students was concerned. Their responses are a matter of record – e.g. 'I don't have any complaints on the English side of accessing the lectures. They're always sent every day which is really good and are video recordings, which gives more of the feel of actually attending when I do use them! Whereas Psychology is only a podcast and is put up normally a week after and a few at a time, which means I fall behind in Psychology and have loads to catch up on at the weekends. So the only complaints I'd have (bar the actual clash) would be with Psychology! I do realise I could just attend the Psychology lectures and catch up with English every day but I tried that for a bit and found I just wasn't enjoying it. English Literature is what I go to University for and I want to be able to properly attend and enjoy them! It'd be great if Psychology could do what English are doing with their lectures.' (email to Head of Subject)

University

**SMLC**

A large number of colleagues commented on the lack of suitable rooms for language teaching. Comments included:

- Rooms are not audited for communicative classes, this means that a classroom which is described as having a capacity of 16 may very well hold 16, but in such a way that interaction between students is not possible.
- Gilmorehill: The positioning of the keyboard and screen in a cupboard in Adam Smith room 916 is not conducive to the easy delivery of lectures that rely on Powerpoint presentations.
- Lecture theatres, while suitable for Level 1 and Level 2 Culture courses, are not suitable for the interactions required in Honours Option courses or in language teaching. We need seminar rooms with built-in audio-visual facilities and flexible furniture layouts.
- Short supply of rooms suitable for group-work based teaching, for example rooms 118 and 133 in the Hetherington Building.

Also noted:

- Room bookings: back-to-back classes based in the St. Andrew's Building and the Main Campus are not feasible for students or staff.
- Erasers should be provided for cleaning whiteboards in all teaching rooms

**Humanities**

Recurring Themes:

1. Issues with room bookings and the standard of rooms (Archaeology, Celtic, Classics, and Philosophy)

**Subject specific comments:**

Archaeology

- need more support for the Moodle-Mahara interface in order to make innovative assessments using Mahara.
- Moodle 2 assignments still need development and greater utility of use.
- course approval course is slow and cumbersome, constituting a major obstacle to teaching innovation and experimentation (External Examiners have also noted that this inhibits the implementation of their recommendations).
- Finally, they also note that there have been major ongoing problems with Central Room Booking – the system is very inflexible when numbers are larger than expected. This has resulted in the use of unsatisfactory teaching space and has impacted on student satisfaction.

Celtic and Gaelic

- issues with rooms – in one case there was building working ongoing nearby which posed a Health and Safety Hazard. CTT were slow to act on this (Head of School admin had to become involved).
- where there have been technological faults, there has often been nothing in the classroom to indicate who to contact for assistance (a similar point is noted about first-aid).
- EvaSys questionnaire felt to be dubious value
- communication about students with special requirements, e.g., failing to inform subjects when students have dropped out, failing to inform staff of the presence of sign-language interpreters.

Classics

- problems with rooms at Level 1-2 classes. It would greatly improve attendance at Language lectures if they could be scheduled to take place in the same room every day of the week, and if this room was central (not on the University periphery) and appropriate.
- problems with the audio equipment in lecture theatres.

History

- University-level support for students facing serious mental health difficulties is wholly inadequate – students are waiting far too long to get access to the counselling that they need. The University should prioritise this urgent problem, and increase the funding of resources for counselling (and related) services.
- lack of clarity and action from the University on the translation of JYA marks and related processes – this remains a problem at subject-level.

### Philosophy

- allocation of rooms was problematic, e.g., Level One courses held at multiple venues (indeed, at short notice we were told that a lecture had to be held in the Hilton Grosvenor Hotel). This goes down very badly with students.

### **Culture and Creative Arts**

#### Music

- Currently experiences difficulty with electronic submissions for assessments that generate large files (exceeding the limit on Moodle). Our External Examiner for the B.Mus noted in her report that “the University should explore mechanisms that would allow multimedia work (e.g. Sonic Arts, Composition work) to be uploaded to Moodle or similar as part of assessment, to ensure that it is appropriately secure. The online system in place does not accommodate the large file sizes that are typical in sound & image based work.”

