

# AdvanceHE



The logo for AdvanceHE, featuring a small teal circle and a small purple circle to the left of the text "AdvanceHE".

**AdvanceHE**

# **Teaching Excellence: UK (and Global) Experience**

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Advance HE

# Why Develop Lecturers (Teachers)?

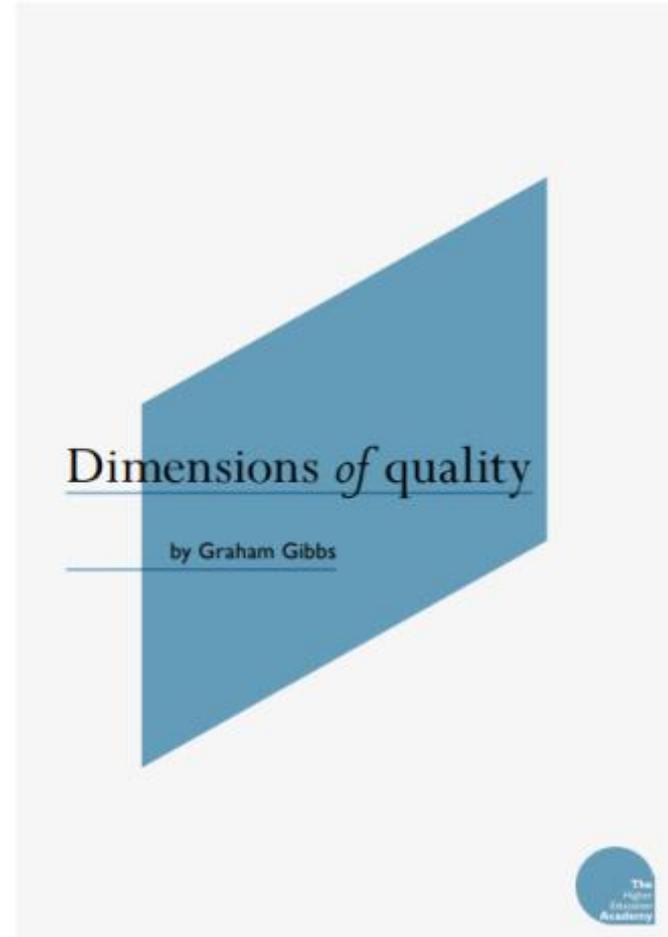
# Nature or Nurture?

- *“Excellent teachers are made, not born; they become excellent through investment in their teaching abilities”*

(European Science Foundation, 2012, p.vii)

# Teacher training: is it worth it?

- **Teachers who have teaching qualifications have been found to be rated more highly** by their students than teachers who have no such qualification (Nasr et al., 1996).



Gibbs, G (2010)

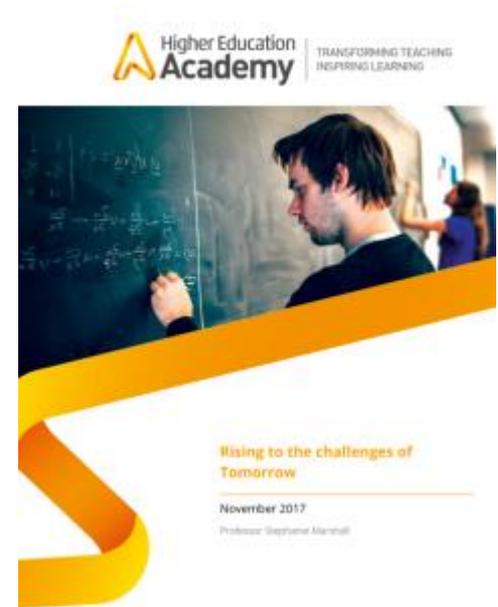
# However...

- In most countries it is not compulsory to have training to teach in universities
- In the UK, training for school teachers has been a requirement for decades, but university level teachers have received training relatively recently (last 20 years)...and it is still not compulsory.
- The European Universities Association (2018) recently noted that across Europe compulsory training for teachers was uncommon, and varied country to country.

# Global Challenges for Higher Education

Identified from research with Higher Education Leaders from UK, US, Australia, Hong Kong, Singapore, Japan, Israel, South Africa and the Netherlands.

- 1. Technological Change**
- 2. Teaching & Learning**
- 3. Interdisciplinarity**
- 4. What are Universities for?**
- 5. Academic workforce**



Marshall, S (2017). <https://www.heacademy.ac.uk/download/rising-challenges-tomorrow>

# Global Challenges for Higher Education (2)

2019 Report following interviews with HE providers across the world

1. **Technology**
2. **Student Learning and the Learning Environment**
3. **Unbundling of degrees**
4. **Access, Diversity and Inclusion**
5. **Academic Workforce**
6. **Leadership and Innovation**
7. **Safety Zones**



Martin, P. 2019. On The Horizon. <https://www.advance-he.ac.uk/knowledge-hub/horizon>

# UK Experience – Teaching Excellence

# Driving Teaching Excellence in the UK

- Government Policy
  - Higher Education Reviews
  - Teaching Excellence and Student Outcomes Framework (TEF)
- Student Expectations and Fees
  - National Student Survey
  - League Tables
- Quality Assurance Agency



# What does this mean for staff and universities?

- Most universities require lecturers to complete a teaching qualification or achieve Fellowship within 2 years
- Development programmes offered for experienced staff
- Programmes underpinned by Professional Standards
- Around 51% of staff now have a recognised teaching qualification

# What does this mean for staff and universities?

- National level teaching awards for teachers and institutions
- Professorships, promotion and reward based on teaching



# A Little Bit of History

“We recommend that **institutions of higher education begin immediately to develop or seek access to programmes for teacher training** of their staff, if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute for Learning and Teaching in Higher Education.

Dearing Report, 1997

# A Little Bit of History

- “The Future of Higher Education” (2003) paper in the UK said:  
*“from 2006 all new teaching staff should obtain a teaching qualification that incorporates agreed professional teaching standards”*.
- In response to this the UK HE funding bodies invited the Higher Education Academy to consult/develop these standards



The future of  
higher education

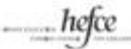
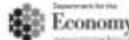


department for  
**education and skills**  
creating opportunity, releasing potential, achieving excellence

