



**ICED** 2014

EDUCATIONAL DEVELOPMENT  
IN A CHANGING WORLD

# Abstracts



EDUCATIONAL DEVELOPMENT  
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*02 Scholarship of teaching and learning*

**HOW AND WHY TEACHERS TRY TO MAKE STUDENTS THINK**

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**Abstract Summary:** Taking departure in the practical knowledge of the university teacher and in philosophical and pedagogical definitions of thinking, I discuss how university teachers try to improve students' thinking. I claim that their efforts often are misguided and limited by superficial understandings and of thinking skills formulated in curriculums and course objectives.

**Abstract Text:** Thinking has always been an essential part of every education, but during the last decades the importance of training students in thinking has become an explicit goal in curriculums and course objectives. Thinking is now often formulated as a general capacity cut off from the respective disciplines and subjects. How does this way of working with and training students in thinking affect our understanding of thinking capacities?

In this paper I discuss how university teachers try to improve students' thinking. I claim that their efforts often are misguided and limited by superficial understandings of what it is to think. Taking departure in Dewey's view on reflective thinking, I analyze several university teachers' own descriptions of their work on improving student thinking. This analyze is used as an argument for my claim. This has led me to a view that seems to run counter to the idea of constructive alignment. I also examine the motives university teachers present for training in thinking capacities. What kind of thinking is rewarded and practiced in higher education? Is it a kind of thinking that will be useful for the student in a future profession or is it a way of thinking that primarily is useful in academia? Might some forms of thinking not be recognized or accepted?

By taking departure in the individual teacher's practice (rather than to assume general formulations of effectiveness and results) and several philosophical and pedagogical definitions of "thinking", I argue that teachers' traditional practical knowledge often already involves exercises where thinking capacities are developed and trained. I further claim that this traditional practice is affected by certain recent demands in national curriculums and also by a too heavy emphasis on well defined course objectives. My suggestion is that this change in the university teachers' profession has changed the role of thinking in the university teaching today. Speculative thinking that is not aspiring any specific utility, is something we see less and less of in the education system today. The courses consist in exercise of how to use acquired knowledge as instruments for obtaining the course objectives. The idea of constructive alignment results in courses that focus on intellectual abilities as "instrument for knowing and doing". These courses do not encourage students to speculate and think beyond what they know. I would say that they give no exercise in thinking, only in knowing. They do not train students in the capacity or skill to think critical in a free sense.

**Disclosure of Interest:** None Declared

**Keywords:** practical knowledge, thinking capacity

*01 Discipline specific educational development*

**PATTERNS OF CHANGE IN THE PURPOSES, STRUCTURES AND VALUES OF EDUCATIONAL DEVELOPMENT WORK: ACCOUNTS FROM PRACTICE AT ONE AUSTRALIAN UNIVERSITY**

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**Abstract Summary:** In their essay, *An Avalanche is Coming*, Barber et al argue that the waves of change experienced in higher education may be nothing compared to what is coming. Using case studies of educational development in Medicine and Law at one institution over 20 years, we suggest 3 phases of change. How does your experience of the changing nature of development work compare, and why does this matter?

**Abstract Text:** In their prescient essay, *An Avalanche is Coming*, Barber and colleagues (2013) argue that the waves of change experienced in higher education may be nothing compared to what is coming. What does this message suggest for educational development, and how we position our work within larger disciplinary and institutional strategies? Through a range of case studies of educational development work undertaken at one research-intensive institution, we address this question by exploring changes in the nature and direction of change in purpose, structure and values over more than 20 years. We posit three discernable phases across a spectrum. Starting with an emphasis on 'developing teachers and teaching' through the auspices of a central development unit, the focus then moved to the enhancement of 'student learning environments' with more explicit partnership arrangements being forged with departments. Current purposes and locus of development embrace the 'embedding of educational values and strategies within the discipline' (alongside technology-savvy ways of achieving them) with much more initiative coming from within departments (and the discipline) than was previously the case. Case studies of curriculum (and assessment) change in Medicine and Law are used to illustrate and explore this trend. A wide range of frameworks, models and philosophies help frame the claims we make. As illustrated in the table below, there are three main clusters of ideas.

<b>Cluster</b>	<b>Author</b>	<b>Key idea(s); framework, model, philosophy, etc</b>
1. Thinking about the work of development: <i>philosophy(ies)</i>	Elliot, 1988; Louis and Bartunek, 1992	Insider or outsider? What values and issues are associated with the location of those engaged in development work?
	Barr and Tagg, 1995	From teaching to learning?
	McWilliam, 2002	Against professional development
	Nixon, 2001	The moral home for development is in the discipline
	Huber, 2004	Balance in academic work and careers
	Webster-Wright, 2009	Professional learning (not 'development'); cultivating conditions for professional learning
2. Thinking about the work of development: <i>structure(s)</i>	Schulman, 1999	Five institutional models of educational development
	Hicks, 1999	Central units – departmental locus: where is the impetus for development work located?
3. Doing the work of development: <i>formal and less formal approaches</i>	Kandlebinder and Peseta, 2009	The nature of the 'curriculum' for university educational development
	Qualter, 1995	Beyond reflective practice
	Lueddeke, 1997	On the 'developers' curriculum
	Rasanen, 2009	Toward a 'curriculum' in reflexivity
	Boud, 1999; Mackay & Tymon, 2013	Peer learning; co-learning – we are all learners now

Haigh, 2005	Conversation / Dialogue
Cushion, 2003	
Lazar & Bergquist, 2004	Coaching

While the empirical evidence is from just one institution, locating the case studies in the wider ideas and frameworks in the educational development literature offers reassurance about generality.

We suggest that fostering a disciplinary (viz: departmental) culture which embraces educational, digital and information literacies is key to contemporary educational improvement. Leadership demands are severe. Academics experience tensions as they balance teaching, research, and service. Leadership efforts to shift departmental and discipline cultures have to be offset by the need for individual academics to feel that they remain in control: retaining a sense of individual agency lies at the heart of (academic) professionalism.

Audience engagement will be achieved through peer-interaction in small groups (and associated plenary), using three focus questions:

1. Do the suggested key ideas, clustering arrangements (cf above table), and associated trends and case studies, offer valuable prompts for you, in your work/institution?
2. In our argument going against the tide? Should we be positioning ourselves for the forthcoming disaggregation rather than reintegration of academic practice?
3. Why?

**Disclosure of Interest:** None Declared

**Keywords:** academic practice, change management, educational literacy, professional learning

*03 Scholarship of educational development*

**LIVING BETWEEN ‘CRITICAL FRIEND IN THE ACADEMY’ AND ‘BLENDED PROFESSIONAL’: INVESTIGATING OUR INSTITUTIONAL LIVES IN ACADEMIC DEVELOPMENT**

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**Abstract Summary:** Building on the discussions of academic developers identity experienced as a troubled and often marginal space (David and Green 2011, Land, 2008), three experienced academic developers, located in three different countries, use auto-ethnographic writing (Meerwald, 2013) and narrative inquiry, to explore moments of congruence and conflict (Simmons et al. 2013) focusing on institutional positioning

**Abstract Text:** For many years the status of academic development as a coherent field of practice has been of ongoing concern to its practitioners. It continues to be of interest to new entrants into the field, as they seek to make sense of the field of operation, and to institutional leaders, many of whom are only beginning to explore the potential of this area of work (e.g. Kensington-Miller, Brailsford and Gossman, 2011). Despite the variety of terms used to describe the field, such as academic / educational / faculty development to name just the more common ones, (Ouellet, 2010:3), and the various institutional arrangements under which academic developers work (Gosling, 2007), it is claimed that the field has achieved the status of a discipline or a field of professional practice in higher education, at least in the English-speaking world (Samuels, 2013). However, we contest that it continues to be a role based on tensions and difficult accommodations of individual professional identity for its practitioners. Academic developers are located in institutional cultures that can both empower and inhibit their scope of agency. In addition to Land's (2004) multiple orientations to academic development, concepts of 'blended professional' and 'third space professional' (Whitechurch, 2008) could describe some of the paradoxes of our institutional roles. The latter concepts do not necessarily sit well with Handal's more aspirational notion of 'critical friend in the academy', (2008: 64), rather evoking his 'chameleon on a tartan rug' metaphor (Ibid) and potentially ignore the affective aspect of the role (O'Farrell & Fitzmaurice, 2013). The continuous experience of liminality, we would argue, is less about the outcome of uncertainty over our 'generic' knowledge base and has more to do with paradoxical and sometimes disempowering institutional positions and cultures (Land 2008).

In this paper, three experienced academic developers with several years experience in the field, located in three different countries, use auto-ethnographic writing (Meerwald, 2013) and a shared narrative inquiry into moments of congruence and conflict (Simmons et al. 2013) to investigate the institutional dimensions of their ongoing work of constructing their professional identity. In order to build our understanding on the commonality and difference of these constructions we first provide a brief analysis of our three geographical and institutional teaching and learning contexts as they pertain to academic development. We employ auto-ethnographic inquiry and carry out a qualitative analysis of our shared writing, produced over one academic year. Our paper provides another perspective on the question 'how do we know who we are?' (Kinash and Wood, 2011) by investigating the spaces we occupy in our institutions and the metaphors that capture our reaction to this. In our presentation we will explore the ways in which we experience our identity as generative or creative (Little and Green, 2011) and the ways in which our identities and our practices are critiqued, illuminating areas of mismatch between institutional culture and our professional identities. We will ask participants to share their own metaphors and understandings of their institutional positioning with us in order to identify how institutions and their leaders can provide positive and productive institutional arrangements for this work.

**Disclosure of Interest:** None Declared

**Keywords:** Academic developers, Identity, Institutional positioning, Narrative analysis

#### **04 Strategic educational development**

### **DEVELOPING STUDY PROGRAMS AS A CONTINUOUS TASK– THE ROLE OF EDUCATIONAL DEVELOPERS**

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**Abstract Summary:** Study programs are currently receiving more attention in Europe. In consequence, it can be observed that the roles of program development and management are professionalized. In the proposed round table, we would like to discuss the role of educational developers to support this professionalization via measures of training and process support in the light of recent developments in Switzerland.

#### **Abstract Text: Professionalization of program development as an institutional responsibility**

In Switzerland, different developments in higher education have led to increased attention to the development and management of the study programs such as the Bologna process, an increasingly competitive environment, the tertiarisation of a number of professions formerly acquired through vocational education. Furthermore, the national qualification framework and in particular accreditation processes require HEI to demonstrate the effectiveness of their activities (e.g., Surssock & Smit, 2010).

Many different actors have been involved in development processes on the program level but also within educational development units. However, so far a systematic discourse on key issues regarding the management and development of study programs is missing, not only in German-speaking Europe. The following main question will guide the round table session: How can educational development give vital impulses for program development?

Our starting points are two approaches or frameworks from Swiss HEI: a) the definition of competencies for new program professionals at the Zurich University for Teacher Education and b) a process for the strategic development of didactically-aligned study programs at the University of St. Gallen.

#### **Framework 1: Competencies for program managers**

The experiences with a training program for study program managers at the Zurich University for Teacher Education are reported. Over a period of four years, a competency profile has been developed and refined. Insights into the challenges and struggles of this role were gained. Despite diverse job characteristics of program managers (often resulting from an institution-specific history), there is a common set of competencies necessary to successfully cope with organizational complexity such as role competency (Schein, 1992) and lateral leadership (Kühl et al., 2005).

#### **Framework 2: Towards a systematic development of study programs**

The second initiative concerns the strategic approach to program development implemented at the University of St. Gallen (Brahm & Jenert, 2013; Jenert, 2011). In this structured process, the program goes through four process steps: process initiation, program analysis, program development, evaluation of the process and results. A major challenge in this process is the role of program professionals. The goal is to establish them as change agents for a didactically-aligned study program.

#### **Outcome: Role of educational development**

After briefly introducing the two examples, the roles of program professionals and educational development in HEI will be discussed.

The questions guiding the discussion will be:

- How can program development be established as a continuing task, closely tied to quality development?
- How can the competencies of program professionals be developed and the local capacity and ownership be strengthened?
- How can educational development support program development and provide vital impulses?

Audience Engagement. Depending on the number of participants, first the questions will be discussed in groups. To put the results of the discussion on record, it will be summarized and uploaded in our weblog for further discussion after the session.

#### **Literature:**

Brahm, T. & Jenert, T. (2013). Herausforderungen der Kompetenzorientierung in der Studienprogrammentwicklung. *Zeitschrift für Hochschulentwicklung*, 1(8), 7-14.

Jenert, T. (2011). *Studienprogramme als didaktische Gestaltungs- und Untersuchungseinheit: Theoretische Grundlegung und empirische Analyse*. Universität St. Gallen, St. Gallen.

Kühl, S., Schnelle, T. & Tillmann, F.-J. (2005). Lateral Leadership: An Organizational Approach to Change. *Journal of Change Management*, 5(2), 177-189.

Schein, E. (1992). *Job/role analysis and planning*. Cambridge, MA: Massachusetts Institute of Technology.

Sursock, A. & Smidt, H. (2010). *Trends 2010: A decade of change in European Higher Education*. Brussels: European Universities Association.

**Disclosure of Interest:** None Declared

**Keywords:** competency-oriented curricula, educational development, organizational development, third space

**05 Educational leadership/ Academic leadership**

**INTERNATIONAL PERSPECTIVES ON MENTORING AND COACHING IN EDUCATIONAL DEVELOPMENT**

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**Abstract Summary:** This roundtable will consider how cultures - institutional, national, disciplinary - influence the effectiveness of mentoring and coaching in educational development. Drawing from mentoring approaches at universities in the UK, US and New Zealand, the discussion will explore how these and others may be successfully applied by participants in their own context, as well as the scope for research.

**Abstract Text:** This roundtable will consider how cultures - institutional, national, disciplinary etc. - influence the effectiveness of mentoring and coaching in educational development.

Our discussion will be based on mentoring programs at universities in three countries:

- Drawing on the book *Transformative Conversations* (San Francisco, CA: Jossey-Bass, 2013), co-authored by one of the roundtable presenters, we will consider a mentoring community practice developed in the U.S. This practice encourages faculty and staff to reconnect to their original aspirations as academics and the shared aspirations of academia. Participants use simple and accessible group processes to reflect on essential values and goals in their work, and further the integral or whole person development of each group member.
- The UK focus is on an externally accredited programme of study, the Edinburgh Napier University Mentoring & Coaching Award (ENMCA), which was specifically designed to help enhance academic practice through mentoring and coaching. The programme offers an opportunity for training and formal recognition of achievement for mentors/coaches and support for them as they work with volunteer mentees/coachees, both groups being engaged in a variety of aspects of teaching and the support of learning. The programme is different from some organisational mentoring and coaching schemes in that participation is not restricted to senior management but is open to all who fulfil the academic practice criteria. One interesting emergent feature of ENMCA operation is the way that people are identifying niche expertise and experience that colleagues have and pro-actively requesting mentoring /coaching for that context.
- We will consider a peer mentoring programme that has been running since 2009 at the University of Auckland, New Zealand. Twice a year, a three-day teaching and learning programme is offered for new academic staff, which usually has about 30-35 participants, who are then invited to participate in peer mentoring through what is known as the 'catalyst' group. This runs for the semester, typically with 6-8 participants, and involves the group meeting together six times at fortnightly intervals, with the coordinator providing group mentoring over a two-hour session. Between meetings, participants work in pairs, triplets and sometimes fours, peer mentoring each other and working through tasks related to the group sessions. Hence, they are both mentors and mentees to each other, as well as all receiving mentoring as a group from the coordinator.

During the roundtable, we will provide one-page handouts on each programme to outline the mentoring/coaching process, the theoretical foundation for that process, and the research on its outcomes. After briefly reviewing these three programmes, we will facilitate a discussion about how institutional, international, disciplinary, and other forms of culture enable or constrain the effectiveness of mentoring/coaching in academic development. The discussion will explore how these diverse programmes might be adapted by participants to different contexts, as well as possibilities for research on these practices.

**Disclosure of Interest:** None Declared

**Keywords:** academic practice enhancement, coaching, culture, mentoring



## *02 Scholarship of teaching and learning*

### “NEW WAYS FOR THE PRACTICE-INTEGRATED COURSE OF STUDIES AT THE BADEN-WUERTTEMBERG COOPERATIVE STATE UNIVERSITY”

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**Abstract Summary:** This paper is the result of a research project on implementing problem-based learning (PBL) as a teaching method for higher education at the Baden-Wuerttemberg Cooperative State University (DHBW). The project investigates the effectiveness of this didactical approach over a period of three years through an experimental intervention study.

**Abstract Text:** The practice-integrated course of studies at the DHBW encompasses more than just learning by doing (“informal learning”) and more than a learning detached from practical application as in classical university education. The uniqueness of the dual studies is the combination of institutionalized studies and learning-on-the-job based on formalized training plans at the companies and social institutions (dual partners). During their studies the students have to sign a work or training contract with these dual partners. In the dual studies, learning principles are addressed that are action-, task- and project-oriented. The used education principles emphasize not only the relevant knowledge (»to know what«), but also the corresponding methods and problem-solving skills (»to know how«). The DHBW curriculum focuses on students gaining professional competences, which enable them to handle responsible jobs at an early stage. It takes into consideration the development of personal, professional, methodical and socio-ethical competences. The curriculum is structured so that during theoretical instruction practical questions are dealt with, and during practical applications theory can be experienced. Therefore the theoretical and practical phases complement each other and allow close integration of theory and practice ensues.

The topics which will be closely dealt with are the analysis and evaluation of the case study based on the teaching format PBL and the associated competence and personal development of the students.

The teaching design and the implementation process of the PBL case study work, and the quantitatively measurable competences (Learning Outcome) are evaluated, analyzed and shown in relation to one another as an “exam-product” of the case study based lectures, as are the descriptive self-observations by the students. Once the influential factors have been identified, they should be fed back into the teaching in order to optimize it. The research question therefore is: What connection is there (in the DHBW system) between PBL, the competences before and after case study lessons, as well as the individual development during the learning process?

This work will be of importance with regard to the use of competence models and its focus on case studies as well as in relation to the possibilities for various strategies for teaching and learning, in particular the guided self-study program at the DHBW.

**Questions and Rationale:** Academic work is becoming increasingly more interdisciplinary and international. For this reason, more than ever students need a holistic qualification profile. Learning Outcomes are needed, which go beyond the mere professional competences and which involve creativity as well as the willingness to explore new avenues of innovation.

**Theory/Methods/Framework/Models:** This paper is based on the fundamental work of Barrows and Stinton on the teaching methods of problem-based learning (PBL).

In addition, the German and European Qualification Framework serve as a forward-looking institutionally framing competence model.

**Outcomes:** This paper is the synthesis of the implementation, realization and evaluation of Problem-based Learning (PBL) in business administration study programs. We will report whether and to what extent PBL is effective in terms of increased learning. Particular attention will be given to the introduction of the PBL method during the ongoing teaching process.

**Reflective Critique:** The role of the teachers and their interaction before and during PBL-teaching will be analyzed and reflected upon in a qualitative and a quantitative way.

**Audience Engagement:** We are happy to include the participants in the paper presentation by way of dialog. In particular, the use of entertaining CATs (Classroom Assessment Techniques) is suitable to making the presentation interactive and stimulating. An open round with a view on the future of PBL in university teaching concludes the session.

**Disclosure of Interest:** None Declared

**Keywords:** practice-integrated course of studies, Problembased learning

### ***01 Discipline specific educational development***

## **CONSTRUCTING THE CHANGING WORLD WITH LEGO SERIOUS PLAY**

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**Abstract Summary:** This workshop will present three years experience of teaching and educational development using Lego Serious Play to address individual, curriculum and institutional change. Participants will be introduced to aspects of the methodology through hands-on activities while having an opportunity to discuss case studies and the theoretical positions informing innovation.

### **Abstract Text: Workshop aims**

By the end of this workshop, delegates will be able to: understand how basic principles of metaphorical modelling can be applied to educational development; create simple metaphorical models; discuss the use of *LSP* at the London College of Fashion with students across all academic levels and with staff to address complex issues concerning educational development in an uncertain climate; explore how metaphorical modelling might apply to their own educational development interests.

*Lego Serious Play* originated approximately 15 years ago as a more productive, inclusive means of exploring complex organisational issues and an alternative to brainstorming sessions involving flipcharts and pens. Its creators Johan Roos and Bart Victor found that by building three dimensional expressions of problems and thoughts through specific techniques and visualising metaphorically, deeper insights were engendered and thinking/problem solving became richer and more creative. The process is also highly democratic – everyone builds, everyone shares, everyone speaks – thereby avoiding what became known as The Problem Of The Lonely Guy – or the team member (in our terms student, teacher, colleague) who tended to sit quietly and not contribute.

Since its inception *LSP* has been used globally by a variety of big corporations (Nasa, Sony, EBay, Google) but increasingly too in many more varied contexts and on a much smaller scale (right down to the one-to-one context of PhD supervision). Its use within the creative arts can provoke a variety of responses and raise interesting questions with regard to corporate versus creative tensions; the sound of it can both intrigue and appeal, due to its novel nature, or cause concern - with some fearing that 'playing with Lego' is going to be trivial and time wasting. At LCF I have been using *LSP* as a means of exploring, planning and reflecting on provision, as a teaching and learning tool, for personal and professional development with students and for staff/educational development, to examine team working, as a trigger for conceptualising research questions and to understand what motivating learning and teaching looks like. I have even used it when writing a book on creative reflection with Professor Stephen Brookfield (Jossey-Bass forthcoming) – using *LSP* as a means of communicating with Stephen across continents.

To be understood and engaged with most usefully, *LSP* is a process which requires much more than 90 minutes (half a day to a day minimum) however having had my own learning imagination energised by it, and as an accredited *LSP* facilitator I believe any opportunity to share its potential is to be welcomed!

### **Proposed Activities and Approximate Timings**

This workshop will mix the hands on and discursive, interspersed with visuals, building and stories, as well as other activities (time permitting).

Background: what is *Lego Serious Play* and why was it created?

How I came to *LSP* via pedagogic research (10 mins)

Hands on activities: introducing the basics of metaphorical modelling

How I am using *LSP* currently with staff and students for teaching, staff and educational development and research at all levels of provision: this part of the session will present diverse case studies of application with small and large groups to address matters such as sustainability, motivating learning and teaching, enhancement of teaching quality, the identity of particular course clusters and how to maximise their potential, and many more.

(60 mins)

Discussion: What *LSP* can do for you

While I teach across creative arts disciplines I also belong to a network of practitioners working in very different fields, whose experiences of *LSP* are also relevant to educational development. I will draw on research into, and use of, *LSP* in fields other than my own and in this part of the session there will be the opportunity to ask questions and to explore where participants feel *LSP* might be useful in their institutions and contexts (20 mins)

**Disclosure of Interest:** None Declared

**Keywords:** constructionism, creativity, multisensory, reflection

#### *04 Strategic educational development*

### **STRATEGIC SUSTAINABILITY: HOW TEACHING AND LEARNING CENTERS CAN ADAPT TO CHANGE IN CHALLENGING CLIMATES**

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**Abstract Summary:** This workshop invites participants to examine their current teaching and learning center model and to explore evidence-based strategies that ensure their center can adapt and change during or despite challenging internal or external pressures. While focusing on programming that increases teaching effectiveness and student learning, participants will explore how to influence institutional change.

**Abstract Text:** This workshop invites participants to examine their teaching and learning center (TLC) model and to explore strategies that ensure the delivery high-impact teaching and learning practices during or despite challenging times. This is especially important as institutions of higher education are increasingly subject to enormous pressures and expectations to improve and change (Schroeder & Associates, 2011).

This workshop focuses on key strategic decisions about center goals, organizational structure, programming activities, and assessment efforts that TLC directors make when working to sustain quality programming that increases faculty effectiveness and student learning. Participants will explore strategies that align with their unique institutional contexts, enabling participants to design a flexible model for TLC programming that can be scaled up or down. Moreover, participants will be guided to make decisions grounded in the research on programs, services, and resources that impact teaching and learning. By prioritizing center activities based on the research on impact, center stakeholders can make decisions that stimulate change (e.g., enhanced student learning and student persistence to degree) and support institutional missions and priorities.

Participants will examine the utility of using a program development and assessment model by examining the following:

**1. Strategic Planning.** For purposes of this workshop, participants will engage in two important steps in the strategic planning process: (1): Identify the essential or “Wildly Important” Goals (McChesney, Covey, & Huling, 2012) of the Center. Using a guided question approach, participants will create or revisit the essential goals of the center. These questions will ask participants to articulate the essential goals of the center, identify key stakeholders important to influencing the center’s success and sustainability, and assess the needs and interests of center “clients” (e.g., faculty members, graduate teaching assistants, academic staff, and administrators). The second step (2) will identify key stakeholders. To ensure that the center identifies strong allies who may play a crucial role in the success of the center (Gillespie, 2002; Sorcinelli, Austin, Eddy, Beach, 2006), participants will participate in an activity that analyzes the forces that influence the success of the center, e.g., strengths, weaknesses, opportunities, and threats (SWOT). (20 minutes)

**2. Assessment and Impact.** Although, researchers have identified significant barriers to the rigorous evaluation of teaching and learning center impact (e.g., Kuscera, 2010), participants will review existing practices and recommendations for methodologies to assess teaching and learning center impact (e.g., Chism & Szabo, 1997; Fink, 2002; Hilsen, 2002; Steinert et. al., 2006). (20 minutes)

**3. Programming.** In this segment, an overview of the research on impact of different types of programs (workshops, cohort models), services (consultations, grant programs), and resources will be presented, including an introduction to two lenses for designing and developing instructional and developing programs using Bloom’s Revised Taxonomy (Anderson & Krathwohl, 2001) and the Scholarship of Teaching and Learning (SoTL). Then, participants will develop a portfolio of programming activities which align with the research on impact of activities, and support opportunities for enhanced faculty development (e.g. using Bloom’s model) and opportunities for progression from an effective teacher to a teacher who engages in the SoTL. (20 minutes)

**4. Conclusion.** Participants will receive recommendations for communicating the impact of the TLC work and to evidence the TLC’s ability to serve as a change agent. (15 minutes)

The workshop will be facilitated using interactive lecture with visual aids, active and collaborative activities, graphic organizers, and small/large discussion.

**Disclosure of Interest:** None Declared

**Keywords:** educational development , educational development , faculty development, strategically planning for change , teaching and learning centers

### **03 Scholarship of educational development**

## **SURPRISING SPACES: ARTS-ENRICHED REFLECTION IN THE PROFESSIONAL DEVELOPMENT OF UNIVERSITY LECTURERS**

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**Abstract Summary:** This workshop offers delegates the opportunity to experience and evaluate arts-enriched reflection : active engagement with creative ways of prompting deep thinking about teaching practice and teacher identity. In this way we reassert the value of open-ended, exploratory development activities and directly address the relevance of the arts and humanities to professional education.

#### **Abstract Text: Activities:**

hands-on activity (40 mins)

paired reflection and discussion (20 mins)

introduction to relevant research and theory (10 mins)

collaborative planning for how to take ideas and experiences back to work (20 mins)

#### **What is meant by arts-enriched reflection for university lecturers?**

Active engagement with collage, poetry, photography and other creative ways of prompting deep thinking about teaching practice and teacher identity.

#### **Why does it matter?**

Increasingly, university lecturers are required to demonstrate that they are reflective practitioners (eg HEA, 2011) and often need help in initiating and sustaining meaningful reflection.

#### **How does the practice of arts-enriched reflection contribute to current debates?**

By reasserting the value of open-ended, exploratory development activities. It has been claimed that there is a lack of reflective spaces in our universities (Savin-Baden, 2008) and that development is at risk of being squeezed out by performativity – “narrow conceptions of usefulness that are articulated in terms of measurable performances.” (Rowland, 2007, p.10.) Active engagement in arts-enriched reflective activities can offer an alternative to this depressing instrumentalism. It also directly addresses the question of the relevance of the arts and humanities to professional development, in this case for university lecturers.

#### **What evidence do we have that it makes any difference?**

Arts-enriched reflection has been used to promote the professional development of physicians (Rabow, 2003), inter-professional groups of health workers (Williams, 2002) nurses (Seymour, 1995; Marshall, 2003) and school teachers (Black, 2002). Working with university lecturers, Loads (2009; 2010) found that professional development workshops involving artwork and reflection provide a restorative space that allows for discovery and surprise, where lecturers can find meaning in their teaching practice. Uptis et al. (2008) showed that these processes provide more than temporary reprieve from the pressures of work. Through art making and reflection lecturers were able to transcend their everyday tasks, take care of themselves, deepen and equalise their relationships with colleagues, manage difficult experiences and have a positive impact on their workplace.

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**Disclosure of Interest:** None Declared

**Keywords:** Arts-enriched Reflection, Professional Development, University Lecturers

**04 Strategic educational development**

**CRITERIA AND STANDARDS OF QUALITY TEACHING IN AUSTRALIA**

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**Abstract Summary:** This round table seminar will examine the *Australian University Teaching Criteria and Standards* framework in the context of participant's institutional practice, and to discuss the processes by which quality teaching outcomes may be identified and promoted. The discussion will also include the contested and controversial aspects of setting quality teaching standards.

**Abstract Text:** Current literature is unequivocal in its support of the need to recognise the importance of the teaching role in academic work. However, while there has been substantial research undertaken as to what constitutes excellence in university teaching, there has been little common agreement in the way quality teaching is described or agreement on the criteria or performance expectations and standards for each academic level. The *Australian University Teaching Criteria and Standards Framework* has been developed to provide a practical and flexible guide for universities and their academic staff to clarify what constitutes quality teaching and how it can be evidenced. The framework is underpinned by carefully researched definitions and principles of quality teaching. These definitions and principles are expressed through seven criteria. For each criterion, the framework suggests performance standards and offers examples of practice and sources of evidence that academics can use to demonstrate their level of achievement. The organising principle of the framework is alignment with academic appointment and promotional levels. The framework has been developed with the explicit aim of acknowledging and elevating the role and status of teaching. It is designed to be flexible and adaptable to the requirements of individual institutions. The framework has been used in many universities as a catalyst for determining expectations of teaching staff and the quality of their teaching for performance review and promotion.

This round table seminar will invite participants to examine the framework in the context of their own institution's current teaching criteria and standards, and to discuss the processes by which quality teaching outcomes may be identified and promoted. The discussion will also include the contested and controversial aspects of setting quality teaching standards in higher education and suggest methods by which these challenges may be overcome.

**Disclosure of Interest:** None Declared

**Keywords:** academic staff development, policies and practices, reward and recognition, teaching career pathways, teaching performance standards

#### ***04 Strategic educational development***

### **A MULTI-INSTITUTIONAL TRIAL OF A PEER ASSISTED TEACHING SCHEME: POSITIVE CHANGES IN COURSE EVALUATION SCORES**

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**Abstract Summary:** The Peer Assisted Teaching Scheme (PATS) provides a structured yet flexible approach to reinvigorating teaching practice in a supportive and collegial environment. This paper reports on the experiences of the multi-institutional trial of PATS conducted in five Australian universities and provides valuable information to academics and academic developers considering such a scheme.

**Abstract Text:** In the rapidly changing global higher education sector, providing a quality educational experience to students increasingly matters. Students want quality teaching and with increasing competition to attract local and international students, quality teaching has become a focus. Academic teachers have traditionally not received formal training in teaching, and although support for quality teaching and learning is increasing through centralised university schemes, these schemes are often criticised. The Peer Assisted Teaching Scheme (PATS) is a new form of Teaching and Learning professional development for academic staff to enhance teaching quality. The scheme provides a structured framework to reinvigorate courses through collegial input and guidance via a process that incorporates goal-setting exercises, peer observation of teaching and analysis of informal student feedback. In addition, workshops covering various aspects related to teaching are offered during the scheme.

PATS was initially designed to address low student satisfaction with the quality of Information and Communication Technology (ICT) courses[1] in the Faculty of Information Technology at Monash University in Victoria, Australia. The scheme was primarily designed to: (i) improve the level of student satisfaction with courses identified as in need of improvement; and (ii) build leadership capacity by engaging teachers recognized as outstanding. Demonstrated improvements in the level of student satisfaction with courses in the 2009 pilot scheme led to a trial of PATS across seven disciplines at Monash University in 2010, and supported by an Australian Learning and Teaching Council (ALTC) Teaching Fellowship grant. In 2012, the Council of Australian Directors of Academic Development (CADAD) funded a trial expanding the scheme across five other Australian universities: The University of Newcastle (New South Wales), Griffith University, University of Sunshine Coast (USC) (Queensland), and Edith Cowan University (ECU) (Western Australia). 2013 has seen PATS rolled out at twelve universities and two private higher education institutions nationwide as part of an Office for Learning and Teaching (OLT) funded National Senior Teaching Fellowship.

In this paper, we describe the PATS process, outline common focus areas for course improvement and highlight the changes in the course evaluation scores of courses before and after they were included in the PATS. Findings showed a variety of areas targeted for improvement with considerable increases in course evaluation scores in the majority of courses, suggesting that the teaching changes made by participants had a positive effect on actual student experiences. This experience of the multi-institutional trial of a peer assisted teaching scheme provides valuable information to academics and academic developers considering such a scheme to reinvigorate teaching practice and improve course evaluation scores.

[1] The term *course* is also called a *unit*, a *subject*, or (in New Zealand) a *paper*. The term *course* will generally be used in the remainder of this paper.

**Disclosure of Interest:** None Declared

**Keywords:** peer assisted learning, Professional Development, student evaluation

*02 Scholarship of teaching and learning*

**STUDENT VOICES: LISTENING, LEARNING, AND RESPONDING TO STUDENT NEEDS**

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**Abstract Summary:** Student Voices is a collection of videotaped interviews with students sharing their academic challenges and how they overcame them. Emotional and cognitive factors are shared along with suggestions for faculty members who interact with students who have significant learning challenges. Strategies for addressing student learning barriers are shared.

**Abstract Text:** Student Voices is a project highlighting interviews with both graduate and undergraduate students who have had significant stresses and barriers while completing their higher education experience. The interviews include students from across the United States in different learning contexts. In addition, interviews with students at Nelson Mandela Metropolitan University in South Africa provide the opportunity for a cross-cultural view of learning challenges and ways to resolve them. A qualitative analysis of the interviews with identified themes is a key component of the project. Some representative themes include the importance of significant mentors and family support, threats to academic self-esteem, lack of awareness of rigor required to succeed, and the presence of perseverance in the face of failure. Each videotaped interview is organized into chapters with relevant discussion questions to guide the discussion. Throughout the presentation, participants will be engaged in dialogue around specific interviews and construct strategies to apply to their practice. The discussion and dialogue will be conducted within a framework connecting theory, research, and principles to practice. Critical reflection is the key to the framework as strategies and approaches are developed to maximize learning environments. Active engagement will be promoted throughout the presentation. Participants will share their own experiences with struggling learners and discuss their approaches to meeting student needs. Using relevant theories and research as a foundation, connections will be made so that academic achievement is understood within a culture of evidence. Expected outcomes include the formation of a set of best practices for use with students facing significant learning challenges.

**Disclosure of Interest:** None Declared

**Keywords:** Qualitative Research, Student Achievement



### *03 Scholarship of educational development*

## **SUPPORTING HIGHER EDUCATIONAL DEVELOPMENT THROUGH HIGHER EDUCATIONAL COUNSELING**

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**Abstract Summary:** The workshop mainly refers to research in the field of educational counseling and the transfer of these results into the context of Higher Education. It opens with a short theoretical input that includes views on existing (higher) educational counseling models. The participants get the chance to exchange their personal experiences to define characteristics of higher educational counseling.

**Abstract Text:** For the last decade more discussions about the quality of teaching, the development of academic teaching behavior and general reflections about teaching in the academic context are taking place in the German Higher Education Area. Next to research activities, the academic staff seems to be increasingly interested in developing teaching skills as well as focusing on them. To support this development more individually, professional counseling is offered in most of the Higher Education Centers in German universities. However, not every educational developer is necessarily an educational counselor or trained to counsel professionally. That is due to the fact that educational developers are coming from very different scientific backgrounds, because there is no specific way of getting into Higher Education. Nevertheless, it can be said that counseling is one of the activities performed most often in Higher Education. Besides, counseling in Higher Education can sometimes be a difficult activity. There are findings that concern counseling needs and counseling requests of academics. They are pointing out that counseling in Higher Education can sometimes be refused by academics. What is the reason for this? One explanation is that academics are sometimes putting their scientific interest over all and regard it as the superior way of thinking. So, the structure of scientific thinking and the typical work during a counseling session could be characterized as opposite poles. Another challenge is to counsel international academics and their special needs of counseling like understanding the university system or getting in touch with cultural characteristics. Higher educational counseling has to react to this situation and has to find more characteristics and ways of organizing counseling sessions that are accepted by academics. To explore that it is useful to work with existing experiences – because higher educational counseling is practiced very often – to find out ways of best-practice or to define difficult situations and principles to avoid them.