#### Theatre and Film & TV

- The heating system in Gilmorehill Halls continues to be a severe problem. One colleague reports “in some rooms the heat can make teaching and learning impossible”. This needs to be addressed. The Periodic Subject Review recommends that the subject (Film and TV Studies and Theatre Studies) liaise with Senate Office to investigate installing a swipe-card system for the building, so that students can access practical equipment in evenings and at weekends. There is inadequate provision of security for Gilmorehill Halls during early evening screenings. Room bookings – need for seminars to remain based in Gilmorehill in order to utilise dedicated FTV facilities and support.

#### History of Art

- Requests exemption from the policy of recording lectures, to reflect the fact that Art History lectures require accompanying images, and these are not normally available without significant copyright fees and complex permission negotiations.

#### Music

- As noted in previous Annual Monitoring reports, Music’s physical facilities continue to fall short of requirements (limited number of practice rooms and Concert Hall in need of refurbishment).

### **Critical Studies**

#### Room Bookings and Central Timetabling

This is a widespread cause for concern across all subjects in the School regarding allocation of teaching space and timetabling, with several significant issues arising:

- Scot Lit: 'staff should be reminded of the importance of finishing lectures and tutorials on time to enable students to make their way to the next class.
- Rooms allocated are too far apart to allow students to travel between classes without being late.
- There is confusion with the allocation of different rooms on different days to courses, requiring moving buildings and moving across lecture slots.

#### Fitness of Spaces for Purpose

- Eng Lang notes that ‘giving individual subject areas priority over rooms in subject area buildings would possibly be the biggest single efficiency saving that the University could make, in addition to significantly enhancing the satisfaction of both students and staff’.
- Not all lecture theatres or seminar rooms are well-equipped for AV. Janitorial support is of high quality but IT support is too remote, and not there when needed.
- Eng Lit 1A : it is vital that the 4 daily lectures for this course (which it runs 11am and 12noon) are in the same lecture theatre on every day of every week. Ideally both the 11am and 12 noon lecture should be in same place too, given that the staff and guest lecturers repeat the class and continuity of AV is facilitated more readily.
- Eng Lit 1A and 1B reported problems with room booking arrangements: several allocated rooms were inadequate for the purposes of teaching Level 1 groups of 12-14 students. 1A and 1B taught more than 400 students, and ‘there were complaints from students about the rooms used for seminar teaching on the Gilmorehill campus. Tutors and students found rooms in the Sir Alexander Stone Building (212 and 213) particularly poor’.

- Eng Lit Hons notes two health and safety concerns, specifically with:
- (1) overcrowding: 'there continue to be problems with some centrally-booked teaching accommodation, including health & safety concerns with room capacity'.
- (2) chalk dust: 'Lecture rooms assigned in Mathematics building were found to be quite unsuitable and also constituted a health risk to some colleagues with bronchial conditions owing to high concentration of chalk dust'.
- Scot Lit Level 1 reports seminars being assigned to large lecture theatres, meaning the furniture and layout impeded learning as the seating was unsuitable and 'not conducive to small group work, discussion and interaction'. Eng Lit Hons also records issues with lecture rooms being assigned for seminar teaching.
- Scot Lit Level 1 also reported issues regarding the allocation of different lecture halls for Monday and Weds lectures.
- Eng Lit 2A: loss of the lecture overspill space in the Charles Wilson lecture theatre, necessitated the use of an unsatisfactory replacement at least 10-15 minutes walk down the road at the St Andrews Building, requiring a GTA to be in attendance to establish the Echo video streaming feed.
- Eng Lit 2B records a similar difficulty with accessing appropriate lecture halls. It was proposed to subject that lectures were run simultaneously in locations that were 'two bus-stops away from each other'. This situation required much unnecessary time and energy to rectify.
- Eng Lang reports a problem with one of the fans in the lecture theatre (Boyd Orr LT 1), which had led to some students not being able to hear a certain lecture and problems with the microphone which caused feedback in the lecture theatre (Boyd Orr LT 1; though the janitors had been extremely helpful when this happened).
- Eng Lang Level 1 notes that one of the seminar rooms in the Joseph Black building was a little lecture hall which was not conducive to discussion and had some maintenance problems (e.g. leaking ceiling and a ticking noise, reported in student feedback from the SSLC Meeting).
- Additionally, certain seminar rooms had been particularly difficult to find, so much so that in one seminar no one had turned up until the very end of the seminar as students had been unable to find the room (one student had met in person with the Convener AW about this issue, which the student had found upsetting). To give a specific example, one tutor reported on the unsuitability of rooms as follows:  
'Room 131 (B31), 5 The Square was difficult to find as it had not been sufficiently signposted. It is a tiny room hidden away in one of the corners of one of the basements of 5 The Square. Although the main problem with the room is its location, there is also problem with its suitability as it is too small and, therefore, the door has to be left open all the time for air circulation. Doing so, however, causes inconvenience and disturbance (due to noise) to the occupants of neighbouring rooms...'. And: 'Room 656A, Main Building: Signposting for this room is non-existent until one reaches the 6<sup>th</sup> floor of the relevant part of Main Building after exploring every other part. None of the staff based in the other parts of Main Building (who were happy to help) was aware of the location, or even existence, of this room...'