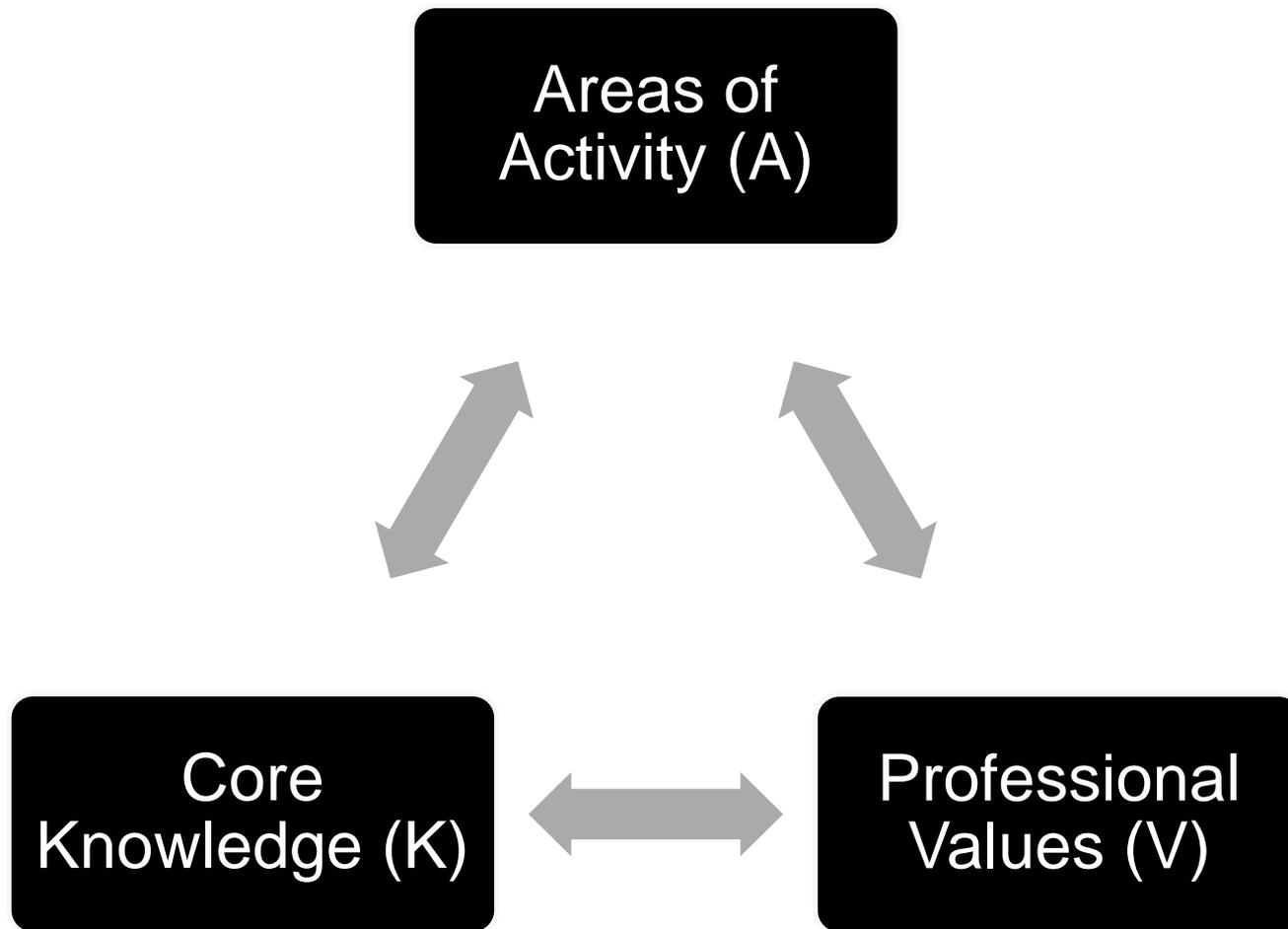
# The Professional Standards Framework for teaching and supporting learning (UKPSF)



- Framework describing teaching and learning support in higher education
- Describes four categories of Fellowship for different teaching roles and experience