During the workshop, the participants get the chance to work on characteristics and models of counseling in Higher Education by using their own experiences and bring them together in shared discussions. Before working in groups there will be a short theoretical input that includes views on existing (higher) educational counseling models and related theories to show basic information and the current state of research in the field of counseling. The model of counseling by Sauer-Schiffer (Sauer-Schiffer, Ursula (2004): *Beratung in der Erwachsenenbildung und außerschulischen Jugendbildung: Eine Einführung in Theorie und Praxis*. In: Sauer-Schiffer (Ed.): *Bildung und Beratung*. Münster: Waxmann, p. 9-64.) will be central, because it includes most of the central aspects of counseling. It should be used in the working-groups afterwards as a form of executive summary to work on own ideas. To give first impressions of possible results, the moderator presents first findings of her own research. So, during the workshop, higher educational counseling will be explored theoretically and – even more important – by reflecting the participant's experiences with higher educational counseling by using the model of counseling by Sauer-Schiffer (2004) as orientation and inspiration. At the end, the participants and the moderator will collect central aspects and define them in short sentences that should function as results and as a reminder for further reflections. The first results that were presented at the beginning are getting critically reflected at this point. The expected outcome is the development of characteristics of higher educational counseling and forms of organizing. The workshop should be organized as follows: 5 min (welcome and short introduction), 10 min (theoretical input by moderator), 45 min (working-groups), 30 min (discussion, defining results and adoption).

**Disclosure of Interest:** None Declared

**Keywords:** academic counseling, academic staff, developing the developer, educational development, higher educational counseling

### *03 Scholarship of educational development*

## IDENTITY TROUBLE: PERFORMATIVITY, COMPULSORY CREDENTIALS, AND THE DISCIPLINARIZATION OF ACADEMIC DEVELOPMENT

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**Abstract Summary:** This conceptual critique of academic development applies insights from gender and queer theory to the identity formation of academic developers and those whom we are meant to develop. To what extent do moves toward compulsory credentials, or toward dominant research paradigms in our scholarship, produce us as docile subjects? Under what regimes of truth are our embodied activities authorized?

**Abstract Text:** This conceptual critique of academic development applies insights from gender and queer theory to the identity formation of academic developers and those whom we are meant to develop. Of special concern is the debate – staged in many geopolitical communities around the globe – about compulsory teaching credentials (and in some cases, compulsory credentials to become an academic developer). Rather than a rehearsal of the pros and cons of credentialism, my paper seeks to understand how “academic developers” and the “academic-developed” become subjects under a particular regime of truth-tellings about teaching and learning. The theoretical framework for my questions is derived from postmodern descriptions of subjectivity in terms of both gender and sexuality. I look at particular workings of subjectivation based both on Judith Butler’s *Gender Trouble*, and on Michel Foucault’s sense of a disciplined body across several of his texts. It may seem odd to import such a framework to talk about a more instrumental set of concerns than identity, but the precedent of thinking about academic developer and academic identities does exist. For example, Land (2004) derives a landmark taxonomy of educational developer identities from interview research on practices.

In her Preface to the second edition of *Gender Trouble*, Judith Butler explains the twofold dynamic of gender performativity. First, an interior anticipation of an exterior reality produces an interior truth as such. In narrative or poetry, we call this movement “metalepsis.” Second, through ritual repetition, the interior truth that was actually a product of a projection becomes seemingly stable and maintains coherence (1999, xiv-xv). From a Foucauldian perspective as well, this coherence-making activity is supported at the level of the subject through the body. The body is the site of the confluence of many institutional forces, forces that continue their “discursive” work exactly through that body produced in and by their movement. To some limited extent, these bodies have the capacity to act within the system in order to be subjects rather than only subject to some external regime (.

This applies to academic developers in our roles on campuses and between campuses in higher education more generally. As our field continues to emerge and consolidate certain forms of power – after all, we are only a matter of decades old, and self-theorizing about our status as a field, a profession, a layer of managerial codependency, and so on, has had about half that lifespan to date – we rely on certain kinds of credentials, certain paradigms of legitimacy for research, certain documentations of experience in order to say who we are. Our horizon of intelligibility (from a hermeneutical perspective) may in fact become more limited, our bodies (and the bodies we make into our own objects by subjecting them to our developmental gaze) may in fact become more docile, as we disciplinarize ourselves and attempt to do so to those whom we develop.

The overall goal of the paper is to analyse the stakes of compulsory AND voluntary forms of teaching credential and academic development accreditation, in order to test their validity from a political and philosophical position that has afforded certain liberatory understandings of self in other contexts.

The work contributes to ongoing critique by others (such as the Challenging Academic Development Collective work in *IJAD* issues 10.1, 12.1, 17.3) of our role as developers and the role more generally of development itself in higher education teaching.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic identity, critical theory, Identities, philosophy

*02 Scholarship of teaching and learning*

**ORAL PRESENTATIONS IN AN OMANI HIGHER EDUCATION CONTENT LANGUAGE INSTRUCTION LEARNING CLASSROOM: IMPLICATIONS FOR POLICY IMPLEMENTATION**

Ali Al-Issa <sup>1,\*</sup>

<sup>1</sup>Sultan Qabbos University, Muscat, Oman

**Abstract Summary:** There has been a consensus about the role of oral presentations as an effective strategy and activity that has multiple advantages for foreign language learners. This presentation contributes to this knowledge and beyond. It examines how oral presentations at an Omani College of Law impact the students' content and target language knowledge and influence policy implementation.

**Abstract Text:** English in the Sultanate of Oman is a *lingua franca* and the only official foreign language. It is a fundamental tool for modernization and nationalization. English in Oman has multiple uses and values and institutionalized domains. However, students exiting the Omani higher educational system in general and the College of Law in particular have demonstrated various linguistic weaknesses, which have largely reduced their chances of finding a white-collar job and contribution to the "Omanization" process (Al-Issa, 2007; Al-Issa, 2013). Such problems have been attributed to the theory and practice of the English language teaching within higher education (Al-Issa, 2007; Al-Issa, 2013).

Sultan Qabbos University thus decided to revolutionize education at the College of Law. A decision was made in 2011 to integrate English through 30% of the College's core courses. The teaching of two specialized core courses – English For Law One and Two was further introduced in September 2012. These two courses aim at equipping students with linguistic and academic skills to allow them function competently at College and later in the job market. One of the activities students are required to perform in these two courses is oral presentation of different legal topics in English. There is a consensus about the role of oral presentations as an effective strategy and activity that has multiple advantages for foreign language learners (Al-Issa & Al-Qubtan, 2010).

This presentation, therefore, examines the role of oral presentations in a content language integrated learning classroom at the College of Law, Sultan Qaboos University, Sultanate of Oman. 44 mixed-ability English for Law One students were divided into 11 groups with each group required to present a different topic pertinent to Law in English. Each of the students was then asked to complete a 37-item self report questionnaire about the experience.

The analysis of the data and discussion revealed that the participants found the experience relevant for their academic and future professional lives. The data analysis and discussion further showed that such experience has its positive implications for contexts similar to the Omani one, other disciplines and other educational levels worldwide pursuing effective policy implementation and quality education and accreditation through improvement of their academic programs.

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**Disclosure of Interest:** None Declared

**Keywords:** College of Law, content language integrated learning, English language, oral presentations

## 02 Scholarship of teaching and learning

### DISCOVERING THE LINK – EXPLORING THE RELATIONSHIP BETWEEN LEARNING BIOGRAPHIES AND TEACHING CONCEPTIONS

Björn Kiehne <sup>1,\*</sup>

<sup>1</sup>Technical University Berlin, Berlin Center for Higher Education, Berlin, Germany

**Abstract Summary:** Discovering the link between biographical learning impulses from family, school and university and teaching conception of university teachers is the aim of this research project - the findings will be presented here by relating excerpts from the biographical narrations to their drawings on their teaching conceptions. How can biographical material be used for developing teaching skills?

**Abstract Text:** What guides us when we teach?

Apart from higher education teaching theory and methodology, our beliefs as to how this should happen are also a factor. They are not stored in words, theories and models, but are woven into a tapestry of images, stories and emotions. Although often unspoken and implicit, they play a significant role in creating a constructive or destructive attitude towards teaching. Mulder (2007), Pajares (1992), Mc Kenzie (2002), and Ho (2000) state that in order to be successful (see also McAlpine/Weston, 2000) further education in higher education needs to include teaching beliefs, as in a real teaching environment – with the added stresses of time constraints, high expectations and potential conflicts – teachers tend to draw on biographical resources shaped by their personal experience of learning and teaching.

This raises the next question: What shapes our conceptions of teaching?

Pajares (1992) states that “beliefs cannot be directly observed or measured, but must be inferred from what people say, intend and do.” (p. 314). He suggests working with teachers’ metaphors to understand their approach to teaching. In the qualitative research project „Learning Biography and Conceptions of Teaching“, researchers were asked to tell their personal learning stories by drawing and sculpting their narratives in order to uncover the biographical impulses that might have shaped their conceptions of teaching.

The resulting metaphors were the key to the inner garden of their teaching beliefs.

In an iterative process, narratives and metaphors were brought into conversation with each other to discover the link between individual learning biographies and conceptions of teaching.

This presentation aims to illuminate the findings of this research. It explores how these ‘secret gardens’ can be accessed, raising the question of how to constructively employ all the resulting elements – fertile soil, roses, weeds and manure – in the process of developing university-level teaching skills.

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**Disclosure of Interest:** None Declared

**Keywords:** Learning Biography, Teaching Conceptions, Teaching Skills in Higher Education

#### *04 Strategic educational development*

### **WHY AUTHENTIC LEARNING AND ASSESSMENT**

Kevin Ashford-Rowe <sup>1,\*</sup>

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**Abstract Summary:** The presenter will consider the role and value of 'authenticity' as a factor in the design and development of fair, valid, reliable, transparent and relevant 21st Century learning, teaching and assessment experiences. He will describe both the broader Higher Education context and detail some of the factors important in identifying how authenticity might be applied.

**Abstract Text:** Higher education is currently undergoing a period of significant challenge and transformation. It is likely that these challenges will, in a comparatively short period of time, lead to changes in the ways in which the higher education experience is both mediated and accessed. These changes have arisen as a result of a number of factors, including the information revolution, the consequent pace of technological innovation, the increased demand from both employers and government for a more highly skilled workforce, and the desire to increase and make more accessible the higher education experience to an increasing proportion of the overall population.

As an integral component of the education process, assessment supports learning by providing learners with the opportunity to demonstrate acquired skills and knowledge, while determining their professional, vocational and academic achievement. It is at the heart of the students' learning experience (Brown & Knight, 1994) and as such, has great significance to educational designers. In fact, as Race, Brown and Smith (2005,) note, 'Nothing that we do to, or for, our students is more important than our assessment of their work and the feedback we give them on it. The results of our assessment influence our students for the rest of their lives and careers – fine if we get it right, but unthinkable if we get it wrong'.

*The author will describe the outcomes of his study that sought to determine the critical elements of an authentic learning activity, design them into an applicable framework and then use this framework to guide the design, development and application of work-relevant assessment. Its purpose was to formulate an effective model of task design and assessment.*

*The study outcomes suggested that it was possible, by identifying and codifying individual elements, to determine the ways in which the authenticity of an individual assessment activity might be enhanced.*

**Disclosure of Interest:** None Declared

**Keywords:** authentic assessment, authentic assessment, teaching and learning, assessment

*04 Strategic educational development*

**VOICES OF ACADEMICS ON CONDITIONS ENABLING AND CONSTRAINING THEIR UPTAKE OF PROFESSIONAL DEVELOPMENT OPPORTUNITIES AT A SOUTH AFRICAN UNIVERSITY**

Clever Ndebele <sup>1,\*</sup>

<sup>1</sup>University of Venda, Thohoyandou, South Africa

**Abstract Summary:**

This study sought to establish the enabling and constraining conditions with regard to the professional development of academics as teachers and found perceived lack of time, overload and general undervaluing of teaching as constraining. Enabling factors included existence of teaching excellence awards. The study recommends contextual courses that answer the felt needs of academics.

**Abstract Text:** What are the cultural, structural and agential conditions which enable and constrain the professional development of academics in their role as teachers, which either encourage or discourage them to take advantage of professional development opportunities afforded by the selected South African University? In order to answer the above question, this study sought to deconstruct the narratives of academics on the enabling and constraining conditions with regard to their professional development as teachers at a South African university. The study adopted a qualitative case study approach. Ten academics constituted the purposive sample for the study. Individual interviews were held with the academics using a semi-structured interview schedule. Using the Archerian social realist theoretical framework content analysis was used to identify emerging themes. The study found that there were numerous factors that constrained the university academics' uptake of professional development courses. The constraining factors included perceived lack of time, overload, general undervaluing of teaching when compared to research and departmental cultures that promoted negative views towards academic staff development. The large teaching loads impact on the quality of teaching as well as the ability of the academics in universities to undergo professional development initiatives. The study also found that the university academics were generally reluctant to undertake professional development courses in teaching and learning because of the general view of holding research in high esteem when compared to teaching. Factors enabling the uptake of professional development opportunities included the probationary requirements requiring new staff to demonstrate competence in assessment before confirmation of tenure. This invariably forced lecturers to undertake courses in assessment provided by the university's centre for teaching and learning. The existence of a well-established centre for teaching and learning was found in the study as an enabling factor for academic staff members' uptake of professional development programmes. Once there is an established centre whose mandate is to drive professional development programmes in the university, it becomes easy for academics to take advantage of the available opportunities. The existence of teaching excellence awards was also found to be an enabling factor for academic staff members' uptake of professional development courses. These excellence awards promoted the importance of teaching as one of the core functions of the university in the same light as research. In the same manner in which excellent researchers in the university are recognised and rewarded, the same should apply to excellent teachers. In the light of the findings the study recommends that; evidence of competence in teaching and learning should form an integral part of policy on promotion and tenure in universities. This will ensure that the three tier issue of teaching and learning, research and community engagement is taken seriously with equity in universities. Professional development courses offered by teaching and learning or academic development centres in universities should be varied and tailor-made to ensure relevance to different faculties and department in universities. University should operate with clear staff workload policies so that there is equitable distribution of teaching load and ensure that staff members have teaching loads that allow them to participate in other professionally relevant activities. Teaching and learning or academic development centres should devise ways of constantly engaging staff to motivate them to make it a priority to undertake professional development courses in teaching and learning.

**Disclosure of Interest:** None Declared

**Keywords:** agency, culture, realism, structure





#### ***04 Strategic educational development***

### **UNDERGRADUATE RESEARCH AS A PEDAGOGICAL CHANGE: MAKING IT PART OF OUR INSTITUTIONS**

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**Abstract Summary:** *Undergraduate* research is increasingly recognized as a “high impact” form of **teaching** that promotes deep learning and other benefits, but there are many obstacles to successful implementation. Participants will explore how colleges can effectively institutionalize undergraduate research and will develop a plan to work with professors to elevate student learning in their home institutions.

**Abstract Text:** Scholarly work by students is a key aspect of most graduate programs but is less common among undergraduates. For instance, only about one-fifth of seniors at more than 600 U.S. institutions participated in undergraduate research (NSSE, 2009) even though the majority of professors believe that undergraduate research is an important aspect of learning (NSSE, 2008). Studies support the “high impact” of undergraduate research, finding that it promotes a deep approach to learning, improves general education, builds practical skills, and enhances personal and social development (Kuh, 2008, Lopatto, 2010). It also improves retention of students, especially for those at increased risk of dropping-out, and improves the chances that students will seek an advanced degree (see Nagda et al., 1998).

Elrod and colleagues (2010) recently noted that undergraduate research “is as much a matter of effective teaching and learning as it is a matter of research and scholarship.” Malachowski (2012) has noted that faculty may tend to approach undergraduate research from a “product-orientation” (e.g., publications) instead of a “process-orientation” focused on the teaching methods used and student learning outcomes. Successful impact of undergraduate research depends on considering it as a form of pedagogy.

Obviously, educational developers are vital in helping professors shift their thinking to see undergraduate research as a specific form of engaged pedagogy. However, before this view can become a widespread reality in higher education, institutional obstacles must be overcome and effective programs put into place to support student learning in this way. For instance, recent conferences by the Council on Undergraduate Research (CUR) in the U.S. have described institutional policies regarding tenure and promotion as one of the major obstacles to student research becoming integrated into the curriculum. Similarly, Project Kaleidoscope (PKAL) and CUR both advocate for starting undergraduate research experiences very early in a student’s academic career (first or second year). In parallel efforts in the U.K., Healey and Jenkins (2009) have spearheaded initiatives to embed undergraduate research throughout their system’s curricula.

Achieving the goal of making undergraduate research widespread in college is a significant challenge for educational developers and administrators. This session will focus on framing the discussion and then using the expertise of the panel to explore ways that educational developers can help overcome institutional obstacles to enhance this form of learning in their personal institutions.

Planned activities include:

- 1) Participants will complete a brief exercise describing what they know about undergraduate research and want to know for general discussion.
- 2) The panelists will briefly add some key items for discussion from the literature and their experience; these points, together with the information from participants will be used to identify key areas of interest from the participants.
- 3) Participants will work in small groups to address the questions they have developed in consultation with panelists.
- 4) Participants will be provided with materials to assist them in developing a plan for encouraging undergraduate research in their institutions.
- 5) The session will conclude with final discussion and review of ideas developed during the session.

**Disclosure of Interest:** None Declared

**Keywords:** curriculum development, , pedagogy, , undergraduate research,

*02 Scholarship of teaching and learning*

**DRAWING ON THE SCIENCE OF LEARNING TO INFORM TERTIARY TEACHING**

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**Abstract Summary:** This presentation will provide insight into leading, designing and managing quality and effective learning and teaching in higher education for a changing world. It links the science of learning to activity-based learning. It addresses the conference theme by discussing an evidenced-based, innovative and creative approach to the scholarship of teaching and learning.

**Abstract Text:** This presentation will provide insight into leading, designing and managing quality and effective learning and teaching in higher education for a changing world. It links recent work on the science of learning, particularly how the brain learns, to activity-based learning informed by play as a mode of knowing. It addresses the conference theme in that it discusses an exciting, innovative and creative approach to the scholarship of teaching and learning in higher education which is grounded in empirical evidence and a solid theoretical foundation.

Over the past two decades neuroscientists around the world have made great progress in understanding how the brain functions and how learning occurs. Science of Learning Centres are being established in most continents and many previous beliefs about the brain and learning such as; the brain is fixed and cannot be reprogrammed, have been debunked. Recent research on brain plasticity indicates that brain neuron networks can be strengthened and new neural pathways can be formed with appropriate activities and retraining throughout life.

The work of Doidge (2007) and Willis (2007, 2010), the latter a former neuroscientist turned teacher, is particularly helpful in translating brain science findings into accessible concepts for educators. Willis refers to 'brain-friendly learning strategies' and when these strategies are linked to the work of Brown (2009), the founder of the National Institute of Play in the USA, who was also a neuroscientist, along with several earlier play educators and activity-based theorists they provide valuable insights into effective engagement and learning. These combined ideas are powerful tools for informing the way educators design courses, prepare learning activities and create learning materials to achieve effective and sustained learning outcomes and experiences.

The effectiveness of linking the science of learning to activity-based learning, with a strong play focus, is demonstrated in this paper through a case study designed to build, shape and inform professional learning and development programs for staff in tertiary education. In this example an activity-based (play) approach was adopted to support staff leadership development and to build and grow teaching expertise through a Graduate Certificate in Education (Tertiary Teaching) (GCETT).

The concept of utilising play theory is challenging for many leaders and practitioners in higher education. Whilst play as a mode of learning and engagement is valued and used extensively in early childhood education, scant attention has been given to the value and contribution of play in a more mature brain, although in more recent times computer games and 'gamification' has gained some traction. Recent findings from an Australian Smile Study (2013) also endorse the value of engagement and play to stimulate brain activity and learning. The impact of this approach in the design, delivery and assessment of the GCETT program has been significant and the outcomes have led to numerous innovations and improvements in practice, both disciplinary and cross-disciplinary, across the sector.

**Disclosure of Interest:** None Declared

**Keywords:** Activity-based learning, Brain friendly learning strategies, Science of learning

*03 Scholarship of educational development*

**PLAY TO LEARN. LEARN TO PLAY. - RECONCEPTUALISING LEARNING**

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**Abstract Summary:** This workshop is designed to engage participants in activities which link the science of learning with an approach to learning and teaching framed by play. Participants will engage with innovative 'play to learn' artefacts designed to inspire discussion and build capacity in designing quality learning activities for tertiary education learners.

**Abstract Text:** This workshop is designed to engage participants in activities which link the science of learning with an approach to learning which is framed by play. Participants will be exposed to and presented with a number of innovative 'Play to learn' artefacts. These will be used to inform interactive activities in the workshop and as the basis for creating new materials and learning activities appropriate for tertiary education learners.

The science of learning information will be informed by recent research, particularly from neuroscience which provides empirical evidence of how the brain functions and how learning occurs in the brain. The work of Doidge (2007) and Willis (2007, 2010), a former neuroscientist turned teacher, who has developed a list of 'brain-friendly learning strategies' will be drawn upon to illustrate how play can be a catalyst for learning. These strategies help translate the findings from brain scan data and other laboratory studies and demonstrate how information moves from the short term memory to the long term memory and to the areas of the brain where deep learning occurs.

The value of play as a mode of engagement and learning will be evidenced through the work of Brown 2009 (National Institute of Play, USA) and other play and activity-based learning theorists. Whilst play theory is an accepted approach in early childhood education, its application to tertiary education learning settings is limited, apart from some acceptance in the area of computer games. This workshop will challenge this narrow view of play. It will channel the words of George Bernard Shaw: "We don't stop playing because we grow old; we grow old because we stop playing".

Participants will be encouraged and coached to develop and share ideas on how to use play and games to support incremental learning and achievable learning using the knowledge from the science of learning about what contributes to effective learning. The workshop will explore discipline specific ideas as well as cross-disciplinary and generic approaches to learning in higher education settings.

At the end of the workshop participants will be equipped with a range of games and ideas on how to connect the science of learning and play to design effective courses, engage and motivate learners in productive learning activities and led and manage change across the learning and teaching curriculum in their universities.

**Disclosure of Interest:** None Declared

**Keywords:** Building staff capacity, Learn to play, Play to learn

### *03 Scholarship of educational development*

## **EXTREME TEACHING: EDUCATIONAL DEVELOPMENT IN DIFFICULT CONTEXTS**

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**Abstract Summary:** The question this research paper addresses is: how should professional development be conceptualised and practiced in contexts of considerable change and challenge? The study is based on interviews with university teachers and teaching and learning managers at a South African university. The findings emphasise the importance of structure and culture (context) in professional development.

**Abstract Text:** Globally, the academic profession faces new challenges: including the pressures of mass higher education, fiscal constraints, new technologies, and changing attitudes towards accountability and how universities are managed. In the South African context, the expansion of student enrolment (Soudien 2012) and the expectations of a transforming society have created new roles for academic staff while challenging the viability of traditional ones. The 'extreme' case of South Africa is partly due to historical legacies and practices that continue to advantage some universities and disadvantage others (Bozalek and Boughey 2012). The question that this paper addresses is: how should professional development be practiced in contexts of considerable change and challenge? The paper draws on a social realist framework (e.g., Elder-Vass 2010) to understand the ways in which the difficulties of context are negotiated in the development of a teaching agency. A social realist approach is pertinent to understanding the role that context ('structure' and 'culture') plays in shaping teaching practice by offering a way of understanding the dynamics of context and agency at different levels of the educational system. Social realism acknowledges the power of structure and culture and, equally, affirms the powers of human agency and creativity (Kahn 2009). A social realist approach is pertinent to an exploration of the causal power of the higher education system, as well as of the individuals within it.

This paper is part of a larger South African study that includes nine universities. The data for this paper was obtained from interviews with ten academic staff members and four managers at the Cape Peninsula University of Technology in Cape Town, South Africa; all the staff members were recipients of distinguished teaching awards (or similar commendations), while the managers have various levels of responsibility for teaching and learning at the university. In line with a realist approach, the study is based on the collection of data at the level of the actual (events that occurred) and the empirical (what people experienced) in order to hypothesize the real (or causal) (Maxwell 2012).

The findings of this study show how the context of a particular higher education system impacts on teaching and learning practice, and on the professional development of academic staff. The paper argues that that constraints and enablements of the context, as well as the possibilities and limitations of agency, need to inform professional development practice for the emergence of quality education. While context is particularly important in a developing country such as South Africa, it is also significant in the global international higher education system. The paper concludes with concomitant implications of, and recommendations for, educational development in difficult times.

### **Acknowledgement**

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**Disclosure of Interest:** None Declared

**Keywords:** Academic work and workloads, Educational and institutional development, Higher education transformation, Structure, culture and agency

*01 Discipline specific educational development*

**APPLIED THEORY OF SCIENCE IN HIGHER EDUCATION DEVELOPMENT**

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**Abstract Summary:** The presentation shows how the Theory and Philosophy of Science may contribute to a discipline specific higher education development with focus on the academic teachers' concepts about knowledge, teaching and learning. It will be reasoned that a thorough reflection on essential scientific traits of any discipline has a purposeful impact on those concepts.

**Abstract Text:** Since the role of discipline specific educational development seems to be constantly on the rise, the question emerges how professionals in general higher education centres can effectively react to this tendency. How can one person responsible for the development of teaching and learning in several disciplines facilitate an in-depth reflection on the specific needs and characteristics of those disciplines? How can diverse academic teachers finally benefit from it?

From a sociological and phenomenological perspective we implemented reflections on basic principles of a theory of science into our seminar concepts. Thus, the theory and philosophy of science provides a framework of understanding for academic teachers and students alike. This framework aims at the teachers' competence to reflect on their own fundamental scientific aspects within their discipline and to implement those aspects in their own teaching. The expected result is to improve the comprehension of unspoken premises, boundaries, and limitations of the teacher's own discipline. By specifically addressing the fundamental commonalities and differences between the own and related (or remote) disciplines, students are given the possibility to grasp the greater concepts behind their course of study. Regular reference to the disciplinary framework in the classroom situation not only supports the understanding of the subject matter; it also encourages awareness for differences and an interdisciplinary discourse. Of course, the academic teachers have to learn how to reflect on this disciplinary framework and how to translate it into concepts of teaching and learning.

Our contribution tries to strengthen the role of fundamental aspects from a theory of science within higher education development. During our presentation, basic questions from the scope of a theory of science will be identified and translated into examples for (group) exercises with academic teachers. The audience shall be enabled to implement such examples into their own practical work for the development of teaching and learning at their universities. We would be glad to foster audience participation with one or two basic exercises.

Until the conference in June, the concept will be tested once with academic teachers from different disciplines at the University of Stuttgart, Germany. Hopefully, practical results and a critical evaluation of our concept may be available at the time of the conference. Our theoretical framework refers to the classical theories of science, to a sociology of knowledge (e.g. Schütz, Luckmann), empirically based findings on conceptions of teaching (Entwistle et al.), and specific phenomenological approaches on learning (e.g. Husserl, Lippitz, Meyer-Drawe). More detailed references will be available during the presentation.

**Disclosure of Interest:** None Declared

**Keywords:** disciplinary thinking, teaching and learning, Theory of Science

#### *04 Strategic educational development*

### **A SOCIAL-EMOTIONAL ENTERPRISE: POSITIVE EMOTIONS IN HIGHER EDUCATION TEACHING**

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**Abstract Summary:** Three studies investigate relations between university teachers' emotions, their emotion regulation strategies and their teaching approaches and methods. The data support the prediction that emotions are elicited by teacher-student interactions; significant relations between positive emotions, emotional reappraisal, student-oriented teaching approaches and interactive teaching methods were found.

**Abstract Text:** The study investigates relations between university teachers' emotions and their teaching. More specifically, we hypothesized that their positive and negative emotions are elicited by the interaction with students. In addition, we researched consequences of these emotions for their teaching.

Study 1 investigates how the teachers themselves describe the sources of their emotions during teaching. N = 45 university teachers indicated in open-ended questions which situations during their teaching elicited emotions in them. The answers were analyzed using the qualitative content analysis and instances of each category were counted. Consistent with the prediction, the interaction with students was the main source of both positive emotions (71,8%) and negative emotions (61,5%) during teaching.

Study 2 investigates on the use of interactive, student-oriented teaching methods. We hypothesized that these teaching methods would be related to teachers' positive emotions. N = 37 university teachers indicated the frequency of specific (positive and negative) emotions and of student-oriented and teacher-centered teaching methods in their teaching. In addition, participants indicated their teaching approach (Approaches to Teaching Inventory, ATI, German: Braun & Hannover, 2008). Results show that only the interactive, student-oriented, but not the teacher-centered methods predict the frequency of teachers' positive (but not negative) emotions. The more frequent teachers use student-oriented methods, the more often they experience positive emotions in their teaching. Partial correlations indicated that this relation is mediated by their teaching approach: The stronger their student-oriented teaching approach, the more often they experienced positive emotions. These results confirm the importance of the interaction with students for university teachers' (positive) emotions and the importance of positive emotions for student-oriented teaching.

Study 3 investigates correlates of university teachers' social skills. Based on studies that showed that the emotion regulation via "reappraisal" (versus emotion suppression) relates to their social skills (cf. Gross & John, 2003), we hypothesized that this emotions regulation strategy also related to their teaching approach. N = 145 university teachers indicated their emotions, their teaching approach (ATI) and their emotion regulation strategies (Emotion Regulation Questionnaire, German: Ablner & Kessler, 2009). Results show positive relations between reappraisal and a student-oriented teaching approach: The stronger the teachers focus on student learning in their teaching, the stronger their reappraisal strategy. There were no such relations to either emotion suppression nor to teacher-oriented approaches. These results confirm the close relations between how university teachers deal with their emotions relating to their social skills, and their student-orientation.

Taken together, the studies show that university teachers' emotions are elicited by the teacher-student interaction (studies 1 and 2) and that positive emotions as well as emotion regulation have strong implications for their teaching (studies 2 and 3). The author discusses implications for both educational development and further research.

Participants in this paper session will actively work on understanding the questions, results and implications of these three studies, using a jigsaw classroom model. After a short introduction by the author, participants will read and understand one of the studies in one of three small groups. In the second phase, participants from these groups will come together in new groups and discuss their readings with a focus on two questions: 1. How can educational developers use these and other insights from research to improve their work with university teachers? 2. On which research questions should we focus in our research in the future? Finally, participants' thoughts will be recorded and discussed by the author.

**Disclosure of Interest:** None Declared

**Keywords:** emotion regulation, teaching approach

*01 Discipline specific educational development*

**CHANGING OUR WAYS TO SUPERVISE PART-TIME POSTGRADUATES USING AN ONLINE SUPERVISION FRAMEWORK**

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**Abstract Summary:** This paper investigates an online supervision framework to enhance the supervision of industry based, part-time postgraduate electrical engineering students. The framework combines online tools and a reference manual to assist students in preparing for meetings and for following up. Evaluation is structured around using Activity Theory (Engeström, 1999).

**Abstract Text:** Supervision of part-time and off-campus students typically use methods such as in-person meetings and telephonic consultation (Erwee & Albion, 2011). These approaches are often complicated by many factors: foremost of these include a general lack of reporting by students, poor visibility (e.g., supervisor unable to view design artefacts), students cancelling meetings and supervision advice being misunderstood. Misunderstandings and lack of visibility are significant factors that likely contribute to student dissatisfaction. Although my research group colleagues and I tend to have more challenges with part-time rather than full-time students, supervision of part-time students offers many potential benefits: their projects, often embedded within a complex industry contextual, can potentially offer the most interesting and useful real-world research results – in addition to other benefits of supervising ‘invisible’ students as described by Neumann and Rodwell (2009).

This paper reports on an intervention to enhance supervision of part-time, industry-based electrical engineering postgraduate students. This intervention was started in response to a general decline in our students’ progress. Our intervention also caters to the increasing mobility of supervisors and students.

The intervention involved the development of a distance supervision framework, which we are referring to as our Methodological Online Collaborative Supervision (MOCS) framework. This framework integrates on-line tools with a written guideline that explains preparatory and follow-up tasks students are expected to do to help improve the effectiveness of the meetings.

The MOCS framework is foremost designed around increased opportunities for student/supervisor interaction in an online context, allowing the student and supervisor to work collaboratively on documents (e.g., dissertation chapters) and software tools (e.g., CAD tools). Such a virtual environment is planned around allowing the supervisor to demonstrate tasks, as opposed to the traditional case of just talking about them. Although students need to master the understanding of abstract instructions (Felder & Silverman, 1988), the learning of techniques can be enhanced by enabling tacit knowledge transfer through opportunities of observation (Eraut, 2000). These opportunities – albeit in a shared visual space in our case – are investigated as a means to enhance our distance supervision meetings. The research method involved four parts: 1) students selection; 2) choosing and testing on-line tools; 3) obtaining data using meeting notes made by the supervisor and surveys done by students; and 4) structured reflective meetings. Four MSc postgraduates were selected from a pool of 19.

The evaluation of our framework is centred on using Activity Theory (Beauchamp, Jazvac-Martek, & McAlpine, 2009; Engeström, 1999) to frame the study and to gain insights into improving the effectiveness of our on-line supervision. The application of Activity Theory involved a process of modelling the activity system for each meeting and looking at commonalities between these. From this we obtained deeper insights into our supervisor/student exchanges and assemblages of the various mediating artefacts, and dependence upon these, during the meetings.

The result of our case study has shown potential benefit: the students indicate a much improved level of interaction. The added dimension of tacit knowledge exchange shows particular merit, characterised by student comments such as “...seeing the actions... helped us understand easier how to do it” (Student 2). In all, there was a general consensus that the framework encouraged students to feel better motivated after meetings. There were some drawbacks, predominantly in connectivity problems and concerning physical prototypes. Students’ reflections generally indicated overall positive results. Our future plans involve refinements to the framework and testing with additional students.

**Disclosure of Interest:** None Declared

**Keywords:** Activity Theory, part-time students, postgraduate supervision, supervision methodology

*01 Discipline specific educational development*

**OUTCOME-BASED EDUCATION IN UNDERGRADUATE MEDICAL EDUCATION: AN EXPLORATION OF ORIGINS, THEORETICAL BASIS, AND EMPIRICAL EVIDENCE**

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**Abstract Summary:** Outcome-based and competency-based education (OBE) is firmly established in undergraduate medical education globally and very much taken for granted. Uncritical acceptance may not, however, deliver its greatest benefits. This paper presents a literature review exploring the origins, theoretical basis, and empirical evidence of effects and influence of OBE in undergraduate medical education.

**Abstract Text:** The terms outcome-based and competency-based education (OBE) describe educational models, which share the assumption that education should be guided by predetermined learning outcomes or competencies. The OBE assumption and model are firmly established in undergraduate medical education globally. The historical roots, theoretical assumptions, and evidence-base are very much taken for granted in the medical education community. Uncritical acceptance may not, however, deliver its greatest benefits. This paper presents a literature review with the aim of exploring the historical origins, theoretical basis, and empirical evidence of effects of OBE to answer the question: How can predetermined learning outcomes influence undergraduate medical education?

OBE has been advocated for over 50 years and has its origins in the behaviourist theories of learning. It was widely implemented, and then heavily critiqued in the 1970's for reducing values, insight, and judgment to simple behavioural objectives. OBE was revived in the 1980s and vociferously advocated for medical education before and on into the new millennium. The revival focused on the same benefits: assessment, programme evaluation, and accountability. Advocacy was followed by global implementation, which re-aroused more or less the same critique.

The theories underpinning OBE are tightly linked to the assessment and regulation of proficiency. It seems there is a theory gap in OBE between defining learning outcomes and supporting the teaching and learning activities of medical curricula. Biggs' & Tangs' constructive alignment curriculum framework emphasises outcomes, teaching-learning processes, and assessment. It can be argued, however, that the alignment framework also narrows learning to observable behaviours, and we have looked in vain for a theory that could reconcile OBE with society's demand for doctors with complex and affectively-laden personal and professional attributes.

A review by Carraccio and colleagues summarised the research published up to the millennium and concluded that evidence behind OBE in medical education was weak. We searched the relevant databases covering 1999 – 2010 for papers that 1) concerned undergraduate medical education, students, or teachers, and 2) investigated learning outcomes, and 3) provided data from an experiment or observation, and 4) reported the influence, effects, or impacts on teaching or learning. The search resulted in 2,168 hits, of which 8 papers could be included. In conclusion, the empirical evidence behind the benefits of OBE in undergraduate medical education is still weak. The widespread implementation of OBE has not been followed by substantial research on the impact of learning outcomes in teaching and learning medicine.

It follows from this review that OBE can provide a logical basis for blueprinting assessments of competence, particularly observable behaviours. OBE lends itself to tidying up those parts of educational practice that can be tidied up, but its danger is that inappropriate application could devalue those parts that are inherently 'messy'. The single most pressing scholarly task identified by our review is to examine OBE from theoretical perspectives other than behaviourism: cognitive and social theory for example. Studies concerning 'how does OBE work, for whom, and in what circumstances?' are sorely needed. Theoretically grounded, carefully executed curriculum studies could move the field forward.

