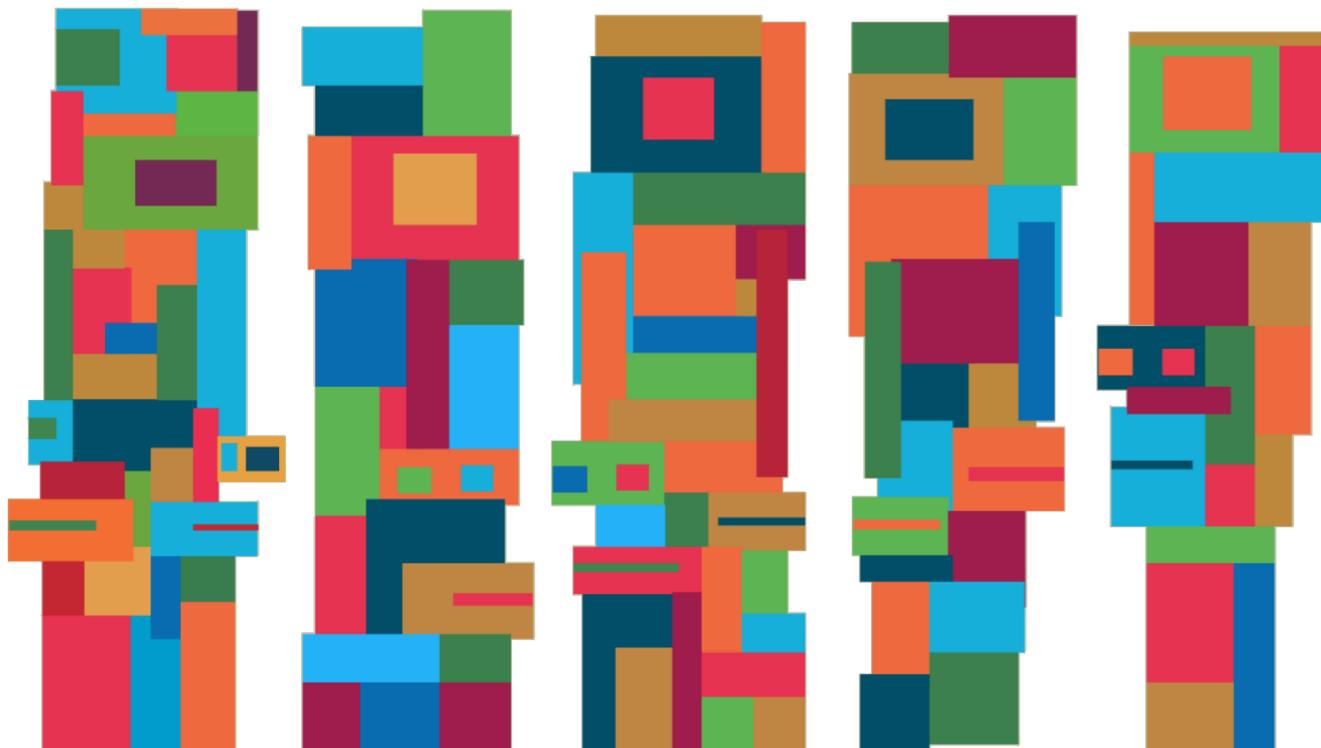


# **UNESCO World Higher Education Conference**

## **18 – 20 May 2022**



## **Report into the National Teaching Repository.**

**An Open Education Resource with Proven Reach and Impact across the Global Higher Education Community.**

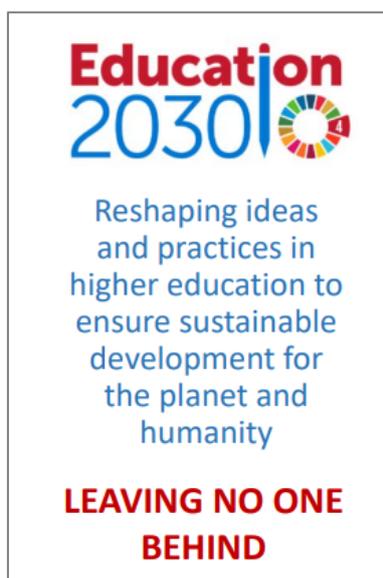
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*This report is elaborated and disseminated as a contribution to the 3<sup>rd</sup> World Higher Education Conference organised by UNESCO on May 18-20, 2022, with the purpose of enhancing the contribution of higher education institutions and systems world-wide, under the 2030 Agenda for Sustainable Development, its pledge to leave no one behind, and looking at the Futures of Education. The content of this publication does not necessarily express the views of UNESCO or its Member States.*