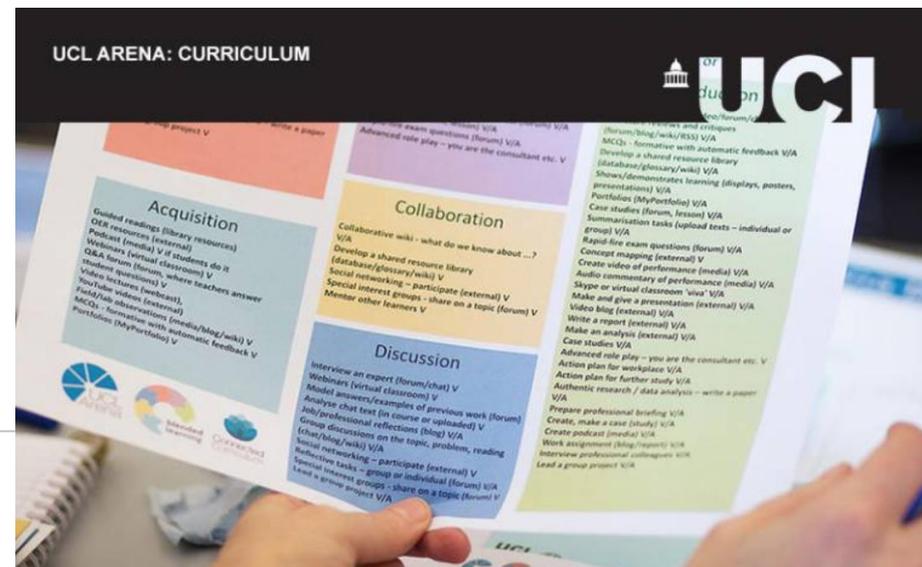


# Three Dimensions of UKPSF

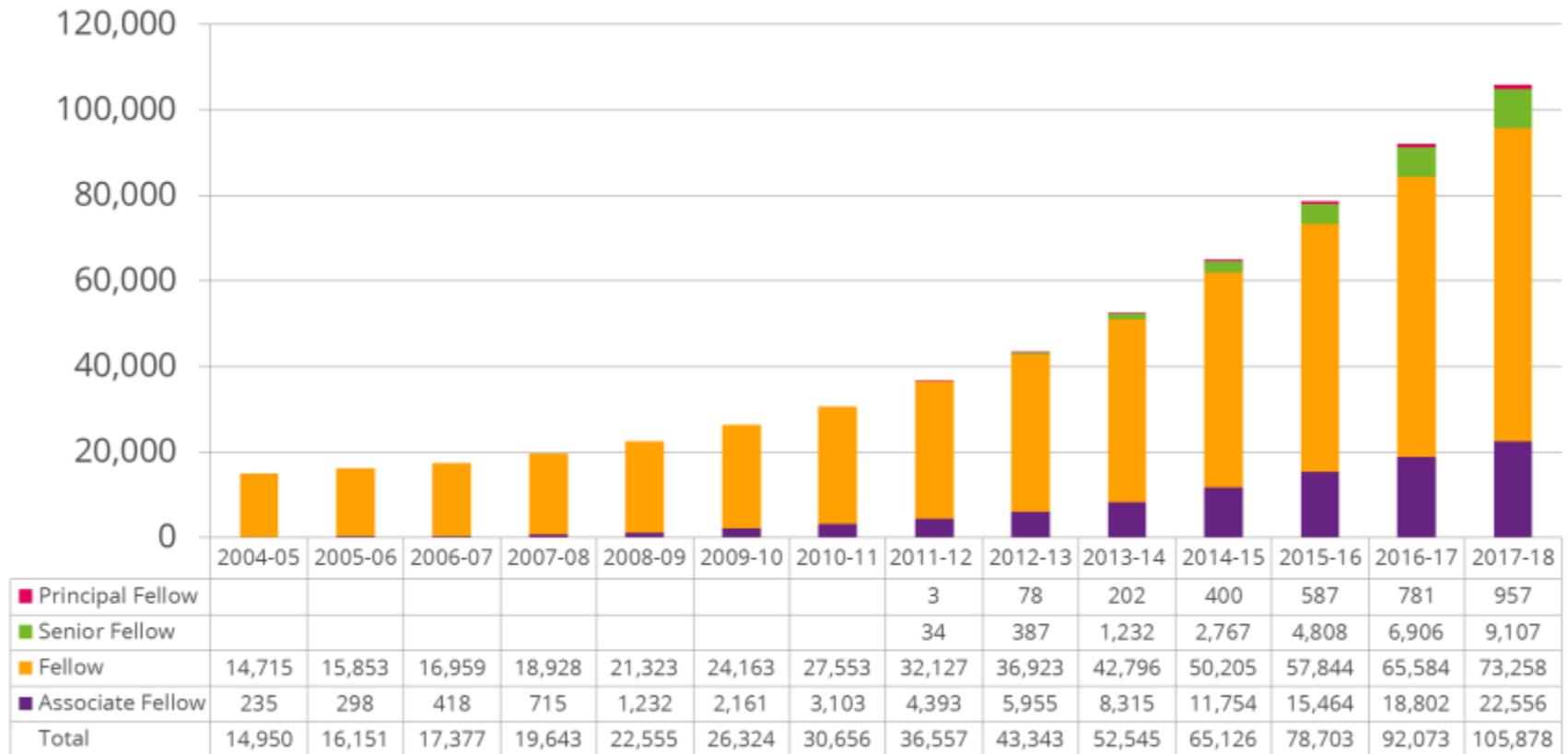


# What the UKPSF is used for

- Designing staff development programmes
- Recognising staff (as Fellows)
- Accrediting staff development programmes
- Appraisal/Promotion
- Self assessment/development



# Fellows – growth year on year



What approaches are used for staff development?

# Active, Engaged Learning



AN INSTRUCTOR  
GENERALLY SAYS  
100-200 WORDS  
A MINUTE  
AND A STUDENT  
ONLY HEARS  
50-100—HALF.



40%

WORSE YET, IN A TYPICAL LECTURE  
CLASS, STUDENTS ARE ATTENTIVE  
JUST 40 PERCENT OF THE TIME.

STUDENTS RETAIN ABOUT **70%**  
OF WHAT THEY HEAR IN THE  
FIRST 10 MINUTES OF CLASS

—AND JUST **20%** DURING  
THE LAST 10 MINUTES.



ADDING VISUAL AIDS INCREASED  
RETENTION FROM **14% TO 38%.**



**ENGAGING  
THE ACTIVE  
LEARNER**

A PICTURE MAY NOT BE WORTH A  
THOUSAND WORDS, BUT IT HELPS.

BROUGHT TO YOU BY

**Bb** **JESS3**

Source: Columbia University



**Innovative pedagogies series:  
Engaging Chemistry students**

Professor Simon J. Lancaster, Director for learning and teaching in Chemistry

School of Chemistry, University of East Anglia

How many Chemistry lecturers approach their teaching in the same way they address their research?  
... do they **consult literature to establish best practice?**

*How many academics would seek out the same dated instruments and techniques they used as students?*

Do they then believe that teaching the way they were taught is **'state of the art'**?  
(Lancaster, 2015)

# Contemporary Pedagogies

- Priority: **ACTIVE, ENGAGED** learners
- **STUDENT-CENTERED**, empowered, independent learners
- **CONSTRUCTIVIST** approaches
- Eg experiential, learning-by doing, student-led discovery, problem-based/ solution-focussed projects, peer collaboration
- Teacher as **FACILITATOR** – different paradigm!

**\*\*\* *Engage learners not 'present' to learners***

See e.g. Mazur 2013; Houghton 2004; Biggs 1999; Entwistle 1988	<b>TRADITIONAL</b> <b>Teacher centred</b> <b>Passive / Surface Learners</b>	<b>CONTEMPORARY</b> <b>Student centred</b> <b>Active /Deep Learners</b>
<b>Power base</b>	Teacher in control, gate-keeper Learner - passive recipient	Tutor as facilitator, guide Learner active, responsible participant
<b>Knowledge &amp; skills</b>	Reproduction, acquisition	Learning, development, growth
<b>Teaching methods</b>	Didactic instruction, memorisation, tutor-led	Independent, cooperative, collaborative, competitive (self, peer, groups), flipped
<b>Learning</b>	Being told, listening, reading, reproducing, answering set questions	Active, experiential, creative, learning-by doing, student-led discovery, problem-based, peer-assisted learning
<b>Assessment</b>	Exams, essays, performance	Projects, create resources & artefacts, presentations, choice
<b>Materials</b>	Lectures, text-books, essays	Project work, research, digital/on-line/AV resources, problems to solve
<b>Content</b>	Emphasize correct information and knowledge	Understanding, application, evaluation, criticality, problem-solving
<b>Topics</b>	Individualise, separate	Integrated, thematic
<b>Social</b>	Individual	Individual & interpersonal, group/teams

# High Impact Pedagogies

Professor Carol Evans, Professor Muijs, Dr Tomlinson (2015)

1. Visual representations  
(concept maps, mind maps, time lines)
1. Simulations/ Inquiry based learning
2. Problem based/project based learning
3. Games/gamification
4. Team-based learning
5. Just in Time Teaching (JiTT)
6. Flipped Learning
7. Narrative pedagogies

*‘Engaged student learning: high impact strategies to enhance student achievement’*



# High Impact - Key approaches

(Evans et al, 2015)

## Essentials

- Active
- Collaborative
- Experiential
- Critically reflective
- Strong emphasis on assessment

## Using

- Visual representations
- Collaborative learning
- Enquiry / Problem project-based learning
- Students as partners/ producers/ co- and self-assessors.
- Technology including Simulation

**Students can escape bad teaching; they can't escape bad assessment** Boud, 1995

Assessment defines what the students regard as important, how they spend their time and how they come to see themselves ... *if you want to change student's learning then change the method of assessment*

Brown & Pendlebury, 1997

**Nothing** that we do to, or for, our students **is more important than our assessment** of their work and the **feedback** we give them on it.