**Disclosure of Interest:** None Declared

**Keywords:** Competency-based education, Critical review, Medical education, Outcome-based education



*01 Discipline specific educational development*

**DEVELOPING A DISCIPLINE SPECIFIC EDUCATIONAL PROGRAMME TO PROFESSIONALISE TEACHING ASSISTANTS IN SCIENCE AND ENGINEERING WITHIN THE 2020 CONTEXT**

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**Abstract Summary:** The Faculty of Engineering at KU Leuven organises an educational training programme for PhD students to support them in their didactical work. The educational training programme needs to be adapted to the 2020 context. In this paper, the specific need of the TAs are analysed and specific guidelines and recommendations to reform the existing educational training programme are formulated.

**Abstract Text:** At KU Leuven, practice sessions are traditionally taken care of by teaching assistants (TAs), typically PhD students with an additional teaching responsibility. The Faculty of Engineering highly values the role of the TAs since practice sessions are an important tool in a student's learning process. After all, these additional contact moments often serve as the necessary bridge between the theory taught during the lectures and the practice that these students will face in their future careers. An alarming trend given the importance of these sessions, is that many TAs experience coaching these practice sessions as a challenging task. In order to guarantee high quality education for all students, the Faculty of Engineering at the KU Leuven introduced an educational training programme for PhD students in 2005.

During the past decade however, the insights in education have changed significantly and this trend is set to continue in the future. The enhanced flexibility and internationalisation within the educational context result in heterogeneous groups of students. New technologies are introduced in the teaching environment and learning outcomes have been reformulated and fine-tuned. Integrated education with a focus on design and problem solving, as well as on sustainability, are crucial for future engineers. As a consequence, in order to adapt the educational training programme for TAs to the 2020 context, the changing needs of TAs need to be clarified.

In this paper, the specific needs of TAs at the Science and Engineering Faculties are analysed, based on three large scale questionnaires.

- · A questionnaire among all TAs of 4 faculties of KU Leuven: Engineering Science, Bioscience Engineering, Engineering Technology and Science
- · A questionnaire among the student of these 4 faculties
- · Focus groups with the different members of the didactical teams of 6 specifically chosen courses to refine the results of the questionnaire

The questionnaires take into account various practice session settings: e.g. bachelor versus master students, small groups versus large groups, classical exercise sessions versus project based sessions. In addition, these questionnaires focus on how to handle new formulated learning outcomes for engineering students within a practice session.

Based on the TAs needs, specified guidelines and recommendations to reform the existing educational training programme are formulated and new learning materials for the educational training programme are developed. Even though this research mainly focuses on the needs of TAs within science and engineering oriented programmes, the authors are convinced that the critical evaluation of and reflection on the results will inspire other institutions, even beyond the science and engineering scene.

**Disclosure of Interest:** None Declared

**Keywords:** 2020, science and engineering, teaching assistants

## *02 Scholarship of teaching and learning*

### COLLABORATIVE PROFESSIONAL DEVELOPMENT FOR TEACHING ASSISTANTS: A SCHOLARLY APPROACH TO FACILITATING UNIVERSITY STUDENTS' EXPLORATORY TALK?

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**Abstract Summary:** PhD students working as teaching assistants emphasize outcomes from a teaching course and demonstrate a developing reflective stance. They however struggle to facilitate exploratory talk during university students' activities, and tend to focus on quickly reaching "the correct answer". Video and other data from their role-plays and teaching in practice are used to discuss how to support them.

**Abstract Text:** There is research-based consensus that effective Teacher Professional Development should focus on 1) teaching and learning of subject matter, 2) teachers' collaborative and inquiry based learning and 3) duration and coherence (Desimone, 2009). It is essential that university teachers are encouraged to inquire into own practice and student learning. Most PhD-students at Science & Technology, Aarhus University, Denmark work as teaching assistants (TAs), as a subsidiary occupation beside their career as researchers. In most cases the PhD students have no prior experience as teachers, and we have therefore offered an introductory teaching course since 2009. The course has been developed in iterative cycles of design, enactment, analysis, and re-design. This exemplifies a *scholarship of educational development*.

The research presented focuses on a) the last cycle of re-design with two consecutive modules and a period of teaching in practice, and b) how this course might help *the TAs* in developing a *scholarly approach to their teaching*: backward designing their teaching based on learning goals, facilitating university students active learning, e.g. both hands-on and minds-on in the laboratory, and assessing the university students' learning.

#### **Research Questions**

RQ1. What outcomes do the TAs report from module 1, and how have the evaluation and assessment informed the design of module 2?

RQ2. What discourses are raised by the TAs in module 2 when experimenting with facilitation of students' exploratory talk in role-plays?

RQ3. What enactments concerning facilitating exploratory talk are observed in the TAs post-course practice?

RQ4. What discourses are raised during collaborative post-observation reflections?

#### **Methodology**

The overall design is mixed methods.

RQ 1, quantitative and qualitative data: questionnaires from all participants in module 1 supplemented with analysing the assessments of Video Teaching and Teaching in Practice.

RQ 2-4, multiple qualitative data: Video and audio from role-play and discussion during course-days, TAs' teaching, and post-observation group discussions.

Data referring to RQ 3-4 will be analysed before the conference. Findings below refer to RQ1 and 2.

#### **Findings**

The TAs self-reports are quite positive. They emphasize that the course made them start thinking as a teacher. In general their video teaching and teaching in practice assignments demonstrate a developing reflective stance. But an analysis of the assignments also highlights, that it is an important development area to support the TAs in facilitating university students' exploratory talk. When managing student activities TAs tend to focus on quickly reaching "the correct answer". Referring to a social constructivist view on learning the TAs need additional skills in setting up collaborative learning where their students formulate initial ideas and sort these based on their own reflection. Based on these insights discussion of and experiments with *communicative approaches* (Mortimer & Scott, 2003) have been included in the re-designed module 2.

The video-recorded role-plays illustrate that it is not an easy task for the TAs to use questioning to initiate exploratory talk instead of promptly giving the correct answer or using question-answer routine for seeking the answer. It is however evident that the TAs struggle to develop own questioning techniques and the discourses raised indicate that the role-play makes them reflect, and support them in wanting to use this in their teaching practice.

In the session we plan for active audience engagement by using clicker questions and peer-discussions, with the aim of getting input for a future module 3.

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**Disclosure of Interest:** None Declared

**Keywords:** professional development, reflection, Scholarship of teaching and learning, science education, teaching assistants

*05 Educational leadership/ Academic leadership*

**DEVELOPING INSTITUTIONAL-LEVEL SOTL LEADERSHIP IN MULTI-NATIONAL AND MULTI-DISCIPLINARY SETTINGS**

Harry Hubball <sup>1,\*</sup>

<sup>1</sup>Curriculum & Pedagogy, University of British Columbia, Vancouver, Canada

**Abstract Summary:** This presentation draws upon institutional SoTL leadership development and lessons learned with senior educational leaders from multi-national, and multi-disciplinary settings. Participants will be engaged in key processes, challenges and outcomes pertaining to the development of institutional-level SoTL Leadership to enhance curriculum and pedagogical practices.

**Abstract Text:** Research-intensive universities around the world recognize the importance and complexity of offering high quality and high engagement student learning experiences in diverse and internationally-responsive undergraduate and graduate programs. Senior educational leaders are thus increasingly required to account for research-informed, evidence-based, effective, efficient and strategically aligned curriculum and pedagogical practices. In response to these significant challenges, The International Faculty SoTL Leadership Program: UBC Certificate on Curriculum and Pedagogy in Higher Education <http://international.educ.ubc.ca/SOTL/> prepares senior educational leaders to develop expertise in scholarly approaches to, and the scholarship of curriculum and pedagogical practices in diverse higher education settings. This unique and flexible program (e.g., ranging from 4-month intensive to 1-year face-to-face/blended/fully online designs) is developed around a cohort model and adapted to address the strategic educational needs and circumstances of diverse research-intensive university contexts. Over 350 faculty graduates from this program include Associate Deans, Program Chairs, Evaluation of Teaching and Curriculum Leaders, Teaching Award Winners and Nominees, and Senior Educational Leaders from Australia, Bahrain, Canada, China, England, Japan, New Zealand, Scotland, Singapore, Spain, Thailand, UAE, USA, and The West Indies. Further, faculty graduates have made significant leadership and research contributions to the scholarship of curriculum and pedagogical practices in a wide range of peer-reviewed contexts. Indeed, it is the scale and combination of high levels of multidisciplinary collaboration, engaged communities of practice, and sustained impact and program-level scholarship over a 15-year period that is a hallmark of the success of the International Faculty SoTL Leadership Program. This presentation draws upon institutional SoTL leadership development and lessons learned with senior educational leaders from multi-national, and multi-disciplinary settings. Following a brief introduction to compare and contrast related international contexts for SoTL leadership, this interactive presentation will engage participants in a dialogue around key processes, challenges and outcomes pertaining to the development of institutional-level SoTL Leadership in multi-national and multidisciplinary settings.

**Disclosure of Interest:** None Declared

**Keywords:** Curriculum Leadership, Pedagogical Leadership, Program Development, Program Evaluation

*04 Strategic educational development*

**DIGITAL EXAMINATION - ORGANIZATION, LOGISTICS AND OTHER CHALLENGES**

Eivind Ortind Simonsen <sup>1</sup>Mads R. Dahl <sup>1,\*</sup>

<sup>1</sup>Centre for Medical Education, Aarhus University, Aarhus, Denmark

**Abstract Summary:** We would like to discuss digital exams. We want to focus on other issues than programming of a technical solution. Topics could be: How do we embed these new forms of exams within the existing organization? What are the logistic challenges regarding setup, byod etc.? Didactical and pedagogical challenges in the transition towards digital exams and usage of the data for improvements.

**Abstract Text:** In this time and age more and more assessments are moving from pen and paper towards more digitalized forms. We would like to share our experiences from digital exams at the Faculty of Health, Aarhus University Denmark, and use this as a basis for further discussion on the topic of digital exams.

At our Faculty we have developed our own system for handling multiple-choice exams. We do not want this to be a technical session about development and coding. These issues do merit their own session, but we would like to keep a focus on other issues surrounding the digital exam. Any form of digitalization is bound to cause some form of disruption within an organization, since things will somehow have to be done differently. How do we ensure a smooth transition from a paper-based exam to a digital exam? How do we prepare the students, and how do the students respond to digitalization? How do we ensure, that the administration is aware of the changes caused by digitalization, and what has to be done to ensure the necessary information (studentlists, result etc.) is flowing between the administration and the exam? How do we assist the teachers in creating exams and exam questions, and what kind of feedback can we provide with regards to the quality of the exam? What kind of feedback can we give to the students, and which technical solutions do we choose to facilitate feedback to the students?

As a basis for further discussion we would like to use our own experiences at our Faculty of Health as an example of implementing a digital exam. We would like to discuss what worked well, and what we would have done differently if we had the knowledge we have now. We assume, that there are other learning institutions doing the same things as we are doing, repeating the same errors we did. Sharing our mutual experiences in a roundtable talk would be one way of alleviating some of the painful mistakes we have done, and thereby also providing useful information for those, who are interested in implementing a digital exam.

**Disclosure of Interest:** None Declared

**Keywords:** Digital exams, Organizational change

*02 Scholarship of teaching and learning*

**INCORPORATING MINDFUL WALKING COMBINING SELF-EFFICACY MOTIVATION MESSAGES INTO THE CLASSROOM**

Ursula Sorensen <sup>1,\*</sup>

<sup>1</sup>Faculty Center for Teaching Excellence, Utah Valley University, Orem, United States

**Abstract Summary:** Mindful walking may help students develop attention and awareness. Additionally, self-efficacy messages may increase their motivation to participate while engaging in mindful walking. Attendees will be introduced to these concepts. Additionally, attendees will experience mindful walking with self-efficacy messages and formulate a plan to utilize this in the classroom.

**Abstract Text:** Extended Description/Program Objectives:

4. Expected program objectives for session attendees will be able to:
  1. Will be able to give instructions of the three different levels of mindful walking through a role-play.
  2. Will be led through an experiential mindful walking activity incorporating self-efficacy motivation messages.
  3. Will learn how to teach mindful walking and deliver self-efficacy messages to motivate a partner who will be playing the role of a student.
4. Will develop a lesson plan outline to take back to their classroom on implementing mindful walking with self-efficacy motivation messages.
5. Will evaluate partner to see if goals and objectives of this session have been met.
5. The session will include whole-group presentation segments, whole-group experiential activities, and small group activities. The session outline includes:
  1. A PowerPoint Presentation outlining mindful walking and self-efficacy motivation messages.
  2. Session attendees will role-play the three levels of mindful walking.
  3. A Short film clip of presenter delivering self-efficacy motivation messages to students engaging in mindful walking.
  4. Session attendees will be led through the three levels of mindful walking incorporated with self-efficacy motivation messages.
  5. Session attendees will practice delivering the three levels of mindful walking accompanied with self-efficacy motivation messages on their session partner where they play the role of the teacher and their partner plays the role of a student.
  6. Session attendees will work in small groups and outline a lesson plan incorporating mindful walking and self-efficacy motivation messages into their own classroom.
  7. Session attendees will get with their partner to evaluate a checklist that analyzes if goals and objectives of this session have been met.

**Disclosure of Interest:** None Declared

**Keywords:** Mindful Walking, Self-Efficacy Messages

#### ***04 Strategic educational development***

### **MAKING STUDENTS STRONG AND FLEXIBLE FROM THE BEGINNING. INTEGRATION OF ACADEMIC SKILLS AND EMPLOYABILITY SKILLS.**

Annick Hayen <sup>1,\*</sup>Monique Maelstaf <sup>1</sup>

<sup>1</sup>Hasselt University, HASSELT, Belgium

**Abstract Summary:** In a rapidly changing world, we need to offer our students tools to improve their flexibility when they enter the job market. Curricula have to comply with the standards of different stakeholders. Research on the professional needs of graduates learns us that academic skills are important but also also need sustainable employability skills and it makes it our spearhead.

**Abstract Text:** In a rapidly changing world, we need to offer our students tools to improve their flexibility when they enter the job market. Curricula have to comply with the standards of different stakeholders. From research on the professional needs of graduates we know that academic skills are important, but they also need sustainable employability skills. Those two sets of skills must go hand in hand. *In Belgium students are free to choose between different universities for their education. Therefore it is necessary to make a difference in how curricula are built up.* At Hasselt University the introduction of employability skills is a spearhead.

The approach to curriculum design chosen by Hasselt University takes the peculiarities of each programme into account. The whole process is a collaboration between the Education Management Team (EMT) of a curriculum and the central department of education.

Process:

1. Redefine learning outcomes and integrate academic key competences and 5 employability skills (self-management, multidisciplinary teamplayer, communication and presentation, stakeholder awareness, integrity)
2. Mark in a matrix (learning outcomes vs courses) for each learning outcome which courses contribute to it. Criterion for a contribution: an identifiable study activity and evaluation (formative or summative).
3. This matrix is the basis for identifying learning tracks and notice overlaps and gaps.
4. An unexpected result of our curriculum development was a more open dialogue between the teaching staff. This reflection was constructive for reshaping a number of courses in the curricula and changing teaching approaches.

This process leads to more coherent curricula. The student will experience his/her education as an holistic approach with concerns for the future.

Effects:

1. Changed evaluation on the level of the courses (e.g. performance based assessment, ...)
2. Integrated moments of evaluation (e.g. 360° degree feedback, ...)
3. Rethinking of teacher training sessions (e.g. teamwork, how to support the process; integrity, ...)

In the learning group we would like to present our approach and its effects within our institution. From the other group members we want to learn about other experiences with curriculum changes.

Together we would like to explore the following questions:

General:

- What is the relationship between the labor market and academic freedom?
- What is the impact of employability skills ?
- What are the conditions to make innovations worthwhile?
- How to persuade students to adopt the concept of employability skills , is it visible enough, how to make it visible?

Topic employability skills:

- How to measure effect and result on students' success in their future jobs?
- Does a competence based curriculum implies a deterioration of student pure knowledge?

Keywords: ACADEMIC SKILLS, ADJUSTING CURRICULUM TO CHANGING WORLD, EMPLOYABILITY SKILLS

**Disclosure of Interest:** None Declared

**Keywords:** ACADEMIC SKILLS, ADJUSTING CURRICULUM TO CHANGING WORLD, EMPLOYABILITY SKILLS

## *02 Scholarship of teaching and learning*

### **DEVELOPING RESEARCH-BASED LEARNING IN COLLEGE BASED HIGHER EDUCATION (CBHE): UK AND INTERNATIONAL PERSPECTIVES AND IMPLICATIONS FOR EDUCATIONAL DEVELOPERS**

John Lea<sup>1,\*</sup>Mick Healey<sup>2,\*</sup>Alan Jenkins<sup>3</sup>

<sup>1</sup>LTEU, Canterbury Christ Church University, Canterbury, <sup>2</sup>Healey HE Consultants Ltd, Goole, <sup>3</sup>Educational Developer, Independent, Oxford, United Kingdom

**Abstract Summary:** This interactive workshop reports on a UK HE Academy project which involved reviewing the literature on scholarship and research in CBHE and collecting short case studies from around the world. It will provide an opportunity to explore some of the implications for educational developers supporting these developments, and to re-examine wider debates about the research-teaching nexus.

**Abstract Text:** “*academic/educational/faculty developers have a pivotal role to play in supporting the development of understanding and practice in relation to undergraduate research and inquiry*” (Brew & Jewell 2012, 48)

The development of research-based learning in undergraduate education has received much attention internationally in the last decade (e.g. Jenkins *et al.* 2003; Brew 2006; Healey & Jenkins 2009) yet nearly all this work has focused on universities. The contribution of the CBHE sector in the development of research-based learning has, with a few exceptions (e.g. Cedja & Hensel 2010; Houston 2008; Griffioen 2013), largely been ignored. Yet the number and proportion of students studying HE in the college sector is growing and in the UK was above 10% even before the reforms of 2003 (DFES 2003), which instigated the growth of two-year foundation degrees, and 2011 (BIS 2011), which enabled further education colleges and other private providers to apply for their own degree awarding powers. This is also mirrored internationally in the steady growth of tertiary colleges in, e.g., Australasia offering degree and sub-degree qualifications, and the award of two-year Associate degrees in North American community colleges.

This interactive workshop draws on work funded by the HE Academy in the UK (Healey *et al.*). It explores the development of research-based curricula in the CBHE sector - often referred to in the UK as the HE in Further Education (FE) sector. The project involved reviewing the relevant literature on scholarship and research in CBHE and collecting short case studies from around the world.

From UK literature it is clear that institutions which bridge both HE and FE have developed what has been referred to as ‘hybrid’ learning, teaching and assessment regimes, suited to their own cultural contexts (Edward *et al.* 2007; Golding Lloyd & Griffiths 2008; Turner *et al.* 2009). Indications from the case studies collected are that there are many similarities in the variety of ways in which CBHE and universities engage their undergraduate students in research and inquiry, although there are subtle differences in the amount and level of involvement.

Many colleges are also actively exploring how they might articulate their own unique understanding of scholarly activity – often with reference to the work of Boyer (1990). Here, the scholarships of application, integration, and teaching and learning are being elevated in ways which Boyer advocated for more traditional universities, where more emphasis has been placed on the scholarship of discovery.

There are many dimensions for the educational development community to consider here. E.g., should we be encouraging CBHE to develop its own unique measures of impact with regard to scholarship, whilst knowing that impact associated original research is where prestige and status still currently lies in universities? Would this unwittingly perhaps relegate CBHE to lower league status when it comes to scholarship? Or do we have a duty to promote and help advance the scholarships of application, integration, and teaching, as witnessed in many CBHE providers, and particularly where impact on the curriculum and the students’ experience of scholarship is to the fore. And does CBHE therefore have something to offer traditional universities, rather than just vice versa? What role can educational developers play in supporting research-based curricula in CBHE?

The workshop will conclude by exploring some of the opportunities and threats created by this trend towards enhanced scholarship not just to the colleges in seeking to capture aspects of HEness or an HE ethos, but also to universities in prompting a reinvestigation of the different dimensions to the meaning of *higher* education.

**Disclosure of Interest:** None Declared

**Keywords:** College-based HE , research-based learning



#### *04 Strategic educational development*

### **RECOGNISING THE QUALITY OF TEACHING IN HIGHER EDUCATION: A DOUBLE-EDGED SWORD**

Jo Peat <sup>1,\*</sup>Penny Burden <sup>2,\*</sup>

<sup>1</sup>Learning and Teaching Enhancement Unit, University of Roehampton, London, <sup>2</sup>Centre for Higher Education Research and Practice , Kingston University, Kingston upon Thames, United Kingdom

**Abstract Summary:** This workshop explores the changing attitudes at strategic and individual level towards teaching and the support of learning in Higher Education and the opportunities and associated challenges that such a change in the status of teaching in universities afford to educational developers. Set in a UK context, the themes addressed in this workshop have a global significance and resonance.

**Abstract Text:** This workshop explores the changing attitudes at strategic and individual level towards teaching and the support of learning in Higher Education (HE). Until recently in the UK, teaching in HE had not been recognised as a scholarly pursuit. Despite Boyer's (1990) work on the four types of scholarship in HE, research has held all the cards in terms of recognition, academic credibility and promotion. With the advent of significant student fees and the current climate of greater accountability, however, the tide is turning. Teaching is beginning to be recognised as deeply important and worthy of research in its own right. There is now the requirement in a large number of universities that academics are able to demonstrate a competence, if not expertise in teaching, as well as having the potential to develop a research portfolio.

This year, for the first time, the Higher Education Statistics Agency (HESA) in the UK has added to its list of information that universities must submit annually, the number of staff qualified to teach in HE. This information enters the public domain and becomes a factor taken into account by students (and, increasingly their parents) when considering in which institution they would like to study. This is leading to a surge in interest in institutions to increase the number of staff with recognition for their experience and expertise in teaching so that they can be counted as qualified and the institution's ratings against this metric are high.

This increase in the status of teaching in HE and the demand for formal recognition bring challenges, however. The UK HE sector has had a framework in place for several years against which expertise and experience in teaching can be measured (UK Professional Standards Framework), which has been recently updated (2011). The most significant change has not been in the language of the framework, but rather in its usage: until HESA returns began to incorporate these data on the number of staff qualified to teach, only those colleagues with a real focus on and passion for teaching engaged actively with this framework; now, because of this new directive, colleagues from across the whole of the academic spectrum are beginning to seek recognition for their expertise and experience in teaching.

In order to allow their staff to gain this recognition, many UK universities have developed internal schemes accredited against these national standards. Perhaps the greatest challenges, therefore, are in terms of rigour and objectivity: if the Standards are to remain meaningful, it is incontestable that such internal schemes are administered with the greatest rigour. Issues arise, for example, when senior colleagues fail to reach the required standards; when educational developers are called on to facilitate applications and then when those mentored through the process fail to achieve the requisite standard; when the university sets a Key Performance Indicator of 100% recognition and the educational developers have to operationalize this strategic initiative. These accredited schemes have to remain criterion-based and not be allowed to become political. Internal hierarchies must be eschewed when decisions about recognition are made in favour of impartial, evidence-based judgements.

Although this is a UK initiative, the questions it raises are pertinent for colleagues in educational development in other countries, particularly with the global exchange of students and staff in higher education. This workshop explores the opportunities that such a change in the status of teaching in universities affords to educational developers and the associated challenges. Participants will work in groups to explore issues raised by these changes with the aid of an interactive dialogue sheet. Discussions will be facilitated by the presentation team and findings from the discussions shared in a plenary.

**Disclosure of Interest:** None Declared

**Keywords:** quality, recognition, Standards framework, teaching

#### **04 Strategic educational development**

### **STRATEGIC EDUCATION DEVELOPMENT: ACADEMIC IDENTITY IN THE TRADING ZONE**

Susan Carter <sup>1</sup>; Nicholas Rowe <sup>1</sup>

<sup>1</sup>The University of Auckland, Auckland, New Zealand

**Abstract Summary:** This paper is about securing values throughout the changes of educational development. Two academics theoretically frame stories and reflection about their migration from different disciplines into postgraduate teaching at interdisciplinary levels. They show that the changes that are sometimes needed for survival in a volatile academic world can give strategic benefit for development.

**Abstract Text:** As academics, how can we ensure that the values we bring to education development hold sure as the educational framework flexes and changes? Academia is changing as a working environment (Austin, 2002): increasingly, we must learn how to adapt new patterns and codes (Cantwell & Scevak, 2010; Debowski, 2012). Sometimes building an academic career entails negotiating a pan-discipline trading zone, and learning to trade across discipline boundaries. This paper shows two academics' journeys across the borderlands of disciplinarity to demonstrate migration that has helpfully informed both research and teaching pedagogy. Because both have been involved in the teaching and learning of postgraduate students, their paradigm shifts proved to energise postgraduate teaching and its subsequent Scholarship of Teaching and Learning research. We show that migration across academia borders can allow a usefully clearer vision and a greater respect for the role that individual identity plays for academics, their teaching, publication and service. Our argument is premised on two academic's stories and reflection, framed theoretically. These transition stories show how the lessons from one environment, and values built from that learning, were used in another to drive ongoing development in the academic trading zone.

One, Susan, moved from teaching medieval and early modern literature to a higher education placement coordinating a doctoral program. By applying critical reading skills, she close reads academic practice as 'text' of social exchange (Carter, 2013), tugging out some of the tensions or disjunctions in order to address them in her teaching. The other, Nicholas, transmuted from a practicing dance artist into a dance academic with an ethnographic focus on dance in traumatised communities (Rowe 2012), and from there into a Faculty role as Associate Dean Postgraduate. This broader academic identity has motivated Nicholas to advocate across disciplines for creative practice as an important way of knowing. It has also broadened his teaching and research focus onto the pedagogy and assessment of embodied creative practice in tertiary contexts.

In the current era of increasing managerialism and financial insecurity, a self-audit of values, working practices, and wisdom can *ground* the quality of ongoing educational development. For both of us, what has remained constant and developed is our belief in the social dimension of academia (see Bruffee, 1999; Brookfield, 2006). Discipline changes have enabled us to feel more certain of our placement within academia.

This paper will invite attendees to reflect on what values and working practices they bring to education to anchor themselves there, through a set of questions for them to address.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic identity development, Generic postgraduate teaching, Pedagogical values, Transition across discipline cultures

### *05 Educational leadership/ Academic leadership*

#### **MORE OR NEW LEADERSHIP IN HIGHER EDUCATION: TO WHAT VISION?**

Lorraine Stefani <sup>1 1,\*</sup>

<sup>1</sup>Faculty of Education, University of Auckland, Auckland, New Zealand

**Abstract Summary:** The intention of this workshop is to initiate debate relating to the conceptions of leaders, leading and leadership held by academic developers. The importance of the issue relates to our role in organizational change, building leadership capacity and capability and our credibility as leaders.

If we wish for more or better leadership in Higher Education what vision are we leading towards?

**Abstract Text:** The premise of this workshop is that as academic developers we can contribute more through our endeavours to build leadership capacity and capability if we have robust vision(s) of the direction in which we are heading.

Leadership is currently a hot topic with calls for *more or new* leadership across all sectors including business, government, public service and administration, and higher education. It almost seems as if leadership is the catch-all for nearly any problem irrespective of context (Alveson and Spicer 2012).

The workshop forms part of a larger research project on leadership in academic development. Participants will be encouraged to raise and discuss questions in addition to or instead of those presented below relating to our understanding of ourselves as leaders, with the intention of making a constructive contribution to our understanding of our purpose and vision(s) for leadership. The discussion, debate and dialogue from this workshop will form the basis of a chapter in a proposed book on academic leadership.

Leadership is a contested concept and despite the vast literature on the topic, there is no magic bullet, no one model of leadership being deemed better than another. Across the terrain of leadership literature and research, it is clear that the plethora of leadership models and frameworks have a common aim - the ability to influence others to produce positive change that enable an organization or group to achieve its vision.

The most appropriate models for leadership in higher education institutions depend on defining the vision for the institution or the system or the entire field of higher education. Without a clear and straightforward vision, we lack direction about what direction we are heading.

The constant call for more or new leadership suggests a perceived gap between what is desired and what is practiced regarding leadership in complex organisations. What often seems lacking in much of the literature on leadership in higher education however is an articulation of the vision of what 'more and new' leadership is/will lead us towards, and what this means for the future of higher education.

'Academic developers must merge the traditional responsibilities and services of the past several decades with a leadership role as organizational developers' (Schroeder, 2011). The purpose of leadership is to influence others to produce positive change that enables an organization or group to achieve its vision. To what extent do academic developers influence the purpose and direction of our higher education institutions.

Do we as academic developers consider the macro context, the vision of our institutions or the micro context, our day to day work from our centres or units of operation?

Significant questions arise as to the role of academic developers in building leadership capacity and capability across institutions in teaching and learning and in research endeavours.

The leadership literature that will be drawn upon for this workshop includes that of Barnett, 2011; Grint, 2005; Ladkin, 2010 and other key scholars in this field. How do our leadership beliefs influence our approaches to development opportunities intended to build leadership capacity and capability?

How do we as leaders interrogate and share our values, our beliefs about the wider purpose of higher education?;

How do we make explicit our narratives of leaders, leading, leadership?

How do we measure our own effectiveness as leaders?

Do we interrogate the 'big picture' of higher education and provide leadership compatible with that big picture, or do we lead according to our own 'vision' of what we are leading?

The questions raised here may on the surface of it appear to be simplistic, but if we are to contribute to building leadership capacity and to organizational change and development we need to be clear about our own credibility as leaders. This workshop offers an opportunity for stimulating debate.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, leadership, Organizational change, Visions for Higher Education

## *02 Scholarship of teaching and learning*

### **PROMOTING CREATIVITY IN LEARNING AND TEACHING**

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**Abstract Summary:** This paper will consider the notion of creativity and the use of creative approaches in teaching and support of learning. It will consider creativity as relevant to a range of learning spaces, from the classroom to online learning environments. It will suggest HE teachers and learners need to gain confidence to be more creative and experimental.

**Abstract Text:** This paper will consider the notion of creativity and the use of creative approaches in teaching and support of learning. It will consider creativity as relevant to a range of learning spaces, from the classroom to online learning environments. It will suggest HE teachers and learners need to gain confidence to be more creative and experimental. It will also consider how conceptual understanding eg of self-efficacy and locus of control might be instrumental in approaches to, and readiness for, creativity. The argument presented is when practising teachers in HE are confident to be creative and experimental, their students are likely to be more engaged and motivated and also more inclined to actively experiment in being creative themselves. The argument further proposes that teachers can gain, especially through engaging in reflection upon their creative or experimental activity. We need to be open to all kinds of creativity, developing a creative culture based on an informed rationale about good learning in Higher Education. *There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns.* (de Bono, 1993: 63)

We are also aware of the perception among many teachers and students that being creative and experimental is not without risk. Creating challenges or experimental activities in learning and teaching, particularly with emerging learning technologies, can be seen as steps into treacherous waters.

Teachers also often resist creativity because it proffers change. Change is often regarded as costly in time and effort, unpredictable in outcome and often likely to encounter organisational constraints. The sheer complexity around creativity is seen as out-facing and overly challenging. Furthermore the teacher's own creativity and creative processes are rarely publicly welcomed, supported or even acknowledged by HEIs let alone celebrated (except perhaps by their own students). These prevailing conditions in the HE context have been seen to be stifling and antithetical to creativity as active experimentation and inquiry. Indeed it has been argued we have been educating creativity *out* of people (Robinson, 2006).

Yet we also know creative capacity is a valued attribute for forward-looking, twenty-first century learners and graduates, assisting them to be ready to take (considered) risks, able to tackle complex problems and come up with creative solutions. We need graduates who are confident to explore the unknown in a rapidly changing world. So there is a compelling argument that HE needs to provide activities and spaces in which learners are required to inquire and face difficult challenges, where they need to come up with collaborative and creative solutions and within environments providing opportunities to be experimental to explore those 'what if ...?' situations. We need agile and technologically savvy knowledge workers fit for the complexities and speed demands of change as manifest across contemporary society.

We need a strong and compelling argument to understand and overcome the risk aversion that accompanies steps away from safety and conformity towards experimentation, curiosity and creativity. Self-efficacy and a high level of internal locus of control influence the approach of both teachers and learners to creativity. But we also suggest the design of learning spaces and activities framed by a sound pedagogic rationale for 'good learning' could be instrumental in promoting creativity.

We propose how we might translate the high level ideals of creative capability into pedagogical strategies and pedagogical designs for creative learning spaces: focusing on our roles as designers of spaces for 'kinds of learning' (Laurillard, 2012), as teachers and as learners. Moves to connect creative capital to HE pedagogy lead us also to suggest examples of creativity-enhancing learning activities.

**Disclosure of Interest:** None Declared

**Keywords:** CREATIVITY, Learning, Research, PEDAGOGICAL PRACTICE

*01 Discipline specific educational development*

**PRACTITIONERS WHO TEACH: PROFESSIONAL IDENTITIES AND PROFESSIONAL DEVELOPMENT**

Fran Beaton <sup>1,\*</sup>

<sup>1</sup>University of Kent UK, Canterbury, United Kingdom

**Abstract Summary:** This session reports on a current research project into the experiences and perceptions of practitioners in disciplines such as Health, Law, and Performing Arts, simultaneously teaching in HE. What are the tensions and opportunities of their dual roles? What influences their self-image as members of a disciplinary community and what does this imply for their professional development?

**Abstract Text:** This session reports on a research project currently being undertaken into the experiences and perceptions of novice and experienced professional practitioners in disciplines such as Health, Law, Creative and Performing Arts who are simultaneously engaged in HE teaching. The research addresses three main questions. Firstly, what do practitioner academics identify as tensions and opportunities of their dual roles? Secondly, what influences their perception of themselves as members of a disciplinary community? Finally, what are the implications for the professional development of this group of staff?

There is a rich and extensive literature about the socialisation of new academic staff into the academy, the development of professional identity, the part played by the disciplinary community and the nature of academic work. Many studies tend to focus on individuals who are employed in academic posts; however in a number of disciplines those who teach are employed for their professional expertise. Indeed, the possibility of being taught by someone who brings knowledge and perspective from their concurrent professional role is seen as fruitful and productive for students and the academy.

However the evidence suggests that practitioner academics, moving between the two roles, experience disorientation and insecurity as they seek to make sense of very different practices and contexts. Recent studies (eg Boyd 2010; Shreeve 2011) have considered the factors which apply more specifically to practitioner academics' construction of their identity and the effect of their experiences on how they see their role. This research project contributes to the debate about the importance of responsive, context- dependent professional development.

**Disclosure of Interest:** None Declared

**Keywords:** academic identity development, Practitioner academics

*02 Scholarship of teaching and learning*

**TEACHING AND LEARNING THE COMPLEXITIES OF LAND OWNERSHIP IN SOUTH AFRICA: STUDENT VOICES**

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<sup>1</sup>Town and Regional Planning, Durban university of Technology, Durban, South Africa

**Abstract Summary:** Educators of Town Planning first year students face the challenge of exposing students to a wide field of knowledge and practices needed in their chosen profession. The challenge is teaching the complex topic of landownership in South Africa in an effective way while bearing in mind the broader aim of education which is to gain knowledge and also change in personal growth, attitude and actions.

**Abstract Text:** Educators of young Town Planners face the challenge of exposing students to a wide field of knowledge and practices needed in their chosen profession. Town Planning covers areas of legal, economic, engineering, political, environment and community development aspects in a spatial context. The specific area of landownership and land reform in South Africa is in itself a complex one that includes theories and practice of all the above aspects.

The challenge is teaching the complex topic of landownership in South Africa in an effective way while bearing in mind that the broader aim of education is to not only bring about change in knowledge but also change in personal growth, attitude and actions.

This chapter analyses notes, assignments and student comments to evaluate the effective learning of landownership issues. Study material and assignments were developed in the Department of Town and Regional Planning at the Durban University of Technology over a number of years to help students investigate landownership. The process integrated the syllabi of multiple subjects and required the learners to find title deeds, read articles in a structured way, investigate their own family history relating to landownership, share their findings in class and apply their knowledge to the unique Zanzibari land claim case study by proposing sub-divisional layout and ownership solutions.

The benefits to the students of this active learning approach were that their investigations were focused on one topic, the complexities were unpacked in a systematic way, and their time was leveraged as assessment of one assignment counted for several subjects. The assessment process was fair and thorough due to more than one person involved in the marking. For the facilitators the benefit was that marking the assignments remained interesting throughout due to the richness and diversity of the material presented.

**Disclosure of Interest:** None Declared

**Keywords:** case, Landownership, study, teaching and learning

### 03 Scholarship of educational development

#### IMPACT OF THE INSTRUCTIONAL SKILLS WORKSHOP ON FACULTY APPROACHES TO TEACHING

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**Abstract Summary:** The Instructional Skills Workshop (ISW) was studied to see the impact of the program in developing student-centred teaching. A pre-post analysis of ISW and non-ISW participants including quantitative (ATI-R and the Teaching Perspectives Inventory) and qualitative measures occurred. Study results and key program elements leading to student-centred and transformative learning will be discussed.