#### Examinations Timetabling

- Eng Lit Hons records that 'timetabling of examinations was cramped and unbalanced' even after negotiating changes.

#### Level 3 Irish and Scottish Literature – Supermarket Session

- Numbers of study abroad students taking this class have fallen since the University stopped holding 'supermarket sessions' for International students.

#### Scottish Literature Study Abroad

- As raised in several previous monitoring forms, 'it remains virtually impossible to attract students to go abroad given the perhaps not sufficiently flexible arrangements for Scottish Literature students to go abroad, particularly Single Honours students. This remains manifestly due to inflexibility within the Glasgow set-up in terms of facilitating the inclusion of courses done abroad as part of a degree in Scot Lit'. Scottish Literature 'hope that new Exchange arrangements in tandem with new credit accreditation of Honours courses can bring more opportunities for Scot Lit students'.

#### Lecture Recording

See below ('Hot Topics' 2.) regarding clarity of policy.



#### Turnitin

- Eng Lit Hons notes that ‘the non-availability of Turnitin this year has led to some administrative problems with coursework submission’.
- Eng Lang Hons submits that ‘the Moodle/Turnitin interface for electronic coursework submission and marking is not fit for purpose, and requires very detailed instructions for use. The production of such instructions at subject level is duplicating effort across the University, and would be better handled centrally’.

#### Hot Topics

Do you have any comments on the following topics?

1. In developing the campus across all sites, what kind of teaching spaces would benefit/support your teaching? Please note if your comments are specific to a specific campus e.g. Crichton, Garscube, Gilmorehill etc.

#### SMLC

See also the comments in the previous section on teaching spaces.

- Bigger PC labs to provide space for large groups of students, e.g. for online assessment.
- Rooms with multiple visualisation spaces: currently AV screens cover whiteboards in most teaching rooms, this can be challenging for language teaching where visualisation is key, e.g. when students are watching videos it is often helpful to visualise key vocabulary on a separate screen or board.

Spacious and bright teaching spaces with movable seats/desks so seating can be arranged according to the needs of the class.

#### Humanities

Recurring themes: Subjects have different needs for teaching spaces, depending upon particular teaching needs.

##### Subject specific comments:

Archaeology: Flexible lecture spaces where students can talk in groups and are accessible by the lecturer would be very helpful. This will facilitate more interactive lectures which incorporate student group work. An additional requirement in Archaeology is that student groups will often need to look at material, so tables would also be helpful.

Classics: for Level 1 classes, the Yudowicz ground floor pod in the Wolfson Building is particularly good for a group of 60-70. Rooms with large whiteboards are also needed for writing out morphological paradigms. Medium sized lecture theatres with well-maintained AV equipment are required for Classics Level 1-2 courses. For Honours Language, small seminar rooms (6-16 students) close to staff offices required (as large numbers of books are brought along). For Honours Classics seminar rooms with space for 20-40 students, and large whiteboards are ideal.

