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The National Teaching Repository – Sharing effective interventions: Learning from each other so that we can continue to enhance and improve what we do

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The National Teaching Repository (NTR) is a widely recognised Open Educational Resource (OER) that has made a significant impact on the global higher education community. Recently, the UNESCO Secretariat invited the NTR team to present reports on the repository's reach and impact (Wooff and Irving-Bell, 2022), which has prompted this article. In it, we provide an overview of the NTR's origins, values, and vision, and we also extend an invitation for you to join us in this exciting initiative.

Introduction

Established in 2020, the National Teaching Repository is an online platform for colleagues to upload and share their teaching resources, pedagogical research, approaches, and ideas, with the goal of advancing pedagogy in practice. The NTR was designed to fulfil the need for a centralised space where successful teaching materials could be disseminated while allowing authors to showcase the reach and impact of their work, which is something researchers have been able to benefit from for many years.

Starting out as a UK-based resource, the NTR has quickly demonstrated its global reach and impact. Currently, it has established supporters from around the globe, with 203 affiliated colleges/institutions and organisations, and it continues to expand.

This initiative, which was originally developed through an Advance HE Good Practice Grant (Irving-Bell *et al.*, 2022),

seeks to establish new channels of communication and collaboration across the higher education sector, with the goal of facilitating the sharing and dissemination of best practices. By doing so, the project aims to help educators implement effective interventions that can enhance the student experience, ultimately leading to improved retention, progression, and completion.

The project is founded on the notion that many valuable ideas and insights are often confined to specific disciplines, and that sharing these ideas can help to drive innovation and progress across the entire sector. To achieve this goal, the project explores various mechanisms for promoting collaboration and knowledge-sharing, creating a space where colleagues can exchange ideas and seek solutions to common challenges. Ultimately, the aim is to create a centralised repository, a comprehensive national database that houses a wealth of tried-and-tested pedagogical approaches and ideas from across the higher education landscape.

Curated practice

The repository benefits from the use of the trusted Figshare platform and a team of curators, who play a similar role to that of an editor, adding an extra layer of Quality Assurance (QA) to the process. The curators' responsibilities include organising content, ensuring its quality, and making it accessible to users. Their role is not to judge or reject submissions, but to monitor and enhance the quality of

the work submitted. This involves reviewing each submission carefully to ensure it is ethically sound, accurate, free of typographical or referencing errors, and compliant with accessibility standards. Additionally, curators promote content through social media and other channels to enhance its visibility.

The benefits of sharing work

Sharing scholarly teaching and learning work through the NTR benefits everyone involved. Colleagues have reported accessing innovative ideas through the NTR, which has helped to improve their teaching practice and increase their profile. The repository has also been used to support professional development, with colleagues using the data as evidence of the impact of their work to secure a new job, promotion, or for performance reviews, internal progression, or applications for fellowships or national teaching fellowships.

Acknowledging academic and intellectual property

Acknowledging academic and intellectual property, the NTR provides colleagues with a worldwide stage to showcase their work. Authors retain all rights to their work, have full control over their content and can link it to their ORCID ID. The impact of their work in practice can be measured through Altmetric Data, enabling them to secure recognition for their practice. Colleagues can select the appropriate level of Creative Commons (CC) licensing during the submission process to ensure their work is available for others to build upon and share legally.

The NTR offers the following features that promote access to and support recognition of authors' work:

- Citation generated so that work can be acknowledged
- ORCID ID link
- Unique DOI generation
- Social media sharing
- Altmetric data to measure impact
- Creative Commons (CC) licensing
- Repository profile to help direct traffic to institutional and personal websites and blogs.

When a colleague uploads a teaching resource or research material to the NTR, the platform generates a citation and a unique DOI to facilitate easy access to the original source material. However, it is important to note that the frequency of citations for NTR work is likely to be lower than that of traditional research. This is because the NTR's purpose is to shape and influence teaching practices, and many end-users may not be authors or academics publishing their own material. This fundamental feature underscores the NTR's importance.

The NTR promotes inclusivity by removing any barriers to accessing its content. Sharing and accessing teaching practices is easy and does not require registration, with uploading and downloading taking only a few minutes. The NTR is freely available to anyone with internet access, and its use supports the development of staff and ultimately leads to improved student outcomes and achievements. Moreover, the NTR celebrates the diversity of teaching and learning practices by enabling colleagues to showcase their work in a variety

of non-traditional research formats, such as PowerPoint and poster presentations, teaching resources, data, and video/audio recordings.