**Abstract Text:** Recent studies have attempted to evaluate the impact of educational development programs using a variety of methods (Stes, Coertjens & Van Petegem, 2010; Postareff, Lindblom-Ylänne & Nevgi 2007) and measures such as the **Approaches to Teaching Inventory-Revised** (ATI-R; Trigwell, Prosser & Ginns, 2005) and the **Teaching Perspectives Inventory** (TPI; Collins and Pratt, 2011).

This session presents results of a study investigating the **Instructional Skills Workshop (ISW)**, an intensive peer-based, educational development program involving 24 to 30 hours of structured instruction designed to strengthen instructors' skills and critical reflection through a student-focussed process. Although offered for 30 years, at over 100 institutions worldwide to facilitate development of student-centred, reflective instructors (Day, 2005) little empirical research has been done.

A pre- and post-test quasi-experimental design was used in the present study employing quantitative and qualitative measures and a control group of non-ISW participants. Data was collected from faculty (academic staff) at four universities and one community college. Research questions included:

- · Does participation in the ISW lead to increases in reflective practice?
- · How does the ISW affect approaches to teaching among instructors?
- · Is there evidence of transformation of teaching as a result of participation in the ISW?

Since reflection, student-centred teaching and transformative dialogues are core themes of the ISW, we employed two related instruments; the TPI (Collins & Pratt, 2011) examining teaching perspectives and commonly used in North American ISWs and other programs; and the ATI-R (Trigwell, et al, 2005) with its focus on student-centred approaches to teaching known to lead to more meaningful learning.

Results suggest this short, intense program shifted teacher beliefs and behaviours in the classroom towards a student-centred focus. Using a **World Café model** participants will examine study results and implications for our practice and consider:

- · What is the role of the academic developer in facilitating a change in the **teaching perspectives** on campus?
- · What are the implications of this study for our practice as academic developers?
- · What format of programming is optimal for academic staff over the course of their career?
- · Should academic development be more responsive to disciplinary differences?
- · What would be impact of this change be on our work as developers?

Finally, using the active learning technique "Dotmocracy" participants will identify the key elements in developing student-centred and transformative learning in academic staff.

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**Disclosure of Interest:** None Declared

**Keywords:** approaches to teaching, instructional development, Program evaluation, student focussed teaching, transformative learning



#### **04 Strategic educational development**

### **CATALYZING INSTITUTIONAL CHANGE BY TARGETING DEPARTMENTS: CONNECTING LEARNING OUTCOMES ACROSS THE CURRICULUM**

Kathy Takayama <sup>1,\*</sup>

<sup>1</sup>Sheridan Center for Teaching and Learning, Brown University, Providence, United States

**Abstract Summary:** How can Centers partner with departments to effect institutional change? Our project drew on institutional data to incentivize faculty (academic staff) to articulate disciplinary ways of knowing and thinking. By establishing partnerships with departments, our work's impact has extended beyond its initial scope to result in transformative changes at the departmental and institutional level.

**Abstract Text:** Departments are the necessary units for sustainable change in the academy (Wieman 2010). Our goal was to collaborate with departments through a scaffolded approach to map the ways in which students achieve discipline-specific and liberal learning outcomes across the curriculum. This resonated with both department chairs and administrators in view of embedding sustainable best practices for department reviews and accreditation, and also resonated with faculty who were willing to take intellectual risks in re-examining connections beyond their own courses. Two key perspectives that we needed to bear in mind in developing our strategy were: i) administrators tend to perceive data from nationally normalized assessments to be more valid indicators of student achievement, while ii) faculty grant more validity to their own experiential measures (Guskey 2007). Our strategic framework aligned administrators, departments and faculty by using institutional data as formative tools for developing the process for sustainable change.

#### **Outcomes**

For us, the collaborative partnerships with departments facilitated the transfer of ownership of the initiatives to each department. Faculty identity is situated within disciplinary and departmental contexts; as such, our partnership with departments created a mechanism that encouraged faculty to embed their scholarship into the curriculum. Indeed, by initiating a collaborative dialogue that embraced the ethos that a department's curriculum should reflect the composition of its faculty and scholarship, our stepwise process instigated faculty ownership in articulating learning outcomes for the discipline. Further investigative questions: what are the ways in which our students are progressing through the major (disciplinary program of study)? Do any of these tracks fall short in certain categories of learning outcomes?

Sustainable changes included the development of an integrative and interdisciplinary course; the establishment of faculty peer teaching observation programs across the institution; the implementation of departmental faculty meetings on teaching; using curriculum maps to inform institutional reviews; and the integration of lifelong learning outcomes into the disciplinary framework of departments. Faculty development centers have an opportunity to create similar processes informed by departmental cultures and scholarship to support meaningful and sustainable change.

#### **Session Activities**

The goals for the session are to: i) provide a curriculum mapping framework for initiating and scaffolding institutional change for faculty developers and/or administrators, and ii) engage participants in exploratory discussions to consider how they might develop a similar process at their institutions.

In this interactive session, we will first provide an overview of our project, highlighting key strategic elements and salient outcomes. Session participants will consider the levers for change at their institutions; i.e. where can the initiation of change happen? Participants will then develop strategies for gathering useful evidence (e.g. institutional data; course evaluations) to catalyze partnerships for curriculum mapping, and identify synergistic activities on their campuses to support or leverage their work. Guided questions will enable groups to share effective strategies for initiating this process. Participants will develop an outline to create campus partnerships toward institutionalizing change. The strategies developed across the institutional contexts represented by session participants will be collated and disseminated through a googlesite.

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**Disclosure of Interest:** None Declared

**Keywords:** curriculum mapping, faculty development, institutional change, learning outcomes, peer observations of teaching

*01 Discipline specific educational development*

**INTEGRATING METACOGNITION INTO DISCIPLINARY THINKING THROUGH EPORTFOLIOS**

Kathy Takayama <sup>1,\*</sup>

<sup>1</sup>Sheridan Center for Teaching and Learning, Brown University, Providence, United States

**Abstract Summary:** How can metacognitive approaches foster collaborative learning? This project **maps student learning** through reflective inquiry. The approach validates uncertainty as a valid component of inquiry and is unique in its collaborative application of the ePortfolio. Students shift from an outcomes-focused approach to an **iterative, reflective approach** that cultivates the habits of mind for scholarship.

**Abstract Text:** This session will explore how ePortfolios can foster successful collaborative learning communities from a crucial starting point: 'thinking about thinking', to enhance learning through reflection and analysis of the inquiry process. Through an interactive session, participants will consider what cognitive processes or habits of mind are requisite for their disciplines and what bottlenecks students might experience in understanding these processes. We will then examine a successful group assessment project that scaffolds the process of inquiry through a progressive ePortfolio approach. The approach validates uncertainty as a crucial component of learning. The model combines the theoretical underpinnings from Baxter-Magolda (self-authorship); Middendorf and colleagues (decoding the disciplines); and Chinn & Malhotra (epistemologically authentic inquiry). The dialogue and discussions I hope to encourage are particularly timely given the seeming urgency of the pursuit of certifications through MOOCs, at the risk of undermining the experiential necessity for deep and meaningful learning.

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**Disclosure of Interest:** None Declared

**Keywords:** collaborative learning, disciplinary thinking, eportfolio, metacognition, self-authorship

*04 Strategic educational development*

**IMPLEMENTING PEER INSTRUCTION AMONG FACULTY IN SWITZERLAND: A FOLLOW UP OF BANGKOK ICED CONFERENCE**

Ariane Dumont <sup>1,\*</sup>

<sup>1</sup>Faculty development, HESSO, Yverdon, Switzerland

**Abstract Summary:** Following the ICED conference which took place in Bangkok in 2012, we have been implementing an innovational teaching method based on peer classroom collaborative work. In this paper, we report data from one year of helping faculty start teaching with Peer Instruction (Mazur 1997), a method invented and developed by Harvard Professor Eric Mazur which involves flipping the original classroom.

**Abstract Text:** In this paper, we report observations and data from one year of teaching among Swiss faculty who started implementing Peer Instruction (Mazur 1997) in various disciplines, in sciences as well as in humanities and foreign languages. This innovational method invented and developed by Harvard Professor Eric Mazur, promotes interactivity among peers in the classroom and involves flipping the classroom. Research has proven its efficiency in various disciplines and mainly in sciences where it was originated, but rarely in humanities and foreign languages. Peer Instruction is a student-centered approach that involves flipping the original classroom by moving information transfer out through technological support and moving application of learning into the classroom. In this paper, we will focus on the results of one year of teaching English to college students, presenting students' feedbacks and faculty point of view. Our observations indicate increased student mastery of both use of English and conceptual reasoning accompanied with an increase in self-esteem. We have focused in class common language practice exercise with pre-class written responses using wikis as a support for the tasks and as a mean of communication between students and teacher. This is intended to help students learn more from pre-class homework and to increase student engagement in the discussion with their peers and also to increase further student understanding. Research demonstrates the effectiveness of peer instruction and the use of wikis to enhance collaborative pre-class work over more traditional teaching methods. Students' ratings have shown a higher level of satisfaction after one semester of peer instruction teaching method already. We also discuss how we have improved our implementation among faculty in other disciplines in one year of practice. The method is taught with either the use of flashcards, clickers or on the Internet with an interactive website called Learning catalytics which allows teachers to make new questions or to take some from the 7000 questions existing on the data base. Students can then answer the questions using a smartphone, a tablet or a computer. The European Research Project Wikiskills aiming at promoting the use of wikis in education has been integrated in this study.

**Disclosure of Interest:** None Declared

**Keywords:** faculty development, peer assisted learning

*01 Discipline specific educational development*

**DEVELOPING A DISCIPLINE SPECIFIC QUALIFICATION FOR TUTORS THROUGH INTERDISCIPLINARY TEAM TEACHING**

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**Abstract Summary:** The poster illustrates a team-teaching project with an educational developer and a subject expert. A win-win-situation was established by developing a discipline specific qualification for tutors. The educational developer got an insight into the discipline and brought the scholarship of teaching and learning into the department. The subject expert developed a greater expertise in didactics.

**Abstract Text:** The approval of didactical changes towards a student-oriented teaching style within faculties frequently presents a challenge. Educational developers often come from social sciences and humanities. Especially for novices it seems difficult to integrate discipline-specific examples into their courses. In addition, a traditional content- and teacher-centred understanding of teaching (Biggs, 2007; Lübeck, 2010) still exists within numerous departments and leads to scepticism towards didactical measures. At the same time departments commonly lack the possibility to improve the learning outcomes of their students.

To work on those problems, the Centre for Higher Education and Lifelong Learning (zlw) started a cooperation with the Institute of Thermodynamics and Thermal Process Engineering (ITT). In this specific case the department was unsatisfied with the high rate of failed examinations. Irregular attendance and a passive attitude on behalf of the students posed a problem which needed to be solved. Besides changing the big teacher-centred classes into small groups supervised by older students (tutors), the focus was set on the profound qualification of the tutors in teaching and learning strategies and subject matter knowledge.

In order to prepare the tutors for their assignment and to support them during the task, the zlw and the ITT developed a mandatory qualification programme. During this programme, tutors were trained in subject-specific topics and in methods of student-oriented teaching by an engineer from the department and an educational developer from the zlw. The tutors were prepared for their assignment and received ongoing support. They attended workshops on teaching and learning strategies; they got supervised by experts and visited each other in their actual classroom situation. Regular reports encouraged self-reflection while subject-specific aspects were discussed during weekly meetings.

Team teaching allowed the adjustment of teaching and learning strategies to the specific subject matter and ensured a strong practical orientation. Due to the presence of the subject expert, expectations regarding the work of the tutors could be clarified anytime. Since the supervision was carried out by the educational developer, students were open to express and discuss their didactical problems. The outlined project is a pilot project. It serves as a model, which is going to be transferred to other faculties and departments. This creates a win-win-situation for all participants: It enables centres of (higher) educational development to fulfil their mission by bringing the scholarship of teaching and learning into the faculties and departments (Wildt, 2011), and to increase the acceptance of constructive alignment (Biggs, 2007); the cooperating institutes can later serve as multipliers and do the tutor qualifications on their own. The expertise expands on all sides: lecturers become professional scholars of teaching and learning; educational developers get profound insights into the contents and cultures of different disciplines (Szcyrba/Wiemer, 2011). The results of the final exam and the evaluation proved the positive effect of the project.

**Disclosure of Interest:** None Declared

**Keywords:** subject tutors, discipline specific qualification, Team-teaching

### **03 Scholarship of educational development**

#### **“I COME FROM RESEARCH.” EDUCATIONAL DEVELOPERS’ IDENTITIES AS ACADEMICS.**

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<sup>1</sup>Center for Faculty Development, Seattle University, Seattle, WA, <sup>2</sup>Center for the Advancement of Teaching and Learning, Elon University, Elon, NC, United States

**Abstract Summary:** How do educational developers’ academic backgrounds influence their present work? How do the academic tribes we migrate from meld or conflict within this interdisciplinary field? Together we explore how our academic identities and histories intertwine, comparing participants’ reflections with new research data. We consider how to maximize our academic strengths to enrich educational development.

**Abstract Text:** Educational development (ED) has been described as an interdisciplinary “family of strangers” (Harland & Staniforth, 2008), where developers have typically migrated from other academic fields (Rowland, 2003). Epistemological differences across campuses may create tensions for academics (Green & Little, 2013), so how do developers manage these differences internally? How do (or could) we build on our varied academic strengths to nurture our institutions and ourselves as academics?

In this session, we explore how developers’ academic identities and their disciplinary backgrounds intertwine, drawing on our own international study of EDs and comparing the data with participants’ reflections. We consider, for instance: what differences we find in attitudes and approaches between developers from clusters of disciplines (e.g. natural sciences or humanities); whether EDs are drawn to particular kinds of ED research (ethnographic, quantitative, narrative) at the expense of others; and more broadly, how EDs see “the nature of our knowledge building” (Shay, 2012) in ED — as more like or unlike that of their home discipline, as systematic or “craft” knowledge (Scott, 2009, quoted in Shay).

These questions matter. Given that EDs occupy a multidisciplinary space, we often work with academics at our institutions from disciplines with different epistemologies from our own. How we frame our work and envision our identities can therefore greatly affect our capacity as developers and agents of change. Here, we explore big questions of identity, inviting participants to critique this approach to the field, reflect on their own epistemologies, and consider how to be most successful in their own roles as developers.

**OUTCOMES:** Participants will have

- Compared research data with their own experiences
- Explored how their academic backgrounds influence their identities as developers
- Examined how to maximize their disciplinary differences to enrich ED as a field

#### **ACTIVITIES/TIMINGS**

INTRODUCTION TO TOPIC (5 mins)

ICE-BREAKER (10 mins): Participants introduce selves and their academic backgrounds; presenters record responses

NEW GROUPS (3 mins): Move into groups based on original discipline

ED DEV AND DISCIPLINES (45 mins): In disciplinary small groups, discuss targeted questions on disciplinary differences and educational development (20 mins) interspersed with whole-group debriefs (25 mins)

RESEARCH FINDINGS (10 mins): Compare responses from previous discussion with new research data (including the title of this session – a direct quote from an interviewee)

FOLLOW-UP (5 mins): What stands out from the research? What similarities and differences do we see between the research and responses during this session?

MOVING ED DEV FORWARD (10 mins): Whole group discussion: How can we maximize our varied disciplinary strengths to enrich ED and ourselves as academics?

EVALUATION (2 mins)

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**Disclosure of Interest:** None Declared

**Keywords:** Academic identity, Disciplinary differences, Epistemology

## *02 Scholarship of teaching and learning*

### UNIVERSITY LECTURERS' EVALUATIONS AND REFLECTIONS ON THE DEVELOPMENT OF THEIR OWN PEDAGOGICAL COMPETENCE AREAS

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**Abstract Summary:** During recent years, there has been much research on university teaching staffs' pedagogical training. Reflection is considered to be central element in developing as a teacher, but the relationship between reflection and action is not clear. This case study aims to examine the developmental relationship between university lecturers' reflection and experienced pedagogical competence as teachers.

**Abstract Text:** During recent years, there has been increasing amount of research concerning university teaching staffs' pedagogical training, for example how pedagogical training has changed teachers' attitudes and conceptions towards teaching and learning (e.g. Gibbs & Coffey, 2004), teaching skills and approaches to teaching (e.g. Postareff, 2007). According to Tynjälä (2010), self-regulation and reflection are central to developing as an expert (Schön, 1983) and a teacher (Biggs & Tang, 2007; Brookfield, 1995; McAlpine et al., 1999). However, the relationship between reflection and action in teaching is not clear (Mälkki & Lindblom-Ylänne, 2012). This case study aims to shed light into the developmental relationship between university lecturers' reflection and experienced pedagogical competence as university lecturers. Development as a teacher is approached through Tynjälä's (2010) Integrative pedagogy model. This model has been applied to teacher education context by Heikkinen et al., 2011. The context of this case study is university pedagogical course (10 ects) for university lecturers at a multidisciplinary Finnish university. Lecturers' pedagogical competence areas were based on the ideas of constructive alignment and learning outcomes (Biggs & Tang, 2007; Moon, 2004) and formulated by using earlier definition work done in e.g. SEDA's fellowship scheme and TUNING-project.

Research questions were: How university lecturers evaluate and reflect on the development of their pedagogical competence areas during university pedagogical training?

- What kind of pedagogical competence areas university lecturers evaluate they have at the beginning and at the of end pedagogical training?

- What areas of pedagogical competence have enhanced the most during the pedagogical training according to university lecturers' self-evaluations, and how do the university lecturers reflect on them in their reflective writings during the course? Quantitative self-evaluation questionnaire (5-point Likert scale) was used to evaluate lecturers' pedagogical competence areas. Lecturers made the self-evaluation twice, at the beginning and at the end of the course. The data was analyzed with non-parametric statistical methods due to the limited amount of participants on the course (n=31). Lecturers' reflective writings formed the qualitative data and they were analyzed using qualitative content analysis to understand how lecturers reflected their development as teachers and the changes in their pedagogical competence during the course.

According to self-evaluations, all evaluated pedagogical competence areas had enhanced during the course. Many of the positive changes were statistically significant ( $p < .01$ ) and had large or medium effect sizes. Lecturers also reflected actively on the development of their pedagogical competence areas in their reflective writings during the course. The pedagogical competence areas with the most significant changes and that were reflected the most were related to teachers' ability to recognize their strengths and development needs as teachers, their ability to recognize their conception of learning and their ability to use methods of planning, teaching and evaluation. There were also strong common themes that were reflected in lecturers' writings, such as learning from others and peer support, reflection and developing as a teacher.

It seems that although reflection is an important tool in developing as a teacher, the concept and practice of reflection is not self-evident to lecturers, especially for those coming from other than soft sciences (e.g. Biglan, 1973; Becher & Trowler, 2001). Reflection should not be taught only as content, but lecturers should also be supported to use reflection and be reflective during pedagogical training (see also Russel, 2005; Mälkki & Lindblom-Ylänne, 2012). The social aspect of reflection (e.g. Mälkki & Lindblom-Ylänne, 2012) is important in lecturers' learning processes and in developing as teachers.

**Disclosure of Interest:** None Declared

**Keywords:** developing as a teacher, integrative pedagogy model, reflection, university pedagogical training

#### **04 Strategic educational development**

### **INTRODUCTION TO ACADEMIC WRITING FROM AN ACADEMIC LITERACIES APPROACH**

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**Abstract Summary:** In our paper we present a pilot project where we introduce new students to read, write and search for academic texts. We assume an *Academic literacies* approach where these activities are seen as social practices that have to be practically acquired in authentic, meaningful contexts within the disciplines, rather than in separate courses and other support structures.

**Abstract Text:** The last two decades have seen a dramatic change in the student groups in Sweden due to the official agenda of widening participation in Higher Education (HE), like in many other countries. Lately there has been an increasing debate in media about the students' falling literacy standards where HE staff claim that "our students can't write" and "the new students don't know how to read a book" etc. However, little attention has been paid to pedagogical solutions and how to adapt HE in order to meet the needs of the new, more heterogeneous student groups.

A common feature in this debate is to focus on students' lack of writing skills, where writing is seen as a technical and instrumental ability that can be taught separately, once and for all, and then transferred into different contexts. An *Academic literacies* approach on the other hand, is an opposite view that takes into account the social dimensions of power and identity, and the tension between the (often inexplicit) expectations from the HE staff and how the students interpret these expectations. According to this approach academic writing is seen as a part of a more general academic meaning making (Lea & Street 1998, Lillis 2001, Lillis & Scott 2007), where reading, writing and ability to search and critically evaluate scientific information could be included. Developing *Academic literacy* is thus developing control of the various discourses used in academic settings, i.e. the different social practices that have to be acquired by practicing them in functional and meaningful contexts (Gee 2012), integrated in the disciplines rather than in separate courses and other supportive resources. Focusing on authentic tasks and making the expectations very explicit promotes the students autonomy (cf. Cotterall & Cohen 2003).

At Södertörn University, we have conducted a pilot project introducing academic writing to new students, where we have tried to create such an authentic, functional context. The project was a collaboration between the Library, the Study Workshop, the Development Unit for Teaching and Learning in Higher Education and teachers from the different subject. The project included 7 different subjects or programs and 400 students. The introduction consisted of two compulsory tutorials where the students were explicitly guided through the systematical reading of an academic text included in the curriculum, the writing of a summary of the text and searching for other, related and relevant academic texts in various databases.

During the presentation we will share some of our experiences from the project. Did we succeed in making a well-integrated, authentic context? The results of the project showed a great variation between the different subjects. Some student groups displayed a very high level of involvement and attended the tutorials well prepared and highly motivated. Other groups obviously regarded the tutorials as separated from their compulsory courses and did not seem to appreciate the value of the different tasks. We discuss some possible explanations for these varying results and some conclusions that can be drawn for future development of the present project, as well as other, similar projects.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic literacies, Academic writing

*04 Strategic educational development*

**STRATEGIC ACADEMIC DEVELOPMENT: SUPPORTING DEPARTMENTS THROUGH INSTITUTIONAL QUALITY ASSURANCE AND ENHANCEMENT REVIEWS OF TEACHING**

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**Abstract Summary:** In this workshop, we will outline findings from an evaluation of a new workshop to support Departmental Teaching Review and quality enhancement at the University of Glasgow. We will facilitate small group activities focused on sharing experiences of departmental teaching review, identifying best practices and possible 'role-focused' approaches to academic development (MacKenzie et al, 2011).

**Abstract Text:** Regular review of learning and teaching across different subject areas within universities has been a key element of quality assurance in the UK since the early 1990s. In Scotland, the regular internal subject review process is part of a 'Quality Enhancement Framework' that includes quality assuring subjects against sector benchmarks and maintaining the quality of awards, but there is also a strong emphasis on highlighting quality enhancements within subject areas and including students in the quality process (QAA Scotland, undated). The subject review process is considered a powerful driver to strategically enhance learning and teaching practices. Scottish institutions are not alone in adopting an 'enhancement led' approach to subject review, see for example the University of Reading's Pathfinder Project (University of Reading, undated).

The University of Glasgow currently offers a range of support for academic staff undertaking 'Periodic Subject Review' (PSR) – the institution's term for departmental reviews of learning and teaching quality. These include: a visit to academic staff teams from Senate Office staff and the Vice Principal for Learning and Teaching to outline the PSR process; a named person from the Academic Development Unit to offer support throughout the preparation process; and guidance documents for staff teams as well as panel members.

In 2013-2014 the Academic Development Unit piloted a new form of support to academic staff teams undergoing PSR. We developed a workshop to support staff teams in the writing of their 'self evaluation report.' This report forms the cornerstone of the review and is typically written by the Head of Subject and Head of Learning and Teaching. The same workshop was run twice, once in August 2013 and once in October 2013, and brought together 2-3 representatives from all the subject teams that were undergoing review in the 2013-2014 academic year. Early findings from evaluating this new workshop include: greater and earlier engagement from staff teams in the PSR process, enhanced knowledge of the nature of the self-evaluation report and adaptations to the approach teams take to writing the self-evaluation report.

In this workshop, we will present a brief overview of the Scottish Quality Enhancement Framework and an outline of findings from our evaluation of the new PSR workshop at the University of Glasgow. We will then facilitate a range of small group activities where participants will have the opportunity to share experiences of departmental teaching review in their own institutions and highlight challenges of quality assurance and enhancement of departmental teaching. We will then draw upon work highlighting the value of strategic academic development support for staff focused upon their roles rather than the stage of their career (MacKenzie et al, 2011) as a way of exploring best practices and new conceptualisations of the role of academic developers in departmental subject review.

**Workshop outline:**

- |         |   |
|---------|---|
| 10 mins | Introduction to Quality Enhancement Framework and results of University of Glasgow PSR workshop evaluation  |
| 20 mins | Share experiences of departmental teaching review or equivalent in participants' institutions and the challenges of these processes   |
| 25 mins | Share real or aspirational examples of good practice in departmental review of teaching   |
| 5 mins  | Academic development focused on academic staff roles  |
| 25 mins | Share reactions to the idea of academic staff role-focused academic development and examples of different areas of practice where participants have used this approach. How does this idea impact on our ideas of best practice in departmental subject review? |
| 5 mins  | Summary and round up  |

**Disclosure of Interest:** None Declared

**Keywords:** Departmental teaching review, Quality assurance, Quality enhancement



#### **04 Strategic educational development**

### **ENGAGING STUDENTS AS PARTNERS IN LEARNING AND TEACHING (2): PRACTICAL GUIDANCE FOR ACADEMIC STAFF AND ACADEMIC DEVELOPERS**

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**Abstract Summary:** In the second paper of this two-part paper presentation, we draw on research outlining the important role of academic developers in supporting academic staff to create opportunities for partnership, to sustain partnerships and to continue to develop new pedagogy and practices through student-staff partnerships.

**Abstract Text:** The second in a two-part presentation, this paper will highlight practical guidance for academic staff wishing to initiate, sustain or extend student-staff partnerships. It will also highlight the key role of academic developers in supporting student-staff partnerships.

A recent publication by Cook-Sather, Bovill and Felten(2014) has synthesized research on student-staff partnerships in learning and teaching. The book provides practical guidance to support academic staff at different stages of partnership. In the early stages of getting started the advice includes: start small; be patient; ensure participation is voluntary; think carefully about which students to involve; create shared aims; cultivate support; and learn from mistakes. The second category of guidance focuses on sustaining and deepening student-faculty partnerships and the advice includes: integrate partnerships into other work; offer credit for working in partnership; enhance diversity in partnerships; offer professional development or training for staff and students involved; value the process; and formally end partnerships. Finally, guidance focuses on negotiating roles and power in partnerships and includes: consider your own attitudes to power; develop ways to negotiate; and be honest about where power imbalance lies. Some brief examples will be used to illustrate this guidance in action including: work building and extending partnerships (Deeley, 2012); and highlighting challenges of dialogue and negotiation (Scandrett, 2010).

We will then explore how academic developers can use this practical guidance to support partnership within some of the opportunities that are open to academic developers due to their unique position in institutions (Bovill, Cook-Sather and Felten, 2011). These opportunities include: building on existing good practice among academic staff who have been working in partnership with students; 'practicing what we preach' in terms of co-creating academic development provision with staff and students; offering academic development and training to both staff and students initiating or sustaining learning and teaching partnerships; and acting as a bridge between academic staff and senior individuals in the institution to influence policy and strategy that reflects the critical position of partnership approaches within higher education. Once again using a small selection of examples, we will illustrate how academic developers are enacting these practices, including work undertaken at Kings College, London where students are acting as co-developers within a Postgraduate Certificate Programme for academic staff (Weller &Kandiko, 2013).

Bovill, C., Cook-Sather, A., and Felten, P. "Students as Co-Creators of Teaching Approaches, Course Design and Curricula: Implications for Academic Developers." *International Journal for Academic Development*, 2011,16(2), 133-145.

Cook-Sather, A., Bovill, C., and Felten, P. *Engaging Students as Partners in Teaching and Learning*. Jossey-Bass, 2014 (forthcoming).

Deeley, S. Co-assessment, a democratic approach to deep learning.Paper presentation at the 5<sup>th</sup> Annual University of Glasgow Learning & Teaching Conference, 19 April 2012. Available:[http://www.gla.ac.uk/media/media\\_231891\\_en.pdf](http://www.gla.ac.uk/media/media_231891_en.pdf)

Scandrett, E. Popular Education in the University'. In Amsler, S. Canaan, J.E., Cowden, S. Motta, S. and Singh, G. (ed.) *Why critical pedagogy and popular education matter today*.Birmingham; C-SAP, 2010. Available from:[http://eprints.aston.ac.uk/9145/1/Critical\\_Pedagogy\\_Popular\\_Education.pdf](http://eprints.aston.ac.uk/9145/1/Critical_Pedagogy_Popular_Education.pdf)

Weller, S. and Kandiki, C. *Students as co-developers*, 2013. Available

from:<http://www.kcl.ac.uk/study/learningteaching/kli/research/sl-partnership/students-as-co-developers.aspx>

**Disclosure of Interest:** None Declared

**Keywords:** partnership, students as partners

**01 Discipline specific educational development**

**“I SAY THIS IS ABOUT YOU”: A DISCIPLINARY SOTL DISCOURSE FROM AUSTRALIA**

Adele Nye <sup>1,\*</sup>

<sup>1</sup>Education, University of New England, Armidale, NSW, Australia

**Abstract Summary:** This paper shares the findings of a decade of research into the scholarship of teaching and learning in the history discipline in Australian universities. It tells a story of a community of practice that is resilient and quietly innovative. By examining the legacies of this signature pedagogy also highlights the intersections between historical thinking, education and practice.

**Abstract Text:** The history discipline in Australian universities has been energized by a growth in interest in the scholarship of teaching and learning, and by the development of national teaching and learning standards. This development has however occurred in the shadow of a changing landscape marked by new governments, public and ideological debates and a regulatory discourse. At an institutional level there has been an embrace of notions of expert, hierarchies, and prestige. Regardless of these shifting discourses, however, there is an innovative disciplinary community of practice at work.

This paper will share the findings of a decade of research in historical thinking and education in Australia. Primarily, it will focus on the findings of *Historical Thinking in Higher Education*, a study that encompassed twelve Australian universities and sought out perceptions of teaching and learning in history by staff and students (Nye et al, 2011). As a scoping study it drew upon a participatory action model of research and aimed to create a community disciplinary dialogue about the teaching of history. It involved 1455 undergraduate students agreeing to fill in a questionnaire and interviewing fifty academics across 6 states and territories.

The study focused on the disciplinary based pedagogical questions: What is historical thinking? What are the skills and benefits of historical thinking? The findings represent a snap shot of perceptions on teaching and learning within the discipline that can now contribute to the contentious discussions about benchmarking and national standards, professional development, transitional learning in tertiary education and academic identity. The study also revealed a quiet modesty among academics. As a result the innovative pedagogy, a dedication to facilitating student agency and stories of personal inspiration, were largely hidden from the broader academic narrative. While historians and history teachers are passionate about their field, they tend not to market the strengths of their discipline to the broader community.

This paper will also draw from earlier research, a doctoral undertaking, which used a longitudinal lens to examine the intersections and legacies of history education and practice. In highlighting the significance of historical practice in the community, in material culture, notions of place and self, provided some of the grounding for the nation wide scoping study.

This paper will critically reflect on a decade of observing and participating in the scholarship of teaching and learning in a long standing disciplinary community. It will also look to the future and speculate on the direction of the disciplinary pedagogical dialogue, the growing community of practice, and the flexibility of the epistemological narratives. Rather than floundering under the pressure of institutional regulation and rationalisation, the history discipline is proving to be forward thinking, engaged, and resilient.

Nye, A. & Hughes-Warrington, M., Roe, J., Russell, P., Deacon, D. & Kiem, P. (2011). Exploring Historical Thinking and Agency with Undergraduate History Students. *Studies in Higher Education*, 36(7), 763-780.

**Disclosure of Interest:** None Declared

**Keywords:** Australia, Higher Education, History Discipline, Scholarship of teaching and learning

*05 Educational leadership/ Academic leadership*

**PEER REVIEW OF TEACHING FOR DECISION MAKING**

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**Abstract Summary:** We have introduced a whole of university approach to the peer review of teaching for internal teaching awards and for academic promotion. This paper will examine the issues that must be considered when implementing a high stakes process for peer review of teaching where the reports are used for decision making purposes.

**Abstract Text:** Peer review is a commonly accepted quality assurance process for research output; it has not been systematically applied in a similar way to the teaching context. Although formative peer review for individual development and practice improvement has become more acceptable (Bell, 2012), the use of peer review for summative or decision making purposes has met resistance from many academics (Iqbal, 2013).

We have used the outputs from an Office for Learning and Teaching project (OLT, 2006) to construct a whole of university implementation of a summative peer review of teaching process (RMIT 2013). This process involved significant stakeholder consultation across the institution, the preparation of suitable templates for the peer review process, the development of protocols around the selection of peer reviewers, the actual peer review session itself and the nature of the peer review reports.

The selection of the peer reviewers and the training process for both those being peer reviewed and those undertaking the peer review proved critical to the acceptance of the process. The training process consists of a three hour workshop where potential peer reviewers engage with three videos of different sessions and use the peer review templates to workshop their interpretation of the evidence they have seen in the videos compared to the dimensions of teaching outlined in the review templates. The peer reviewers discuss with each their understanding and interpretation of the dimensions of teaching outlined in the templates and the amount of evidence expected to be present in a teaching session. To date we have found that the majority of peer reviewers agree within our margin of tolerance after workshoping the dimensions of teaching and the evidence required for effective teaching.

The peer reviewers are endorsed by the senior executive of the University and their names are published on the University website. This is to ensure transparency in the selection of peer reviewers and also to ensure some status is associated with being a University endorsed peer reviewer of teaching.

Academics are not able to choose their peer reviewers but do have a right to request that certain names on the published list are not chosen as their peer reviewers. Two peer reviewers observe a teaching instance; the academic being reviewed chooses the instance. Peer reviewers are not chosen from the same school or department as the academic being reviewed, but one peer reviewer is a designated learning and teaching expert and the other a discipline expert in the same broad area as the academic being reviewed from the same Faculty or College.

The implementation is being staged with the process introduced initially for those applying for internal teaching awards and then extended to those applying for academic promotion. Having a staged process for the implementation was another critical factor in gaining acceptance amongst the academic staff.

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Bell, M. (2012). *Peer Observation Partnerships in Higher Education*, 2 Edn, Higher Educational Research and Development Society of Australasia, Milperra.

Iqbal, I. (2013). Academics' resistance to summative peer review of teaching: questionable rewards and the importance of student evaluations. *Teaching in Higher Education*, 18, 557-569.

OLT (2006). <http://www.olt.gov.au/project-develop-implement-pilot-program-unsw-2006>

RMIT (2013). <http://www.rmit.edu.au/teaching/peer-review>

**Disclosure of Interest:** None Declared

**Keywords:** academic promotion, peer review

#### **04 Strategic educational development**

##### **DIVERSITY IN THE INTERNATIONAL CLASSROOM**

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<sup>1</sup>Centre for Teaching and Learning, School of Business and Social Sciences, <sup>2</sup> Centre for Teaching Development and Digital Media, Faculty of Arts, Aarhus University, Aarhus, Denmark, <sup>3</sup>Faculty of Medical Sciences, <sup>4</sup>Office of the University International Relations, University of Groningen, Groningen, Netherlands

**Abstract Summary:** This workshop focuses on the quality of the content and on strategies for integrating an international dimension into the purpose, functions and delivery of higher education. The purpose is to share experiences and successful practices, as well as to discuss possible solutions to issues that arise when we attempt to reach a high qualitative level of internationalisation.

**Abstract Text:** When gauging the results of internationalisation, higher education institutions and other stakeholders typically focus their attention on numbers – such as numbers of strategic partnerships or Erasmus Mundus programmes, numbers of international full-degree or international students, and numbers of international faculty members. However, while these numbers may be indicators, they do not in themselves document the quality or truly international dimension of the programmes offered by a particular higher education institution.

The conceptual framework for the workshop is based on two seminal definitions of international education: Knight's view of internationalisation as 'the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels' (Knight 2008:21; 2012), and Leask's understanding of the internationalisation of the curriculum as 'the incorporation of an intercultural and international dimension into the content of the curriculum as well as the teaching and learning processes and support services of a programme of study.' According to Leask, '[a]n internationalised curriculum will engage students with internationally informed research and cultural and linguistic diversity. It will purposefully develop their international and intercultural perspectives as global professionals and citizens' (Leask 2009:209). The purpose of the workshop is to share experiences and successful practices, as well as to discuss possible solutions to (some of) the issues that arise when we attempt to reach a high qualitative level of internationalisation as defined by Knight and Leask. We will approach the issues from the conceptual framework and from practical experience garnered from projects at the University of Groningen (NL) and Aarhus University (DK) as well as other higher education institutions represented at the workshop. The expected outcome of the workshop is a draft catalogue of solutions to some of the issues raised during the discussion.

Structure of the workshop:

A brief introduction to the workshop: Setting the scene (10 minutes).

