Dr Peter Morgan, Nottingham Business School China
Dearing Award 2014

Improving the Student Experience – and Helping Colleagues
I have taken a number of actions, aimed at improving what we offer as NUBS China. I have set up a NUBS China Teaching Enhancement Committee, have put together and am leading a team regarding international AACSB accreditation, have led NUBS China involvement in the Learning and Teaching Review, have included students in decision making leading up to NUBS Teaching and Learning Review, have developed a faculty level group for teaching and learning and have ensured that both NUBS China and NUBS Malaysia are formally involved in decision making at NUBS. (Previously, the only members were from NUBS UK). I have also tripled the number of student representatives at Postgraduate level, have added PhD student representation to relevant committees, have oversight of a school teaching expenses scheme and have proposed a process for dealing with unexpected staff sickness.

A great deal of my work has related to the development of others. I have been helping the PhD students think through what they consider to be good teaching and developing their own teaching skills and pedagogy is vitally important for their careers, and so I have recently worked with those in charge of the PhD programme to put together a programme aimed at getting students to think through such issues.

Since January 2013, I have also organised a number of school-based teaching seminars – including ‘Using role play in teaching’, ‘Using drama in teaching’, ‘Understanding UK Quality Assurance’, ‘Assessing through Active Class Participation’, ‘Developing Interactive Teaching in Economics’, ‘Hardcore Teaching’, and have received useful feedback from those.

At faculty level, I have offered advice and assistance to those acting as school representatives on the Faculty Teaching Group and have provided help in terms of programme development. I have also helped to develop local policy on attendance and have been involved in the assessment of grant applications for local L&T development grants. I have also contributed to policy level discussions at QSC and to Campus Teaching Committee, have attended alumni and student events and have been assisted with demonstration classes for the Chinese press and for the university open day.

Teaching Style
I like interacting with my students in class and making class lively and entertaining. Learning is not wholly about having fun, but learning without enjoying it makes it much more of an effort for students, especially those studying in a second or even third language. Therefore, in my lectures, I regularly use buzz groups, true or false questions (simply asking students to hold up pieces of coloured paper is an easy way of seeing the responses in a large class), using lego to build structures (e.g. representing organisational structure) seeking volunteers for activities, using post-it notes to collate responses (which overcomes issues of confidence in English), writing and developing cases for use in class, and getting students to give me their opinion before I give some relevant background or theory. To my surprise, I have found that these methods can work in a class of 400 just as well as a class of 40 – though the preparation needs to be that much greater and the pace needs to be managed carefully.