## 1.0 Introduction and Context

The Global Higher Education sector has well established processes and procedures for storing and disseminating original research. In addition to the usual mechanisms used by publishers and funding bodies, individual researchers often have access to their own institutional repository where submitted copies of such work are stored and disseminated for all to access. This increases the visibility of such work, and often serves as a means of measuring the impact of individual pieces of work, and indeed researchers, scholars, and academics themselves. This can be through the harvesting the number of downloads, or times something has been accessed – or even the number of times a piece of research is cited by other authors and researchers.

There is a clear body of evidence that shows the importance of teaching being both research informed, and research led. Outside of purchasing text books, and reviewing reports from think-tanks and regulators, it has always been very hard to find proven examples of teaching materials which have been developed by expert practitioners with proven results and impact. If one is fortunate enough to find such works, and even more fortunate to be able to access them, then it is almost certain that the original author will receive little recognition of the impact and influence of their work. The '*National Teaching Repository*' was born out of the desire to facilitate a space for proven and successful teaching materials to be disseminated whilst ensuring that the original authors can evidence the reach and impact of their work in the process – something which researchers have been able to benefit from for decades.

The National Teaching Repository started out as a UK based resource, but very quickly it has proven that its reach and impact is truly global. It has established supporters, contributors, and users from around the world, but it continues to expand on a weekly basis. It embraces inclusivity by providing no barriers to access content, it is free to use for anyone with access to the internet, and its use drives better teaching which in turn supports staff development to ultimately provide better opportunities and support for higher student attainment, achievement, and outcomes. In so doing it arguably aligns with the aims of the third UNESCO World Higher Education Conference (18 – 20 May 2022) by addressing many of main, and sub, themes, including:

### **Theme 2. Higher Education and the SDGs (Sustainable Development Goals).**

- 2.3. SDG4: progress, gaps, and options (role of higher education to improve the whole education system and the teaching profession).

### **Theme 4. Quality and Relevance of Programmes.**

- 4.2. Expanding use of ICTs and AI to enhance learning and collaboration.
- 4.5. Advancing learning skills for evolving workforce paths.

### **Theme 5. Academic Mobility in Higher Education.**

- 5.2. Institutions as lifelong learning communities for all.
- 5.3. Teachers and researchers in an increasingly diverse campus.
- 5.4. Building a global campus of learning, teaching and research.
- 5.5. Acknowledging talents, skills, knowledge, and competences for diversity.
- 5.6. Recognition of qualifications concerning higher education.

### **Theme 8. Data and Knowledge Production.**

- 8.2. Towards global quality standards of data collection, processing, and delivery.
- 8.4. Use of information for policy decision making and organisational quality improvement.
- 8.5. Mapping global quality, equity, and inclusion.

### **Theme 9. International Cooperation to Enhance Synergies.**

- 9.4. Links with open sciences and open learning movements.
- 9.5. Networks, platforms, and knowledge management for advancing international cooperation.
- 9.6. Use of knowledge, technology, and innovation to promote collaboration.

### **Theme 10. The Futures of Higher Education.**

- 10.1. Higher education for the global common good beyond 2030.
- 10.5. Epistemologies, research, and knowledge for the common good.

This alignment is claimed through the concept, use and operation of the National Teaching Repository itself, it is likely that individual work within it contributes to the WHEC themes even more widely than this.