A brief introduction of all participants (format depends on the number of participants; max. 10 minutes)

Small group activity: Sharing of experience in diversity or international classroom projects with a view to identifying issues and their possible solutions, i.e. successful practice (30 minutes). Outcome: Keywords on one-page flip chart.

Presentation and joint discussion of the results of the small group activity. Outcome: The identification of key issues and possible solutions to them (30 minutes).

Wrapping up the workshop (10 minutes).

References:

Knight, J. 2008. *Higher Education in Turmoil. The Changing World of Internationalization*. Sense Publishers.

Knight, J. 2012. Concepts, Rationales, and Interpretive Frameworks in the Internationalization of Higher Education in Deardorff et al. 2012. *The Sage Handbook of International Higher Education*. A Publication of the Association of International Education Administrators. Published in cooperation with the *Journal of Studies in International Education*. Sage.

Leask, B. 2009. Using formal and informal curricula to improve interactions between home and international students. *Journal of Studies in International Education*, 13.2.

**Disclosure of Interest:** None Declared

**Keywords:** Diversity, Internationalisation of Higher Education, Quality, Strategic educational development

#### ***04 Strategic educational development***

### **UTILIZING STUDENT CONSULTANTS TO EMPOWER INSTITUTIONAL CHANGE: AN INTERNATIONAL COMPARISON**

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<sup>1</sup>Faculty Center for Teaching Excellence, Utah Valley University, Orem, United States, <sup>2</sup>Teikyo University, Tokyo, Japan, <sup>3</sup>Brigham Young University, Provo, Utah, United States

**Abstract Summary:** Student feedback provides valuable information to professors, helps empowers students, and drive institutional improvement. The Student Consulting on Teaching (SCOT) program trains students to provide a variety of services. This session compares the outcomes from two SCOT programs: one in the U.S. and one in Japan. Data from these programs illustrate the value of SCOTs in teaching and learning.

**Abstract Text:** Professors who receive feedback from their students open a two-way dialogue about the students' learning in a way that can remove misunderstandings and barriers to learning (Diamond, 2004). End of semester evaluations are a common method for evaluating teaching; however, they are of little value to measuring learning. Midterm evaluations attempt to rectify this problem. According to Keutzer, (1993) midterm evaluations empower students in the educational process, allow professors to make changes to current course, and give professors candid feedback without evaluations going to administrators.

Student feedback can be an important component of enriching student learning. This gives students an opportunity to share their unique views on teaching and learning with the professor, sometimes referred to as *student voice*, allows students to help shape their education (Cook-Sather, 2006). Additionally, professors who solicit student feedback on their teaching can build rapport with students and show students that their ideas are valuable, enriching the learning environment, and increase student engagement (Cook-Sather, 2006). Specially trained students, called student consultants, are one way faculty can receive this type of feedback from students. Student consultants support faculty development by revising this relationship between professors and their students (Cook-Sather, 2009). Student consultants may be able to tap into information by students in these classes that these same students may be unwilling to supply to the professors.

Five years ago, the university in the United States began a Student Consulting on Teaching (SCOT) program to help professors solicit feedback from their students on teaching effectiveness and student learning. SCOTs can provide suggestions for improvement from a student perspective. SCOTs provide different services including: classroom observations, conducting classroom focus groups, filming a professor teaching, and reviewing syllabi. As Sorenson (1994) explained, "Just as instructors need feedback, student observer/consultant programs require feedback and suggestions to improve" (p. 103). From the inception of this program data has been gathered looking at faculty satisfaction, program productivity, service popularity, and faculty utilization of the SCOT program. This data will be presented. In addition, this program has begun to shape the culture of the institution as a whole, for instance becoming a valuable tool in the Retention, Tenure, and Promotion (RTP) process.

Three years ago, the university in Japan initiated their SCOT program, funded in part by the Ministry of Education. Results have been collected and services adapted to meet the needs of this institution The SCOT program at this university features a unique adaptation to the traditional model, in that SCOT students are designated either as "Senior SCOT's" or "SCOT Trainees." Leading the development of SCOT in Japan, this university is effectively undertaking a significant paradigm shift, encouraging the transition from teacher-centered to student-centered teaching and learning.

#### **Activities and Learning Outcomes:**

Participants will examine and discuss the value of the student voice, the presentation of the data on faculty utilization and satisfaction of the SCOT program, and create a plan about beginning a SCOT program at their institution along with solutions to potential obstacles.

**Disclosure of Interest:** None Declared

**Keywords:** Student Consultants, teaching and learning, assessment

### **01 Discipline specific educational development**

#### **TEACHING ASSISTANT FIRST EXPERIENCE OF TEACHING: SOLVING PROBLEMS AND LEARNING REFLEXIVITY**

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<sup>1</sup>Center for Teaching and Learning, University of Lausanne, Lausanne, Switzerland

**Abstract Summary:** At the University of Lausanne, teaching assistants are young researchers who prepare a PhD and are involved in one or several teaching activities. We analysed their first experience of teaching described in a report they write at the end of a three days training programme. This highlighted the main pedagogical issues they face and provided feedback about our training and counselling practices.

**Abstract Text:** At the University of Lausanne, teaching assistants are young researchers who prepare a PhD and are involved in one or several teaching activities. Their prior experiences of teaching are various (Demougeot-Lebel & Perret, 2010; Wright, Bergom, & Brooks, 2011). Some have no experience while some others have an experience in teaching in other contexts (adult training, secondary school, etc.). Their roles and tasks regarding teaching at the university are also various. Some have no autonomy while some others are in charge of courses with large groups of students during a whole semester.

They can register in a three days training programme "introduction to university teaching". The contents are centred on learning outcomes, organisation of contents of teaching, teaching methods, assessment strategies, micro-teaching and managing students groups. At the end of the programme they are asked to describe one of their first experiences of teaching by answering to several questions based on the Kolb's cycle model (Kolb, 1984). They describe a pedagogical issue they experienced (e.g. managing students groups, teaching large classes, organising students participation in seminars, etc.), analyse it and propose solutions to deal with it. In 2013, we conducted a research to answer the following questions:

- What are the main issues they face while teaching for the first time?
- How do they deal with these issues to find pedagogical solutions?

By answering these questions, we could better know their teaching contexts and improve both the organisation of the pedagogical training and our counselling practices.

We analysed the written reports of 103 teaching assistants (from all the University Schools) through a content analysis method. The analysis categories were: 1. Their conceptions of their own roles as teachers; 2. The pedagogical issues they face; 3. Their strategies to deal with those issues; 4. The pedagogical solutions they find to deal with those issues; 5. How they perceive the impact of the pedagogical training on their teaching experience and found solutions; 6. How they perceive their teaching autonomy; 7. The perception of their place in their pedagogical team; 8. Their conceptions and approaches of teaching; 9. How they consider their teaching competences.

The main results of our analysis are:

- The teaching assistants feel relatively alone regarding the teaching roles and the issues they face during their first experiences;
- They don't clearly rely what they learned from the three days pedagogical training with the solutions they find to deal with the issues they face;
- They have difficulties to analyse the reasons why the issues arouse and find practical solutions to implement into their teaching.

In our presentation we will present and discuss the results of our research. We will also discuss what we learned from this to improve our practices, especially about the contents and organisation of the pedagogical training, our counselling to teaching assistants to support their autonomy in analysing their experience and developing their reflexivity, as well as our counselling to professors in managing their teaching assistants team.

Demougeot-Lebel, J., & Perret, C. (2010). Les chargés de TD/TP ont-ils tous les mêmes inquiétudes avant leurs premières interventions face aux étudiants? *Recherches en éducation*, 9, 99–113.

Kolb, D. A. (1984). *Experiential Learning - Experience as the source of learning and development*. Englewoods Cliffs (NJ): Prentice-Hall.

Wright, M. C., Bergom, I., & Brooks, M. (2011). The Role of Teaching Assistants in Student-Centered Learning: Benefits, Costs, and Negotiations. *Innovative Higher Education*, 36, 331–342.

**Disclosure of Interest:** None Declared

**Keywords:** teaching assistants, teaching experience

#### **04 Strategic educational development**

### **STRATEGIC SUPPORT FOR NON-TRADITIONAL STUDENTS IN HIGHER EDUCATION USING A RESILIENCE FRAMEWORK**

Debby Cotton <sup>1</sup> Tricia Nash <sup>1</sup> Pauline Kneale <sup>1</sup>

<sup>1</sup>Plymouth University, Plymouth, United Kingdom

**Abstract Summary:** This paper reports on 2 recent research projects concerning the experiences of non-traditional students in HE in order to explore how universities could enhance support for such students. We discuss the potential for using a resilience framework to assess the risk and protective factors which impact on students' retention and success, and therefore help target support where it is most needed.

#### **Abstract Text: Rationale:**

Research indicates that non-traditional groups (e.g. low income students, first generation students and care leavers) are generally less likely to complete HE programmes successfully (Corver, 2005). However, there are substantial variations between different universities in this respect, indicating that support whilst in HE can make a significant difference. Care leavers (those who have been previously looked after by the local authority) are particularly at risk of withdrawal or failure due to lack of information about HE as well as low educational expectations and the absence of continuing personal support once at university (Jackson et al., 2005). This group are one of the most under-represented in HE, and they often struggle to cope financially and emotionally.

#### **Research question and conceptual framework:**

A key question underpinning this research is: What makes a difference to outcomes for these groups of students? To help us explore this further, the concept of resilience has been utilised in our analysis. Resilience refers to a positive adaptation in the context of adversity (Luthar, 2003). It is viewed as a continuum, influenced by a range of risk and protective factors. The concept of a resilience framework has been used for some time in the mental health arena and increasingly in education to explore the factors which help some students succeed despite a number of adverse conditions. Whilst it has also been used previously to analyse care leavers' experiences in HE (e.g. Stein, 2008), the wider potential for this framework to guide strategic decisions targeting of support efforts for other groups has been under-explored.

#### **Methods:**

This paper reports on the findings of two distinct, but interlinked, research projects. The first explored the experiences of students who participated in the first year of the National Scholarship Programme (NSP) - a scheme which provided additional financial support for low-income students in the UK - alongside a matched sample. Mixed methods included an online questionnaire, tracking attainment data and interviews. The second project explored the HE experiences of care leaver students through in-depth semi-structured interviews. In both projects, parts of the data-set were analysed using a resilience framework to identify risk and protective factors for individual students and compare these to outcomes.

#### **Findings:**

The findings suggest that it is possible to identify key factors which underpin success in HE. Risk factors include: poor educational background and prior attainment; negative early childhood experiences; instrumental reasons for study; poor health; financial difficulties; poor self-identity. As well as the converse of the above, protective factors include: Good prior preparation for HE and independent study; intrinsic motivation; strong support networks, particularly a relationship with a trusted adult; and academic support, especially around placements or dissertation. Although a number of the factors impacting on educational resilience are beyond the university's control, many others are open to influence. Both projects indicate that early identification of students at risk together with targeted support measures could impact positively on outcomes.

#### **Implications for educational development:**

Whilst the research is still at an early stage, the use of a resilience framework seems to provide significant potential for developing a self-assessment tool for students and also for providing focused training and development for academic and support staff around identifying and supporting students at risk.

#### **References:**

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Jackson, S., Ajayi, S. and Quigley, M. (2005) *Going to University from Care*. Institute of Education, UK.  
Luthar, S.S. (Ed) (2003) *Resilience and Vulnerability: Adaptation in the Context of Childhood Adversities*. CUP  
Stein, M. (2008) *Resilience and Young People Leaving Care*. *Child Care in Practice* 14(1):35-44.

**Disclosure of Interest:** None Declared

**Keywords:** attainment, care leavers, resilience, retention, widening participation

#### **04 Strategic educational development**

### **DEVELOPING THE PEDAGOGY OF GENERIC DOCTORAL SUPPORT: STRATEGIC EDUCATIONAL DEVELOPMENT**

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<sup>1</sup>The University of Auckland, Auckland, <sup>2</sup>Victoria University of Wellington, Wellington, New Zealand

**Abstract Summary:** Increasingly doctoral supervision is complemented by generic doctoral support. Here, qualitative data from practitioner (N34) identification of criteria for good generic doctoral support begins the task of building its pedagogy. Seven themes identified in the data are discussed and then summarised as a benchmarking model, with attendees to the paper invited to offer their criteria.

**Abstract Text:** Increasingly doctoral supervision is complemented by generic doctoral support. Yet, although the provision of generic doctoral skills is a flourishing new practice, very little scholarship has focussed on generic doctoral support's pedagogy, particularly in comparison with attention given to supervision. However, generic support does equally important work in complementing supervision and alleviating the complex process whereby doctoral students develop a credible researcher identity (McAlpine and Amundsen, 2007). Thus students gain a more sophisticated understanding of their research an overview perspective, a meta-analysis of the whole doctoral process (Carter and Laurs, forthcoming). Classroom discussion across disciplines makes epistemologies more apparent. Generic support is the strongest option for addressing some challenges of doctoral education. Inductions to the doctorate mean that students enter their programs with their eyes open. International students coping with different cultural contexts (Cotterall, 2011), students whose first language is not English, students who lose confidence and motivation are frequently more comfortable learning how to overcome challenges in a neutral generic environment outside of department politics and scrutiny. Help with issues that affect some students across campus and not all, becomes fiscally viable to provide across campus: 'If particular skills are useful across a range of fields, then there may be efficiencies in regarding them as generic and teaching them as such' (Rob Gilbert et al. 2004: 386). It is possible working across campus and even across institutions to foster equity for minority groups, such as indigenous, who are currently significantly under-represented in doctoral success. Writing workshops focussing on the genre of the thesis supplements supervisory comments that relate to the discipline (Aitchison, Kamler and Lee, 2010). Not all supervisors are good at giving clear feedback on writing (Paré, 2011), whereas those working from a generic position have expertise in this area (Barnacle and Dall'Alba, 2013).

Because providers of generic doctoral support are more vulnerable than supervisors to restructuring, it is important that they begin to research, articulate and claim their work as an area of academic expertise or they risk the devolvement of their work (Clerehan, 2007). Here, qualitative data from practitioner (N34) identification of criteria for good generic doctoral support begins the task of building its pedagogy. Seven themes identified in the data are discussed and then summarised as a benchmarking model, with attendees to the paper invited to offer their criteria.

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**Disclosure of Interest:** None Declared

**Keywords:** generic doctoral support, learning advisor role in doctoral teaching



## *02 Scholarship of teaching and learning*

### **COMMUNITIES OF TEACHING PRACTICE IN THE WORKPLACE: HOW ARE THEY PERCEIVED?**

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**Abstract Summary:** This study involves the impact of The University Teaching Qualification programme on teachers' educational workplace environment. 23 Teachers participated in a qualitative research design. From the focus groups three main themes came up: increased participation in educational networking, the importance of the role of coaching and mentoring and enabling and hindering organisational aspects.

#### **Abstract Text: Introduction**

The University Teaching Qualification (UTQ) has started in 2007 at the faculty of Health, Medicine and Life Sciences. Already more than 100 teachers successfully passed this program. As an increasing number of faculty members is UTQ certified, we may expect an impact on the departmental level of the organization. Do the UTQ certified teachers act as educational advocates in their department? Research on faculty development mainly focuses on the individual level. In a review of O'Sullivan et al. research on professional development of teachers on a group level is promoted. A new framework is presented, in which the faculty development community and the workplace community are distinguished. Key components as coaching and relationships and networks are associated with concrete processes which take place in the work environment of teachers.

In this study the framework from O'Sullivan was used and elaborated to what extent the teaching commons from UTQ were actually practiced in the workplace community.

The main research question was: What is the impact of the UTQ-programme on teachers' educational workplace environment?

#### **Methods**

A quantitative research method was used, namely the focus group methodology.

Respondents were 23 teachers, randomly sampled from the total group of teachers who attended and successfully finished UTQ. Four focus groups have been conducted to discuss the relevant themes, facilitated by a moderator. Afterwards, the discussions were analyzed thematically.

#### **Discussion**

From all four focus groups three main themes came up: increased participation in educational networking, the importance of the role of coaching and mentoring and enabling and hindering organisational aspects.

The relevance of this study is to find out how we can further strengthen communities of teaching practices in the workplace. What can we do to improve: educational networking and coaching and mentoring activities?

Information about supporting and hindering factors in the work environment will be of practical relevance for tailor made faculty development activities.

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**Disclosure of Interest:** None Declared

**Keywords:** coaching, relationships and networks, workplace learning

#### ***04 Strategic educational development***

### **FRESH THINKING AND AUTHENTIC PRACTICE IN ACADEMIC STAFF DEVELOPMENT: CAN YOU CONVINCE THE ACADEMIC BOARD?**

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<sup>1</sup>Academic Professional Development, Edinburgh Napier University, <sup>2</sup>Institute for Academic Development, University of Edinburgh, Edinburgh, United Kingdom

**Abstract Summary:** Join us to consider fresh ways of enacting academic staff development that focus on opportunities for learning in academic practice contexts. We will first discuss research into one example of authentic, practice-based development: secondment. Then, with other participants, you will formulate a plan for introducing **your** example and attempt to convince our (hastily constituted!) Academic Board.

**Abstract Text:** This workshop will provide an opportunity for you to consider fresh ways of thinking about academic staff development that focus on utilising opportunities for learning in everyday academic practice. Boud and Brew (2013) contend that academic development enacted in practice-based contexts enables more authentic and effective continuing professional learning for academics. An interactive exercise will invite you, within a grouping of participants, to formulate a plan for enabling such learning in a practice-based context and then convince our (hastily constituted!) Academic Board to support your ideas.

Mechanistic training models can reduce academic staff development to a deficit assumption about the need to plug gaps in an individual's skills and knowledge, during decontextualized courses and events. Boud and Brew (2013) call for an end to this reductionist view of what academics do and how they can develop. They suggest that academic staff development should move closer to workplace settings in order to focus on and influence the development of collective practice.

We will begin by presenting one example of authentic practice-based academic development: internal secondment. Internal secondments enable staff from one part of a university to work on a fractional and/or short-term basis in another, usually on a sustained piece of work of strategic importance to the university which will have an impact beyond the life of the secondment itself. Importantly, internal secondments can be understood as authentic, practice-based academic staff development activities. Based on the outcomes of our research into secondment practice, we claim that carefully-planned and well-supported secondments have the potential to enhance the 'fostering' aspects and to minimise the 'inhibitors' of learning at work. Participants will learn through the voices of some secondees how this is achieved.

We will then invite you to join a grouping of participants to develop one example of authentic, practice-based academic staff development, create a plan for action and pitch your ideas to the 'Academic Board'. The Academic Board will then decide whether or not to support your idea.

By the end of the session, you will have:

- learnt about the practice of internal secondment to academic development units
- shared your experience
- contributed to an engaging activity
- considered the value of authentic, practice-based academic staff development

#### **Workshop timetable**

<b>Time</b>	<b>Activity</b>
10 mins	<b>Welcome and introduction</b> Presentation: Authentic practice-based experience
10mins	<b>Sharing our practice:</b> Participants discuss experience of practice-based approaches
10 mins	<b>Learning from research:</b> Secondment as an example of practice-based approach: what the secondees and their academic leaders said
30mins	<b>Group activity:</b> Planning a practice-based approach to academic development - using group's own or provided example
20 mins	<b>Pitching your group's idea to the Academic Board.</b> Learn the verdict!
10 mins	<b>Concluding discussion:</b> how can authentic practice-based approaches be introduced and

supported?

**References**Boud, D and Brew, A (2013) Reconceptualising academic work as professional practice: implications for academic development *International Journal for Academic Development* 18(3), pp 208-221

**Disclosure of Interest:** None Declared

**Keywords:** academic staff development, authentic workplace settings, practice-based contexts , secondment

### *01 Discipline specific educational development*

#### **TRAINEES IN DIFFICULTIES: PERSONAL AND CULTURAL CHALLENGES**

Mette K. Christensen<sup>1</sup>, Lotte O'Neill<sup>1</sup>, Dorthe H. Hansen<sup>1</sup>, Karen Norberg<sup>2</sup>, Signe G. Brøndt<sup>1</sup>, Rune D. Jensen<sup>1</sup>, Peder Charles<sup>1</sup>, Lene S. Mortensen<sup>3,4</sup>

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**Abstract Summary:** The international literature reports that 3-10% of doctors are trainees in difficulties. The aim of this study was to identify the characteristics of trainees in difficulties in Denmark. A questionnaire survey and three focus group interviews reported that the prevalence of trainees in difficulty was 6.8%. Reported behaviors and causes were mainly in the realm of professionalism and personality.

**Abstract Text:** This paper presents the results from a study on trainees in difficulties during their postgraduate medical education at Danish hospitals. The study concerns the demographic characteristics of trainees in difficulties, the reported behaviors problems, and the presumed contributory causes of the difficulties as they are perceived by the consultants responsible for education in clinical departments (CRE).

International literature reports that around 3-10% of doctors in postgraduate medical education are trainees in difficulties (also termed problem residents or residents in difficulty). A trainee in difficulty is a doctor struggling to comply with educational requirements and occupational adaptation. Consequently, a trainee in difficulty risks being a liability to patients' health care.<sup>1-3</sup> According to the medical education literature, some trainees in difficulties fail to show the expected medical competences at the right point in time and in the right situations; some experience illness or psychological distress, and some struggle to fit in with the culture in a specific ward<sup>4-6</sup>. Helping trainees in difficulties is a challenging task for the CRE, because trainees in difficulties make up a heterogeneous group of doctors with different needs and positions, and because national differences in educational organization and curricula may influence the characteristics of trainees in difficulties<sup>7-10</sup>. In Denmark, the exact number of trainees in difficulties is unknown, and this specific group of doctors has not yet been the object of investigation in a Danish context.

The aim of the study was to identify the prevalence and characteristics of trainees in difficulties in the Danish health care system. A questionnaire was distributed to 157 (all) CREs in Central Denmark Region. In addition, focus group interviews with CREs were completed with three groups of 6-8 CREs in each group. The survey response rate was 73.3% (115/157). The results showed that the prevalence of trainees in difficulty in the region was reported to be 6.8% (138/2014). The respondents reported a median of one trainee in difficulty per department in 2012. There were no differences in gender. Reported behaviors and causes were mainly in the realm of leadership, professionalism and personal attributes. The results raise questions regarding the seemingly discrepancy between on the one hand the reported behavioral problems being a matter of the anticipated social relationship between the doctor and his/her workplace environment, and on the other hand the strong emphasis on individual attributes as the explaining causes to the difficulties.

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**Disclosure of Interest:** None Declared

**Keywords:** Adult education, Medical education, Postgraduate, Professionalism, Trainee in difficulty

### **01 Discipline specific educational development**

#### **STRUGGLING DOCTORS IN SPECIALIST TRAINING: A CASE-CONTROL STUDY.**

Lotte Dyhrberg O'Neill <sup>1,\*</sup>Rune D. Jensen <sup>1</sup>Signe G. Brøndt <sup>1</sup>Lene S. Mortensen <sup>2,3</sup>Peder Charles <sup>1</sup>Mette K. Christensen <sup>1</sup>

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**Abstract Summary:** The aim of this cumulative incidence case-control study was to examine: *if* struggling trainees in medical specialist training (cases) tended to struggle already in medical school or not compared to non-struggling controls, and *which* performance indicators during medical school seemed to predict struggling in postgraduate education if any. The study design is rooted in epidemiological methodology.

**Abstract Text:** It has been reported in the international literature, that around 3-10% of doctors in post-graduate specialist training are struggling to comply with educational requirements.<sup>1-3</sup> A struggling doctor risks being a liability to patients health care. In the medical education literature, early identification and support of strugglers has been proposed as an important investment in the development and training of future health professionals, and as the gold standard for educational supervision.<sup>2,4-6</sup> Therefore, the aim of this study was to examine: *if* strugglers in specialist training (cases) tended to struggle already in medical school or not compared to controls (non-strugglers), and *which* performance indicators during medical school seemed to predict struggling in postgraduate education if any. The study design is that of a cumulative incidence case-control study, which is rooted in epidemiological methodology, but this method is also used by the research community in medical education.<sup>4,7-8</sup> The source population was all active regional specialist trainees in 2010-June 2013 who were graduates from Aarhus University. Cases were defined as doctors in specialist training who either: *decelerated* (i.e. had long or repeated episodes of leave of absence, unknown absence, illness, or inadequate development of competences), or *transferred* (i.e. had unplanned changes in place of training/ward due to failure to thrive or due to inadequate development of competences), or *dropped out* (i.e. were dismissed from, had resigned from, or changed their speciality). Controls were a random sample of doctors in the source population, who were not identified as cases in the case extraction period. We aimed at a case-control ratio of 1:4 and intend to match on graduation year. Ten different performance measures relating to medical school admission, first year performance and overall program performances will be examined, such as: pre-university exam type, pre-university grade-point averages, program priority on the application form, number of resits in year 1, number of dispensation applications during year 1, causes given for seeking dispensations to progress, total number of resits, total number of dispensation applications, average grades in medical school, and program completion time. At the present we have identified 90 cases and 343 controls. We expect the study to be completed in the spring of 2014. To the best of our knowledge, nobody has examined this particular question before, though a few studies have examined the relationships between medical student behaviours and performances and subsequent professional misconduct or disciplinary action with the same study design and found positive associations.<sup>4,7</sup>

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**Disclosure of Interest:** None Declared

**Keywords:** Epidemiological methodology, Medical education, Observational study, Quantitative educational research, Students in difficulty

## *02 Scholarship of teaching and learning*

### **EXTERNAL PART TIME TEACHERS ASSOCIATION IN A COMPLEX ORGANIZATION**

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**Abstract Summary:** The external teachers used at our faculty have a low to modest association with the organization, a situation that does provide certain challenges to the educational planning.

We present three cases and describe influences on the components:

6. Technology: LMS implementation
7. Task: Course Management
8. Structure: Support

The participants rotate between three tables and the results are compiled.

**Abstract Text:** As a faculty we often use teachers whose primary job is outside the organization. These external teachers have a low to modest association with the organization, a situation that does provide certain challenges to the educational planning.

We find that the challenges are connected to the teachers' relations to central components in the organization. On that condition we choose to base the cases in Leawitt's Diamond. According to this model an organization consists of four basic components: People, Technology, Task and Structure. A change in one of the components always has influence on the others.

External part time teachers are associated with the organization in a distinctively different way than the classical full time employed teacher. That makes a difference in the people component. At the workshop we present three cases describing how this difference influences on the components: Technology, Task and Structure.

In each case we will describe

- The impact of the component in the specific case due to the use of external part time teachers
- The methods and tools we use to solve problems attached to association

#### **Case 1 – The Technology Component: Implementation of a learning management system**

Recently we implemented a new learning management system at Aarhus University. To make the best use of the system both technically, administratively and pedagogically we need commitment from all teachers within the organization.

Case questions:

- What influence does weak association have on dynamic involvement in a learning management system?
- Which methods and tools are used to strengthen teachers' involvement and increase learning benefits for the students?

#### **Case 2 – The Task Component: Course Management**

In 2011 the Faculty of Health Sciences at Aarhus University, Denmark, introduced a new curriculum for the Master's program in Medicine including longitudinal courses on professionalism each semester. The course manager needs to control that the courses convenes smoothly for both teachers and students.

Case questions:

- What influence does weak association have on external part time teachers' inclination and possibility to do the administrative tasks in their job?
- Which methods and tools does the course manager use to meet possible problems?

#### **Case 3 – The Structure Component: Support**

Often organization structures are built to cover average employment conditions. That can be a challenge in support situations with external part time teachers.

Case questions:

- What influence does weak association have on external part time teachers' possibility to contract formal support structures?
- Which methods and tools, including ad hoc support, are used by the supporter to meet possible problems?

We find that this subject is a field of development and our aim is to share and discuss our practical experiences with the participants at the workshop.

The participants rotate between three tables. At each table is presented and discussed a case using both verbal and visual communication. The results of the discussions are captured and showed in a collective presentation in the end.

#### **Program**

Introduction: 10 minutes

Case presentation and discussion: 20 minutes for each case, 60 minutes in total

- Case 1: Technology
- Case 2: Task
- Case 3: Structure

Compilation, 20 minutes

**Disclosure of Interest:** None Declared

**Keywords:** course management, external teachers, LMS implementation, organizational association, support

## *02 Scholarship of teaching and learning*

### **SIGNIFICANT NETWORKS AND SIGNIFICANT CONVERSATIONS OF APPLICANTS FOR THE TEACHERS' ACADEMY**

Eeva Pyörälä<sup>1</sup>, Laura Hirsto<sup>2</sup>, Auli Toom<sup>3</sup>, Liisa Myyry<sup>4</sup>, Sari Lindblom-Ylänne<sup>5</sup>

<sup>1</sup>Faculty of Medicine, <sup>2</sup>Faculty of Theology, <sup>3</sup>Faculty of Behavioral Sciences, <sup>4</sup>Faculty of Social Sciences, <sup>5</sup> Centre for Research and Development of Higher Education, University of Helsinki, Helsinki, Finland

**Abstract Summary:** The Teachers' Academy was established at the University of Helsinki to reward scholarly teachers. One selection criteria was collaboration in educational development. The applicants' significant networks and conversations were studied. The disciplinary networks were the most significant for the teachers. They had meaningful conversations with colleagues, students and peers in staff development.

#### **Abstract Text:**

##### **Introduction**

This paper examines teachers' significant networks and conversations as forms of collaborative educational development. The participants of the study are applicants for the Teachers' Academy at the University of Helsinki.

The Teachers' Academy is an award system established in 2012. It is based on a theoretical model of Scholarship of teaching and learning (Boyer 1990, Trigwell et al. 2000, Kreber 2002), and international examples of award systems (Olsson & Roxå 2008, Mårtensson et al. 2011, Thibault et al. 2003, Irby et al. 2005). The Academy members are scholarly teachers who form a multidisciplinary community promoting good educational practices between the faculties and disciplines. Members and their home-units are given a two-year grant for educational development.

The Academy aims not only to reward individual excellent teachers but to enhance the instructional culture across the University. One of its criteria focuses on teachers' collaboration and dissemination of their expertise with the academic community. These teachers promote Communities of practice, in which teachers, researchers and students collectively engage in learning processes (Wenger 1998). Collaboration is manifested in teachers' significant networks supporting educational development and in meaningful conversations in which they test ideas and create a new level of understanding (Mårtensson et al. 2006, Roxå & Mårtensson 2009).

##### **Material and methods**

The new award system for excellent teachers is investigated in a longitudinal research project started during the first application round. All 133 applicants were sent a survey consisting of quantitative and qualitative questions, and 46 (35 %) of them responded. 32 of the respondents were women and 14 men. Their age ranged from 39 to 66 years. 17 were selected and 29 were not selected to the Academy. The respondents represented well the faculties and disciplines of the University.

This part of the study focuses on two open-ended questions: (1) To which teacher networks and communities do you belong? (2) With whom do you have significant conversation on teaching and learning? The respondents' answers to these questions were studied with qualitative content analysis, in which the meaning units were condensed into categories (Graneheim & Lundman 2004, Cohen 2004).

##### **Results**

The disciplinary networks were the most meaningful for the teachers, both in their home units and in international and national contexts. Disciplinary networks stimulated the respondents' teaching and research. Respondents described significant networks at different institutional levels, at units, departments, faculties, universities as well as national and international organizations. Some respondents wished that the Teachers' Academy would provide them with a new significant network.

Nearly all the respondents expressed they had significant conversations with their disciplinary colleagues. Teachers valued highly the reciprocal discussions with their undergraduate and graduate students. Conversations in pedagogical courses with peers and teachers across the departments and faculties stimulated the respondents. Teachers also appreciated educational discussions with their family members and friends.

##### **Discussion**

This study gives an insight into the variety of teachers' collaborative educational practices. International, national and local disciplinary networks inspired teachers in education and research. They had significant conversations with colleagues and students in their units and beyond the organizational boundaries (Roxå & Mårtensson 2009), and with their peers in pedagogical courses. Collective learning between teachers, researchers and students was detected in teachers' answers concerning significant conversations (Wenger 1998). The questions of credibility and transferability of the study will be addressed to in the paper. Complementary data are needed to further analyse teachers' collaboration in educational development.



**Disclosure of Interest:** None Declared

**Keywords:** Collaborative educational development , Communities of Practice , Scholarship of teaching and learning , Significant networks and conversations , Teachers' Academy

**01 Discipline specific educational development**

**CONNECTING CORE COURSES TO PRACTICE: AN INTEGRATIVE PUBLIC HEALTH PROJECT**

Cecilia Hegamin-Younger <sup>1,\*</sup>

<sup>1</sup>Public Health and Preventive Medicine, St. George's University, St. George, Grenada

**Abstract Summary:** This presentation will describe how an integrated multi-course project, an authentic, evidence-based assessment, responds to the needs of the regional workforce through an interdisciplinary training project. The goal of this presentation is to discuss the process of developing an authentic integrative learning project and to demonstrate its impact on student learning.

**Abstract Text:** The *Integrative Public Health Project* is an interdisciplinary MPH project undertaken by first term students to provide evidence and recommendations to the Ministry of Health of various Caribbean Island nations for the development of policies and advocacy for youth. It combines tools from the core courses of public health: Biostatistics, Epidemiology, Health Policy, Public Health Concepts, and Practice and Leadership. This project seeks to critically examine how the intersection of the courses shape both (1) the understanding of health (broadly defined), and (2) how data are used to develop policies and programs for communities. While the focus of the project is on youth advocacy, it also highlights how health intersects with other axis of culture, government, leadership and social determinants such as sex and gender, and poverty. The outcome of this project is writing a policy brief along with providing policy and program recommendations, it also emphasizes widely acknowledged cross cutting public health competencies.

Using a holistic approach to assess competencies, the goal of the project is to foster critical thinking and evidence-based decision making through bridging the gap between theory and practice and achieving an understanding of the complexity and inter-sectorial nature of public health. While objectively measuring student's achievement in public health competencies, the project not only connects the concepts learned in the classroom to what is needed in practice in a just-in-time approach to teaching and learning, it also brings together the faculty of the courses along with government officials to assess the projects. As a result, it provides a realistic reaction to recommendations presented. Not only do students get feedback from government officials, but also some have been offered opportunities to further develop their recommendations for implementation.

The goal of this presentation is to discuss the process of developing an authentic integrative learning project and to demonstrate its impact on student learning.

**Disclosure of Interest:** None Declared

**Keywords:** authentic assessment, authentic assessment, interdisciplinary, student learning

### *03 Scholarship of educational development*

## **BUILDING RAPPORT DURING CONSULTATIONS IN EDUCATIONAL DEVELOPMENT: SEEKING AN INTERNATIONAL PERSPECTIVE**

Kim West <sup>1,\*</sup>Carolyn Hoessler <sup>1</sup>

<sup>1</sup>The Gwenna Moss Centre for Teaching Effectiveness, University of Saskatchewan, Saskatoon, Canada

**Abstract Summary:** Rapport building is essential in educational development, particularly during consultations. The primary purpose of this session is to share findings from our study on rapport in Canada and the U.S., and for session participants to self-reflect and share their personal perspectives. Participants may indicate their permission to voluntarily contribute comments to our research project.

**Abstract Text:** As educational development has grown and matured as a profession over the past decade, there has been a movement, both nationally and internationally, to better define the parameters and nature of educational development practice (Wright & Miller, 2000). Studies have shown that not only are pathways into the profession quite diverse (McDonald & Stockley, 2008), but that roles of educational developers may also be quite complex and varied, ranging from consulting individually with faculty, to advising and facilitating teams in curriculum development work, teaching, coordinating other programs, activities, and teams, administering and managing projects and/or staff, research, collaborating, serving on committees, and interacting with peers both regionally and nationally (Gillespie, Robertson, & Associates, 2010; Wright & Miller, 2000).

While roles and responsibilities may be quite varied, one thing is certain- many of the educational developer's tasks involve an ability to build and sustain rapport with others, whether individually or in a group or team setting. This was noted by Stanley (2001) who identified "excellence in interpersonal skills" as one of the key characteristics of effective faculty development professionals. In addition, in their study examining international advertised job opportunities for educational developers, Wright and Miller (2001) identified "excellent interpersonal skills" as one of the most common qualifications that employers sought. Bergquist and Phillips (1975) identify interpersonal skills as part of personal development training in their model of effective faculty development programs. Due to the confidential nature of individual consultations (Stanley, 2001) and the difficulty in articulated what exactly does building rapport look like, it may be difficult to document how an educational developer acquires this skill, and how it develops over the course of their career. As such, the self-reflective practices of educational developers and the development of skills such as rapport building still largely remains an uncharted research area (Stanley, 2001).

Through self-reflection and semi-structured interviews with Canadian/American educational developers, our phenomenological descriptive exploratory research (Cresswell, 2007; McMillan & Schumacher, 2006) examined educational developers' lived experiences of consultations to describe how educational developers build rapport as part of their on-the-job training, what rapport during consultations looks like to different individuals and through varying stages of its development, and how rapport-building may be enhanced through informed mentoring of new colleagues. This session design reflects our own research journeys of self-reflection on own experiences, discussion in pairs, listening to the insights of interviewed colleagues, and community discussion. By participating in this session, we anticipate that you will be able to:

- self-reflect and situate yourself within this topic
- share and listen to colleagues' wisdom
- identify points of resonance and differences
- feel part of a community wrestling with describing and mentoring rapport building skills.