Celebrating practice

We are delighted to recognise the valuable contributions of all those who have contributed to the repository. Their support in shaping the learning practices of others is greatly appreciated, and we are committed to continuing to work with them to ensure that learners have access to the best possible resources. We were honoured to present several awards to celebrate the outstanding contributions of those who have made significant contributions to open sharing. Future developments plan to share work via published compendiums of effective practice and offering colleagues opportunities to develop their professional networking.

Global reach and impact

Originally designed to facilitate the sharing of best practices within the UK, the repository has since grown to attract viewers and users from institutions across the globe. The National Teaching Repository has gained significant traction with over 300,000 views and downloads of scholarly work; reaching beyond the UK. Data from the repository's inception to March 2023, shows that 18% of visitors and users are from the UK, while the rest come from 130 other countries and territories around the world.

It is worth noting that 29% of these countries are listed as the 'Least Developed Countries' by the United Nations (UNTCAD, 2023), and are 62% of the 193 countries listed as Member States of the United Nations (UN Org, 2023). The repository's aim is to create a community where colleagues can feel comfortable sharing and discussing their teaching and learning practice, in addition to providing access to high-quality scholarly outputs. If you are interested in contributing to the repository as a curator or critical friend, please do not hesitate to contact us.

In conclusion

Our team would like to express our gratitude to Megan Hardeman, the Head of Engagement at Figshare, and Liam Bullingham, the Technical Director of the National Teaching Repository at Edge Hill University, for their outstanding commitment and hard work towards the success of this project. We welcome and encourage everyone to participate in this initiative. As more colleagues contribute to the repository, it will become a richer source of innovative ideas to enhance our teaching practice, and sharing our work can create opportunities that support our personal and professional growth. If you would like to learn more about how to become involved, please contact us. We would be delighted to hear from you.

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Useful links

The repository is hosted within Edge Hill University's Figshare and is accessible via these links:

Discover research (https://figshare.edgehill.ac.uk/The_National_Teaching_Repository).

Meet our friends (<https://doi.org/10.25416/edgehill.12820727>).

For further information (https://figshare.edgehill.ac.uk/articles/presentation/NTR_-_Welcome_pdf/12673016).

To share your learning and teaching research and resources (<https://figshare.edgehill.ac.uk/submit>).

Follow the NTR on Twitter: @NTRRepository (<https://twitter.com/NTRRepository>).

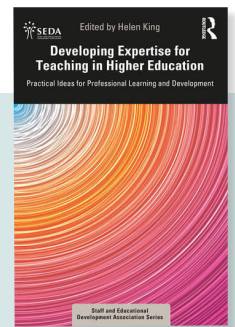
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Book Review

Developing Expertise for Teaching in Higher Education – practical ideas for professional learning and development

Edited by Helen King
SEDA Staff and Educational Development Series
Routledge, 2022
ISBN 9781032057002



Conversations about teaching excellence are taking place everywhere. As I write this review, I am engaged in activities supporting institutional and professional reward and recognition schemes that will bestow the label of 'excellence' on a carefully selected number of colleagues. Not that these colleagues won't deserve this label for their incredible work and impacts upon student learning; but I am grateful to this book for offering another discourse for us to think about the teaching journey and the act of teaching itself.

As an edited collection, the book is structured around King's model for expertise, which comprises three dimensions: pedagogical content knowledge, professional learning and artistry of teaching. Part one sets the scene for the consideration of these dimensions by offering diverse perspectives on the concept of expertise and how it might be

applied to higher education. The book acknowledges that it is not aiming to be the final word on expertise for teaching in HE, but rather a starting point for conversations – for those looking to improve their practices and those who support them. And it certainly achieves this aim well! I can honestly say that each chapter offers research and evidence-based insights into this topic that I wanted to talk about with anyone who would listen. The fact that I did indeed bring many of these insights into assorted work-related conversations shows just how applicable the discussion of expertise is to all aspects of teaching and learning in higher education.

There are so many rich discussions occurring across the chapters that I am sure readers will take countless messages from this book. I will share just a few that have been significant for me. Firstly, the book centres the

notion of teaching and learning as a human experience and a relational act. Teaching interactions and learning situations are dynamic and complex, with unique and multifaceted challenges arising in each educational encounter. Morgan and Milton capture this sentiment well in chapter twelve when likening teaching to a 'wicked problem'. The concept of expertise presented here does not shy away from positioning teaching in this way; indeed, to develop our expertise we must actively embrace the messiness and uncertainty that comes from the human relationships at the heart of teaching. In this way, I would argue that the concept of expertise foregrounds student experience in a way that may not be as explicit within the notion of excellence. Developing expertise requires us to connect with our students, to care about their learning and notice (observationally as well as through scholarship) what is going on