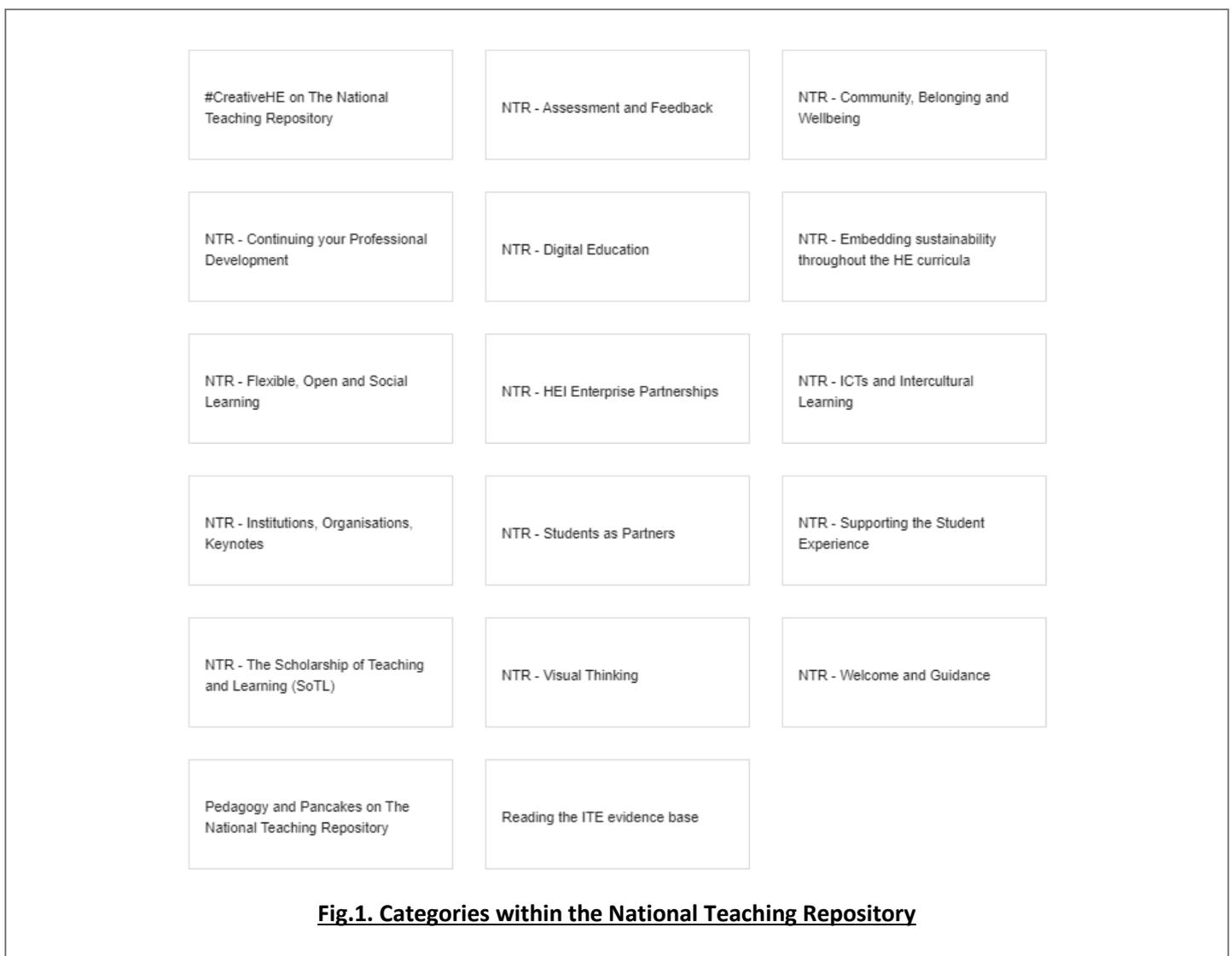
## 2.0 Structure and Operation

The National Teaching Repository is an open access online searchable database where tried and tested strategies 'that work' are collected. It is a space where colleagues across the sector upload and share teaching resources, pedagogical research, approaches, and ideas with the express interest in advancing pedagogy in practice.

The repository is housed within a system called 'Figshare' which was initially designed to allow open access to research materials, data sets and the like. Significantly, it is capable of generating a unique Digital Object Identifier (DOI) for every item that is deposited, so enabling someone to find an exact item by using the unique reference.