The primary purpose of this session is to share and discuss existing findings, however you can indicate your permission to voluntarily contribute comments to our research project. We look forward to the conversations!

**Disclosure of Interest:** None Declared

**Keywords:** career-building, consultations, professional capacity, professional skills, rapport-building

*02 Scholarship of teaching and learning*

**LANGUAGE LEARNING STRATEGIES OF MACAO NURSING STUDENTS: AN EMBEDDED MIXED METHODS STUDY**

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**Abstract Summary:** This paper reported the LLS of nursing students using qualitative and quantitative data collected in one semester. Significant differences were found among students' background, LLS use and gender. Cultural sensitivity issue of SILL was analyzed, contribution to the EFL teaching and curriculum development, the encouragement and nurturing of teaching and learning of nursing students were discussed.

**Abstract Text:** Although many scholars have used SILL (Strategy Inventory for Language Learning) and other methods to assess students' language learning strategies (LLS), not many of them have used multiple methods, including both qualitative and quantitative methods, nor to collect data over a long period of time. Furthermore, only a few of them have considered the cultural sensitivity issue of SILL when using it and still fewer of them have assessed LLS of nursing students. In this study, LLS of EFL nursing students in Macao (a special administrative region of China) was investigated. An embedded mixed methods was used to find out the language learning strategies of 208 undergraduate nursing students at a small higher education institute in Macao. Both quantitative and qualitative data were collected using student background questionnaires, adapted SILL, interviews and observations in one semester. Three qualitative questions were added for analyzing the cultural sensitivity issue of SILL for the Chinese students (adapted SILL). Interviews were conducted with two groups of four students each in high, medium and low English proficiency sophomores in terms of their scores from the first year English. Observations of sophomores' LLS use in English classes using checklists were conducted throughout the semester. Quantitative data from student background questionnaires and adapted SILL, and manual counting for observation checklists of the nursing students were reported. By using abductive reasoning of pragmatic approach in mixed methods research, three qualitative case studies of high, medium and low proficiency groups were thoroughly discussed from qualitative analysis of interviews, their background questionnaires, and adapted SILL with embedded quantitative data. Significant differences were found among students' background, their LLS use and gender of the nursing students. Finally, the cultural sensitivity issue of SILL was analyzed. With the better understanding of students' LLS use in higher education of Macao, contribution to the EFL teaching and curriculum development, together with the encouragement and nurturing of teaching and learning in the higher education of nursing students were discussed.

**Disclosure of Interest:** None Declared

**Keywords:** Chinese EFL learners, English proficiency, language learning strategies, nursing students, SILL

## *02 Scholarship of teaching and learning*

### **DEMOCRATISING DIALOGICAL ONLINE FEEDBACK FOR HIGHER EDUCATORS**

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**Abstract Summary:** This paper focuses on a dialogical model of giving and receiving feedback in a course for higher educators on the use of emerging technologies. An online platform was used for participants to collaborate in giving feedback to each other on their coursework tasks (authentic case studies). Findings showed the value of democratising feedback where issues of trust and uncertainty are evident.

**Abstract Text:** Feedback is generally directed from educator to student, with little opportunity for dialogue. This paper proposes an alternative model to giving and receiving feedback to enhance the learning process - that of dialogical engagement between peers and facilitators. The context in which this is discussed is a course for higher educators on the use of emerging technologies to improve teaching and learning in their professional practice. The enablements and constraints in giving dialogical feedback are discussed. Boud and Molloy (2013) provide a useful model to analyse the process of giving and receiving feedback in higher education which challenges conventional assumptions about feedback in three ways. Firstly that it is necessarily uni-directional from a knowledgeable other to a less knowledgeable person; They call for more learner agency to advance the possibility of soliciting opinion to self-evaluate and co-construct learning improvements. Secondly, that feedback as a process itself is valuable without examining whether learning has occurred. Thirdly, they question the value of generic best practice models of feedback, based on behaviourist principles, proposing instead that it needs to engage with authentic tasks in university and professional context. When peers comment constructively on each other's work, it can be mutually beneficial (Bozalek & Mathews, 2009; Ladyshewsky, 2013). However, Carless (2013) suggests that the role of trust in terms of communication and competence is important in developing dialogic feedback. Issues of uncertainty and risk (Barnett, 2004) as well as safe learning spaces (Savin-Baden, 2008) are important conducive factors in the giving and receiving of feedback.

Action research has guided our interrogation of this online interactive process. Using the experience of a group facilitator and three participants in the short seven week course co-ordinated by the Consortium for Higher Educators in Cape Town, South Africa, we analysed the feedback given, the responses to the feedback and the resultant changes which were made to the authentic tasks. Our project used a form of action research which Reason and Bradbury (2001) describe as second-person research, which examines the ability of participants to work with each other on issues of mutual concern in their professional work. Participants had to develop a case study on their practice and were encouraged to comment on each other's weekly tasks on Google Drive, together with the facilitators' comments. Participants were able to use the comments given to develop a more inquiring approach to their work (Reason and Bradbury, 2001) and thus to make changes to their case studies. Reflective conversations offered further insights into the emotional challenges.

Enablements conducive to participants' dialogue were: overcoming initial apprehensions; the ability to make oneself vulnerable; developing a trusting relationship with shared generosity; a non-threatening and a collegial environment that created a safe spaces. Willingness to take risks set the tone for others to respond and initiate their own comments as well as using and understanding the affordances of Google Drive such as engaging with multiple responses.

Constraints were related to busy professionals not having enough time to read others work with depth and therefore feeling inadequate to give feedback. Participants felt unsure of the type of feedback to give as directions were not clear enough from facilitators. Feeling of being judged by peers regarding the kind of feedback being given, apprehension of giving feedback to colleagues who are more qualified and in higher institutional positions than oneself,

Despite the constraints, deeper learning can be facilitated by dialogical feedback with added incentives to foster self confidence and trust in shared learning. There was a shift from individual competitiveness and criticality to working collaboratively to improve each others practices.

**Disclosure of Interest:** None Declared

**Keywords:** Dialogical feedback, Google Drive, Higher educators, Trust, Uncertainty

#### *04 Strategic educational development*

### EXPLORING THE COMPLEX INTERPLAY OF NATIONAL POLICY AND EDUCATIONAL DEVELOPMENT PRACTICE THROUGH CRITICAL DISCOURSE ANALYSIS

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**Abstract Summary:** As educational development becomes more strategic, developers do more policy work. This paper studies how policy plays out in practice. Using critical discourse analysis, a UK quality code was textually analysed and its development and interpretation explored. Findings reveal the complex interplay of policy and practice and its subtle influence on developers' positioning, function and identity.

**Abstract Text:** Educational development is becoming increasingly strategic. Educational developers frequently find themselves authoring, contributing and interpreting institutional and national policy priorities (Gosling, 2009). Little research to date, however, has focussed on this connection between policy and educational development practice. The research reported here aimed to address this gap in current knowledge through a systematic, multi-dimensional and critical analysis exploring how policy messages are communicated and played out within educational development.

The study used methods from critical discourse analysis (CDA) to analyse the Learning and Teaching chapter (henceforth 'the Chapter') from the UK's Quality Assurance Agency's Quality Code. CDA is a powerful approach to the study of language that seeks to unearth taken-for-granted assumptions and reveal the ideological goals behind text and talk. CDA is growing in significance within higher education research (Smith 2013), but this research is unique in its use of CDA to explore educational developers' responses to and engagement with higher education policy. It also extends the critical research into educational developers' work practices and identity formation (e.g. Green & Little 2011; Manathunga 2007; Clegg 2009) through the questions it raises about the institutional positioning of educational development, its sustainability, and the identities of educational developers within policy.

The analysis focused on three dimensions of discourse and discourse analysis (see Fairclough, 2010): the structure, organisation and choice of words in the policy text itself (through textual analysis); the way in which it was developed and how it is interpreted (through in-depth interviews with five policy developers and ten educational developers); and the socio-cultural conditions that govern the process of the policy's production, reception and implementation (through analysis of current educational development practice and policy contexts as reflected in published literature).

Although the textual analysis of the Chapter shows a commitment to professional and educational development, educational developers are not explicitly mentioned. Responsibility for the implementation of the Chapter rests with the more generic 'higher education provider'. The policy developers intentionally left aspects of the Chapter open to interpretation, allowing the educational developers to position themselves within the document. For some, this provided potential: endorsing and legitimising aspects of their work; opening up new opportunities for practice; and providing a framework for their own teaching and learning activity. In contrast, the lack of explicit reference to educational developers within the Chapter left others feeling powerless, institutionally vulnerable, and let down by the policy developers (many of whom were from the educational development community). These findings reveal the complex interplay of policy and practice. The policy reflects the prevailing culture, but also subtly shapes it and thus influences educational development practice whether the individual chooses to engage with the specifics of the policy text or not.

The research is relatively small-scale and has focussed specifically on a UK policy, yet the findings will be of use and interest to any educational developers adopting strategic and policy-driven roles. Reflective questions throughout the presentation will invite the audience to think about their own use of policy within their educational development practice.

**Disclosure of Interest:** None Declared

**Keywords:** critical discourse analysis, educational development, policy

#### **04 Strategic educational development**

##### **MENTORING FOR EDUCATIONAL CHANGE: AN EAST AFRICAN CASE STUDY**

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**Abstract Summary:** A mentoring partnership was negotiated between the Aga Khan University (AKU) with programmes across East Africa and a non-profit academic NGO in Canada, Academics without Borders (AWBC) with the aim of sharing of knowledge and expertise across borders to enhance faculty capacity. The focus of the project was on enhancing teaching expertise in order to strengthen the student learning experience

**Abstract Text:** The Aga Khan University is truly international, spread across three continents, eight countries and eleven teaching sites in Asia, Africa, the Middle East and the UK. Excellence in Teaching and Learning is a strategic priority as it aims to develop leaders and critical thinkers in its graduates to serve the developing world, within its core principles of quality, access, relevance and impact. AKU's quality assurance framework focuses on the student journey. Recent internal quality assurance reviews of nursing programmes in all 3 countries identified faculty development as a priority for improved pedagogy, feedback, assessment for learning and closer student to faculty contact, thereby strengthening the student experience. This initiative focused on strengthening the capacity of nursing faculty of both the EN-RN and RN-BScN programmes in all three nursing school sites in East Africa (Nairobi, Dar-es-Salaam, Kampala) through a mentoring programme with Academics without Borders, Canada.

Since 2006 AWBC (formerly AHED -Academics for Higher Education Development) have mobilized 44 volunteer academics to support 14 Higher Education Institutions in 11 countries on 27 projects e.g. on faculty development on teaching and learning; strengthening registry services; development of up an International Office; mentoring staff to strengthen administrative processes. They have 157 volunteers on their database, largely, though not confined to, North American academics. They aim to build capacity on strengthening higher education in developing countries based on needs identified by HEIs themselves.

AKU initiated this project by identifying a need to increase nursing faculty capacity in the area of student engagement through the use of more interactive, student focused classroom and clinical activities. It was anticipated that such activities would prepare graduates with better critical thinking skills to address the changing health care needs in East Africa, particularly in the area of leadership and health promotion.

The volunteer mentors from AWBC worked with nursing faculty members from AKU in slightly different ways on each campus. This depended upon the needs of the faculty and the style of the mentors. Strategies that were employed to develop teaching capacity included classroom visits with mentor feedback, co-teaching, visits to clinical areas, participation in an action research project and participation in a workshop with faculty from the three campuses attending for academic dialogue.

There were several positive outcomes from the project including: An action research project on student engagement and subsequent journal article in development; an increase in faculty engaging in academic dialogue and teaching scholarship; innovative classroom strategies employed; sharing of teaching resources through a Virtual Learning Environment (Moodle); development of the inter-professional curriculum with much better cohesion apparent between the medical and nursing aspects of the program centering on health issues of East Africa.

The project has led to a longer term mentoring partnership between the two organisations to enhance educational development of faculty through the development of a Network of Teaching and Learning at AKU and indeed to further strengthen higher education development in the East African region based on lessons learned.

**Disclosure of Interest:** None Declared

**Keywords:** Action research, Mentoring, Student Engagement, Teaching & Learning

*04 Strategic educational development*

**A MODEL FOR INVESTIGATING THE EFFECTS OF ACADEMIC DEVELOPMENT ON NOVICE TEACHERS**

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**Abstract Summary:** In order to improve the quality of student learning it is important to provide appropriate academic development. Though, establishing the impact of academic development is tricky. We describe and give an example of one way for Academic Development Units to address the quality of their teacher training programme by using Prosser, Trigwell and Taylor's model of conceptions of teaching.

**Abstract Text:** In order to improve the quality of student learning it is important to provide appropriate academic development. This is particularly important for novice teachers entering into higher education who may have little-to-no teaching experience. Though, establishing the impact of academic development is tricky (Cilliers & Herman, 2010) and has been critiqued by a number of researchers (Bamber, 2008; Postareff et al., 2007; Steinert et al., 2006; Wilson & Berne, 1999) and some evidence has been decried for being anecdotal (Bamber, 2002). However evaluating the impact of academic development is still important for developing the quality of teaching (Bamber & Anderson, 2012).

We describe and give an example of one way for Academic Development Units to address the quality of their teacher training programme (Andersson et al., 2013) by using Prosser, Trigwell and Taylor's model of conceptions of teaching (1994). Trigwell and Prosser (1999) have demonstrated links between teachers' approaches to teaching and students approaches to learning. They have also shown links between teachers' conceptions of teaching and teachers approaches to teaching (Trigwell & Prosser, 1996). So, by examining changes in novice teachers' conceptions of teaching it is possible to determine whether a programme is addressing more fundamental issues in novice teachers' development, such as conceptual change. This is significant, as research has already shown that teachers' conceptions of teaching influence their approaches to teaching (Trigwell & Prosser, 1996) and that these approaches to teaching subsequently influence students' approaches to learning (Trigwell et al., 1999). Hence by examining changes in novice teachers' beliefs about teaching we have some indication as to whether our aspirations to develop their thinking is having any impact on our longer term goal to improve the quality of student learning.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, Assessment, Quality assurance



**04 Strategic educational development**

**CHANGE LABORATORY AS A TOOL FOR COLLABORATIVE SUSTAINABLE PEDAGOGICAL DEVELOPMENT**

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<sup>1</sup>Centre for Teaching & Learning, Umeå University, Umeå, Sweden

**Abstract Summary:**

This presentation will describe the introduction of a Change Laboratory model to an online Pharmacy program at a Swedish university. The Change Laboratory method, designed by Yrjö Engeström (1996), will be used in this context to facilitate both personal transformations and collaborative sustainable pedagogical change among a group of teachers working on an interdepartmental Pharmacy program.

**Abstract Text:** This purpose of this presentation is to describe the introduction of a Change Laboratory model to an online Pharmacy program at a Swedish university. The Change Laboratory is a method designed by Yrjö Engeström (1996) for developing work practices by practitioners. In this context it is used to facilitate both deep personal transformations and collaborative sustainable change among a group of teachers working on an interdepartmental Pharmacy program.

The Pharmacy programme concerned is delivered almost entirely online and at its initiation 2003 was the only distance program available in Pharmaceutical Science in Europe. In its use of technology and attention to quality aspects of learning, the design of the program was considered innovative and effective. Although the program is regularly revised, pedagogical development has to a large extent stagnated and changes made do not take into account the affordances offered by new technologies and current research on technology enriched teaching and learning.

The Change Laboratory will be introduced early spring 2014 and is aimed at creating a collaborative, sustainable climate of pedagogical development among the teachers on the program. The teaching culture of the program is very much that of individual subject experts who design and deliver their courses without collaborative teamwork with colleagues. Organisational and strategic questions are dealt with by the Program Board, at best after consultation with teachers. There is a lack of incentive to work collaboratively, further compounded by the fact that teachers belong to different faculties and departments and lack of agency where program development is concerned.

The teachers will meet once per week for ten weeks, with the researcher acting as interventionist. Sessions will be videotaped and interviews, analysis of online materials and policy documents will be collected by the researcher autumn 2013, to be used as mirror data.

The implementation of a Change Laboratory model for collaborative pedagogical development also has great possibilities for application in the wider field of professional development, where teachers are frequently offered courses for individual competency development but rarely provided with the opportunity to take part in professional development as part of a collaborative team.

**Disclosure of Interest:** None Declared

**Keywords:** Activity Theory, Change laboratory, collaborative pedagogical development

#### **04 Strategic educational development**

### **ENGAGING STUDENTS AS PARTNERS IN LEARNING AND TEACHING (1): BENEFITS AND CHALLENGES – WHAT DO WE KNOW?**

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**Abstract Summary:** In the first paper of this two-part paper presentation, we will synthesize and raise questions about the research on student partnerships in teaching and learning. Drawing on Cook-Sather, Bovill, & Felten (2014), we report specifically on what our research suggests about the benefits and challenges of student-staff partnerships.

**Abstract Text:** The first in a two-part presentation, this paper will synthesize and raise questions about the research on student partnerships in teaching and learning (drawing on Cook-Sather, Bovill, & Felten, 2014). Decades of research indicates that close interaction between students and academic staff is one of the most important factors in student learning, development, engagement, and satisfaction in higher education (Astin, 1993; Kuh, Kinzie, Schuh, & Whitt, 2005). Large-scale research on the power of interaction, however, has not focused on partnership. The scholarship examining student partnership typically is more narrowly focused, employing a range of qualitative research methodologies and methods to access and analyze student and staff experiences and outcomes (Bovill, 2013; Seale, 2010). This research suggests that partnerships tend to produce similar outcomes for both students and academic staff, clustering into three categories: (1) Engagement — enhancing motivation and learning; (2) Awareness — developing meta-cognitive awareness and a stronger sense of identity; and (3) Enhancement — improving teaching and the classroom experience. These outcomes typically are expressed and experienced differently by students and staff, but the resonance between groups is striking. Research also indicates that partnerships can have institutional outcomes linked to higher education's civic goals. Partnership gives students an opportunity to engage in democratic practices as well as democratic ways of being (Stefani, 1998). Partnership work, however, is not a panacea, nor is it without risks. Scholarship demonstrates the challenges presented by questions of power (Bovill, 2013), inclusion (Felten et al, 2013), and context (Cook-Sather & Alter, 2012). After reviewing the research, this paper will raise questions about promising areas for future research on and practices of partnership.

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**Disclosure of Interest:** None Declared

**Keywords:** partnership, students as partners

*01 Discipline specific educational development*

**RESEARCH-BASED LEARNING IN TEACHER EDUCATION - WHY “EXPLAINING AGAIN” IS NOT ENOUGH -**

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<sup>1</sup>Institute of Chemistry Education, Muenster, Germany

**Abstract Summary:** Everyday beliefs and preconceptions brought to the classroom by pupils influence the understanding of chemical topics - and studies show that many teachers cannot deal with that appropriately. The project links theoretical knowledge of pupils' conceptions and its application by developing and evaluating a seminar in educational chemistry teacher training built on research-based learning.

**Abstract Text:** The importance of everyday beliefs and experiences that pupils bring to chemistry classes is undisputed in educational research. As empirical studies show, the transfer of knowledge about the diagnosis with and the handling of pupils' conceptions from educational research institutions into the classroom does not seem to have been sufficiently successful yet (Uhren 2013).

The proposed research project attempts to contribute to linking the knowledge of pupils' conceptions and its use in schools. It is a step towards a stronger foundation of theoretically based academic teaching in university. A seminar involves teaching students in on-going research projects of the institute of chemistry education and introduces them to planning and carrying out their own research on the topic of pupils' conceptions. The use of research-based learning is motivated by the changing task of teacher education at university: It can no longer primarily be to convey knowledge. Students must become enabled to generate new knowledge and options in new situations. Especially teachers are not only witnesses but also participants in steady change. They themselves face challenges and need to find their place as individuals in this world. At the same time, they act as intermediaries between pupils and a complex world (Barnett 2000). Pupils' conceptions are influenced by many factors, such as everyday experience, language or instruction in other subjects, all of which are constantly changing. This makes it impossible to provide students with a complete overview of pupils' conceptions. Instead, future teachers must be aware of these stumbling blocks in the individual learning process. Further, they need to be able to assist their pupils in avoiding difficulties in understanding.

The use of the academic teaching concept of research-based learning allows the students to acquire key skills which will be of exceptional importance to their work. These include knowledge on content, social, methodological and personal competence (Didion 2009). They also acquire the ability to reflect on one's own actions, applied theories and methods as well as the environment in which the action is embedded (Schneider 2009). That way, students learn options for a professional handling of pupils' conceptions and develop ways to address them during their teaching. During the seminar students transmit their knowledge into a class with pupils. They design and carry out a lesson, which takes pupils' conceptions into account, and evaluate their work (supported by videography). Throughout the seminar students develop a portfolio. This portfolio serves the students as a formatively created instrument of reflection (Behrens 1997) regarding their own learning processes and enables them to link theory and practice. It also forms the basis for assessing the students' performance and supports the evaluation of the seminar unit (Paulson 1990).

The evaluation of the course is done through triangulation of a pre-post questionnaire, supplementary interviews and the portfolios. Preliminary results indicate that participating students expand their ideas for the sources of difficulties in chemistry classes, are more aware of pupils' conceptions and know more and better strategies to diagnose as well as treat them in the classroom.

**Programm**

The presentation of the project will include motivation, content, academic background and methods of the research as well as first results of the evaluation. It also encompasses a critical reflection on the impact of the research project in the long-term as well as its applicability in teacher education in a wider context.

The presenter's goal is a lively exchange with experienced teachers on the use of portfolios, research-based learning and videography at university.

**Disclosure of Interest:** None Declared

**Keywords:** portfolio, research-based learning, science education, teacher education, videography

#### ***04 Strategic educational development***

### **SUPPORTING INFORMAL INTERACTIONS: A STRATEGIC APPROACH TO ACADEMIC DEVELOPMENT**

Kate Thomson <sup>1,\*</sup>Torgny Roxå <sup>2,\*</sup>Katarina Mårtensson <sup>3,\*</sup>Anne Laughlin <sup>4</sup>Nino Pataraiia <sup>5</sup>

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**Abstract Summary:** This workshop draws on social network analysis, narrative analysis, and grounded theory methodologies, and evidence from diverse institutional and national contexts (Scotland, UK, Sweden, Australia, and United States) to provide a rationale for why supporting informal interactions represents a strategic approach to academic development.

**Abstract Text:** Observations about the “the changing nature of educational development” have led Gibbs to encourage academic developers to reflect on “what else they might do, and what direction they might move in” (2013, p. 13). Academic development has, for a long time, focused on improving the practice of individual teachers, through formal programs, and projects; and more recently, on enhancing organisations, through the systems, strategies and policies that facilitate change. Formal courses and workshops has been shown to impact university teachers’ conceptions of and approaches to teaching (Hanbury, Prosser & Rickinson, 2008; Ho, Watkins & Kelly, 2001) and importantly, their students’ learning experience (Gibbs & Coffey, 2004; Trigwell, Caballero-Rodriguez & Han, 2012). There is also evidence of the effect of using an organisational or systems approach to improve teaching and learning (Roxå & Mårtensson, 2011/2013). While they can be effective, these approaches often fail to sufficiently take into account the role of informal interaction in professional learning (Knight, 2006). Arguably, this is where traditions and professional identities are shaped, cultural aspects that will influence teaching into the future. Informal conversations among academic teachers thereby provide a possible direction for developers to move into.

Suggestions have been made for academic development to tap into the potential of informal learning that is a feature of social networks (Roxå & Mårtensson, 2009; Williams et al., 2013) and can be prompted by everyday practices (e.g., Boud & Brew; 2013). Such advice is especially important for a discipline perceived as being responsible for institutional “brokerage and change management”, to use the words of Orrell (Lee, Manathunga, & Kandlbinder, 2008, p.172).

The potential impact of supporting informal learning is similar to that of more traditional approaches to academic development. It includes the development of individuals’ conceptions of learning and teaching, and their repertoire of strategies and practices, as well as influencing organisations’ teaching and learning cultures (Trowler & Cooper, 2002). This potential, in combination with the flexibility and individual agency associated with informal learning (Eraut, 2004), presents developers with a strategic role: facilitating informal interactions amongst academics.

In this workshop, we take a socio-constructivist perspective to interpret evidence on informal learning within diverse institutional and national contexts (Scotland, UK, Sweden, Australia, and United States). Our research draws on social network analysis, narrative analysis, and grounded theory (see Pataraiia et al., 2013; Roxå & Mårtensson, 2009; Thomson, 2013), and will be presented to encourage participants to consider the implications of recognising, and encouraging, informal interactions for academic development. Small and large group discussion will be used to generate and develop ideas and strategies for academic development within participants’ professional contexts. We argue that increasing academic developers’ understanding of supporting informal interactions represents a strategic approach to academic development.

**Disclosure of Interest:** None Declared

**Keywords:** grounded theory, informal learning, narrative analysis, social network analysis

*02 Scholarship of teaching and learning*

**RESEARCH-BASED PEDAGOGICAL DEVELOPMENT PROGRAMME AND ITS INFLUENCE ON ACADEMICS' PEDAGOGICAL PRACTICE**

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**Abstract Summary:** The aim is to explore how research-based pedagogical development programme (PDP) influences the academics' scholarly approaches of teaching and how research-based teaching is implemented in the PDP and how it is related to the of scholarship of teaching. We suggest that reflective activity by means of portfolio and mentoring support academics to integrate pedagogical research in teaching practice.

**Abstract Text:** The aim of the study is to explore how the research-based pedagogical development programme organised at the University of Helsinki influences the academics' scholarly approaches of teaching. The programme consists of the Basic Studies (25 ECTS), offered as separated courses and the Subject studies (35 ECTS) which forms a two-year continuous programme (60 ECTS) producing the Formal Teacher Qualification. To meet the requirements of the qualification, the programme must include teaching practicum including supervision and feedback. In the programme, the practicum is integrated in the separate courses of Basic Studies in the forms of diverse learning activities. In the Subject Studies, the practicum is carried out as two separate modules: one in the university and the second, in various adult education institutes or upper secondary schools.

There is extensive research literature focusing on the research-based teaching in higher education (e.g. Brew, 2003; Hattie & Marsh, 1996; Healey, 2005). Fewer research has focused on the benefits of research-based pedagogical development programmes to the scholarship of teaching (Boyer, 1990, Kreber, 2002; Nicholls, 2004). Boyer identified four key roles scholarship: of discovery, integration, application and teaching. In order to take a scholarly approach to teaching, Boyer's model suggests that the academics need to reflect on the knowledge gained from educational research in relation to particular contexts in which they teach. The emphasis is on the important reciprocal relationship that exists between theory and practice, and the value of the practitioners' experience-based knowledge (Boyer 1990; Nicholls, 2004.)

In our study, we explore how the idea of research-based teaching is implemented in the pedagogical development programme at the University of Helsinki and how it is related to the advancement of academics' scholarship of teaching.

The data consist of the academics' reports on their learning in different activities during teacher practicums. We approach data in an inductive manner focusing 1) on how academics reflect and describe their learning in teaching practicums and 2) on their explanations of the role of various activities during the practicum to their pedagogical development. The authors of the paper have acted as supervisors in the teaching practicums.

The initial results indicate that the academics put high value on teacher practicums. However, when describing their learning and insights they gained during the practicums, they used mainly experiential concepts as compared with theoretical concepts. We aim to deepen our findings with further analyses of how the programme as a whole is related to the development of scholarship of teaching. In addition we will investigate whether the Basic Studies offered as separate courses does not support the development of scholarship of teaching as an integrated body of knowledge and skills. We also suggest that the emphasis on the reflective activity, by means of portfolio writing and of mentoring may be helpful in supporting academics to integrate pedagogical research in their teaching practice.

To activate audience to engage in our presentation, we provide a short description of the programme, and also present specific questions to be discussed afterwards.

**Disclosure of Interest:** None Declared

**Keywords:** pedagogical development programme, PEDAGOGICAL PRACTICE, research-based teaching, scholarship of teaching

*01 Discipline specific educational development*

**EDUCATIONAL DEVELOPMENT TO ENHANCE CLINICAL TEACHING IN DENTISTRY: DESIGN, IMPLEMENTATION AND EXPERIENCES.**

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**Abstract Summary:** An educational development program to enhance clinical teachers' competencies and clinical learning environments in dental education is described. Experiences and findings from a follow-up study of five program implementations are presented and discussed in view of learning, application and results. Recommendations refer to findings as well as literature.

**Abstract Text: Background:** Dental education has been reviewed and suggestions for further enhancement include the development of teaching and learning environments (Hendricson et al 2007, Manogue et al 2010,). Initiatives appeared particularly necessary in a case where practicing dentists were engaged as clinical teachers, because they had little educational training, few links with colleagues, and knowledge of approaches and routines in the teaching clinic.

The paper presents an educational development program to enhance clinical teachers' competencies and develop the quality of the clinical learning environments. The program designed to meet recommendations in the literature (Amundsen et al 2012, Steinert et al 2009, Stes et al 2006, Ho 2000, Hewson 2000) includes a two day course, coaching, development work, and a one day follow up seminar.

**Materials and Methods:** The perceptions of participants (N=99) from the five first implementations of the program (2010-2012) were studied through various methods. The paper presents findings of a web-based questionnaire to all participants in 2103, i.e. 3-27 months after completion of the program. The questions were based on content analysis of responses to an end-of-program evaluation.

**Results:** The results (response rate 70.2%) indicate a strong impact of the program on the clinical teachers' competencies and on the clinical learning environments. The teachers report that they have become more aware of their approaches to teaching (95%), think more about how students learn (96%) and communicate better with students (80%). They also report that the learning environment has improved (75%) and that collaboration (74%) and calibration (70%) between teachers has improved. The majority of the participants continued the developmental activities they had initiated and evaluated during the program. The lack of major differences in responses between participants from the five programs are viewed in light of method as well as possible differences in program delivery, time since program participation, and participants' teaching clinic affiliation.

**Discussion and conclusions:** The findings are discussed with reference to four levels of educational development outcomes; reaction, learning, application and results (Kirkpatrick 1997). The study indicates that educational development programs that engage participants in defining their learning needs, stimulate their sharing of teaching and learning experiences, and encourage participants to implement and evaluate changes to their teaching and teaching clinics are positive for individual learning and for the learning environment.

**Disclosure of Interest:** None Declared

**Keywords:** clinical teaching, development design, educational development, learning environment, teaching competencies

*02 Scholarship of teaching and learning*

**SUPERMENTORING - IS LESS MORE? A PILOT INVESTIGATION OF THE EFFECT OF SUPERMENTORING, AN ALTERNATIVE APPROACH TO SUPERVISION AND MENTORING.**

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**Abstract Summary:** Supermentoring - a short term formative feedback - has been developed in order to support and strengthen the teacher efficacy (Bandura) of inexperienced faculty. It is an alternative to supervision (hierarchically unequal summative evaluation, anxiety provoking and non-supportive) and to labour- and cost-intensive long term mentoring. Results of a pilot research project will be presented.

**Abstract Text: Scholarship of teaching and learning**

Supermentoring

It is a well-established fact that feedback is of paramount importance for all types of learning (Hardiman 2012), and thus feedback on teaching practice is crucial to young or inexperienced teachers who often have a very low degree of teacher efficacy in terms of Bandura's efficacy concept (Bandura 1997).

In this context, I have developed and practiced the approach of supermentoring over the last decade. Supermentoring is a short-term intervention based on the Danish concept of 'vejledning' with a strong element of guidance and mentoring and only a touch of expert supervision. It is first and foremost a formative feedback conducted by a senior educational developer who is able to focus on the core pedagogical elements of teaching without having to go into the subject as such.

The idea of supermentoring is to offer a point of departure for inexperienced faculty members developing as teachers by supporting their teacher efficacy. The supermentor writes a structured feedback document to the supermentee immediately after class, and the supervisee may then approach the supervisor for further discussion if need be. The feedback document is based on what the supervisees have been taught during their mandatory teacher training programme, and. Supermentoring comprises only 1-2 lessons (lectures and/or seminars) and is thus neither labour- nor cost-intensive.

Obviously, supermentoring is not supervision in the traditional sense of the word: a hierarchically unequal summative evaluation, often anxiety provoking and therefore often non-supportive. Nor is it classical mentoring: formative evaluation based on labour- and cost-intensive long term relationships.

Plenty of anecdotal evidence has so far showed the general value of supermentoring, but the question is, of course, whether this short term intervention really makes a difference as to teacher efficacy – and thus quality of teaching – amongst inexperienced faculty. If so, we have an inexpensive and easily manageable tool as educational developers in supermentoring.

The poster will present the results of a pilot qualitative research project on supermentoring. A group of supermentees (10) are asked to fill in the Ohio State University questionnaire on Teachers' Sense of Efficacy before the supermentoring takes place. Two months later they are asked to fill in the questionnaire again, and after that they will all be interviewed.

Hardiman, Mariale M. 2012. *The Brain-Targeted Teaching Model for 21st-Century Schools*. Thousand Oaks: Corwin.

Bandura, A. 1997. *Self-efficacy. The Exercise of Control*. New York: Freeman.

**Disclosure of Interest:** None Declared

**Keywords:** Inexperienced faculty, Mentoring, Supermentoring, Supervision, Teacher efficacy

#### **04 Strategic educational development**

### **EDUCATING CITIZENS OR PREPARING A QUALIFIED WORKFORCE?: ANTAGONISTIC, AGONISTIC, OR SYMBIOTIC PERSPECTIVES ON HIGHER EDUCATION**

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**Abstract Summary:** Economic globalisation is a strong driver of change in higher education. This paper contrast economic globalisation with perspectives on higher education founded in citizenship and “bildung”. It is argued that the emerging pedagogy for entrepreneurial learning may become a tool to open up space for citizenship formation and modern conceptions of “bildung” within vocational higher education.

**Abstract Text:** The landscape of higher education is situated in a constant flow of change. Some central drivers behind current changes are processes of individualisation, economic globalisation (Unemar Öst 2009), and the emerging managerial culture of accountability. Employability is a central theme in the development of European higher education, and EU governments often emphasize higher education’s role in strengthening the competitiveness of the country and its industry on the global market. The discourse of economic globalisation is almost hegemonic in Sweden (Unemar Öst 2009), and within this discourse, value for money and the economic efficiency of education is central (Fölster, Kreicbergs and Sahlén 2011). University degree programs that generate a qualified workforce after minimal time and financial investment are considered examples of successful education. In Sweden, the concepts of “education for entrepreneurship” and “entrepreneurial learning” were recently introduced within this discourse. The explicit purpose of this introduction is to produce more entrepreneurial graduates and thus to create new Swedish enterprises. Pedagogy for entrepreneurial learning is still in its infancy, but both a broad and a more specific interpretation are emerging. In the broad interpretation, entrepreneurial learning concerns qualities like curiosity, creativity, honesty, responsibility, and willingness to take risks. Opposing the economic globalisation discourse of qualification and the value for money conception of higher education, a number of scholars emphasize that socialisation, subjectification (Biesta 2009) and citizenship formation (e.g. White 2013) are central aspects of good higher education. Many teachers and students in Sweden also oppose the domination of the short-term economic perspective and argue for the importance of “bildung”. The originally German concept of bildung may be translated as self-cultivation and covers aspects of both subjectification and citizenship formation. A central aspect of education for democracy (e.g. White 2013) and of a modern conception of bildung is the development of critical thinking. In this context it is a wide interpretation of critical thinking that is relevant (c.f. e.g. Brookfield 2012, Barnett 1997). Essential for both processes is also the development of epistemic virtues like tolerance, intellectual honesty, attentiveness, and intellectual courage. This paper analyses the aforementioned perspective of economic globalisation and relates it to perspectives on higher education founded in democratic citizenship and bildung. The paper argues that working with a broad understanding of critical thinking, combined with introducing epistemic virtues explicitly into the curriculum, will open up a space for citizenship formation and modern conceptions of bildung without directly oppsing the hegemonic discourse of economic globalisation. In this context, entrepreneurial learning has the potential to operate as a bridge that may bring important aspects of education for democratic development and bildung into the heart of vocational higher education.

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**Disclosure of Interest:** None Declared

**Keywords:** Bildung, Critical thinking, Epistemic virtues, Globalisation, Intellectual virtues



**01 Discipline specific educational development**

**ENGAGING MORE STAFF IN EDUCATIONAL DEVELOPMENT. DISSEMINATING BEST PRACTICE TO OTHER STATES OF EUROPE**

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**Abstract Summary:** This paper will review the state of teacher development in Europe and recommend how to engage in development teachers who find few opportunities for it at their institutions. The paper will discuss how disciplinary-based teacher development can be useful in this respect, using Political Science as an example. It will refer to the ESF paper *The Professionalization of Academics as Teachers in HE*

**Abstract Text:** While effective teaching is vital for student learning in higher education, academics in Europe are not as prepared for their teaching careers as they are for their research. Recent changes in higher education make the development of academics' teaching skills a priority. Whereas universities in some European countries have already introduced educational development programs and schools in other countries have offered these programs already for decades, in much of Europe, academics continue to rely on their own student experience when teaching. This reinforces subject- and teacher-centred approaches that do not stimulate desired high-quality learning experiences.

