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**LTA Connect Webinar Proposal**

Please complete this form and submit to [lta@uhi.ac.uk](mailto:lta@uhi.ac.uk?subject=LTA%20Presenter%20Proposal) with the subject heading **LTA Presenter Proposal**

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| **Name** | Click or tap here to enter text. | | | | | | | | | | | |
| **Academic Partner/email address** | Click or tap here to enter text. | | | | | | | | | | | |
| **Presentation title** | Click or tap here to enter text. | | | | | | | | | | | |
| **Presentation outline (up to 300 words)** | Click or tap here to enter text. | | | | | | | | | | | |
| **Presentation format** | LTA Connect (one hour Thursday lunchtime) | | | | | | | |  | | | |
| Short session 1.5 - 2 hours | | | | | | | |  | | | |
| Half day workshop | | | | | | | |  | | | |
| Whole day workshop | | | | | | | |  | | | |
| Happy for LTA to suggest the best format | | | | | | | |  | | | |
| **Short biography of up to 300 words ( please also email an suitable image of you for the event advertisement)** | Click or tap here to enter text. | | | | | | | | | | | |
| **Please select (x) the Learning and Teaching Enhancement Strategy Values that your session aligns to:** | | | | | | | | | | | | |
| Supporting the learner as an individual | Our learning, teaching and assessment practices will ensure all students have the opportunities and support they require to succeed, and that diverse and individual student needs are met through inclusive and equitable approaches to curriculum design and delivery, personalised support and wellbeing. | | | | | | | | | |  | |
| Supporting flexible and student centred learning | Our students will have an equitable learning experience regardless of their place or mode of study, will have flexibility in how they study with us, and will have appropriate choice and negotiation in the individual and collaborative activities that they undertake. | | | | | | | | | |  | |
| Learning for personal growth and employment | We will engage our students in learning activities and experiences that support their personal aspirations and reflect and replicate how they will work, study and collaborate in the vocation, profession or field they are preparing for. As a student progresses through their studies, they will engage in activities that will develop learner autonomy and provide them with the knowledge, skills and literacies needed for life, learning and work. | | | | | | | | | |  | |
| Authentic assessment and meaningful feedback | Assessment will be rich and varied and place an emphasis on forms of assessment and coursework that are directly aligned with the vocation, profession or field of practice students are preparing for. Formative assessment, feedback and feedforward should allow students to reflect upon and refine their work, and to make decisions about how to progress within their studies. | | | | | | | | | |  | |
| Engaging students in reflection and research | We will support the development of our students as reflective practitioners, as investigators, and as researchers in ways that are appropriate to their subject and level of study. Reflection on practice, including in relation to professional standards, will be embedded throughout the learning experience. As students progress through different levels of study, there will be an increasing focus on research activities that have a realworld relevance and value. | | | | | | | | | |  | |
| Celebrating diversity through learning and teaching | We will recognise and celebrate diversity and diverse voices within and through the design and delivery of our curricula, in the resources and readings we direct our students to engage with, in the examples that we use in our teaching and materials, and in the assessed work we ask students to undertake. | | | | | | | | | |  | |
| Connecting learning across communities | We will create opportunities within and across our curricula for students to engage and learn with peers inside and across cohorts, to engage in multidisciplinary and interdisciplinary learning, to engage with the professional and scholarly communities to which they belong or will come to join, and to engage with and contribute to our wider communities locally and beyond. | | | | | | | | | |  | |
| Enriching learning through digital practices | We will harness digital technologies and spaces for learning, teaching and assessment to support active engagement in individual and collaborative learning, and to enable students to have a meaningful and connected learning experience regardless of their place or mode of study. This will incorporate authentic digital practices whereby students use technology to create and share resources, to evidence their learning, and develop their digital literacies. | | | | | | | | | |  | |
| Harnessing open education approaches | We will develop and further develop online and other forms of open education approaches in supporting and enhancing learning and teaching. This could include using, creating and sharing open educational resources, engaging our students in openly sharing some of the outcomes of their own learning and scholarship, and through widening access to formal and informal learning opportunities. | | | | | | | | | |  | |
| Integrated and sustainable learning and teaching | We will develop more integrated and sustainable approaches to learning, teaching and assessment through practices including designing assessments that bring together work from related units and modules; implementing joint learning and teaching activities that are relevant across levels and cohorts; engaging students in peer support and review; and in using, creating and sharing open educational resources and other repurposable content. | | | | | | | | | |  | |
| **If you are familiar with the** [**UKPSF**](https://s3.eu-west-2.amazonaws.com/assets.creode.advancehe-document-manager/documents/advance-he/UK%20Professional%20Standards%20Framework_1570613241.pdf)**, any points of the dimensions of the UKPSF that you feel your presentation aligns** | | | Click or tap here to enter text. | | | | | | | | | |
| **Would you like pre-webinar training on the functions of Cisco Webex Meetings?** | | | **Yes** |  | | | **No** | | | |  | |
| **Is there a minimum number of participants that you would run this webinar for?** | | | **No** |  | | | **Yes (please specify number)** | | | |  | |
| **Would you be comfortable with your event being open to booking by all working within the education sector? (only applicable if your webinar will cover context outwith UHI)** | | **Yes** | | |  | **No** | |  | | **N/A** | |  | |

In the instance that the event must be cancelled due to low numbers, we will be in touch at least one week prior to the event to discuss this cancellation and to reschedule the event for an alternative date (permitting you wish to do so).

Thank you, someone for the LTA will be in touch.