To facilitate ease of operation for all users, a structure has been created (Fig.1) which allows those who deposit items under pre-defined *groups* to determine where best their work aligns. This alignment is checked, and validated, by a team of international curators who ensure that items deposited are in the most appropriate place. It is possible that deposited work aligns with more than one group, which is something that can be accommodated during the uploading process of the resource being added to the repository.

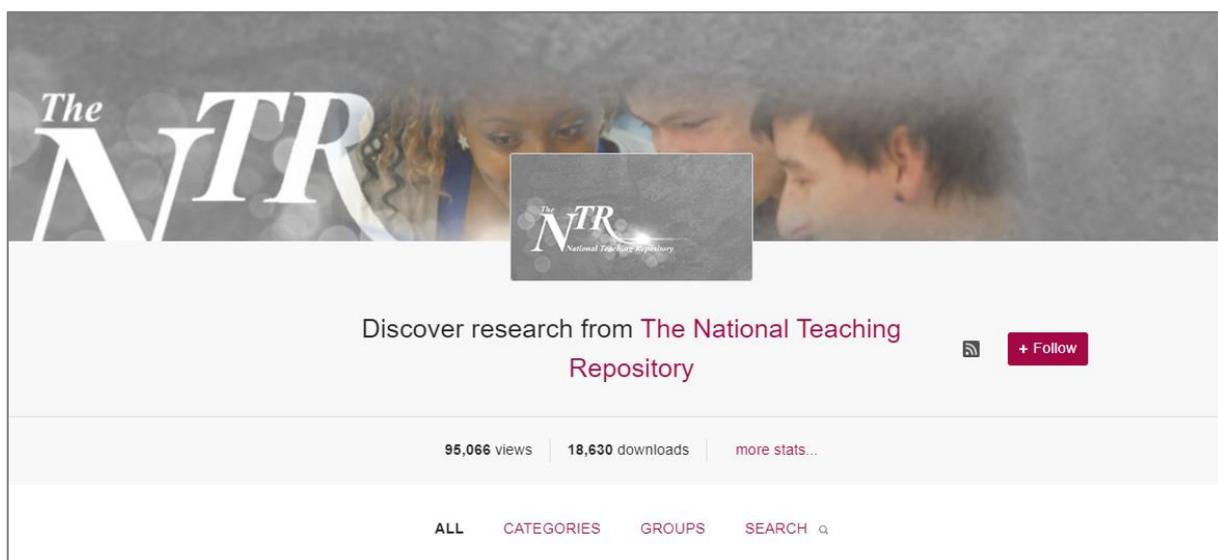


The repository can accommodate digital material in a wide array of formats, so adding to its flexibility. In order to take full advantage of the repository, users who wish to deposit their work are encouraged to make their own account. This enables them to access cumulative data for their deposited work.

Given the unique nature of the repository, it is possible to add pre-existing collections. An example of this is the online Learning and Teaching materials from the “Pedagogies and Pancakes” series of events, an initiative from Professor Chris Headleand. Clearly this was not a group which existed in the National Teaching Repository; however, Professor Headleand approached the team behind the National Teaching Repository and proposed that the materials from these events were housed there to enable wider access to the content as they could benefit more users. Even though much of the work within the series of events already aligns with pre-defining groups, this ensures that the work remains as a collection.