History: working in offices that are large enough to run small-group seminars brings autonomy for staff, plays a role in History’s high student survey scores, and reinforces the collective identity of the subject area.

#### Culture and Creative Arts

##### Film & TV

- Honours programme would benefit from a ‘repurposing’ of the Resource Room as a Media Lab more suited to group teaching.
- It would also be beneficial for the number of editing suites in the **Gilmorehill** building to be increased, not just for purely practical courses, but also for Honours courses that integrate theory and practice (e.g. Audio-Visual Film and Television Criticism, Archive Film Online). The digital handling of audiovisual media is likely to become a more commonplace aspect of student learning in the future. One way of increasing provision and ensuring access in this area would be to develop postproduction facilities in the library.

##### History of Art

- need larger seminar rooms, and spaces with projection and viewing facilities appropriate to History of Art. This would also help to support e.g. a mini-conference bringing together students from more than one option (e.g. up to 70 students).
- The Hunterian Art Gallery LT is in great demand and is in any case not suitable for the more informal kind of teaching involved in seminars or presentations).

##### Music

- A fit-for-purpose Concert Hall is vital to effective teaching and assessment in Music, as well as to the wider

University community. To date we have explored numerous avenues in support of carrying out works that would bring this space up to necessary standards for effective delivery of teaching. Music's recent application to the Equipment Bid in support of refurbishment of the Concert Hall was turned down.

### Critical Studies

- Teaching Space and Teaching Day: more teaching space is needed, as is the employment of a less narrow working day using the full range of hours from 9-5.
- Teaching Space and Student Admissions: lack of teaching space at present dictates student numbers, limiting rather than facilitating teaching. Scot Lit notes that its Level 1 course is now capped at 100 due to lack of available lecturing spaces, which has a concomitant effect on retention at Honours and renders the subject 'vulnerable to downward trends (no compensatory upward ones are possible)'.
- English Literature 2A would welcome an expanded lecture venue in Hillhead campus, enabling a higher capacity for course enrolment without the complex mechanism of overflow room arrangements.
- Size, accessibility and distance: a basic need is for lecture halls which are adequate for class size; accessible; signposted; and within easy walking distance for students. Moreover, 'decently equipped, well maintained and pleasant' seminar rooms.

### Facilities: specific tools/facilities/room designs/accommodations we require are:

- AV provision and whiteboards in every teaching room.
- Easily accessible and fully functional (in terms of IT, internet, video and audio) rooms.
- Multi-purpose teaching spaces such as the one being created at James Watt South 361 this summer. More 'smart' seminar rooms and more flexible teaching rooms, i.e. designed for a variety of kinds of group work and for switching between lecture, seminar, whole-group and small-group formats.
- A lecture theatre sufficiently large to accommodate all students on the course (over 400 in some Level 1 courses).
- The same lecture theatre for all lectures, where there are multiple lectures per week for a course.
- Lectures and seminar rooms that are proximate to each other and to the Subject Area building, i.e. which are accessible to staff and students with disabilities or mobility issues and which also allow all staff and students to travel between classes within the allocated timeframe without being late.
- Lecterns in lecture theatres (to enable lecturers to present effectively, to prevent injury and to accommodate staff with current injuries or physical mobility issues). These are an essential aid to teaching, to allow notes to be accessed.
- Improved ergonomics in lecture theatres (e.g. ensuring the appropriate distance and close proximity between screen controls, microphone, power socket and other technical equipment used during lectures)
- Echo 360 recording facilities in lecture theatres.
- Visualisers in lecture theatres.
- PowerPoint slides etc. need to be operated from the front of the room. In some current teaching spaces, the lecturer has to stand in a corner in order to use the equipment.
- Seminar rooms designed with the use of literary materials in mind, and specifically a table in each room around which a seminar can congregate; when students have multiple texts (some of which are weighty) and handouts.
- Clearer signposting to lecture theatres and seminar rooms, to help staff and students find teaching spaces easily, safely and on time.
- Accessible computing and phonetics laboratories, essential for Eng Lang.