Race *et al.*, 2005

**Students are more dissatisfied with assessment than any other aspect of HE** (NSS, 2005-2018)

# ASSESSMENT - Student Concerns

Frequently reveal poor assessment practices that:

- **Lack authenticity and relevance** to real world tasks/employment
- Are **narrow** in scope
- Have little long-term benefit
- Fail to reward genuine effort
- Have **unclear expectations and assessment criteria**
- **Fail to provide adequate feedback** to students
- **Rely heavily on factual recall** rather than on higher-order thinking and problem-solving skills

(Flint and Johnson, 2011, p2 cited in Race, 2015)

# Enhancing Assessment

- **Fundamental to EXCELLENCE agendas**
- Yet many academics **struggle to change their practice**
- Academics **need support to create new assessment approaches:**
  - Diverse, creative methods beyond essay, exam, presentation
  - Formative, developmental activities, Feedback, self & peer
  - Inclusive approaches
  - Greater transparency- clearer links to ILOs, use of Rubrics
  - Designing 'in' Academic Integrity
  - Assessment **FOR** learning > Assessment *of* learning

**New skills, knowledge, attitudes & institutional policies**

(See work of Race; Brown; Boud... )

# Institutional approaches to Academic Development for Teaching Excellence

# 7 days ago in a leading UK university...

You mean that  
to teach I  
need to know  
about my  
discipline  
*and*  
pedagogy?!!

I feel like a dinosaur...  
I changed my lectures  
because the research has  
become more complex,  
but now the students are  
different too  
– they don't respond to my  
teaching and don't want to  
come to my lectures.  
I know I need to do things  
differently, but I don't know  
how...

# Professional Development: Beyond conference attendance

Allen Williams (2019)

- **Disciplinary Conferences** - traditionally support research, scholarship and collaboration, but **limited impact on student learning**
- **Academics make poor choices** in how to support their teaching / service, with limited options
- ***Need greater emphasis on teaching excellence***
- Faculty need **innovative, diverse, cost-effective and results-driven professional development activities**

# Teaching Excellence: Development Themes

## TEACHING & LEARNING

### Innovative pedagogies

- Active engaged learning
- Interactive quiz, games, voting, presentations
- Flipped teaching
- Applying learning theories
- Micro-teaching & review

## ASSESSMENT

- Formative, summative, feedback
- Rubrics
- Academic Integrity/ plagiarism

## CURRICULUM DESIGN

- Constructive Alignment
- ILOs, Bloom's Taxonomy
- Approaches eg spiral, PBL

## LEADERSHIP

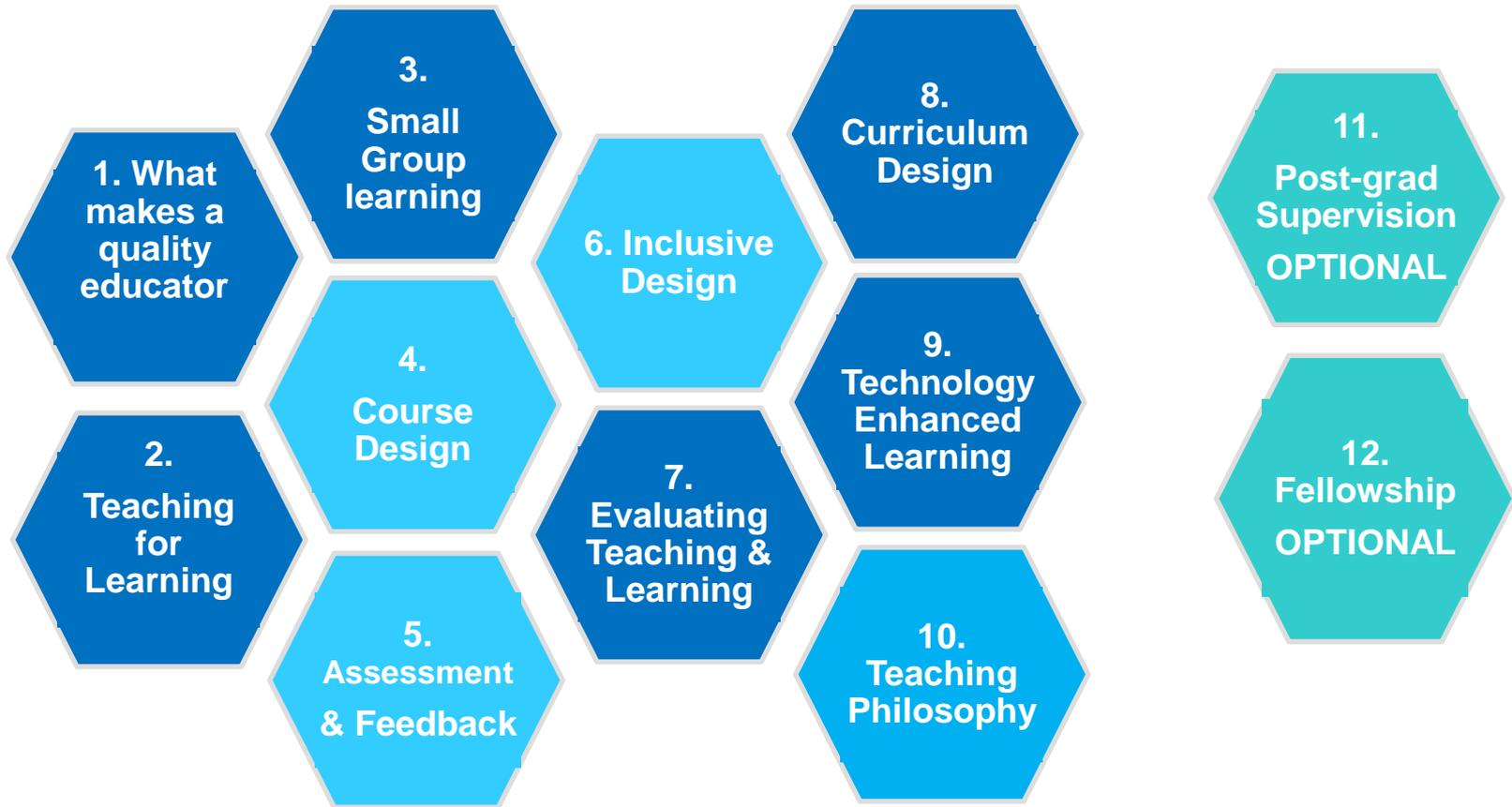
- Module & Programme Leadership
- Student Partnership
- QA & QE
- Evaluating effectiveness
- Action Research

# Teaching Excellence: Development Formats

## **FORMAT - consider**

- Who is it for: early career &/or experienced staff
- On-line, f2f &/or blended approach
- Block or Weekly or Sessional
- Structured or ad hoc
- Staff to coordinate & deliver...?