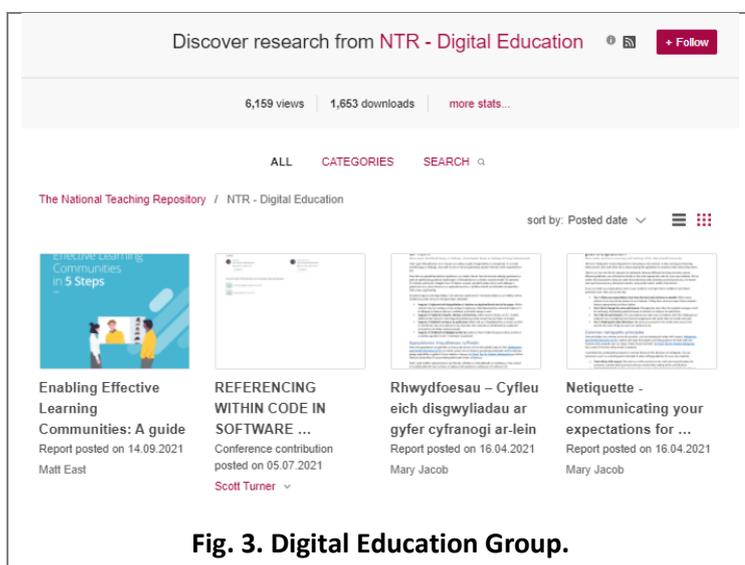
### 3.0 How to Access the Content

The National Teaching Repository is accessible from any internet search engine, or by going to the direct link which is here: [https://figshare.edgehill.ac.uk/The\\_National\\_Teaching\\_Repository](https://figshare.edgehill.ac.uk/The_National_Teaching_Repository) Upon arrival on the landing page, someone seeking work will be created with a page that looks like the one shown in Fig. 2.



**Fig. 2. – Image of the National Teaching Repository Landing (front) Page**

This first page shows the overall number of views and downloads of all items contained within the repository and allows users to browse the content of the repository. Selecting the link for **Groups** takes you to the pre-defined folder structure outlined in Fig. 1. Selecting **Categories** takes you a longlist of items drawn from all groups and sorted by subject area (e.g., Social Sciences, Studies in Human Society, Studies in Creative Arts and Writing and so on).



**Fig. 3. Digital Education Group.**

The initial view from within a group is sorted by the last items deposited in there, as such this is a list of items which can be scrolled down to access more content.

Although English is the predominant language used in the content being deposited, Fig. 3. shows an example deposited in Welsh, indeed any language can be used to deposit items. This equally means that visitors looking for content are able to search in any language. Unfortunately, there is no auto-translate feature attached to the search, so unless the term used in the search appears in the document, or as a keyword it will not produce a match.

Once a visitor finds an item they are interested in, all they have to do is click on it and they will be taken to a unique page relating to that specific item. On that page they will find a summary of the contents of the resource (provided by the author) and a link to freely download it for their own use and purposes. It identifies the type of resource it is (e.g., Poster) and it shows individual metrics for the item being considered and the history of it since it was first added to the repository.

As items are deposited under a creative commons licence, visitors are encouraged to cite the items they use. Pressing the “Cite” button provides an easy-to-use citation in the desired format.

The screenshot shows the entry for 'Designing for Diverse Learners Poster [3.2.2]'. At the top, there are buttons for 'Cite', 'Download (391.77 kB)', 'Share', 'Embed', and '+ Collect'. Below this, it says 'Poster posted on 20.10.2021, 23:09 by Lee Fallin, Sue Watling'. The main text describes the resource as a poster developed to help educators create inclusive and accessible content. It lists categories of learners it supports: blind, colour blind, low vision, deaf, hard of hearing, dyslexic, visual stress, motor disability, autistic spectrum, and screen reader user. It also mentions that the practices outlined will benefit every learner. A 'HISTORY' section shows the first online date as 20.10.2021. On the right, 'USAGE METRICS' shows 2710 views, 401 downloads, and 0 citations. There is a circular badge with the number 79. Below that is a thumbnail image of the poster. 'CATEGORIES' includes 'Higher Education'. 'KEYWORDS' includes 'accessible', 'accessibility', 'inclusivity', 'inclusion', 'diversity', 'EDI', 'learners', 'supporting learners', and 'design guidelines'.

**Fig. 4. Example of an Individual Entry in the National Teaching Repository**

The image shows two examples of automatically generated citations. The left example shows a citation for 'SAGE - Harvard' style: 'Fallin L and Watling S (2021) Designing for Diverse Learners Poster [3.2.2]. National Teaching Repository. DOI: 10.25416/NTR.16840531.v1. Copy citation'. The right example shows a citation for 'Academy of Management Journal' style: 'Fallin, L., & Watling, S.. 2021, October 20. Designing for Diverse Learners Poster [3.2.2]. National Teaching Repository. https://doi.org/10.25416/NTR.16840531.v1. Copy citation'.

