Jisc ⬭**bos**

2017 Faculty of Science Learning and Teaching Survey
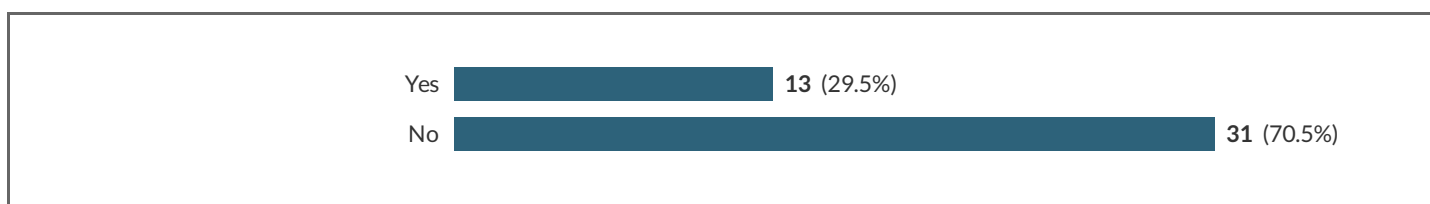
Showing 44 of 44 responses

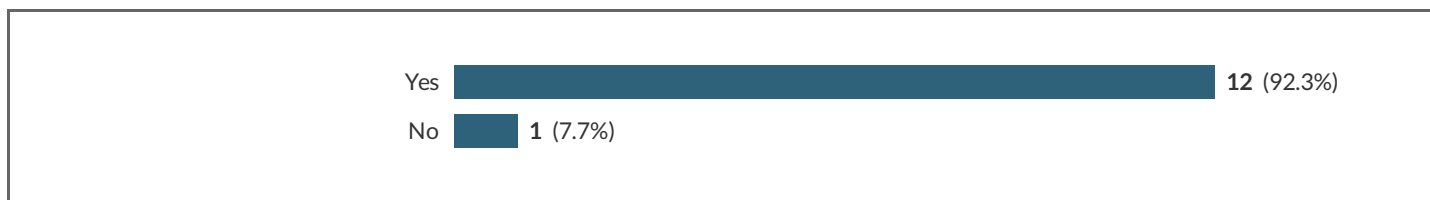Showing **all** responses

Showing **all** questions

Response rate: 44%

1 Staff have the facility to upload new students' photographs in to their Outlook accounts so that they can see who has emailed them [Link Password = kodak]. Have you used this facility?

Yes ▬▬▬▬ **13** (29.5%)
No ▬▬▬▬▬▬▬▬▬▬▬ **31** (70.5%)

1.a Would you use it again next year?
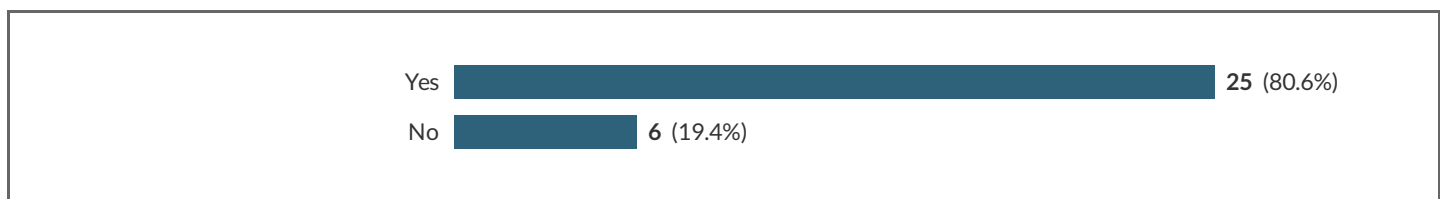
Yes ▬▬▬▬▬▬▬▬▬▬▬ **12** (92.3%)
No ▬ **1** (7.7%)

1.a.i Please provide example(s) of how having ready access to student photographs within Outlook has helped your practice. (Optional: enter x if no response)

Showing all 12 responses	
A student in a class of 200 needed to attend a funeral in week 2. A week later, I bumped into them in a corridor and passed on my condolences.	276923-276915-23521465
Aids recognition/familiarisation with students, especially large cohorts.	276923-276915-23522641
Very helpful with students emailing with personal circumstances to consider.	276923-276915-23522809
Having a picture can be helpful in order to tailor your response specifically to the student as you may know a student by sight but not by name, and your experience of interacting with them in teaching sessions often provides you with context for their inquiry.	276923-276915-23523617
X	276923-276915-23526129
Helps put faces to names and recall meetings	276923-276915-23527706
I'm not sure it helps my practice per se but it makes things quicker when you want to ensure you are responding to the correct student! Note, I really wish that we asked for new photos each year since they change quickly in appearance!	276923-276915-23527915
It is very useful to be able to identify students in an email, especially when arranging an appointment with them. It also helps you remember names of students.	276923-276915-23547239
x	276923-276915-23579180
It helps me to identify students prior to meeting them.	276923-276915-23581508
familiarisation of students sooner when they first join the programme	276923-276915-23652120
It is very useful when students email me with queries, as I can put a face to the name and this helps build rapport, e.g. in lectures.	276923-276915-23661640