# e.g. Australian National University, Canberra Deca-module design for new staff



<https://services.anu.edu.au/training/teaching-and-learning-at-anu-foundations>

I was initially focussed on being a better teacher but I then moved my focus to being *a better designer of learning activities and assessment tasks that facilitated students being independent, thinking learners... a fundamental change...*

...academics [need to] understand and accept that their responsibility is about more effective student learning - and this may *not* be directly related to their individual charismatic performances in a classroom... (Principal Fellow, ANU)

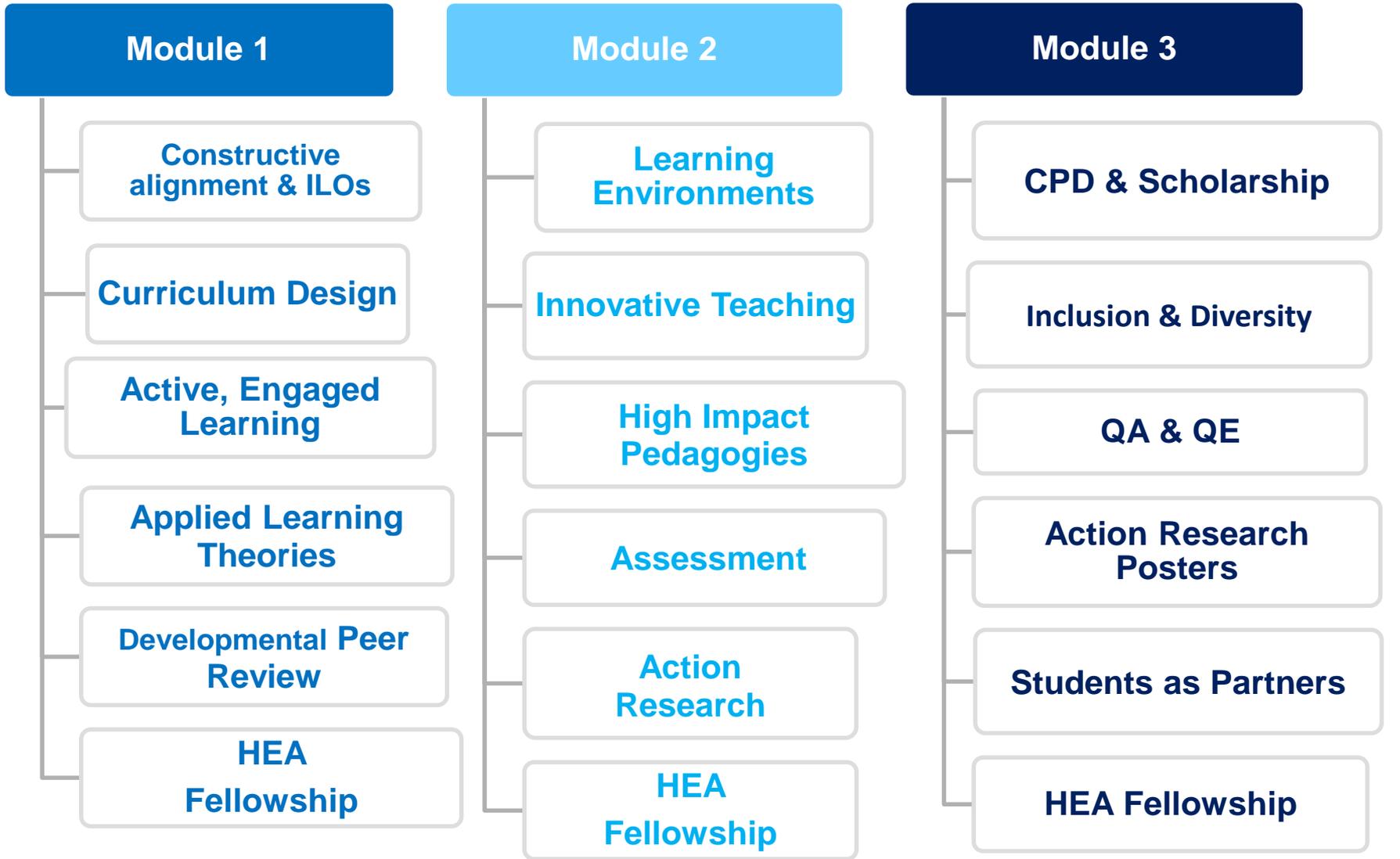
# University of Northampton, UK

- Exemplary programme of professional development
- Incorporates **planned, structured sessions** delivered by Centre, on-line and f2f

## AND

- C@N-DO programme has ad hoc sessions presented according to Fellows' and Mentors' **expertise and staff requests** e.g.
  - Learner Analytics
  - Blackboard – Skills for Active Blended Learning
  - Design for 21<sup>st</sup> century students etc

# e.g. of PCLTHE / PCAP (bespoke design)



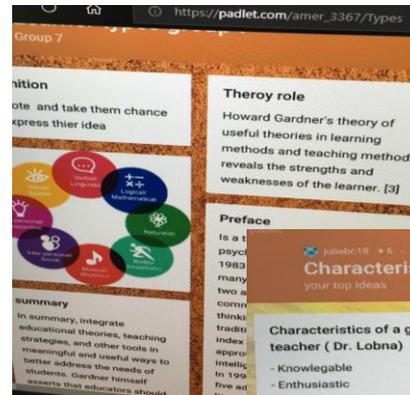
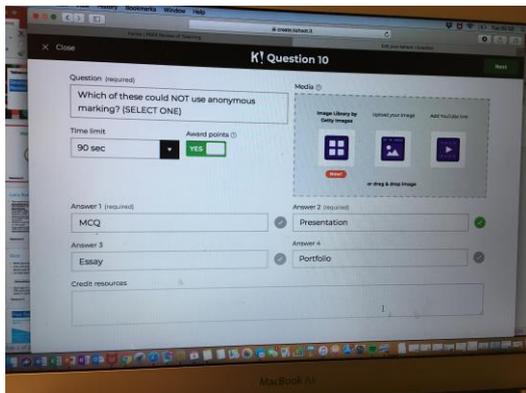
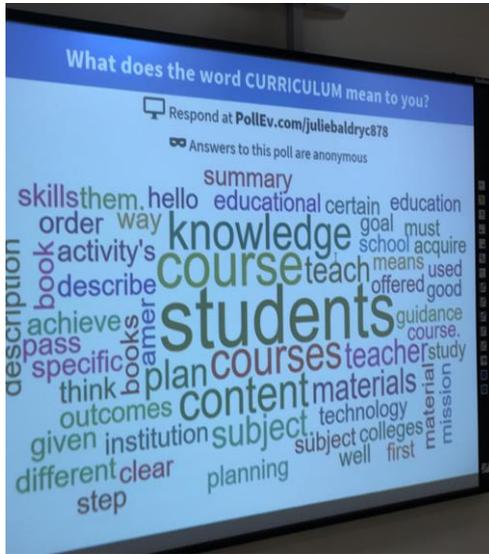
# Active, Engaged Learning – small group collaboration



# Technology Enhanced Learning

e.g.