The aim of this discussion paper is to review the state of educational development in Europe and to recommend how to better engage higher education teachers in development activities, including teachers from those parts of Europe where educational development opportunities are still rare. These recommendations, which derive from best practice of institutions and countries with educational development programs, include: 1) defining professional standards for teachers in higher education, 2) assessing teacher effectiveness, 3) introducing educational development programs at various levels, 4) strengthening the identity of academics as teachers, 5) allocating appropriate funding and 6) establishing a European forum that pools and shares resources and expertise on educational development across borders.

Drawing upon the key findings from the science position paper *The Professionalization of Academics as Teachers in Higher Education* and from the book *Teacher Development in Higher Education*, this paper will moreover discuss how disciplinary-based teacher development (Jenkins 1996) can help to transform some of these recommendations into the practice. It will argue that disciplinary-based teacher development can become particularly useful today when financial austerity does not allow many universities to introduce new programs for their teachers.

The paper will summarize recent initiatives in one discipline – Political Science - that allow more teachers from Europe to take part in educational development. These new initiatives include a summer school for teachers from Political Science and similar disciplines, a one-year certificate program and a European teaching and learning conference, all under the umbrella of the European Consortium for Political Research, a scholarly association with about 400 European institutional members.

The paper will also reflect upon the results from some more established activities in the ECPR, including teaching and learning panels at the ECPR conference and a teaching and training section of its journal *European Political Science*. Some of the results to be mentioned are increased discussion about quality teaching and learning of Political Science, together with promotion of evidence-based teaching and student-centred teaching. There is increasing evidence that some Political Science teachers in Europe have become committed to the idea of scholarship of teaching and learning, which needs to be nurtured and possibly disseminated to other institutions, departments and individuals.

The paper will invite delegates to critically discuss the above-mentioned recommendations and to propose alternative ways than disciplinary-based teacher development for engaging more staff from European universities. Hardcopies of the ESF paper will be made available for the delegates.

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Simon, E. and Pleschová, G., eds., *Teacher Development in Higher Education. Existing Programs, Program Impact and Future Trends*. New York: Routledge, 2012

**Disclosure of Interest:** None Declared

**Keywords:** educational development in Europe, engagement of teachers, Political Science

*04 Strategic educational development*

**FIFTEEN YEARS OF LEARNING AND TEACHING: INDIGENOUS EDUCATION - THE CHANGING LANDSCAPE OF SUPPORT IN AUSTRALIAN HIGHER EDUCATION**

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<sup>1</sup>Ooralala Aboriginal Centre, University of New England, Armidale, Australia

**Abstract Summary:** In Australia, Indigenous access to higher education has been supported through well-funded initiatives, yet strong outcomes have not followed. Taking an auto-ethnographic approach, this paper will share the personal reflections of a non-Indigenous teacher in an Indigenous education centre located in a rural town in Australia, offering insights into a unique education environment.

**Abstract Text:** In Australia, Indigenous access to higher education has been supported through a number of well-funded initiatives, particularly in recent times; yet strong outcomes in participation and success have not always followed. Education is regarded as one of the drivers behind Indigenous socio-economic development. Numerous reviews and policy initiatives have aimed to improve access, retention and success of Indigenous students in higher education in Australia. Reviews have called for an all-of-institution approach to the support of Indigenous students, the embedding of Indigenous perspectives into curricula, greater efforts directed at the strengthening of cultural identities and the acknowledgment of the diversity of Aboriginal people.

Taking an auto-ethnographic approach, this paper will share the personal reflections of a non-Indigenous teacher in an Indigenous resource centre: the Ooralala Aboriginal Centre at the University of New England (UNE), Armidale NSW, Australia. It will shed light on some of the obstacles and successes in Indigenous education, and explore the nature of cultural and social challenges faced by many Indigenous students entering higher education.

Thirteen years after migrating to Australia as an 18-year old from Germany in 1986, I found myself teaching Indigenous inmates at correctional centres and within a few years coordinating a tertiary preparation program. The paper considers the benefits of auto-ethnography as a method that provides insights into ideas of boundary-crossing, problematizing my role as 'other' in an Indigenous context and as mediator between Indigenous and non-indigenous people. It emphasizes the inescapability of knowledge as political, particularly in a context where access and participation in higher education for Indigenous people are inextricably linked to notions of power and recognition.

Founded in 1986, the Ooralala Aboriginal Centre has a 25-year history of offering student support services to Indigenous students from all regions of Australia, connecting the university to the local Aboriginal community and providing input into curriculum development at Faculty level. UNE's Indigenous student population is one of the highest per capita (2.9% of total student population) in Australia, with almost 600 students enrolled in 2013. Indigenous students are mostly from non-traditional and often low socio-economic, backgrounds; first-in-family to participate in higher education, mature aged, rural or remote, and incarcerated.

Reflecting on my work with Aboriginal and Torres Strait Islander men in correctional centres, this part of the story offers insights into a unique educational environment and provides an example of cross-cultural collaboration with an Indigenous colleague which emphasizes the possibilities of "collaborative" practice. Collaboration with Indigenous Australians is governed by cultural and social norms which have influenced my teaching, highlighting the inevitable involvement of the subjective in knowledge construction and justification; and that its construction, claiming, and enacting are activities with moral and political ramifications. I will focus, not only, as Governments and Education providers often do, on the measurable outcomes, but also on the immeasurable: the story told of personal success in spite of academic failings; the incalculable rewards for Indigenous students returning to community.

**Disclosure of Interest:** None Declared

**Keywords:** Australia, Auto-ethnography, Cross-cultural collaboration, Indigenous education

## *02 Scholarship of teaching and learning*

### SCHOLARSHIP AS EDUCATIONAL PROCESS AND SCHOLARSHIP AS EDUCATIONAL VALUE: A MODEL OF VALUES-BASED EDUCATION

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**Abstract Summary:** A view of scholarship as the 'process' component of a model of values-based education leads to explorations of the nature of scholarship of learning and teaching, and to an interrogation of the concept of values-based education itself. This in turn raises important questions about how to integrate perspectives on values-based education into the practice of teachers in higher education.

**Abstract Text:** "The scholarship of teaching and learning" implies two things: first, a **process** of evaluating teaching and learning in a scholarly way; and second, in the nature of scholarly evaluation, a certain detachment from the thing being evaluated – from learning and teaching themselves. This paper proposes a view of "the scholarship that is of teaching and learning"; that is, scholarship which represents a constituent part of those activities, as well as a reflective rigour in the way we think about them. Scholarship remains a process, but becomes more than a process. It is a "value" in itself, in the sense of bringing worth to a way of personal and professional being; this is not to be confused with the value typically expressed as a "commitment to scholarship", which is something else – see for example, the UK Professional Standards Framework, 2011. Indeed, the fundamental nature of an educational value is something to be interrogated explicitly.

Learning and teaching are forms of scholarship, and scholarship is a way of framing ideas of learning and teaching. Moreover, it is an act of scholarship to make this distinction and to discuss it with fellow scholars.

Presenting a model of "values-based education", constructed in response to different educational values-sets from professional bodies, and from a review of the literature on educational values, the paper will pursue that discussion on these lines: that scholarship is one essential component of values-based education; that the nature of education is fundamentally shaped by the relationship between scholarship (as the 'process' component of education) and the 'purpose' and 'people' components that sit alongside it; that the concept of a sustainable education may be reinforced by a model of education which sees these components as constitutive of an ecosystem; something akin to Barnett's notion (2011) of the "*ecological university*". Many themes influence the discussion along the way, such as the effect on educational values of the commodification of education (Brancaleone and O'Brien, 2011), or subtle shifts in the relationship between students, teaching staff, and their institutions (Kay et al, 2010).

The round table element of this session would aim to challenge the model, share perspectives on the meaning and form of "values-based education", and generate proposals for integrating such perspectives into the scholarly practice of teachers in Higher Education.

An important outcome of this discussion will therefore be to identify implications for the *curriculum for staff and educational development*. That is, the curriculum through which those who are involved in teaching and the support of learning come to engage with the ideas of scholarship, and of values *per se*. That outcome will be directly informed by responses from academic staff themselves, to questions regarding the applicability of the model to their own philosophy and practice of education.

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**Disclosure of Interest:** None Declared

**Keywords:** Scholarship, Values-based education

#### *04 Strategic educational development*

### **CHALLENGES AND OPPORTUNITIES OF TEACHING COMPETENCE EVALUATION**

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**Abstract Summary:** This presentation investigates the evaluation of teaching competence at two large Finnish universities. The assessment is based on teaching portfolio, teaching demonstration and an interview. The different developmental paths are reflected through the combined framework of scholarship of teaching and learning, pedagogical leadership, professional as well as organizational development.

**Abstract Text:** In this presentation the challenges and opportunities of teaching competence evaluation are discussed. The reflection is based on documented experiences in two large Finnish universities. In both contexts, the assessment takes into account the teaching experience and merits presented in the teaching portfolio, teaching skills shown at the teaching demonstration and the issues arising during the interview concerning teaching competence. The teaching competence is evaluated at school or faculty level teaching assessment committees, but some common university level guidelines are provided at both universities. The freely available and transparent principles of assessment, the process description, guidelines and assessment criteria are thought to promote equal and fair assessment. The aim of the assessment practice is to make the teaching competence visible and increase the appreciation of excellence in teaching.

The scholarship of teaching (e.g. Boyer 1990, Kreber and Cranton, 2000) entails that the teachers' experiences and developmental practices should be made public. This implies that academic staff should reflect their practices in literary form, and possibly publish their practice-oriented research about their teaching in scientific journals. The evaluation of teaching competence should thus take into consideration the person's competence in reflective practice.

Versatile teaching competence of the academic staff has become a desired feature. The teaching competence of academic staff extends from own teaching skills, practice-based development, pedagogical training, research on organizational development all the way to involvement in implementing strategic issues within the university (Land, 2004). It is important to promote strategic and systemic development of the learning institution as a whole and to attach teaching and learning more closely to strategic issues at the university (D'Andrea and Gosling, 2001, 2005).

From the pedagogical leadership point of view, it is important to recognize and reward excellent teaching and teaching development efforts. According to Gibbs, Knapper and Piccinin (2008) the leaders of the university have to show a good example of excellent teaching and appreciation of good teaching.

The empirical material includes historical review to the developments of the evaluation scheme and written reflections produced by teaching assessment committee members. The two universities have different kinds of developmental paths. At Aalto University there is a carefully built assessment framework for recognizing and assessing teaching competence of the academic staff. With common guidelines the aim is to ensure consistency in practices. At the University of Helsinki many faculties have long traditions in assessment. However, different developmental patterns have appeared. It seems that in the beginning it is important to have some common guidelines and criteria.

We will reflect on the successes, challenges and opportunities experienced at both universities. The theoretical framework will include the viewpoints of scholarship of teaching, organizational development and pedagogical leadership, and professional development. The experiences acquired will be reflected and analyzed through these viewpoints.

**Disclosure of Interest:** None Declared

**Keywords:** Assessment of teaching competence, organizational development, Pedagogical leadership, Professional Development, Scholarship of teaching and learning

#### **04 Strategic educational development**

### **EXPLORING THE FACTORS INFLUENCING TRANSFER OF UNIVERSITY TEACHERS' TRAINING INTO THE DAILY PRACTICE**

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**Abstract Summary:** Programs that introduce academic staff to learning and teaching in Higher Education are well established in many countries. However, little is known about its transfer potential. This paper presents the main outcomes of a research about the factors influencing the transfer potential of university teachers' training into the daily practice carried out in 18 Spanish universities.

**Abstract Text:** Programs that introduce academic staff to learning and teaching in Higher Education are well established in many countries. In Spain they are becoming more systematised to respond to the professionalisation of university teaching and a growing focus to quality assurance. However, little is known about its transfer potential. Taking into consideration a growing field of literature about the evaluation of teachers training, its effectiveness and possible impact on the teaching practices, teachers' conceptions about teaching and learning or even its impact on students' learning (De Rijdt et. al, 2013; Parsons et.al, 2012; Stes et al., 2010; Stefani, 2011; Hicks, Smigiel, Wilson & Luzecky, 2010; Kreber & Brook, 2001; Gibbs, Habeshaw & Yorke, 2000; Guskey, 2000), it is reported of research reflecting on the learning transfer of staff development programs. This paper presents the main outcomes of a research about the factors influencing the transfer potential of university teachers' training into the daily practice. Based on a previous study (Feixas and Zellweger, 2010), a Questionnaire on Factors Conditioning Learning Transfer of Teacher's Training has been designed and applied to participants of academic development activities of Spanish universities. The application of the instrument to 18 universities (n= 1,026 ) and the corresponding exploratory factor analysis allowed us to examine the model's construct validity (Cronbach Alpha : .91 ) and have resulted in the emergence of eight factors that affect learning transfer: factors related to the training design (training design and learning achieved), environmental factors (support of the study program's coordinator, readiness to change, environment resources, student feedback , institutional recognition, teaching culture of the teachers' team) and individual factor (personal organization of the work). Additionally, focus groups with experts, trainers and participants have been conducted in three different universities to explore their views on the obtained data. The presentation will explore the main results and discuss some suggestions on how to improve the training design, personal, and environmental factors that affect learning transfer of academic staff in particular contexts with the audience. References: - Blume, B. D., Ford, J. K., Baldwin, T. T., & Huang, J. L. (2010). Transfer of training: A meta-analytic review. *Journal of Management*, 36(4), 1065–1105. - Burke, L. A. & Hutchins, H. M. (2008). A study of Best Practices in Training Transfer and Proposed Model of Transfer. *Human Resource Development Quarterly*, 19 (2), 107-128. - De Rijdt, C.; Stes, A.; Van der Vleuten, C. & Dochy, F. (2013). Influencing variables and moderators of transfer of learning to the workplace within the area of staff development in higher education: research review. *Educational Research Review*, 8, 48–74 - Feixas, M. & Zellweger, F. (2010). Faculty development in context: changing learning cultures in higher education. En Ehlers, U. & Schneckenberg, D. (Eds.) *Changing cultures in higher education- moving ahead to future learning. A Handbook for strategic change*. Netherlands: Springer. - Gibbs, G., Habeshaw, T. & Yorke, M. (2000) *Institutional Learning and Teaching Strategies in English Higher Education*. Higher Education. 40 (3), 351-372. - Kreber, C. & Brook, P. (2001). Impact evaluation of educational development programmes. *International Journal for Academic Development*, 6(2), 96-108. - Parsons, D.J., Hill, I., Holland, J. & Willis, D. (2012). Impact of teaching development programmes in higher education. *The Higher Education Academy. HEA research series*. - Stefani, L. (Ed.) (2011). *Evaluating the effectiveness of academic development: Principles and practice*. New York: Routledge. - Stes, A., Min-Leliveld M., Gijbels, D. & Van Petegem, P. (2010). The impact of instructional development in higher education: The state-of-the-art of the research. *Educational Research Review*. 5, 25-49.

**Disclosure of Interest:** None Declared

**Keywords:** ACADEMIC DEVELOPMENT, FACTORS, LEARNING TRANSFER, TEACHERS' TRAINING, TRAINING DESIGN

## *02 Scholarship of teaching and learning*

### THE EMPIRIC RESEARCH MAP AS A NAVIGATION AID IN THE SOCIO-SCIENTIFIC EMPIRIC RESEARCH PROCESS

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**Abstract Summary:** The *Empiric Research Map* as a conceptual model arises from non-empirical research, aims to develop beneficial preconditions for decisions from a holistic perspective and presents the empiric research system as a whole. From a didactic perspective, the *Empiric Research Map* provides additional value to researchers and teachers in the context of higher education as well as to students worldwide.

#### **Abstract Text: Rationale and outcomes**

We are living in a more and more complex world. Because of the increase in complexity, many working environments have been confronted by rapid change. The development of higher education at universities also has been affected. New didactical opportunities and methods for the transmission of complex empiric research processes present an immense challenge for institutions of higher education. Researchers and students are confronted with intense complexity during the empiric research process and, in addition, they must make many decisions. Very often, they fail because of their inadequate understanding of the system as a whole and their failure to anticipate long-range and secondary effects - especially during changes in context (Dörner, 1979, 1983). The *Empiric Research Map* was created by Professors Ellert, Germelmann and Schafmeister for students and researchers to facilitate the making of important decisions, problem solving and the management of uncertainty during the empiric research process.

From a didactic perspective, the *Empiric Research Map* provides additional value to researchers and teachers in the context of higher education as well as to students worldwide. The contribution to Educational Development is a unique visual depiction of the empiric research process for researchers and students in institutions of higher education that makes both teaching and learning easier. Lines, strokes and arrows provide a visual depiction of the connections between the steps of each of the procedures and processes. A purposefully chosen colour system reveals the integration of the system and enhances the possibility that a researcher will more accurately anticipate long-range and secondary effects and engage in a better examination of possible scenarios.

#### **Theory/Methods**

Based on Heideggerian hermeneutic methods (Heidegger, 1959), this conceptual model arises from non-empirical research. Using the hermeneutic method and thinking process, it is possible to achieve an all-embracing insight into a system. After achieving this insight, an answer to the question of how to best depict the results visually must be provided and implemented in a didactically meaningful way. Based on additional findings, inter alia, from "cognitive map-design" research (Montello, 2002) the *Empiric Research Map* was created and provides a picture of the complex empiric research process. Dörner (2012), for example, states that visuals constitute very suitable aids for understanding complex systems, anticipating long-range and secondary effects and solving complex problems. Students in institutions of higher education must acquire expertise in research processes. The two-step development of a Research Map now provides a new proposal and navigation aid to understand the entire complex empiric research process in a way that is didactically well-grounded on only one A3 piece of paper. The ambition is to bundle all of the steps of the process necessary for successful research, bringing these steps together in a logical and structured way, and finally, to visually depict them as one networked process. The *Empiric Research Map* is used mainly in the socio-scientific field and does not consider the research processes in all scientific disciplines.

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**Disclosure of Interest:** None Declared

**Keywords:** cognitive psychology, Complex systems, Empiric Research, Higher Education, Visualization





*02 Scholarship of teaching and learning*

**SCHOLARSHIP OF TEACHING AND LEARNING INTEGRATED INTO A TEACHER TRAINING CURRICULUM**

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**Abstract Summary:** A SoTL course with university teachers as participants was integrated into an existing teacher training program in 2013. The course required them to research their own teaching in an individual project and to write and publish an article about it. The projects covered a broad range of topics and research methods. Preliminary evaluation data indicate that participants used more interactive methods.

**Abstract Text:** Despite strong recommendations and an abundance of positive experiences in the international literature about the Scholarship of Teaching and Learning (SoTL), little has been done in this field in Germany so far (see for exceptions, Huber, 2011, and Salden & van den Berk, in prep.).

Starting in 2013, two academic developers at Paderborn University (Germany) implemented the first SoTL project with university teachers who participated in the university's academic development program. N = 11 university teachers (three dropouts) from different subjects (from literature studies to engineering) started the SoTL course as their final module of the academic development program, in January 2013 and will finish in December 2013.

Based on the reflections by, e.g., Boyer (1990) and Boshier (2009), the role of the academic developers in the SoTL course was defined as support for the teachers' individual teaching research project and moderator of meetings, time deadlines. Choice of topics, of research questions and of method was fully in the individual teacher's responsibility. At several times within the SoTL course, all participating teachers met and presented and discussed their projects, which were then at various stages for each teacher. Participants' projects covered a broad range of issues and questions pertaining to higher education learning and teaching, including both quantitative and qualitative research methods, e.g. "The effect of feedback on grades in economics" and "Content-analysed wikis in literature studies".

Over the course of their individual project, all participants were required to write an article about their projects and to publish it. The articles include theoretical bases and empirical findings from previous research, the authors' leading research questions, the methods they used to investigate their questions, results and conclusions the authors drew for the general literature as well as for their future teaching. The academic developers offered feedback about these articles and organized the publication of these in an open-access, peer-reviewed, online journal (expected date January 2014).

The SoTL course was evaluated constantly with oral feedback sessions which provided formative feedback to the academic developers. They were also asked to fill in several questionnaires about their teaching approach (Trigwell & Prosser, 2004), teaching methods (Braun & Hannover, 2008) and their attitude about researching one's own teaching. Preliminary results indicate that participants used more interactive student-oriented teaching methods over the course, without changes in their teaching approaches or attitude towards SoTL.

Based on the Paderborn experiences with SoTL so far, the paper will further outline the possible impact on both the participating teachers and the teaching and learning culture at the university.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, Scholarship of teaching and learning

*04 Strategic educational development*

**THE QUALITY ENHANCEMENT PROJECT: A SYSTEMIC INTERVENTION FOR IMPROVING TEACHING AND LEARNING**

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<sup>1</sup>Council on Higher Education, Pretoria, South Africa

**Abstract Summary:** From 2014 the South African Council on Higher Education will run the Quality Enhancement Project with all universities in the country. Academic Deputy Vice-Chancellors will be key contacts and co-leaders as institutions, individually and collectively, engage with selected focus areas to enhance student learning and increase the number of graduates with attributes needed for the 21<sup>st</sup> century.

**Abstract Text:** South African higher education has a low participation and high attrition rate. Much of this problem can be traced back to the country's apartheid past. But South African institutions also face the global challenge of how to adapt to a growing, and increasingly diverse, student population. Concerted, coordinated and considered action is urgently needed to improve not only student access but also retention, progression and graduation, in short, student success.

The Council on Higher Education (CHE) is the statutory body responsible for quality assurance of higher education in South Africa. In order to address the need for greater student success, from 2014 the CHE will run the Quality Enhancement Project (QEP) with all universities in the country. In the context of the QEP, we are operationally defining student success as, "enhancing student learning with a view to increasing the number of graduates with attributes that are personally, professionally and socially valuable". In designing the project, we have drawn on the experience of the Scottish Quality Assurance Agency, which has been running quality enhancement activities since 2003.

The QEP will use an inductive, iterative approach and will consist of two phases. For each two-year phase, several focus areas will be selected with which institutions will be asked to engage. During a phase, role players within and across institutions will be involved in various ways with identifying obstacles to student success and creative ways to overcome them, as well as sharing and developing policies, strategies and practices that promote student success. For the first phase, from 2014 to 2015, four focus areas have been selected: (i) enhancing university teachers, (ii) enhancing student support and development, (iii) enhancing the learning environment, and (iv) enhancing course and programme enrolment management.

We are asking the Academic Deputy Vice-Chancellors from all universities to constitute a leadership group to work with the CHE in leading the QEP. Our goal is to not only for individual institutions to improve their students' success but also for the whole higher education system to create an enabling environment and set of practices to enhance student success. We are working towards a higher education system that is improving continuously as members of the higher education community collaborate to share good practices and solve shared problems.

**Disclosure of Interest:** None Declared

**Keywords:** quality enhancement, system, teaching and learning

## *02 Scholarship of teaching and learning*

### **A BLEND TOWARDS AN 'OPTIMAL' BLENDED TEACHING AND LEARNING ENVIRONMENT - CREATING POSITIVE AND HUMAN BLENDED LEARNING ENVIRONMENTS WITHIN THE POWER AND MOTIVATION OF TEACHERS**

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**Abstract Summary:** It's not about creating 'the perfect ICT teacher' nor 'the optimal blend theory'. It's about activating teachers towards a better learning environment. What is within their reach, personal interest and power, and what is required by the educational system? How to support these differences and develop competencies among the teacher's professional career?

#### **Abstract Text: Keywords**

Blended learning, teacher motivation, ICT-empowerment, learning environment

#### **Questions and Rationale:**

'The importance of a blended approach to learning is that it ensures the widest possible impact of a learning experience and thus ensures...that the organization optimizes productivity and delivers value to its customers' (Carman, 2005).

Artevelde University College Ghent has a long tradition of organizing its curricula of professional bachelor programs in a student- and competency-based manner. Integration of knowledge, skills and attitudes in an "optimal blend" framework challenges our attention.

This research is related to scholarship of teaching & learning (this theme is concerned with how the scholarship of teaching and learning is encouraged and sustained at different levels in higher education).

How to offer teachers a 'customized' blend for their teaching activities, based on their ICT-empowerment, their motivation and their learning environment. How to improve teaching and learning in an outcome-based learning environment by using ICT packages on demand.

#### **Theory/ Methods/ Framework/ Models**

What does the learning environment need, want and ask?

Research projects of Educational Development for teacher trainings on demand of the departments of teacher training and early childhood education (Artevelde University College).

#### **Outcomes**

Learning outcomes to be reached: understanding and development of a 'customized' blend for teachers to implement ICT and new didactic methods in an efficient way. Goals of blended learning environments, including pedagogical richness, access to knowledge, social interaction...

We propose a **poster session** on the ICED conference. We want to show the clustered model and illustrate criteria for an optimal blend with inspiring ideas. We also want to share suggestions with the network on how to systematically predict which is the optimal blend for teachers in the curriculum they work in, and invite them to activate themselves to be part of an inspiring blended learning environment.

#### **Reflective critique**

It's not about creating 'the perfect ICT teacher' nor 'the optimal blend theory'. It's about activating teachers towards a better learning environment. What is within their reach, personal interest and power, and what is required by the educational system? How to support these differences and develop competencies among the teacher's professional career?

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**Disclosure of Interest:** None Declared

**Keywords:** Blended Learning, ICT-empowerment, learning environment, teacher motivation

*03 Scholarship of educational development*

**RESEARCH & SCHOLARSHIP IN EDUCATIONAL DEVELOPMENT: SPECIAL INTEREST GROUP**

Helen King <sup>1,\*</sup> and SEDA Scholarship & Research Committee

<sup>1</sup>Learning & Teaching Enhancement Office, University of Bath, Bath, United Kingdom

**Abstract Summary:** This informal discussion session will provide an opportunity for colleagues interested in research & scholarship of educational development to get together. The focus will be on research into our practice as educational developers. The aim of the session is to discuss ideas for the development of future activities, such as international networks or collaborations, around this theme.

**Abstract Text:** In 2013, the SEDA Scholarship & Research Committee contacted all ICED organisations to begin to identify where similar sub-Committees, groups or individual interests might exist internationally. Ten responses were received which indicated that, whilst there is considerable activity around research into learning and teaching, there is less happening internationally on research into our practice as educational developers. The purpose of this 'special interest group' session, is to bring together anyone interested in research into educational development practice - either individuals or representatives of organisations. As well as considering current activities, the group will also explore what needs there might be in terms of building capacity for this type of research and scholarship; for example in terms of maintaining the quality of submissions to the *International Journal for Academic Development* and for supporting new educational developers in understanding the foundations and ways of working of the profession.

The session will have two main outcomes:

9. A collation of examples of activities around research and scholarship in relation to educational development practice (e.g. books, journals, networks, personal research, capacity building activities);
10. Ideas for future collaborative activities (e.g. networks, online development courses).

It is anticipated that, as a result of the discussions, proposals will be put forward to the ICED Council and the boards of relevant national organisations (e.g. the SEDA Executive Committee in the UK) to agree ideas for future collaborative work around this theme.

**Disclosure of Interest:** None Declared

**Keywords:** Building Capacity, Research and scholarship

#### ***04 Strategic educational development***

### **WIDENING EDUCATIONAL DEVELOPMENT TO A FRAMEWORK FOR DEVELOPING A UNIVERSITY'S TEACHING AND LEARNING**

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<sup>1</sup>Lund University, Lund, Sweden

**Abstract Summary:** This seminar will give an overview of different ways of developing a university's teaching and learning. Traditionally, educational development has been about single activities focusing on individual teachers. But there has been a change towards an increased focus on institutional strategies. We will present a framework by Graham Gibbs and discuss it from an educational development point of view.

**Abstract Text:** This seminar will give an overview of different ways of developing a university's teaching and learning. There are many single activities that individually deals with the topic in a positive direction, such as teacher training, develop learning environments, develop teacher reward systems, etc. Traditionally, educational development has been about these single activities focusing on individual teachers. But there has also been a change over time towards an increased focus on institutional strategies and even national policies. (Gibbs 2009)

Gibbs (2009) has put together a whole set of activities that need to be addressed and integrated in an institutional strategy or framework to develop a university's *whole* teaching and learning. This framework will be presented and discussed from an academic/educational development point of view.

#### **Session outcome:**

The participants will get knowledge and thoughts of a framework valid as guidance for both educational development and institutional strategies.

#### **Session outline:**

11. We present the Gibbs Framework (10 minutes)
12. The participants reflects individually on the framework in terms of their own institution's strength and weakness in relation to the framework (5 minutes)
13. The participants reflects in pairs or small groups on how the framework can be used at their institution for academic development purposes (10 minutes)
14. Open discussion (15 minutes)

#### **Main References**

Gibbs, G., 'Developing students as learners – varied phenomena, varied contexts and a developmental trajectory for the whole endeavour', *Journal of Learning Development in Higher Education*, Issue 1: February 2009.

Andersson, R., and Warfvinge, P., 'Developing a teaching and learning culture – the case of Faculty of Engineering at Lund University', in *Proceedings of the 40th SEFI Conference*, Thessaloniki, September 2012.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, institutional change, Quality assurance

*02 Scholarship of teaching and learning*

**LEARNING, LEADING AND LETTING GO OF CONTROL - LEARNER LED APPROACHES IN EDUCATION**

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**Abstract Summary:** Introducing a new term in Higher Education: Learner Led Approaches in Education: LED, based on research and experiments carried out at two HE institutions in Denmark. It addresses the necessity of matching educational approaches to society 3.0. Methods in teaching are co-created in collaboration between students and teachers and build on the student's motivation as a driving force.

**Abstract Text:** The aim of the paper is to introduce a new term in teaching in Higher Education: Learner Led Approaches in Education: LED. The sources of inspiration are many as are the experiences we draw from. Problem-based project work (PBL) being one, various classical teacher centered methods, and last but not least a variety of methods aiming towards developing creativity, innovational skills and entrepreneurship. LED is inspired by collaboration between professors from Aalborg University, Cornwall College and University College of Northern Denmark.

Moravec (2008) claims that educational systems still operate in 1.0 or perhaps 2.0 mode while the surrounding cultures and societies operate in 3.0 mode. The amount of accessible knowledge is increasing rapidly and so are the platforms of learning and constructing knowledge. Moravec introduces the term "knowmads" describing the 21st century knowledge worker. Knowmads are *valued for the personal knowledge that they possess, and this knowledge gives them a competitive advantage. Knowmads are responsible for designing their own futures. This represents a massive shift from agricultural, industrial, and information-based work in which our relationships and responsibilities were clearly defined by others* (Moravec 2013). This leaves the individual in a position to create his or her own unique pool of knowledge, and the formal educational system as merely one among a broad variety of legitimate learning contexts. The learner is "in the control room" and driven by intrinsic motivation.

Learner Led Approaches (LED) are not *one* approach or dogma to replace existing dogmas, but a way of approaching learning and education that mirrors the rapid development of society. We base it on the assumption, that each student has her or his own unique approach to learning based on his or her experience, knowledge, learning style etc. and therefore has the potential to design learning processes that are meaningful for him or her. We thereby remove the focus from the teacher and the teaching to the learner and the learning, and build on the student's motivation as a driving force, hence the term *learner led*. Rogers (1983) defines meaningful learning as a *quality of personal involvement – the whole person in both feeling and cognitive aspects being in the learning event*.

The methods applied in LED will be changing over time, as different learners in co-operation with their teachers co-create and design methods and approaches appropriate at that exact time, in this exact context and for this exact student or group of students. Thus the teacher becomes a facilitator of learning and a co-creator of specific methods in time and over time.

The paper addresses strengths as well as challenges of LED approaches in a HE context and draws on research and experiments in the authors' institutions.

We take our point of departure in the Danish educational system but believe that the trends and suggestions may have a broader scope and be relevant for other educational systems.

**Disclosure of Interest:** None Declared

**Keywords:** co-creation, education 3.0, societal changes, teaching approach

### *03 Scholarship of educational development*

## INTRODUCING AND ASSESSING LEARNER-CENTERED PRINCIPLES TO AND AMONG THE NEXT GENERATION OF COLLEGE PROFESSORS

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**Abstract Summary:** This workshop provides an overview of a comparative transatlantic assessment study measuring the success of two graduate student development programs. Participants will learn about program formats, engage with the assessment instruments, discuss the data obtained through them, and consider how they may use program and/or assessment components to enhance their educational development programs.

**Abstract Text:** The literature on educational development confirms that student learning is better achieved through engaging student motivation and active learning (Biggs & Tang, 2011; Bonwell & Eison, 1991; Gibbs, 1995; Huba & Freed, 2000; Schunk et al., 2007; Svinicki, 2004; Tagg, 2003; Weimer, 2013), yet colleges and universities are still far from adequately providing learner-centered environments. However, research also suggests that graduate student professional development programs can serve as catalysts for transforming college teaching into a more learner-centered teaching culture.

**The programs:** Like in many teaching and learning centers around the world, staff at a German and an American university independently developed programs to help graduate students develop the following teaching and learning skills: a) understand and apply basic theories of student learning, development, and motivation; b) critically reflect key concepts such as teacher-centered vs. learner-centered instruction, deep/surface vs. strategic learning; c) apply principles of backward and integrated course design; d) reflect on personal beliefs and practices; and e) design and conduct a class session using a variety of instructional strategies. Drawing on similar theoretical frameworks, models, and materials offered in the literature (e.g., Ambrose et al., 2010; Angelo & Cross, 1993; Bachmann, 2011; Bean, 2011; Fink, 2003), both programs use teaching observations, discussions about readings, reflective teaching statements and syllabus design as their primary activities. However, the context, duration and intensity vary considerably: the year-long German certification program offers over 100 contact hours; the American semester-long seminar provides 22 hours of in-class meetings.

**The assessment:** Educational assessment specialists in the Center for Advanced Study of Teaching and Learning in Higher Education partnered with the teaching and learning centers to assess the extent to which graduate students enrolled in these interventions adopted a learner-centered model of teaching. Expanding the emerging research on the long-term impact of teaching development programs (Inkelas et al., 2013; Kalish et al., 2011; Palmer & Little, 2013; Taylor et al., 2008), the study included 1) a pre/post assessment of graduate students' perceived self-efficacy; 2) an assessment of the learner-centered nature of their syllabi designs; and 3) an evaluation of their teaching strategies. While the survey of teaching self-efficacy queried graduate students' perceived changes in teaching self-confidence, a newly designed and validated syllabus scoring rubric and teaching observation protocol revealed actual changes in their intended practices.

**Workshop Goals & Outline:** The goal of this workshop is to engage participants in an interactive exploration of the differences and similarities of the programs as well as the assessment design and findings. The session begins with participants taking a shortened version of the self-efficacy instrument and discussing its utility. Then, the facilitators will briefly present an overview of the activities included in the educational development interventions, and engage participants in a "mini-demonstration" of one of the shared seminar activities. Following the mini-demonstration, the session facilitators will present the syllabus rubric and the observation protocol and summarize main findings from the assessment. The final portion of the session will be devoted to discussing the study and working with participants on how they can use seminar and/or assessment components to enhance their educational development programs.

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\* Full list of references is available upon request

**Disclosure of Interest:** None Declared

**Keywords:** Assessment of teaching competence, educational development, graduate students, Research, self-efficacy





## *02 Scholarship of teaching and learning*

### **DIGITAL DIDACTICAL DESIGNS – REIMAGINING DESIGNS FOR TEACHING AND LEARNING**

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**Abstract Summary:** In order to progress in educational development, *digital didactical designs* are a promising approach. Our studies show principles including a) new learning goals where more than one correct answer exists, b) focus on learning as a process in informal-in-formal learning using guided reflections, c) making learning visible in different products. Course-based learning turns into learning expeditions.

**Abstract Text:** In the era of Social Media, we have all information always with us in our pockets and handbags. Policies tend to say we have open learning cultures. But it is a myth that learning is open or becomes easier. Access to content does not necessarily mean a person learns. There is no learning progress without reflections. Secondly, educational institutions remain on the model of textbook readings in which students learn to reproduce the knowledge of the textbook. The teaching aim is the textbook. It supports surface levels like remembering and understanding and neglect to support deeper learning like intellectual development and a “conceptual change” (Kember 1997).

To make a difference, let’s change the perspective. Instead of focusing on textbooks or technology, the pedagogical practice and its designs needs our attention. Instead of re-inventing textbook learning models, we need new designs for teaching, new ways of teaching, and new designs for learning, new opportunities to enable learning walkthroughs. In particular, designs for student learning able to become pro-sumers and learnerpreneurs help them to grow in their learning progress.

The approach of “Digital Didactical Designs” (Jahnke, Norqvist, Olsson 2013, Norberg & Jahnke, 2013) sounds promising to support such a changing perspective. It uses the European tradition of Didaktik and scrutinizes teaching and learning as socially constructed forms of social practices.

A Digital Didactical Design is a design that focuses on fostering student learning and involves the formulation of different elements and its “constructive alignment” (Biggs & Tang 1999): teaching objectives, learning activities, process-based/formative assessment for reflections, social relations (roles) and educational technology (Klafki, 1963; Hudson, 2008; Lund & Hauge, 2011).