1.a.ii Why not? (Optional: enter x if no response)

Showing 1 response	
it adds stuff to outlook that I do not like	276923-276915-23601723

1.b Would you like to use it next year?
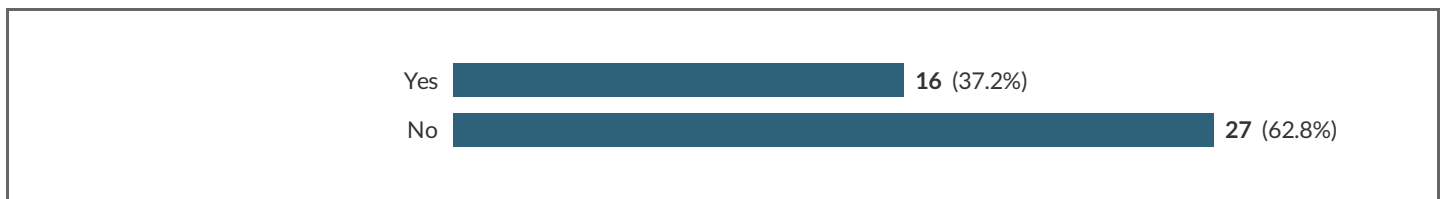
Yes **25** (80.6%)
No **6** (19.4%)

1.b.i Please outline why you have not used the facility this year and any perceived benefits from its use. (Optional: enter x if no response)

Showing 5 of 25 responses	
X	276923-276915-23522109
Its another string of admin tasks	276923-276915-23522063
I was not aware of it. It would be helpful to see a face, provided I don't have to manually upload all the photos myself.	276923-276915-23522220
Not known how to do this	276923-276915-23522394
wasn't aware of it would be useful for context - to remind me of the student, especially those from large cohorts (100s)	276923-276915-23522729

1.b.ii   Why not? (Optional: enter x if no response)

Showing 5 of 6 responses	
It's too much extra work, and would also require changing email clients.	276923-276915-23522060
Anonymity of the students in emails. Not knowing right away who they are may make me less biased in my reply.	276923-276915-23522101
I tend to meet students following their emails	276923-276915-23522735
I doubt that LJMU pays me for spending hours with uploading the photos of 360 students to my outlook account.	276923-276915-23523549
I do not use outlook.	276923-276915-23524384

2   Level 3 and 4 students on some laboratory-based programmes have had their names printed onto their laboratory coats this year. Have you taught in a laboratory class where students' names where printed on their lab coats?

Yes   **16** (37.2%)
No   **27** (62.8%)

2.a   Please provide example(s) of how having students' names on lab coats helped your practice. (Optional: enter x if no response)

Showing all 16 responses	
I learned more names more quickly this year. Particularly useful for supporting weak students who are often last to leave the lab.	276923-276915-23521465
I could call students by their first name, which helps building trust, and it helped me matching names to faces	276923-276915-23522735
I'm not sure this is particularly useful. I feel it is excessively easy to challenge the integrity of this exercise by swapping lab coats to use it for anything formally.	276923-276915-23523061
Excellent idea, should be mandatory. With very large class sizes it helps to know the students' names. These students were not form my school and I was not aware of this facility until I taught students from a different school.	276923-276915-23523033
Only minimal effect because it was just one class and not all students had their names printed. Conversation starter because one student was using a borrowed lab coat with the wrong name. Hope to do this more widely next year.	276923-276915-23523472
Great idea, it helps to call them by their names.	276923-276915-23523800
It has allowed for a quicker development of a relationship with the students as they appreciate when you are able to remember their names.	276923-276915-23523617
X	276923-276915-23527121
We seem much more approachable and engaged when we can call the students by their first names	276923-276915-23527915
helps to learn names of the students - especially at L4	276923-276915-23527962
easier to identify students in class.	276923-276915-23533799
It helps me learn and remember their names, which I find useful to establish more personalized relationships. When someone is linked to a distinct face and a distinct name, they become more important to you.	276923-276915-23548052
It is really nice to be able to refer to a student in a lab class by their first name. It makes the whole session seen much more personal. I also think that the names on the lab coats help other students learn the names of their peers.	276923-276915-23547239
It didn't but it created a talking point as not all students had names.	276923-276915-23557642
Was able to address student's by name Helps to identify the good/difficult students and helps to get the know the cohort better.	276923-276915-23584718
familiarisation of students sooner when they first join the programme	276923-276915-23652120

3 Estates Services will be refurbishing some classrooms over the summer. To obtain a better idea of preferred standards, please identify your favourite classroom within LJMU.