- Kahoot Quiz
- Padlet
- Poll Everywhere



# Evaluation of Post- Course Application

## CONFIDENCE 'I now know...'

- New ways to help students learn
- How to motivate and engage students
- How to improve /innovate teaching
- Connect learning theories with teaching
- 'Now I know my ILOs and curriculum design are right!'

## REPERTOIRE 'I now use...'

- Loads of ways to get students to join in
- More interactive learning
- Peer Work/ Group discussions & projects
- Gaming, Quizzes, Voting, Padlet presentations, Apps...
- New formative assessments

## PEDAGOGIC CHANGE

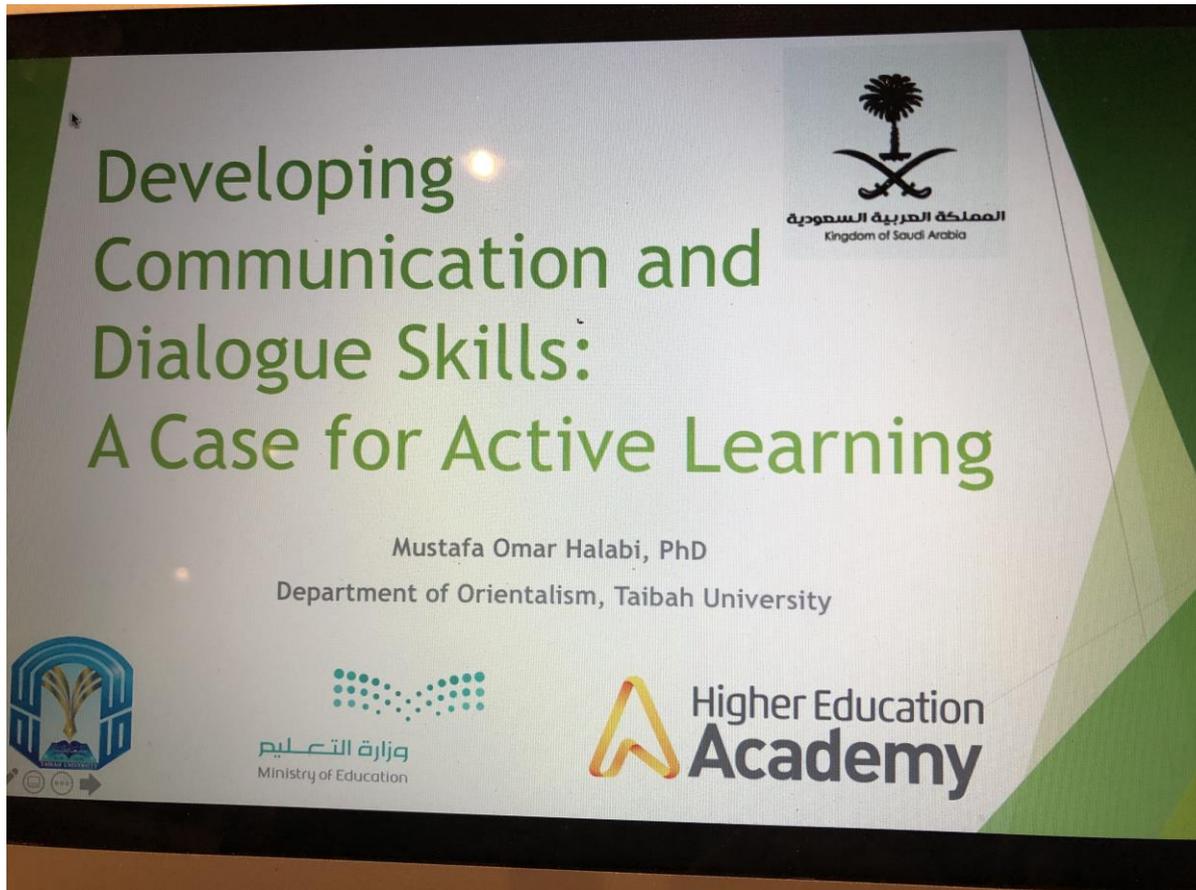
- Use learning theories to engage students
- Became facilitator not provider of facts
- Interactive approaches for learning
- Recognising students as partners

## EVALUATION

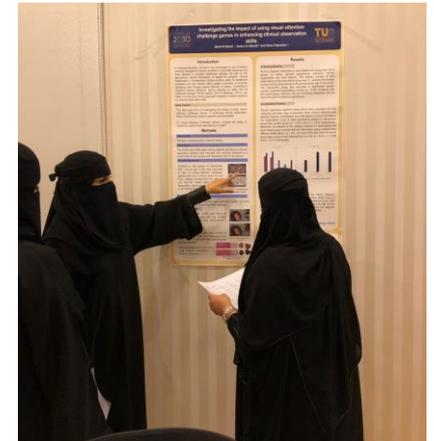
- Peer Review helped me improve my practice
- Action Research – I can test my effectiveness
- Time to reflect on my practice

*Baldry Currens & Deane, 2016, ISSOTL*

# Action Research Presentation – Taibah University



# Action Research Posters: Taif University



# Action Research Posters: Taif University

**Micro-learning Approach**

**INTRODUCTION**  
E-learning is the process of learning through the use of software and an electronic media. An e-learning application facilitates learning and can be effective if delivered through a high-quality technology medium. Micro-learning is a new pattern of learning. It is considered a method of e-learning through which knowledge, information, or learning content are divided into small chunks and delivered to learners. Typically, the module is used as a medium to deliver micro-content. With the advance of technology, e-learning content can be delivered in a more compact and efficient manner. The study of the presented content aims to explore the learners' experience with micro-learning in traditional classes by using the following model:

**METHODS AND MATERIALS**  
Before applying the new learning approach (micro-learning), the sample content and channel for delivering content was considered and observed very carefully. Therefore, the sample that was chosen was to use content with IT and using smart mobile devices. The chosen content came from the lecture "Travel tickets" which appeared difficult. It will be used to divide the content into small chunks. In order to be more effective, the content was delivered through a mobile device. The content was delivered during the lecture for 10 minutes. The content was delivered to deliver the content - WhatsApp and Telegram - both were available in the learning community.

**RESULTS**  
The lecture figures present the results based on the survey. The results showed that the students had a better understanding of the lecture as reflected by their answers to questions on a 5-point Likert scale. 80% of the students, 30% of the student did not benefit from the new approach. Students were probably being well satisfied as indicated by the high percentage of answers to the statement "I am satisfied with the content" being the best (85% very good) and the majority of the students highly accepted the new approach and there that it helped them to learn the important points in the lecture (78%).

