

Transcript of profile video for Julia Fotheringham, Senior Lecturer, Department of Learning and Teaching Enhancement

<http://staff.napier.ac.uk/services/dlte/meettheteam/Pages/fotheringham.aspx>

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Hello, I'm Julia Fotheringham. I'm the Programme Leader for the PgCert in Learning and Teaching in Academic Practice which is the qualification for academic staff new to teaching here at Edinburgh Napier. An important part of the PgCert is Peer Review, and students often tell us that that's the part of the PgCert that has one of the biggest impact on their practice. This idea of Peer Review is being rolled out more widely across the university and is part of our Academic Strategy - I'm involved in chatting with the Schools about Peer Review and how they would want to implement that. I'm also working with the Teaching Fellow community where there's a special interest group for Peer Review.

Between October and January I am going out and about to the Programme Leaders forums in all of the Schools with the Dean of Learning and Teaching – and we are meeting with Programme Leaders to discuss the Programme Leader Remit and to listen to what Programme Leaders are telling us about the key challenges for that role. We're doing a lot of listening, in fact, because we're trying to identify areas of good practice where Schools and individual programmes have come up with solutions to common problems so that we can share them more broadly as well as sharing other aspects of good practice – and trying to identify what the best professional development would be to meet some of these challenges.

I'm also the School link for SEBE (School of Engineering and the Built Environment) and that means that I attend the LTAC (Learning, Teaching and Assessment Committee) meetings and also work closely with the SAL (School Academic Lead) for Learning and Teaching. I work with Alison Andrews, really listening and trying to help her to progress the learning and teaching agendas in the School.

My research interests are primarily to do with student transitions. I'm in the final stages of a longitudinal study where I followed a series of associate students who are in four different local college settings. I followed them while they were in those colleges and then as they transitioned in to their degree level study at third year. What's been really interesting about that is how these students see themselves. How do they become university students having been college learners? I've been exploring with them how they see their relationship with the university and to what extent do they feel they belong in the university. While they reject traditional understandings of belonging in a university – for example, joining clubs and societies, perhaps getting involved with class reps and all that kind of thing that we would like to encourage and enable – but they certainly

don't feel alienated from the university, they have their own distinctive form of belonging in that community and I think that opens up all sorts of possibilities for how we design and offer support for these students.

So, I've just highlighted a few of the key projects that I'm involved in. If you are interested in finding out any more about any of those, or if you would like to join me in some of those activities such as Peer Review, then please do get in touch. And, if you'd like to talk about perhaps supporting research in the area of student transitions as well – you'd be very welcome, thank you!