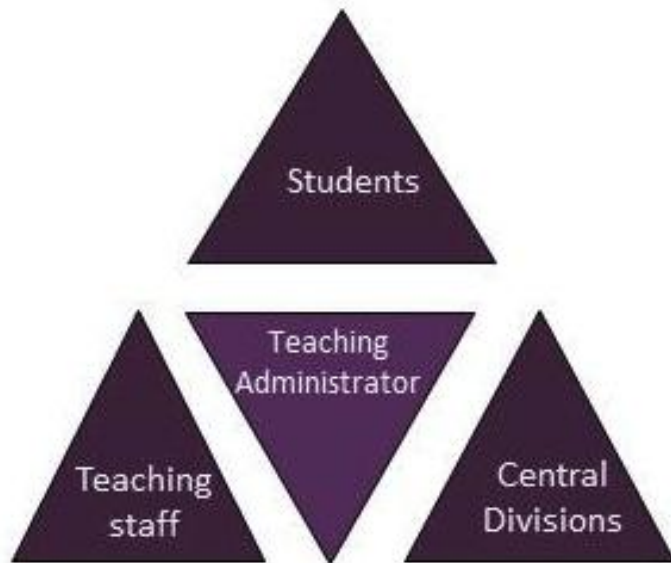


# **Valentina Hu and Stefanie Anyadi**

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**Making the most of your  
Teaching Administrator**

# Teaching Administrators



- Professional services staff
- Based in an academic department
- Role involves a substantial amount of student- and/or teaching-related responsibilities
- Contribute to student outcomes (Graham 2013)

## Some typical responsibilities of teaching administrators

Timetabling and  
roombookings

Maintaining student  
records

E-learning support

Pastoral support of students

Admissions-related  
tasks

Careers and employability

Alumni  
engagement

Administration of  
Examinations

# The student experience

## NUS “New Technology in Higher Education Charter”

**Administration should be made more accessible through the use of technology, including e-submission, feedback and course management**

*The use of technology in institutional administration will simplify and improve assessment, feedback, registration and module selection.*

*Technology should also be utilised to support effective **communications** within institutions for both students and staff“.*



# Some of the tools UCL TAs use



## UCL admin and financial systems

- Portico – student information service
- Financial Information System (FIS) - financial data and management
- Timetabling/CMIS - room bookings and timetabling
- Service in Partnership (SiP) – HR forms
- Rome - online recruitment
- Web content management (silva)
- Scanners – being piloted as attendance checks for Points-Based Immigration System (PBIS)

## UCL teaching and learning systems

- Moodle - e-learning environment
- Turnitin – plagiarism detection
- Lecturecast – automated lecture recording
- Opinio - web-based surveys
- My Portfolio – staff and student e-portfolio
- Electronic Voting Systems (EVS) – audience response 'clickers'
- Wiki – collaborative web pages
- Blackboard Collaborate – virtual classroom

## Communication and networking tools

- Email – inefficient way of contacting students?
- Facebook– seen mainly as a communication tool
- Phone Text messaging – no UCL service but a strong demand
- Messenger - text messaging
- Skype – video conferencing
- LinkedIn – professional networking
- Blogs – UCLWordpress service
- Twitter –how to use in HE?
- YouTube – online videos

## Productivity tools

- MS Office – Word, Excel, PP, Acrobat
- Dreamweaver – web page development
- Etherpad – collaborative note taking
- Evernote – stores notes, photos
- Google docs – share web documents
- Google analytics – web usage
- UCL Dropbox – exchange large files
- Dropbox – web-based online storage

## Marketing and events management

- Eventbrite – events management
- Find a Masters – marketing
- Oxboffice – ticketing service
- Google Adwords – online advertising

# ACADEMIC SUPPORT

## 1 PROSPECTIVE STUDENTS SHOULD BE GIVEN INFORMATION ABOUT ACADEMIC SUPPORT PROVISION

Students must be given the opportunity to find out what support options are in place for them before applying to a university. This will help them to make an informed decision about whether an institution meets their support needs. This is especially important for disabled, international, and non-traditional students who will have very specific support needs.

## 2 INDUCTION SHOULD BE AN ONGOING PROCESS THROUGHOUT A STUDENT'S TIME AT UNIVERSITY

Students are often loaded with information about the institution at the start of their course. This means messages regarding support and guidance can get lost in the excitement of starting a new course. Students are often unaware of what they should know in relation to their study skills, so an extended induction process is required to ensure that key messages get through. This should not be limited to the first year. Students go through a different learning journey during each academic year, which often presents assessment, personal and academic problems. Students should be made aware of continuing support in place to help them with these new challenges.

## 3 PEER MENTORING SCHEMES SHOULD BE USED AS A MORE ACCESSIBLE SUPPORT MECHANISM

New students enjoy the informality of peer mentoring, and the mentors themselves gain a lot of useful knowledge and experience. Some institutions have run successful peer mentoring at each point of the student lifecycle, from application to graduation. Peer support schemes can be run face to face, by text, or online, and by matching similar students together, can enable students to integrate into university life more quickly.

## 4 STUDENTS SHOULD HAVE ACCESS TO INDEPENDENT ADVICE AND SUPPORT THROUGHOUT THEIR STUDIES

As well as providing academic and personal support for students, institutions should help students' unions to provide independent advice and guidance. When students go through difficulties, they often feel that if they tell the institution about it they will be penalised in some way. If these students can seek independent support from students' unions, discontinuation of their studies can be prevented.

## 5 INSTITUTIONS SHOULD TAKE A PERSONALISED APPROACH TO MONITORING STUDENTS' ACADEMIC INTERACTIONS

Repeat non-attendance of scheduled activity and little or no contact with academic or administrative staff could indicate that a student is going through a difficult time. If this is noticed early, institutions can intervene to make sure the student is supported through their issues. By taking a personalised approach, they will be able to tailor their support to the individual needs of students.

# Initial steps

Beginning:

- StAR
- Transition Mentor

## **Further development**

- Senior transition mentor
- UCL Changemaker
- Peer Mentoring



## **In groups**

Think about some issues where your teaching administrator might be of help and possible actions (10 minutes)

# **Feedback and summary of main points**