**CONCLUSIONS**  
The micro-learning approach is relatively new learning method, and it continues to be a hot topic. In this study, the survey was designed to explore the learners' depth of understanding and engagement with the lecture. The observation of the teacher was also considered. Based on the study findings, there were remarkable positive reviews based on the students' learning experience. This indicates micro-learning approach did not have a good influence on this students' lecture outcomes.

**REFERENCES**  
De Villiers, M. (2005). E-learning methods: Are they based on learning theory? *Perceptions*, 10(1), 26-34-37.  
Wahneema Lubiano, M. (2009). An Action Research - Approach to Design, Development and Evaluation of an Innovative E-Learning Course in a Cognitive Domain. *Journal of Information Technology Education*, 8(4), 484-491.  
Cheng, L., Wang, J. & Li, C. (2010). The Study of Learning Experience and Satisfaction of Learning through Mobile Devices. *Journal of Educational Technology*, 30(3), 328-341.

**The Acquisition of Object-Oriented Programming Concepts and Problem-Solving Skills Through Gamification**

Jehan Janbi, Maha Jarallah Althobaiti, and Sahn Mohammed Alzahrani  
Department of Computer Science, College of Computers and Information Technology

**INTRODUCTION**  
The increasing nature of programming would lead the students to find learning programming to be tedious and boring. Besides, learning programming is a skill that requires a lot of practice and repetition. In this study, the authors used gamification to make learning programming more fun and engaging. The study aims to explore the effectiveness of gamification in teaching programming concepts and problem-solving skills. The study was conducted in a traditional classroom setting. The study was conducted in a traditional classroom setting. The study was conducted in a traditional classroom setting.

**Related Works**  
Many research studies support gamification for programming to higher education [1, 2, 3, 4]. The authors used the game approach. In this study, the authors used the game approach. In this study, the authors used the game approach. In this study, the authors used the game approach.

**Results from Data Analysis**  
The study observed that the students' learning experience was significantly improved. The study observed that the students' learning experience was significantly improved. The study observed that the students' learning experience was significantly improved.

**CONCLUSIONS**  
The study concluded that gamification is an effective method for teaching programming concepts and problem-solving skills. The study concluded that gamification is an effective method for teaching programming concepts and problem-solving skills. The study concluded that gamification is an effective method for teaching programming concepts and problem-solving skills.

1. Effective micro-learning of lecture content- WhatsApp & Telegram

2. Games & Puzzles – helpful support for Programming

3. Virtual Classroom valued highly by students

4. Virtual labs & video experiments suitable alternative to f2f

**Does the introduction of virtual classes in an effective method of learning in Taif University?**

Dr. Houd Almagh Assistant Professor in Accounting  
Dr. Faris Alkhatib Assistant Professor in Economics

**INTRODUCTION**  
The virtual classroom is a new method of learning and teaching. It is a method of learning and teaching that uses technology to deliver content. The virtual classroom is a new method of learning and teaching. It is a method of learning and teaching that uses technology to deliver content. The virtual classroom is a new method of learning and teaching. It is a method of learning and teaching that uses technology to deliver content.

**Method**  
The study was conducted in a traditional classroom setting. The study was conducted in a traditional classroom setting. The study was conducted in a traditional classroom setting.

**Findings and Discussion**  
The study found that the virtual classroom is an effective method of learning and teaching. The study found that the virtual classroom is an effective method of learning and teaching. The study found that the virtual classroom is an effective method of learning and teaching.

**CONCLUSION**  
The study concluded that the virtual classroom is an effective method of learning and teaching. The study concluded that the virtual classroom is an effective method of learning and teaching. The study concluded that the virtual classroom is an effective method of learning and teaching.

**Virtual Labs through Blackboard for Experimental Cooking Course**

Dr. Houd Almagh, Assistant Professor in Accounting  
Dr. Faris Alkhatib, Assistant Professor in Economics

**ABSTRACT**  
The need for an alternative laboratory environment has emerged. The need for an alternative laboratory environment has emerged. The need for an alternative laboratory environment has emerged.

**Method**  
The study was conducted in a traditional classroom setting. The study was conducted in a traditional classroom setting. The study was conducted in a traditional classroom setting.

**CONCLUSIONS**  
The study concluded that virtual laboratories are a suitable alternative to face-to-face laboratories. The study concluded that virtual laboratories are a suitable alternative to face-to-face laboratories. The study concluded that virtual laboratories are a suitable alternative to face-to-face laboratories.

# Action Research Posters: Taif University

1. Kahoot! Quiz supports active engaged learning
2. Blackboard: on-line learning content & homework
3. Open Book exams enhance critical thinking
4. Virtual Communities of Practice

**Kahoot!**  
As an engagement and active learning tool

Dr Sarah Albagami<sup>1</sup>, Dr Eman Alkhamash<sup>2</sup> & Dr Hani Alkhamash<sup>3</sup>  
<sup>1</sup>College of Education, <sup>2</sup>College of Computer & IT, <sup>3</sup>College of University Development, Taif University

**Introduction**  
Active learning and student engagement to reach challenges, to meet the needs of 21st-century learners, has led to use different learning activities to engage our students. It is an effective learning tool for students with English language barrier to students. Kahoot! has been found to be an effective learning tool for students with English language barrier to students. Kahoot! has been found to be an effective learning tool for students with English language barrier to students. Kahoot! has been found to be an effective learning tool for students with English language barrier to students.

**Methods**  
To engage the students we used a game based platform called Kahoot to outline and summarize the knowledge of a unit in Biology, and it was introduced to two in-class groups. We used Kahoot to create ten questions that summarize the main information of the lesson. The students were divided into two groups: one was the control group, and the other was the experimental group. The students were asked to study the material before the lesson and then to play Kahoot! to review the material. The students were asked to study the material before the lesson and then to play Kahoot! to review the material.

**Results**  
The study found that teaching with Kahoot makes learning fun and keeps students engaged in the classroom. It also helps the students to achieve higher scores. The study found that teaching with Kahoot makes learning fun and keeps students engaged in the classroom. It also helps the students to achieve higher scores.

**Discussion**  
The study found that teaching with Kahoot makes learning fun and keeps students engaged in the classroom. It also helps the students to achieve higher scores. The study found that teaching with Kahoot makes learning fun and keeps students engaged in the classroom. It also helps the students to achieve higher scores.

**Conclusions**  
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**Blackboard As An Online Learning System to Support Learning Strategies**

Dr. Latifa Alzahrani and Dr. Lama Alhamzi  
Department of Management Information Systems, Taif University

**1. INTRODUCTION**  
Blackboard has been adopted by Taif University as an online learning management system. It is a technological strategy to support online learning, communication, knowledge sharing, content storage and collaboration among learners. It is often considered a kind of LMS. It is a software application that enables the creation, integration, storage and dissemination of learning material and content.

