**PRISM:**

**Platform for sharing good practice in learning, teaching and assessment**

**Guidance for contributors**

PRISM encourages colleagues across CCCU to share their innovative practice in learning, teaching and assessment at all levels (Foundation Year to Postgraduate)

You can share them in a **format that you feel comfortable with**: it can be a one page briefing, a blog, a short video (5 minutes maximum is recommended), a dialogue with your students or colleagues, running through a Powerpoint Presentation, presenting resources used in a case study, etc.

LTE can help you put together your preferred arrangement for this.

Below are **elements that you would usually need to briefly cover to present your good practice**, regardless of the format you use. Conciseness is key if colleagues are to make the most of your case study, so try to insist mainly on the key information specific to your area of innovation.

* Title of your case study (try to find one which will attract people’s attention)
* Who you are (name, title, discipline, Faculty, and email if you are happy to be contacted, colleagues involved if it is a team effort)
* Brief context of the case study you are presenting: programme or module type, level, number and type of students, key aims and learning outcomes of the modules
* Nature of the innovative activity:
* Rationale for it: what were you trying to achieve?
* What it consists of (including the tools used, technological or other)
* How you carried it out (planning, cost if any, any support you may have had)
* Evaluation:
* Impact the innovation has had
* Benefits achieved from the new practice
* Frustrations, limitations and barriers you encountered (and how you may have solved some)
* Feedback gathered from students and other stakeholders
* Other methods of evaluation used
* Lessons you have learnt and recommendations for colleagues who are considering using a similar sort of activity
* Resources that colleagues interested can use (with link, list of sources, reference to a person or service at the University, etc.)

Please tick below the keywords that would describe your innovative practice (to allow for searching on the web repository):

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| --- | --- |
| **Discipline** | **Tool specifically used (if any)** |
| □ Applied Sciences  □ Arts  □ Business  □ Childhood and Education Studies  □ Design  □ Education/ Teacher training  □ Engineering  □ Health Professions  □ Human and Life Sciences  □ Humanities  □ Languages and Linguistics  □ Law and legal disciplines  □ Media  □ Medicine and allied medicine  □ Social Sciences  □ Sport and Exercises  □ Social Work/Care  □ Other: please state | □ Aurasma/Augmented reality  □ Blackboard/VLE  □ Blackboard tools (Quizzes, etc.)  □ Canva (or other infographics tools  □ Collaborate  □ Electronic Assessment (QMark, etc.)  □ Excel  □ Genial.ly  □ Kaltura  □ ReCap  □ Lynda  □ Mentimeter/Socrative (or other audience response system)  □ Microsoft Team  □ Mobile phone  □ OneNote  □ Padlet  □ Pebblepad (or other e-portfolio)  □ Powerpoint  □ Social Media  □ Skype  □ TedEd  □ Turnitin  □ Videos in L&T  □ Virtual Reality  □ Wordpress  □ Other: please state |

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| --- | --- |
| **Learning and Teaching and Assessment Area** | |
| □ Active learning  □ Assessment (□ formative, □ summative, □ peer, □ self, □ group, □ digital, □ authentic, □ live)  □ Blogging  □ Collaborative learning  □ Conceiving — Designing — Implementing — Operating (CDIO)  □ Confidence building  □ Critical thinking  □ Data and IT literacy  □ Digital creation  □ Digital identity and wellbeing  □ Digital literacy  □ Digital participation/discussion board/Forum  □ Distance Learning  □ Develop autonomous learning  □ Employability  □ Feedback/feedforward  □ Flipped classroom/blended learning  □ Foundation Year  □ Graduate attributes and skills  □ Inclusivity  □ Induction  □ Investigation  □ Internationalisation  □ Large group teaching | □ Learning environment/  □ Marking (incl. rubrics)  □ Moderation /calibration (of assessments)  □ Staff mentoring  □ One-to-one teaching  □ Peer (student) mentoring  □ Personal academic tutor  □ Placement  □ Practice-based learning  □ Problem-based learning  □ Quizzes or tests  □ Reflection  □ Research-informed curriculum  □ Retention  □ Simulation  □ Small group teaching  □ Space usage  □ Students as partners in learning  □ Student engagement  □ Student induction  □ Supervision  □ Sustainability  □ Technology Enhanced Learning  □ Transition into HE/ between levels  □ Tutorial  □ Using space in L&T  □ Other (please state): |