Showing 5 of 32 responses	
TRB144	276923-276915-23521465
? TRB 143	276923-276915-23522063
NA	276923-276915-23522220
429	276923-276915-23522101
TRB 145	276923-276915-23522394

3.a Please explain your choice.

Showing 5 of 29 responses	
Would prefer fixed-seat classrooms that provide ability to circulate around entire room.	276923-276915-23521465
its close. Its bright and airy not cramped. however TRB teaching rooms are freezing cold (always)	276923-276915-23522063
NA	276923-276915-23522220
Light and airy. Large benches	276923-276915-23522101
Airy, light, flexible seating, quiet, accessible	276923-276915-23522394

4 Every year, we report back to Estates Services on issues with teaching spaces that have been identified through the Teaching Observation Scheme, although this does not cover all rooms. For the purposes of informing future refurbishments, please identify your least favourite classroom at LJMU. Please do not select the following as they have already been identified for upgrade: BS/506, BS/Cherie Booth LT, HC/123, HC/161, Marybone LT.

Showing 5 of 26 responses	
JPULT	276923-276915-23521465
Anything in Henry Cotton	276923-276915-23522060
TRB 143 144 145 146	276923-276915-23522063
NA	276923-276915-23522220
JP Lower	276923-276915-23522394

4.a Please explain your choice.

Showing 5 of 25 responses	
Gets very hot and stuffy after consecutive large classes. Needs a (better) ventilation system.	276923-276915-23521465
Rooms are terrible for acoustics.	276923-276915-23522060
Freezing cold !	276923-276915-23522063
NA	276923-276915-23522220
Temperature control is a problem	276923-276915-23522394

5 The Faculty is developing a resource around approaches to improving student attendance. If you have any examples of initiatives that you have adopted to address this issue then please enter your name below.

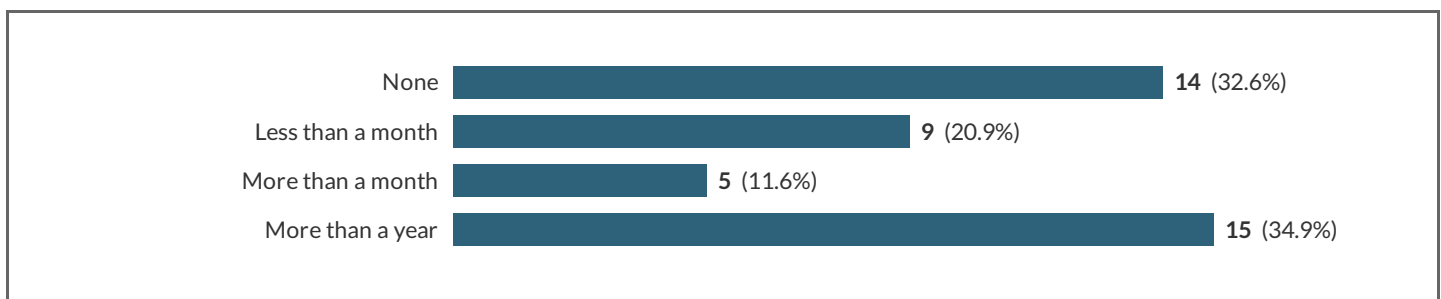| Showing all 12 responses	
Phil Denton	276923-276915-23521465
Don't put slides online before lectures	276923-276915-23522060
anonymous	276923-276915-23522101
Zoe Knowles	276923-276915-23522394
Emails	276923-276915-23522243
Rearranging timetable at student request	276923-276915-23523472
Rodrigo Albuquerque	276923-276915-23523800
x	276923-276915-23532063
N/A	276923-276915-23548052
n/a	276923-276915-23581508
improve SSR	276923-276915-23601723
David Jordan	276923-276915-23652151

5.a Please describe the approach used:

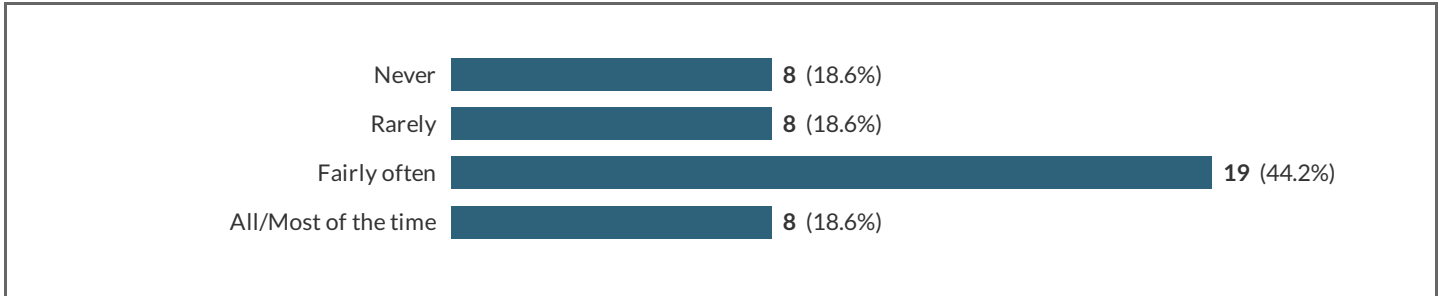| **Showing 5 of 12 responses**	
Use of Nexus pads to capture attendance AND engagement. Students invited to tap in on arrival and for a second, 'dummy' class, after satisfactory completion of	276923-276915-23521465
we should make 80% attendance rule	276923-276915-23522063
Having classes in the same rooms every week helps students to remember where they go each week. I insist on having the same rooms and when I don't, I see student numbers drop. They are too lazy to look where they are going every day.	276923-276915-23522101
Students are expected to attend all lectures prior to placement activity to ensure information required - supervisors can withdraw consent for placement activity if attendance is low and alternative assessment offered Portfolio assessments whereby missing a lecture/2 lectures renders you ineligible for assessment has been enforced at level 4 in the past	276923-276915-23522394
As module leader, emailing individual students who have failed to attend 2-3 weeks in a row offering support; I have had some success in re-enagaging students using this approach	276923-276915-23522243

6   The online Faculty LTA Newsletter, Abstract, was reformatted this year. [Link] You are invited to make any comments about this newsletter; including any items that you would like to see included in future editions.

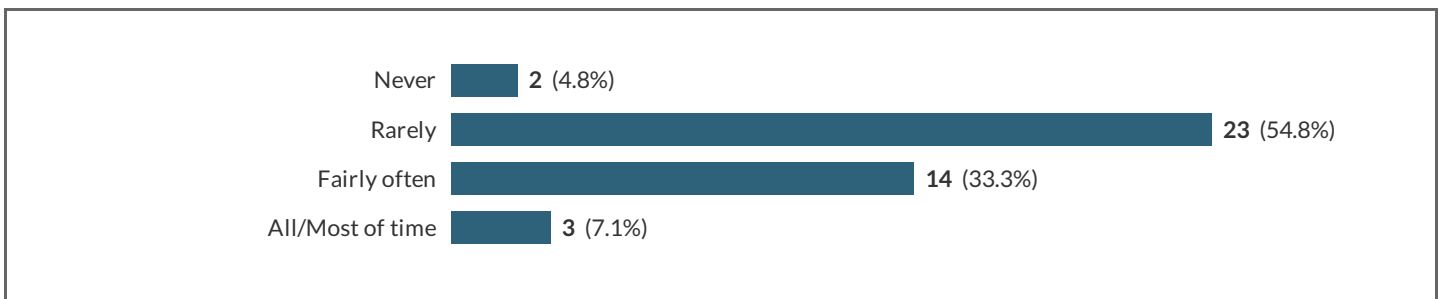| **Showing 5 of 12 responses**	
It's great ;-)	276923-276915-23521465
I would like to see some interviews/reports from the University Pro VC, Academic Board etc and perhaps features on curriculum internships, NTF's, VC Award programme winners etc	276923-276915-23522394
n/a	276923-276915-23522243
I like it like this.	276923-276915-23522735
Contents page and link to the IIP journal Would like to see say a review of current literature on a given topic and further reading suggestions.	276923-276915-23523472

7   During the course of your education, training or research, how much experience of studying, working, or researching abroad have you had?

- None — **14** (32.6%)
- Less than a month — **9** (20.9%)
- More than a month — **5** (11.6%)
- More than a year — **15** (34.9%)

8 In your teaching, how frequently do you use non-UK-based information and explicitly identify the country of origin e.g. case studies, research locations, practice examples, perspectives?

Never	8 (18.6%)
Rarely	8 (18.6%)
Fairly often	19 (44.2%)
All/Most of the time	8 (18.6%)

9 How frequently do your discussions with personal tutees about their plans for future research or studying involve activities overseas?

Never	2 (4.8%)
Rarely	23 (54.8%)
Fairly often	14 (33.3%)
All/Most of time	3 (7.1%)

10 Please select your preferred response to this statement, "I am aware of the University's initiatives to encourage students in international study/placements, e.g. Go Global and Study Abroad funding."

Strongly agree	7 (16.3%)
Agree	17 (39.5%)
Neutral	6 (14%)
Disagree	9 (20.9%)
Strongly disagree	4 (9.3%)