**2. RESEARCH AIM AND OBJECTIVES**  
This study explores the effectiveness of Blackboard aspects in the Department of Management Information Systems in Taif University. To realize this aim, the following four objectives need to be achieved:  
• To explore the effective use of the Blackboard aspects  
• To identify the best aspect and the worst aspect from student perspective  
• To measure the level of user use  
• To identify the main barriers that students may face

**3. RESEARCH METHODOLOGY**  
The study used a quantitative research design. The data was collected through a survey questionnaire. The questionnaire was distributed to the students of the Department of Management Information Systems in Taif University. The data was analyzed using SPSS software.

**4. RESEARCH FINDINGS**  
Blackboard Aspects have been used. However and Content aspects have the highest percentage of use while discussion has the lowest percentage.

**5. CONCLUSION**  
Recent decades have witnessed an increased interest in the practice of enhancing the learning environment. This is characterized by the use of technology to support learning strategies in higher education. This study investigated the importance of online learning management systems, and it is able to support learning strategies in higher education. To meet the objectives of this study, the students of Blackboard were studied to investigate learning strategies and barriers to use Blackboard.

**The Effect of Participation through Utilization of Smart Phone Apps 'WhatsApp' on Academic Achievement Motivation of Female Students at Taif University**

Maniam Hejazi Al-Shabani  
Taif University, College of Education, psychology department

**Abstract**  
The study aims to investigate the effect of using WhatsApp on the academic achievement motivation of female students in the Department of Psychology in the College of Education at Taif University. The study was conducted using a quantitative research design. The data was collected through a survey questionnaire. The questionnaire was distributed to the female students of the Department of Psychology in the College of Education at Taif University. The data was analyzed using SPSS software.

**Methods and Materials**  
The study used a quantitative research design. The data was collected through a survey questionnaire. The questionnaire was distributed to the female students of the Department of Psychology in the College of Education at Taif University. The data was analyzed using SPSS software.

**Introduction**  
The use of smart phone apps has become widespread in higher education. WhatsApp is one of the most popular smart phone apps. WhatsApp is a messaging app that allows users to communicate with each other through text, voice, and video. WhatsApp is a messaging app that allows users to communicate with each other through text, voice, and video.

**Results**  
The study found that the use of WhatsApp had a positive effect on the academic achievement motivation of female students. The study found that the use of WhatsApp had a positive effect on the academic achievement motivation of female students.

**Discussion**  
The study found that the use of WhatsApp had a positive effect on the academic achievement motivation of female students. The study found that the use of WhatsApp had a positive effect on the academic achievement motivation of female students.

**Conclusions**  
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**Building Virtual Communities of Practice in Two Departments in TU**

Dr. Reem K., Dr. Rashidah B., Dr. Najla J.  
Turabiah University College, Taif University

**Abstract**  
The study aims to investigate the effect of building virtual communities of practice on the academic achievement motivation of female students in the Department of Psychology in the College of Education at Taif University. The study was conducted using a quantitative research design. The data was collected through a survey questionnaire. The questionnaire was distributed to the female students of the Department of Psychology in the College of Education at Taif University. The data was analyzed using SPSS software.

**Results and Discussion**  
The study found that the use of virtual communities of practice had a positive effect on the academic achievement motivation of female students. The study found that the use of virtual communities of practice had a positive effect on the academic achievement motivation of female students.

**Introduction**  
The use of virtual communities of practice has become widespread in higher education. Virtual communities of practice are online communities where people share information and expertise. Virtual communities of practice are online communities where people share information and expertise.

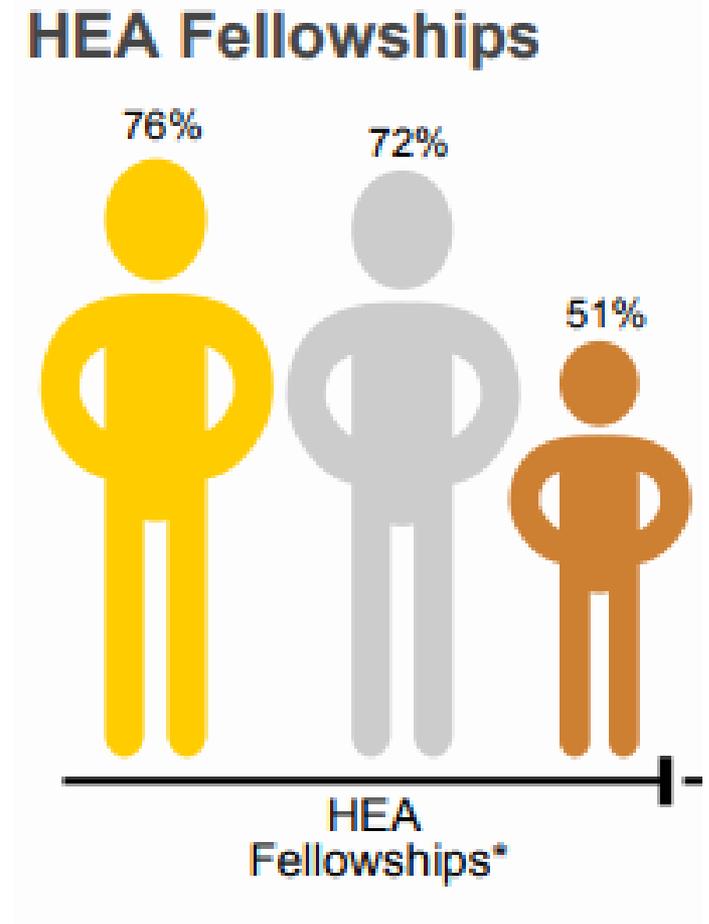
**Methods**  
The study used a quantitative research design. The data was collected through a survey questionnaire. The questionnaire was distributed to the female students of the Department of Psychology in the College of Education at Taif University. The data was analyzed using SPSS software.

**Conclusions**  
The study found that the use of virtual communities of practice had a positive effect on the academic achievement motivation of female students. The study found that the use of virtual communities of practice had a positive effect on the academic achievement motivation of female students.

# Impact of Teaching Development Programmes

# Teaching Excellence, Student Engagement and Fellowship

- TEF Gold and Silver rated providers more likely to mention Fellowship than Bronze rated
- Zaitseva (2016) found institutions with more Fellows have greater student engagement



# Impact – Institutions

- In Kazakhstan we discovered that over **94%** of participants had changed their teaching practices, or intended to in future following a short intervention
- Following 3 cohorts of a Certificate programme delivered in Thailand, student retention at the University improved by **30%**



The logo for AdvanceHE, featuring a small teal circle with a white dot inside, followed by the text "AdvanceHE" in a bold, black, sans-serif font.

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