**Fig 5. Examples of Automatically Generated Citations in Different Styles**

In each case, the citation includes the same, unique, DOI identified to enable interested parties to return to the original source material of the work being used.

It is important to recognise that work is unlikely to be cited with the same frequency as *traditional* research. This is because the work contained in the National Teaching Repository is there to help influence thinking and shape practice, it many cases end users will not be authors or academics who are publishing their own materials. This is one of the fundamental features which underpins the need for the National Teaching Repository.

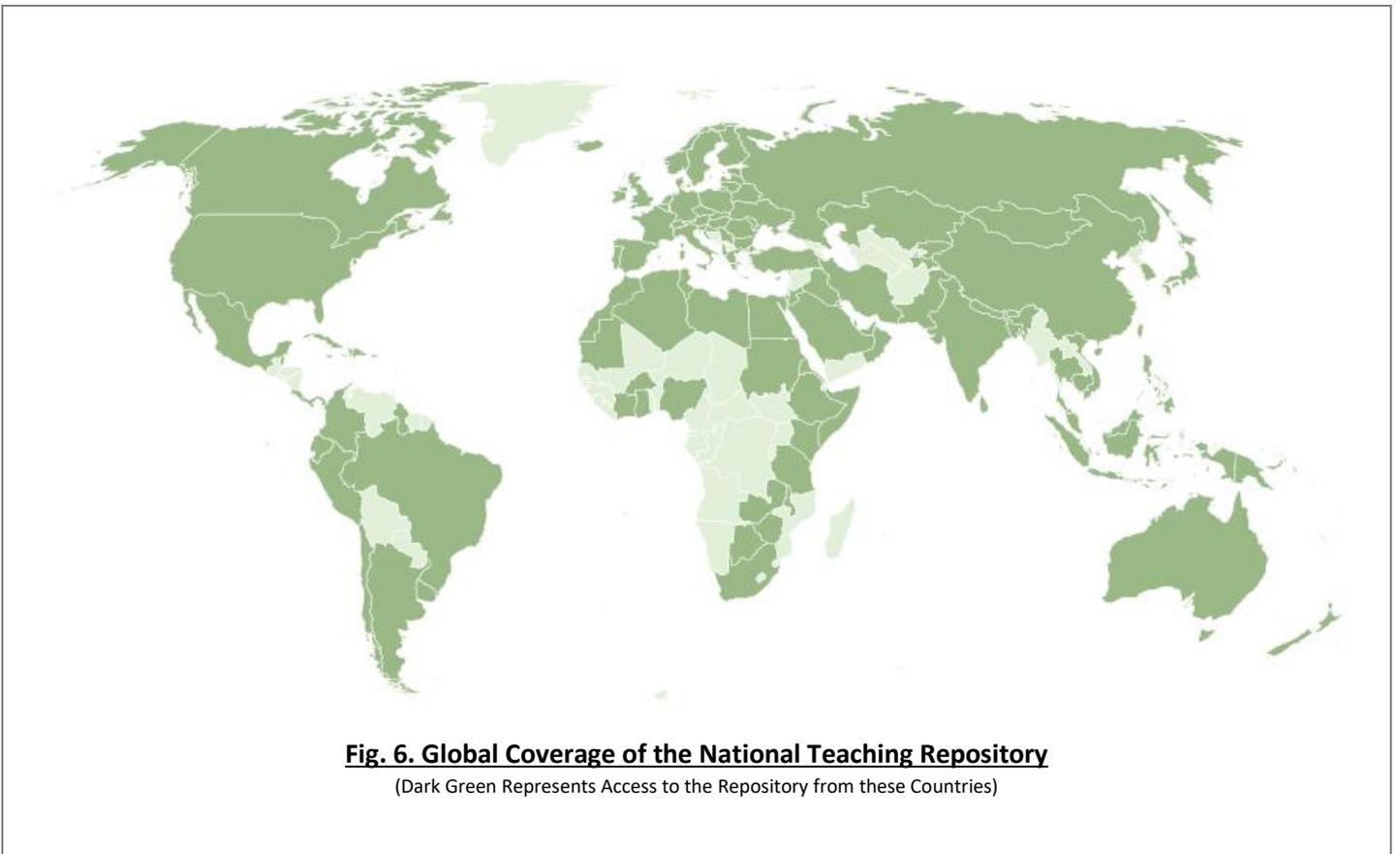
## 4.0 Reach and Impact

### 4.1 Overall Impact

Having been established on the 1 September 2020, there are now 220 items available through the repository. The work within the National Teaching Repository has amassed 95,000+ views to date, and 18,500+ items have been downloaded for use by colleagues working in Higher Education around the world. Whilst initially established to facilitate the sharing of best practice across the UK, it has expanded and now attracts a range of viewers and users from institutions stretching across the Global North and Global South.

Data from the inception of the repository to March 2022 shows that UK access only accounts for 18% of visitors and users, the rest coming from visitors and users in an additional 127 countries and territories around the globe.