2. Please comment on your experience of lecture recording.

### SMLC

Lecture recording was not generally used this year, but in previous years it was used in French when staff were unavailable to teach. While mindful of the benefits of a video resource, colleagues in French believe that their high scores in making the subject material interesting can be attributed to the 'live' classroom experience and interactive aspects of many lectures.

### Humanities

Recurring themes: The use of lecture recording has been generally positive (Archaeology, Classics, History), though there are some concerns about student attendance, lack of adequate equipment, and lack of information about equipment in different lecture theatres.

**Subject specific comments:**

Archaeology: have been putting recordings of all Level 1-2 lectures on Moodle for the last five years. This year, Level 1 courses have also used Echo 360. Lower attendance at lectures has been experienced, but there have been significant benefits to students for revision and catching up on missed lectures. They are discussing the timing of when the lectures are put on Moodle.

Celtic and Gaelic: despite requesting rooms with lecture-recording facilities, allocated rooms have not had this functionality, resulting in hand-held recorders having to be used. There is a further issue concerning how the recorded lecture is presented on Moodle: at present the full lecture must be viewed in its entirety (although this is apparently rectifiable by making the lecture available as a download).

Classics: Classics (but not Language) routinely audio record all lectures at Levels 1-2 (less so at Honours). Works well, but issues with supply of functioning audio-recorders. Echo360 also used where possible. Works well, but some issues with sharp cut-off times. Echo 360 'personal capture' was disastrous.

History: Mixed experience. Technical problems (particularly at Level 1) hamper delivery – lack of clarity, information, and effective communication, are the major problems. In particular, Central Room Bookings are not adequately informed as to which lecture rooms have lecture recording facilities.

Philosophy: lecture recording can impact negatively on lecturing, e.g., when there are question sessions or less formally structured teaching sessions.

**Culture and Creative Arts**

It has been widely noted that students are regularly recording lectures without asking any permission. There are also concerns that this practice inhibits the kind of learning we wish to encourage (particularly if students assume that the lectures represent the totality of what they are simply required to 'recall').

History of Art

- lecture recording encourages passive learning, discourages independent study, and leads to memorising lectures as the sole revision undertaken.
- objections to recording lectures 'wholesale' and putting these recordings on line as this would be detrimental to attendance and copyright infringements around the visual material we use.

Music

- some students making personal audio recordings in cases where they have specific requirements for learning support (eg. as noted in their SDS file).

Theatre Studies

- 'Our policy is to allow students to record (audio not video) lectures if they need to. Requests are relatively rare but regularly granted. We do not see any benefit in video recording all lectures and making them available online. One of the main reasons for this is concerning copyright as we regularly get given rare video material from companies and practitioners (sometimes from rehearsals) with the understanding that this recordings are ONLY to be used for educational purposes in the lecture theatre and are not distributed further. If we agreed to put our lectures online we would breach this understanding and would lose the trust of some of the leading international companies. Not only would the quality of our lectures suffer, we might also open ourselves up to legal action'.

**Critical Studies**

Only a minority of units of learning use lecture recording as standard.

- Scot Lit Hons has had no issues but 'only incidental use' of recording, while Scot Lit Level 1, Level 2, and Level 3 do not use it.
- English Literature Level 1 and Hons do not use lecture recording as a matter of course.
- Eng Lang Level 1 does use lecture recording; Eng Lang Hons does not.
- TRS Level 2 and Hons report some use of recording, but other TRS units do not.

Pedagogical issues; Attendance issues; Legal issues:

- Eng Lit 2A states that 'lecture recordings were used only for students with verifiable timetable clashes. There were numerous requests from students not in this situation to access these recordings. Although a University policy exists around lecture recording, there needs to be more clarity on its interpretation and

implementation at College, School and Subject level’.