Whilst some countries and territories can only count single users as visitors, it is impressive to see visitors, and users, accessing the repository and its resources come from 128 separate countries and territories. These include 29% of the Countries listed as the “Least Developed Countries<sup>1</sup>” by the United Nations as of 24th November 2021, and 62% of the 193 Countries listed as Member States<sup>2</sup> of the United Nations.



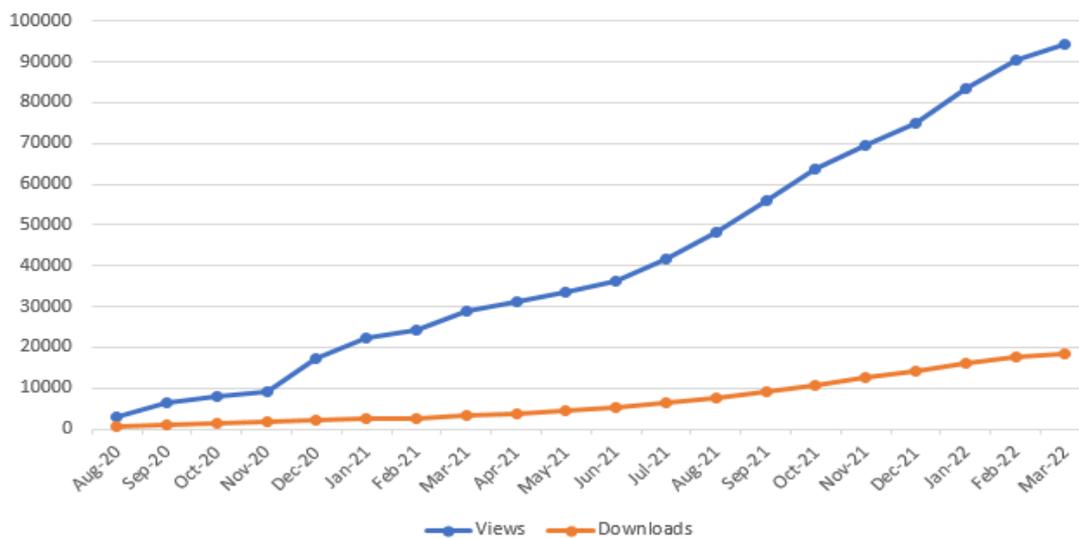
In addition to the global reach of visitors, there are currently 66 supporters, critical friends and curators working at institutions, and organisations, stretching across four continents who help operationalise this.

<sup>1</sup> [https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/lcd\\_list.pdf](https://www.un.org/development/desa/dpad/wp-content/uploads/sites/45/publication/lcd_list.pdf)

<sup>2</sup> <https://www.un.org/en/about-us/member-states>

## 4.2 Usage Trends Over Time

As with such projects, usage has continued to grow over time as more people discover the repository and more people use it to deposit work for others to access in order to inform, and advance, their practice. January 2022 saw the highest usage figures for a single month so far, visitors from 100+ countries, almost 8500 views and 2000 downloads across a period of 31 days. Fig. 7. (Below) illustrates the cumulative user views and download data since the repository commenced.