- Eng Lit 2B does not use lecture recording except for clashes, and records that ‘it is highly debatable whether it is good pedagogy to foster the recording of Arts lectures, other than in instances where a known and registered disability makes it necessary’.
- Eng Lit Hons Conveners that the subject ‘would welcome fuller discussion of the pedagogical implications of lecture recording’.
- Irish and Scottish Literature Level 3 does not use lecture recording, stating that ‘a drop-off in lecture attendance when we provide Moodle powerpoints of the lecture has already been observed, as students have downloaded lectures slides from Moodle rather than attend the lecture’. It reports concerns ‘that this would be exacerbated through providing lecture recordings. Lecture recording raises not only attendance but also pedagogical and legal issues and clarity in policy with regard to these would be welcomed’.
- TRS Level 2 observes that recorded lectures ‘raise issues about attendance and ‘raise serious issues about copyright’.
- TRS Level 2 observes that ‘making available recordings of class discussions/explorations on controversial issues present potential problems about whether the classroom is a safe place for discussion (this relates especially to the Islam course)’.
- TRS Hons reports that recording ‘works well in some contexts; in other contexts it can be inappropriate, such as in classes where students discuss very sensitive topics (for example whether wearing hijab should be made illegal)’.
- Eng Lang Level 1 does use lecture recording. Student feedback ‘has generally been positive and students reported that they liked having the lectures available via Moodle for the following reasons: (1) it gave them the opportunity to recap certain topics, (2) they are useful for revision, (3) they are a good resource if you have to miss a lecture due to illness’. However, ‘there have been concerns expressed by staff about diminishing student attendance at lectures, and the impact of low numbers both on the student experience and on the quality of live lectures. The concern expressed is over whether lecture recordings impact upon attendance as live lectures. One piece of student feedback from the SSLC was that some students felt there is not the same incentive to go to the lecture because it is being recorded. Another piece of student feedback from the SSLC was that some student prefer to watch the lectures via video as their preference because of the noise (whispering, talking, bad behaviour) by other students in the lecture hall during live lectures’.
- In TRS Level 2, one member of staff puts recorded lectures from current and past years on Moodle: ‘students say they appreciate this but they have not been much used’.

Technical Aspects:

- Eng Lang Level 1 reports that the ‘technical aspects of lecture recording have been smooth-running and support from IT and janitorial staff has consistently been very good. In one case, the sound of a lecture was not captured; it is not clear whether this was a technical fault or human error (i.e. not remembering to switch on the mic). The Echo 360 recording software was preferred’.
- Eng Lang Hons records lectures to videocast to Delhi students: ‘this has generally worked well, but meant that the class had to be held in a room that was unsuitable for seminars’.

TRS Hons observes that many of its classes are seminars, including small-group discussion which cannot easily be recorded.

3. Are there any other topics you wish to comment on?

**SMLC**

Some colleagues requested additional training on how to use the various Moodle 2 functions.

**Humanities**

Archaeology: it would be helpful if the course catalogue (<http://www.gla.ac.uk/coursecatalogue/>) could have links to additional subject information, e.g., the Subject’s ‘Information for Current Students’ webpage.

History: High student numbers put pressure on the ability of History to keep seminar at optimal levels (occasionally they have been forced above their 12-student threshold). Given these pressures and workload pressures on staff (and the troubling frequency of work-related stress and illness), History need the continuing support of the University, particularly regarding the GTA budget, if it is to continue to deliver the highest quality learning and teaching environment.

**Critical Studies**

- Moodle 2 Technical Support: English Literature 1A (Convener: Dr Jane Goldman) submits that conveners 'would appreciate more technical support in improving the Moodle 2 platform'.
- Communication with students by email: Eng Lang Level 1 notes that it has become apparent, through student feedback and through experience this year, that sometimes information distributed by email is not getting through to students. 'Discussion at the AMR Meeting reflected upon whether email is the best way to communicate course information to students; if it is (which seems likely) we might consider how, at Subject/School/College/University levels, more precise use of the Subject Line in emails might improve communication'.