**Fig. 7. Cumulative Statistics for Views and Download from All Users.**

When considering the data as a whole it appears that for approximately every five views that are made to the repository, one visitor will download something. For the sake of brevity, this report does not seek to share individual metrics for each of the 220 pieces of work deposited in the repository, these are freely available to interested parties via the repository itself, rather it seeks to share the concept, reach, and impact that its use has. For illustrative purposes, the headline details of some of the folders are shown below.

**Table 1. Illustrative Statistics from Folders within the National Teaching Repository**

	No. Items	Views	Downloads
Assessment and Feedback	11	2,729	752
CPD	38	11,339	2,590
Digital Education	19	6,159	1,653
Institutions, Organisations, Keynotes	23	9,221	1,835
Supporting the Student Experience	10	2,518	519
The Scholarship of Teaching and Learning (SoTL)	70	15,074	2,870
Pedagogy and Pancakes	10	1,837	465

## 5.0 Conclusion

The National Teaching Repository is a resource that embodies the principles of open access to the benefit of all – both those who choose to deposit their work there, and those who go seeking support from the materials they can access there. The repository, despite its name, is truly global, both in terms of its content and its ability to support visitors. As such it contributes to many of the themes of the third UNESCO World Higher Education Conference and it will continue to help those working in higher education to get better at what they do by reflecting on their practice and giving them access to content that has a proven record of success and impact elsewhere.

### Useful Links for the National Teaching Repository

The National Teaching Repository can be accessed here: [https://figshare.edgehill.ac.uk/The\\_National\\_Teaching\\_Repository](https://figshare.edgehill.ac.uk/The_National_Teaching_Repository)

If you are reading this and wish to share your work on it then visit here: <https://figshare.edgehill.ac.uk/submit>

If you need further information:

An introduction video presentation can be accessed here: <https://doi.org/10.25416/NTR.15152094.v1>

A welcome presentation is available here: <https://doi.org/10.25416/edgehill.12673016>

Answers to Frequently Asked Questions (FAQs) can be accessed here: <https://doi.org/10.25416/edgehill.12674687.v6>

A list of supporters, curators & critical friends can be accessed here: <https://doi.org/10.25416/edgehill.12820727.v16>

For those who use Twitter, you can also Follow, and Tweet the National Teaching Repository at: [@NTRepository](https://twitter.com/NTRepository)

## Author Biographies



**David Wooff** is a Principal Lecturer in Learning and Teaching at BPP University, Senior Fellow of the Higher Education Academy (SFHEA), Fellow of the Society for Education and Training (FSET), Fellow of the Chartered College of Teaching (FCCT) and a Fellow of Royal Society of Arts (FRSA). He is also a director and trustee of the Frank Field Education Trust and governor of the Royal Humane Society. A widely respected academic, he is a curator of the National Teaching Repository, and he leads the Learning and Teaching team support for apprenticeship programmes across the wider BPP group. He is the University Scholarship Lead supporting the strategic development of scholarly activity across BPP University, and an Assessor for the Quality Assurance Agency (QAA) responsible for assuring the quality of higher education nationally.



**Dr Dawne Irving-Bell** is a Reader and Senior Learning and Teaching Fellow at Edge Hill University. She is a Principal Fellow of the Higher Education Academy (PFHEA) and the director and founder of the National Teaching Repository. Dawne holds a Collaborative Award for Teaching Excellence (CATE) from Advance-HE. In recognition of her outstanding contribution to re-shaping Design and Technology teacher education she received a National Award sponsored by The James Dyson Foundation and The Royal Academy of Engineers from her subject association in 2020. She is also the International Teaching Fellowship Pedagogy and Scholarship Project Lead for the International Society for the Scholarship of Teaching and Learning (ISSOTL) and Editor-in-Chief of the Journal of social media for Learning.

In recognition of its work and future potential, The National Teaching Repository has received a Good Practice Grant from Advance-HE to further its aim of making proven, high quality, teaching, and learning materials freely available across the global Higher Education sector.

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