In the Odder community in Denmark and at preschool teacher education at Umeå University in Sweden, we have studied such designs; mixed research methods have been applied (classroom observations, interviews, surveys).

Our findings illustrate three key principles. The teachers’ digital didactical designs embrace a) new learning goals where more than one correct answer exists, b) focus on learning as a process in informal-in-formal learning spaces using guided reflections, c) making learning visible in different products (e.g., text, videos, podcasts). There is a turn from traditional course-based learning into learning expeditions. We argue that in order to progress in educational development that fosters both surface and deeper learning, its needs a change towards *digital didactical design thinking*.

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**Disclosure of Interest:** None Declared

**Keywords:** deeper learning, educational technology, empirical studies, instructional development, iPad-didactics

**03 Scholarship of educational development**

**MEANINGFUL ACCESS AND SUPPORT: THE PATH TO COLLEGE COMPLETION**

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<sup>1</sup>TRPP Associates, LLC, Chicago, United States

**Abstract Summary:** *Meaningful Access and Success: The Path to College Completion* will be discussed. Five Imperatives will be the focus of the presentation.

1. Expand evidence-based, comprehensive support systems
2. Develop innovative funding models
3. Promote an ecosystem of education
4. Recognize developmental education as a field of practice with professional standards
5. Fund research to measure long-term impact

**Abstract Text:** In this session, the paper *Meaningful Access and Success: The Path to College Completion* will be presented and discussed. This paper is a call to action for United States colleges and universities and higher education policymakers to provide meaningful access and academic support for all students. Meaningful access and academic support are imperative to strengthen the economy, compete globally, and reach President Barack Obama's (2009) goal of educating the highest rate of college graduates in the world by 2020.

A democracy depends on an informed citizenry and opportunity for all to advance economically. Meaningful access to postsecondary education and the academic support that follows is essential; therefore, educational institutions bear a significant responsibility to students and society. Colleges and universities must continue to adapt to the varied needs of the increasingly diverse students coming to postsecondary education. No longer can working adults, returning veterans, students of color, and first-generation students be considered "nontraditional." Nor can misunderstood studies of "remedial" student programs shape policy. Indeed, today's postsecondary students in all their diversity deserve meaningful access and robust and comprehensive systems of academic support.

This paper lays out five imperatives to forge a path toward increased college completion, explores policies that restrict or inhibit access and academic support, describes features of successful academic support programs, and responds to recent developmental education research.

**Five Imperatives**

1. Expand evidence-based, comprehensive support systems
2. Develop innovative funding models
3. Promote an ecosystem of education
4. Recognize developmental education as a field of practice with professional standards
5. Fund research to measure long-term impact

**Disclosure of Interest:** None Declared

**Keywords:** Access, Support

*05 Educational leadership/ Academic leadership*

**(TRANS) FORMATION OF/IN UNIVERSITIES: FORMATIVE IMPACT ON ACADEMIC DEVELOPERS?**

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**Abstract Summary:** This paper first provides a critical analysis of five universities' mission statements, values and strategies. Then it provides a critical discussion on the possible formative aspects of the logics and rationales underlying priorities and strategies, and how these may impact the formation of academic developers, their understanding of tasks and responsibilities.

**Abstract Text:** Academic developers' (ADs) work spans a broad variety of activities ranging from administering and running educational seminars, consulting on learning and teaching development to implementing new educational reforms (Land 2004). To encourage innovation in teaching and support curriculum development are core aspects of their work as well as support cultural change on departmental level (Healey et al 2013). Most ADs are therefore concerned with how to develop creative and effective ideas to encourage and support academic development (leaders and teachers) both individually and collectively.

However what is seen as effective and creative ideas is highly dependent on how ADs understand universities' societal role; what and who universities should be for, and how students may improve their learning outcome (Bento 2013; Zelner 2011). Traditionally, universities - particularly the research universities in Europe and public universities in the U.S. - have been left great autonomy to define the goals and priorities for the academic "profession." During the last 20-30 years, however, performing and fulfilling politically defined objectives - important elements of the NPM accountability regime-have become central (Rinne, Jauhiainen, Koivula 2013). In Europe, quality assurance systems, defined by politicians as an important means to ensure that both society and students get "value for money" have emerged (Stensaker & Harvey 2011) and assigned ADs new responsibilities and tasks (Handal et al in press). In the midst of multiple external and internal expectations embedded with different logics (Solbrekke & Englund 2011), some scholars advocate for the classical research intensive university while at the other end of the spectrum the ideas of entrepreneurialism and close collaboration with the marketplace are embraced (Pinheiro & Stensaker 2013; Tomlinson 2012).

The values, priorities and chosen strategies of ADs do not develop in isolation. Instead they are the results of individual agency and negotiations taking place in academic communities. How universities (trans)form, and in what direction they orient their mission and strategies, are issues of empirical research interest.

This paper elaborates the investigation and initial analysis on how four public universities in Europe and one in the US articulate their mission, values, and strategies (Solbrekke et al 2013). The empirical data will be analysed in light of the theoretical concepts "responsibility" and "accountability" and the distinction between them (Solbrekke & Englund 2011). Mission statement and strategy plans are chosen because they articulate the formal ambition of the institution, and these will be critically investigated with regards to their orientation towards "public" and/or "private" good. The purpose of Mission statements is to communicate values and ideals, and the institution's role in society. A strategic plan moreover articulates the leadership role of the university and how it is to be governed. An analysis of the text does not inform us about what actually happens in practice, but the texts of mission statements and strategic plans indicate the priorities and activities that are encouraged by the leaders of the institution. They also indicate the tasks and responsibilities for ADs. The following research questions are critically analysed and discussed:

- | What logics and rationales are their priorities and strategies based in?
- What possible formative impact may the chosen strategies pay on the formation of ADs?

**Disclosure of Interest:** None Declared

**Keywords:** formative impact on academic developers , mission, values and strategies,, new governance, , university (trans)formation,

### *03 Scholarship of educational development*

#### **DEVELOPING SCHOLARLY WRITING IN A CHANGING ACADEMIC WORLD**

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**Abstract Summary:** What evidence-based strategies can educational developers recommend to colleagues who aspire to write more confidently and publish more prolifically? Based on a major international study of more than 1,000 academics and PhD students across 5 continents, this hands-on workshop will help participants address the research aspirations of their colleagues and expand their own writing horizons.

**Abstract Text:** How, when and where do academics write, and how do they learn to write? What factors influence their productivity? What practical and emotional obstacles do they face? What are their formative experiences, their daily routines? Most importantly, what attitudes and practices set the most successful academics apart from their peers? This workshop will shed new light on the *habitus* (Bourdieu 1990) of scholarly writing, taking participants through the process of constructing an imagined *habitation* or living space where academics can write, flourish, and breathe clear air.

The key findings presented in the workshop – which call into question much of the highly prescriptive writing advice offered by Robert Boice, Paul Silvia, and other well-known “productivity gurus” – are based on interview and questionnaire data gathered over a 3-year period from more than 1,000 academics in 15 countries. Informants from virtually every academic rank and discipline responded in rich and nuanced detail to intimate questions about their professional formation as writers, their day-to-day writing routines, the emotions they associate with their writing, and more. The most successful and productive academics, it turns out, adhere to no uniform set of daily writing habits; instead, they cultivate distinctive “habits of mind” that change and develop over time. Through a series of hands-on activities, workshop participants will reflect on their own BASE habits (Behavioral, Artisanal, Social, Emotional) and take preliminary steps toward reshaping the individual and institutional *habitus* that informs their writing life.

On completion of the session, participants will be able to:

- identify the work habits and “habits of mind” most commonly associated with productive writing;
- diagnose their own writing habits and plan targeted change;
- adapt the strategies learned in this workshop to provide evidence-based professional development for colleagues from across the disciplines.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic writing, Research productivity

#### **04 Strategic educational development**

### **CHANGING THE CONVERSATION: EVALUATING A WHOLE-INSTITUTIONAL INITIATIVE OF ANNUAL TEACHING RENEWAL**

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<sup>1</sup>Oxford Centre for Staff and Learning Development (OCSLD), Oxford Brookes University, Oxford, United Kingdom

**Abstract Summary:** The paper reports on evaluation research into the impact of an institutional initiative of peer enhancement of teaching, assessment and learning. It invites the audience to discuss some of the challenges for educational developers of locating development of practice within teaching teams, and involving students, in an attempt to invigorate the conversation around teaching quality.

**Abstract Text:** One of the strengths of educational development lies in its capacity to shape itself in response to the contemporary climate. Pressures on HE management, academic staff and learning support professionals to improve the quality of the student learning experience are high and closely observed on a number of fronts (Gibbs, 2012). For educational development, the current situation prompts a shift towards practice development, located within academic communities and mindful of institutional and disciplinary drivers, in line with the analysis by Boud and Brew (2013) who argue for 'greater focus on peer learning in context' and 'fostering learning-conducive work'.

Conversations about teaching are widely acknowledged as a powerful mechanism for professional development (Pilkington, 2013; Thomson, 2012; Gibbs, 2010; Byrne, Brown and Challen, 2010, Haigh, 2005). The purpose of this paper is to discuss the merits and shortcomings of adopting just such an approach at an institutional level, and the implications this has for educational development practices.

The case in question is a scheme of peer enhancement of teaching, assessment and learning (PETAL) which seeks to change the conversation around teaching quality from audit to enhancement. The PETAL initiative aims to "enhance student learning by creating a culture of consistent, sustained and richly informed attention to key aspects of learning and teaching, marked by collegial collaboration and collaboration with our students." (Marshall and Deepwell, 2012). In essence, there are three elements to this approach:

- Set within the context of the programme team;
- Scholarly and evidence-based;
- Engaging students in bringing about and evaluating changes.

The evaluation strategy for the initiative since 2012, seeks to explore the extent to which this initiative has invigorated conversations around teaching enhancement across the institution. This includes a survey of its impact, which generated insights into professional development from over 100 programme and course leaders across the institution. Additionally, in-depth interviews with programme teams and individuals have been conducted using appreciative inquiry methods. These findings will be presented in order to provoke renewed discussion on some of the key challenges facing educational developers in relation to:

- Involving students actively in quality enhancement activities;
- Negotiating institutional drivers for improvement versus programme-level and disciplinary drivers for innovation;
- Engaging all those involved in teaching and learning support with continuing professional development, including the scholarship of teaching, beyond formal courses.

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**Disclosure of Interest:** None Declared

**Keywords:** evaluation of change, peer enhancement of teaching, Team-teaching

**01 Discipline specific educational development**

**PROVIDING EVERY JACK WITH HIS JILL – AIMING FOR SPECIFIC SUPPORT OF ENGINEERING STUDENTS IN DEVELOPING BASIC MATHEMATICAL SKILLS**

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<sup>1</sup>Center for Applied Academic Research, <sup>2</sup>Magdeburg-Stendal University of Applied Sciences, Magdeburg, Germany

**Abstract Summary:** This paper focuses on basic mathematic skills of engineering students as a crucial aspect of their competencies for academic learning (Studierfähigkeit). Based on our expertise in academic teaching, an intervention was devised; low performing students are supported by an additional online course in basic mathematics. This scenario is evaluated with a focusing on the role of individual differences.

**Abstract Text:** We argue that students' *competencies for academic learning* develop based on how they perceive and cope with critical incidents during the outset of their academic path (Bosse et al. 2013). To be able to offer specific support in line with the needs of different (sub-)groups, we need to better understand the moderating role of the individual differences. At the Magdeburg-Stendal University of Applied Sciences (MS-UAS) we investigate this question with a focus on the mathematical skills of engineering students. Funded by the Quality Pact for Teaching by the Federal Ministry of Education and Research the MS-UAS has established a center for academic development and applied research in Higher Education (ZHH). Based on an integrated framework, the main goal of the center is to orchestrate academic development interventions, organizational development, and empirical research in order to improve academic teaching and study structures at the university (Merkt, in print).

For engineering students, basic mathematical skills are one essential facette of competencies they need. However, offers for developing these skills are not necessarily taken up by the students who most need them. In contrast, initial empirical findings show that mostly students who showed satisfactory performance in high school mathematics combined with above-average levels of conscientiousness attend these courses (Krüger-Basener & Rabe, in print). An important conclusion that can be drawn from this is that the development of cognitive competencies are closely intertwined with non-cognitive aspects (cf. Trautwein, 2013). We are conducting a longitudinal survey covering three measurement points (beginning, middle, and end of first semester). In a quasi-experimental design we compare students that receive regular mathematics tutoring to a group of students who additionally attend an online-course on basic mathematics in order to answer the following questions:

15.

How do students (classroom only vs. blended-learning) differ regarding mathematics performance, motivation and self-concept?

16.

Do individual differences (prior learning experiences, socio-demographic variables, motivation) moderate how students make use of the different learning scenarios?

A group of first year engineering students (maximum of N=60) with low performance in a mathematics entry test are asked to sign up for an online course provided by another German university. Additionally, a control group of engineering students was recruited.

Following the overview over relevant aspects of students' competencies by Trautwein (2013), we ask all participants to provide self-ratings on measures of motivation, socio-demographic variables, mathematical self-concept, learning strategies and test performance. Performance data from the online course will also be analysed.

Currently we are still collecting data. Results will be available at the time of the conference.

Results will be discussed on three levels:

17.

*Concrete level:* How can we provide specific support for different groups of students?

18.

*Competencies for academic learning:* Mathematic skills are only one aspect of academic competencies. How do we consider non-cognitive aspects?

19.

*Development of standardized instruments for competencies of academic learning:* How to reach the long-term goal to develop a set of measures to identify groups of students with specific needs for support.

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**Disclosure of Interest:** None Declared



**Keywords:** academic development, Blended Learning, Diversity, Engineering, Mathematics

**04 Strategic educational development**

**PEER REVIEW OF TEACHING IN A CHANGING WORLD: SHARING EXPERIENCES OF A UK UNIVERSITY IN IMPLEMENTING A REVISED STRATEGY FOR TEACHER AND TEACHING DEVELOPMENT**

Clara Davies <sup>1,\*</sup>

<sup>1</sup>SDDU, University of Leeds, Leeds, United Kingdom

**Abstract Summary:** This paper presents the design and implementation of a change in policy for peer review of teaching at a UK University. The revised policy encourages collaborative working with the primary focus being on the enhancement of teaching in its broadest interpretation. The outcomes from piloting the scheme in two schools are presented together with the strategy for roll-out across the whole institution.

**Abstract Text:** Since the mid-1990s and the introduction of Teaching Quality Assessments by the Quality Assurance Agency, UK Universities have had in place schemes for the peer observation of teaching. In the majority of cases these schemes involved members of staff observing the teaching delivery of another, in pairs, originally for the purposes of quality assurance. Latterly these schemes have developed into peer review mechanisms with a shift in focus to quality enhancement and this reflects changes in the external review processes to those of institutional audit. In some cases such schemes have withered away through being time consuming and not achieving the desired aims for the different stakeholders.

The research of Gosling (2005) and Gosling & O'Connor (2006, 2009) has shown that processes for peer review of teaching cannot fulfil the quality assurance and enhancements requirements of different stakeholders simultaneously. The work of Swinglehurst et al (2008) and Bennet & Barp (2008) has also shown how peer review processes can be extended to the online learning environment. The redesign of the peer observation / review policy has endeavoured to take these messages on board.

This paper presents the design and implementation of a change in policy for the peer review of teaching at a UK University, that seeks to take the messages from such research on board and to distance itself from the legacy of peer observation. The revised policy encourages collaborative working between colleagues and provides the ability for groups of staff to work together to respond to a range of stimuli – ranging from individuals' own priorities, to the strategic priorities of their programme, school or institution - but with the primary focus being on the enhancement of teaching in its broadest interpretation.

The new scheme, the Teaching Enhancement Scheme (TES), is a highly innovative approach to collegiate working for the purposes of teacher and teaching development. TES aims to engage all teaching staff in a much wider range of development activities to enhance teaching and student education more broadly – e.g. assessment, use of VLE, learning resources, curriculum design. A pilot of the revised scheme has been successfully piloted in two schools. The outcomes from piloting the scheme in two schools are presented - representing opposite approaches to implementation from top-down to bottom-up approaches.

Reflections on the strategy for subsequent roll-out across the whole institution are also presented.

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**Disclosure of Interest:** None Declared

**Keywords:** peer observations of teaching, peer review, policy, Strategic educational development

#### **04 Strategic educational development**

### **INTLUNI - MEETING THE CHALLENGES OF THE MULTILINGUAL AND MULTICULTURAL LEARNING SPACE**

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**Abstract Summary:** The poster will present the overall aims and objectives of IntlUni, an Erasmus Academic Network addressing the challenges of the multilingual and multicultural learning space. Focus is on the results of the first year of the project and some first results from the second year, identifying examples of good practice and pointing towards possible quality criteria and recommendations.

**Abstract Text:** Almost all European Higher Education Institutions (HEIs) have undergone tremendous changes as a result of internationalisation and the development of the European Higher Education Area. Until now, many resources have been devoted to key areas such as motivating and funding mobility, ensuring transferability of credits as well as joint European Quality Standards. However, what actually goes on in the classroom, where lecturers as well as students have different first languages and educational cultures, has attracted less attention.

IntlUni is an Erasmus Academic Network, supported by the European Commission's Lifelong Learning Programme, and addressing the challenges of the multilingual and multicultural learning space (MMLS) in the international university (2012-15). The aims of IntlUni are (i) to identify the quality criteria that should characterise teaching and learning in the multilingual and multicultural learning space; and (ii) to develop recommendations for how higher education institutions may implement and ensure the sustainability of quality teaching and learning in the MMLS.

The first year of the project (2012-13) has been devoted to the identification of the linguistic, cultural and educational challenges of the MMLS. An online survey has been conducted with quantitative and qualitative input from all 38 partner institutions in 27 different countries. This has been followed up by a collection of narratives outlining critical incidents and possible solutions to the problems identified at the same partner institutions. The results of the first year comprise a report of the current situation regarding the internationalisation of higher education across Europe based on recent literature as well as the survey among partner HEIs; a chart outlining the languages of instruction, notably the spread of English medium instruction; and a catalogue of the linguistic, cultural and educational challenges identified. The second year of the project (2013-14) is devoted to identifying and describing examples of successful practice that have been applied to meet these challenges. The third year of the project (2014-15) will be used to develop quality criteria and recommendations.

The poster will present the overall aims and objectives of IntlUni, the results of the first year, and some first results from the second year identifying the examples of good practice and pointing towards possible quality criteria and recommendations.

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**Disclosure of Interest:** None Declared

**Keywords:** English medium instruction, Internationalisation of Higher Education, Multilingual and multicultural learning space, Quality, Strategic educational development

*01 Discipline specific educational development*

**FROM INTUITIVE EVALUATION TO FORMATIVE ASSESSMENT: GRADING IN LABORATORY COURSES**

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**Abstract Summary:** The need to be able to grade students' performance in laboratory courses is mandatory both from ethics as well as academic point of view. A rubric score was developed for this purpose along with self evaluation of the students. The results shown the importance of this score as a reliable and confident grading tool along with a better understanding of the learning process in laboratory courses.

**Abstract Text:** Laboratory courses are an integral and central part in any curriculum of students learning for science or engineering degrees. A main goal of laboratory courses is the application of theoretical principles which were learned in frontal courses, while confronting the student with results which can deviate from what was expected. In this way the student is able to evaluate the accuracy and precision of his results. Laboratory courses demand high investments on behalf of the students at three levels: preparation, performance and reporting. In general, a laboratory session starts with a short quiz and colloquium which should indicate the student's knowledge in usual known parameters of evaluation. The report can be evaluated in that way too. In contrast to these evaluations, the evaluation of the performance in the lab, which can sometimes consist in about 50% of the final grades, is given intuitively by the instructors or teaching assistants (TAs). This situation implies a lack of clarity and consistency between the students and teachers, and can cause a high dependence on the specific instructor with no standardization in the evaluation and grading.

In our institution (Azrieli, Jerusalem college of engineering, JCE) we have developed a rubric score based on chosen parameters which enables a systematic and standardized evaluation of experimental performance of students in Chemistry' laboratory courses. The main goals defined include standardization and ethics in grading and improvement of the student-TA interface. It was used on more than 100 students and more than 20 TAs and heads of laboratories in various Chemistry courses. Correlation was conducted regarding grades based on intuition and on the developed rubric score showing a higher degree of confidence and reliability with the rubric score. Following these results, a second step was taken in which the students evaluated themselves as well, in the purpose of analyzing and improving their own learning process in various courses.

**Disclosure of Interest:** None Declared

**Keywords:** assessment, , evaluation, , instructor-student interface, laboratory courses, standardization

*03 Scholarship of educational development*

**IDENTIFYING AND "DECODING" TROUBLESOME SPOTS IN THE CAREERS OF EDUCATIONAL DEVELOPERS**

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**Abstract Summary:** Our purpose in this workshop is to use Threshold Concepts and Decoding the Disciplines to help us advance our collective endeavour to identify the epistemological assumptions on which our practice is founded and to deconstruct these assumptions, so that we may more clearly communicate these to ourselves and others.

**Abstract Text:** In the field of educational development, we are working to clearly conceptualise our competencies and roles (e.g., Dawson, Britnell, & Hitchcock, 2010; Saroyan & Frenay, 2010). Given the mission of educational development to influence the quality and culture of teaching and learning at multiple levels of the university, establishing firm grounding for our competencies and identities will help establish the credibility of our field (Sorcinelli, Austin, Eddy, & Beach, 2006). Identifying competencies that provide the foundation for our practice is crucial. Life-span developmental psychologist Robert Kegan (2001) proposes that we conceptualise the notion of competence as being at its core an epistemological matter – the matter of “how we know”.

It is challenging, however, to identify the ways of knowing of experienced professionals and disciplinary experts, since these remain tacit (e.g., Meyer & Land, 2003; Polanyi, 1958). And yet, there is great value in doing so, as this exercise may reveal the “hidden demands of disciplinary understanding” (Perkins, 2007, p. 39). A failure to do so may prevent novices from “embracing the logic and spirit of the discipline” (Perkins, 2007, p. 39).

Drawing on the research on Threshold Concepts (Meyer & Land, 2003) and Decoding the Disciplines (DtD) (Middendorf & Pace, 2004), our purpose in this session is to explore, articulate, and begin to deconstruct with participants the epistemological underpinnings of educational development. The literatures in the areas of both Threshold Concepts and DtD have as their core an epistemological essence – the notion that “troublesome” ideas, labeled as either “threshold concepts” or “bottlenecks”, may provide insight into the epistemology of a field (e.g., Meyer & Land, 2005; Perkins, 2007; Shopkow, Díaz, Middendorf, & Pace, 2013; Timmermans, 2010).

Threshold Concepts contribute a theoretical framework for understanding the developmentally transformative potential of ideas that may be troublesome in learning (Timmermans, 2010). DtD offers a methodology for helping experts to clearly articulate the “intellectual moves” they make when approaching bottlenecks (Shopkow, Díaz, Middendorf, & Pace, 2013). Used in concert, Threshold Concepts and DtD help us advance our collective endeavour to identify the assumptions on which our practice is founded and to deconstruct these assumptions, so that we may more clearly communicate these to ourselves and others.

Our intentions for the workshop are as follows:

- a) introduce the research on Threshold Concepts and DtD, and explore the relationship between these ideas (15 min.)
- b) work collaboratively to identify Threshold Concepts and/or bottlenecks in the careers of educational developers; examine issues, such as variation across geographical region (e.g., Americas, Europe, Australasia) and career stage (e.g., novice, mid-career, expert) (30 min.)
- c) share threshold concepts in the careers of experienced Canadian educational developers identified in a study by the first author (Author, in submission); explore any links to the Threshold Concepts and bottlenecks identified by the group (15 min.)
- d) apply the DtD methodology to reconstruct thinking around one or more of the identified threshold concepts or bottlenecks (30 min.)

References will be sent in an e-mail, as they did not fit within the character restrictions. Thank you.

**Disclosure of Interest:** None Declared

**Keywords:** Career, Decoding the Disciplines, Educational Development, Epistemology, Threshold Concepts

*02 Scholarship of teaching and learning*

**EFFECT OF FEEDBACK? THE USE OF SEMANTIC NETWORK ANALYSIS - THE CASE OF THE TEACHER TRAINING COURSE GOONLINE.**

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<sup>1</sup>Centre for Teaching and Learning, Aarhus University, Aarhus V, Denmark

**Abstract Summary:** GoOnline is a teacher-training course at Aarhus University that offers teachers insights into the use of online learning technologies. The goal is to make them redesign a course into a more blended learning mode. However, whether they actually think differently about their teaching has not yet been documented. Semantic network analysis is tested as an instrument for detecting such changes.

**Abstract Text:** GoOnline is a 9-12 month mandatory teacher-training course at Aarhus University, School of Business and Social Science. In this course teachers are offered insights into and didactic arguments for the use of online learning technologies. The main goal is to make them redesign one of their actual courses to comprise more blended learning and student activation. GoOnline is a mix of face-to-face and online learning elements and builds on a constructivist understanding with heavy emphasis on feedback and dialogue.

The effect of GoOnline can easily be measured by the number of new blended learning courses. However, this does not necessarily mean that teachers have actually changed their knowledge and understanding as a result of the course, which would obviously be important to know.

One of the general problems regarding feedback processes is the difficulty in proving that learning has actually taken place. The extent of the problem varies depending on the degree to which dialogue has been a central activity between the teacher and the students or among students; a dialogue will always provide some indication of whether learning has taken place, but even dialogical feedback processes may result in uncertainty about the outcome. This 'black box' is the object of this study.

Feedback can be seen as an act of knowledge communication, defined as asymmetric communication between an expert and a layman within a knowledge domain (Kastberg, 2011). This approach can be addressed from three different perspectives: construction, representation and communication of knowledge, each perspective requiring different analytical methods and different answers. Of interest to this study are the results of a given knowledge construction process with the representation of knowledge in focus. The relevant methods would then be discourse analysis, conversation analysis or semantic network analysis. The latter shows the knowledge elements of a person as these are represented in texts and in the syntactic relations between them (Engberg, 2009). The aim of the paper is therefore to assess whether semantic network analysis allows us to document that learning has taken place.

The presentation will outline the role of feedback in GoOnline and show the semantic network analysis of text excerpts before inviting the audience to discuss the benefits of the method.

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**Disclosure of Interest:** None Declared

**Keywords:** Blended Learning, Feedback, Knowledge communication, Semantic network analysis

#### ***04 Strategic educational development***

### **STUDENTS AS PARTNERS: AN EXPLORATION OF PROCESS TO EFFECT TRANSFORMATIONAL CHANGE**

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**Abstract Summary:** The higher education sector in the UK is undergoing a period of immense change due in part to evolving funding models which impacts on the role and voice of the student. During this round table discussion, initial findings from research on staff student partnership will be presented and critically discussed. Feedback on this contemporary issue will be considered for further research in 2014-15.

**Abstract Text:** The higher education sector in the UK is undergoing a period of immense change due in part to evolving funding models which impacts on the role and voice of the student. Many UK Higher Education Institutions are now adopting models of staff-student partnership which promotes a collaborative approach to the design of the learning experience. However, current evaluation thereof focuses on the outcomes of activities rather than the experiences of those involved.

To explore further the concept of students as partners, it is apposite to consider the literature on partnership working in other contexts, in particular, partnerships in the discipline of health and social care (Carnwell & Buchanan, 2009). It is apparent that the use of language is paramount and may give rise to confusion, particularly regarding the apparent interchangeability of the terms partnership and collaboration (Taylor & Riche, 2006) where these concepts are loosely defined and expressed through multiple terminologies. Discussions around the concept of partnership clearly define it as a genuine and trusting relationship where open and honest communication lead to equitable and mutually rewarding goals (Robinson & Cottrel 2005, Bidmead & Cowley 2005). Carnwell and Buchanan (2009) posit that this leads to a shared identity which may mean a gradual erosion of current professional identities in favour of new, more problem oriented professional partnerships or even, professions. This potential threat to professional identity may engender reluctance to collaborate and the resultant tension may threaten the efficacy of the partnership itself. There must be tension in all partnerships between different partners' identities and all partners' commitment to a shared identity.

In 2013, the University of Ulster was successful in securing funding and inclusion in a three-year change programme – What works? Student Retention and Success. One of the principles of this change programme is that students must be involved as partners and that senior management fully supports the planning, implementation and evaluation of activities in the areas of induction, active learning and co-curricular activities. These activities are strategically aligned to the University's learning and teaching strategy (2013-2018) and in particular strategic aim 2 '*To provide transformative, high quality, learning experiences through the promotion of meaningful staff student partnerships that engender a shared responsibility*'. Seven discipline teams which represent all six faculties and four campuses are taking part and this involves over 60 staff and 40 students.

The author is interested in not just the outcomes and learning from these activities but particularly interested in the process of partnerships and how this might affect transformational change. To this end, research has been carried out with staff and students during 2013-2014 using a phenomenological approach. Initial findings will be presented during the round table discussion and participants will be provided with the opportunity to critically discuss this contemporary issue with feedback to be considered for further exploration in 2014-15.

**Disclosure of Interest:** None Declared

**Keywords:** partnership, students as partners, transformational change

## *02 Scholarship of teaching and learning*

### **WHY STUDENTS RESIST LEARNING: STRATEGIES AND IDEAS TO HELP COLLEGE INSTRUCTORS**

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<sup>1</sup>Faculty Center for Teaching Excellence, <sup>2</sup>English & Literature, <sup>3</sup>Interdisciplinary Studies, <sup>4</sup>Behavioral Science, Utah Valley University, Orem, Utah, United States

**Abstract Summary:** Engaged teaching is key to improving student learning, yet educators using this approach may face strong resistance. Resistance is systemic, influenced by several factors. Educational developers can help instructors understand student resistance and assist them in assessing and intervening to reduce resistance. Come to this session for a discussion of an integrated model of student resistance.

**Abstract Text:** The movement towards a paradigm shift to a learner-centered approach continues to gain momentum, and such reform is urgent in college education. Many of the new pedagogies have been defined as “high impact” practices (e.g., AAC&U) because of improvement in student learning. However, as instructors adopt these engaged learning pedagogies, they often find that students resist the changes.

Students may express this resistance passively such as through negative instructor evaluations or actively through disruptive classroom behaviors. This can become a serious concern especially for untenured professors and instructors seeking promotion and may lead them to avoid or stop using more effective teaching strategies in favor of traditional teaching practices.

Although this is an important topic of discussion and research, the literature contains few studies of student resistance; to date, most of the available literature is based on the experiences and ideas of instructors and no comprehensive frameworks for understanding student resistance have been proposed. For instance, published recommendations to professors explaining resistance and suggesting steps to take often omit important factors such as institutional context or cognitive development of the students.

This lack of an explanatory model leaves instructors and administrators struggling to understand resistance, leading them to create their own disparate theories and explanations that are subject to biases. These conflicting theories often lead to increased frustration for instructors and students and may lead to ineffective interventions or abandonment of engaged teaching. If the ongoing teaching reforms are to become permanent, higher education needs a framework that can guide decision-making, assessment, and interventions at the instructor and administrator levels. With a coherent framework, educational developers can work with professors to customize their understanding of the resistance in their classrooms and achieve greater success in student learning.

This session will present a theoretical model known as the Integrated Model of Student Resistance. This model describes student behaviors as resulting from five factors: social forces shaping student expectations and behaviors such as gender, racism, and first-generation in college (e.g., Ogbu & Fordham); institutional context and values that shapes both student and instructor expectations for college and behaviors (e.g., Tagg); prior negative experiences in the classroom with both instructors and peers; level of cognitive development (e.g., Perry, Magolda); and metacognitive influences including readiness to change (Prochaska & Diclemente) and the self-theories extensively evaluated by Dweck. All of these factors have a strong research foundation and can be effectively assessed by instructors.

**Activities:** The session will begin by asking participants to evaluate what they already know about student resistance and what they want to know. The Integrated Model will be briefly presented and discussion will focus on addressing what participants want to know by using the model, most likely including possible assessment and intervention strategies professors could use, and the role of educational developers including development of instructor training programs. Participants will be encouraged to make use of materials provided to design a plan for implementation in their home institution after conclusion of the conference.

**Disclosure of Interest:** None Declared

**Keywords:** Learner-Centered teaching, , student resistance



#### ***04 Strategic educational development***

#### **ASSESSMENT QUALITY AT INSTITUTION, PROGRAMME, TEST, AND ITEM LEVEL**

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**Abstract Summary:** In this workshop we would like to discuss strategic development of assessment quality at the different institutional levels: institutional accreditation, program assessment and test validity, and finally item and practical examination quality. How can the levels be connected in a feasible high-quality assessment system? We invite participants to share their knowledge, experience, and frustrations.

**Abstract Text:** In this workshop we would like to discuss strategic development of assessment quality from the perspective of a dean of education with responsibility for institution accreditation, a director of a program with responsibility for test quality and an assessment program, and from the perspective of an educational developer working with teachers on item quality. The three main questions to be discussed during the workshop are

20. How to establish a system for discussing assessment quality, which lives up to accreditation criteria and 'real life' changes at the faculty?
21. How to connect the described learning outcomes with an appropriate assessment program that is feasible?
22. How to support teachers in the everlasting, repetitive production of test items and assessment feedback to students?

The scholarly basis underlining the activities and discussions in this workshop come from three different sources. The first is the thinking that underlines Biggs alignment theory (Biggs & Tang. Teaching for Quality Learning at University. Open University Press, 2007), stating that learning outcomes, teaching, learning activities, and assessments must be aligned to support student learning. Secondly, we are founded in the item and test reliability and validity discourse from natural and health sciences. While maintaining some focus on reliability and validity issues, the research and development community in medical education is moving rapidly into an educational design discourse. For example, we intend to include a proposal from Vleuten and Schuwirth called programmatic assessment (Assessing professional competence: from methods to programmes. Medical Education 2005; 39 (3): 309-17) that has been developed during the last decade. Finally, we include the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ENQA. 2009) in the discussions.

The activities during the workshop include discussions of dilemmas and participants suggestions to actions. The rough timeline says 10 minutes of introduction by the presenters. The following 20 min we invite participant to share experiences on assessment quality assurance on the three different levels. Then we present and discuss dilemmas from the three levels and how they can be connected and maybe even resolved. We end the workshop with a 10 minute wrap up of main messages and learning outcomes by the presenters.

The expected outcomes of the workshop are that presenters and participants together reach a more complex understanding of the challenges connected with sustainable implementation of quality assurance strategies at the different levels of the institution. Furthermore, the workshop will enlighten participants and facilitators alike as to which strategies are currently in use, and which challenges are faced by colleagues in other institutions.

**Disclosure of Interest:** None Declared

**Keywords:** Assessment quality, Strategic dilemmas, Sustainable implementation

*05 Educational leadership/ Academic leadership*

**EDUCATIONAL DEVELOPMENT IN A CHANGING WORLD: LEADING CHANGE FOR IMPROVED TEACHING, LEARNING, AND BEYOND**

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**Abstract Summary:** What role should educational developers play in leading change in our institutions? This interactive workshop will frame the issues related to leadership in higher education and use Land's model of orientations to reflect upon professional educational development. This session will help educational developers ensure that their units play a key leadership role in their ever-evolving institutions.

**Abstract Text:** Schroeder et al (2011) argue that the work of educational developers is changing, and that our roles within our institutions—and therefore our positions as institutional leaders and change agents—have never been more visible. They call for educational developers to “reinvision their roles” in their institutions. And there is no question that academic leadership is an issue at the forefront of higher education. Kezar (2013) argues that in a time of challenging economic realities and global interdependence, higher education leaders need to “engage change actively” rather than being recipients of it passively. The key question for our profession, then, is “In the changing world, what role do, can, and should we, as educational developers, play in leading change in our institutions?”

According to Sorcinelli et al (2006) Educational Development has experienced five “ages” or periods: the Age of the Scholar; the Teacher; the Developer; the Learner; and, since the new millennium, the Age of the Network. All of these ages seem cumulative, in that the following age does not replace the previous age but rather incorporates and builds upon it. Thus, a decade and a half into the new millennium, we need to ask ourselves: Are we still in the Age of the Network or are we on the threshold of a new age? Perhaps the “Age of Leadership”?

Using Land's model of orientations in educational development (2004), we will ask participants to reflect on their professional development, their roles and self-conceptions. Land's work provides a multidimensional descriptive model of orientations amongst educational developers: “domesticating” policy-focused to “liberating” criticism, and “individual focused” to “organizational-system focused” along the y-axis. This model not only can help us to reflect on the roles we play currently within our own institutions and their underlying orientations, but also help us to understand our own individual stages of professional development that we pass through. The session leaders and participants will discuss how their work has changed over the past decade; the ways in which they interact with groups across their institutions and help lead institutional change; as well as their basic strategies to advance the work of improved teaching and learning. We will engage questions such as: If the future of institutional leadership is here now for our profession, how do we prepare to play these new roles? What are the skills and approaches educational developers need as we move into more visible positions? What strategies are helpful for undertaking this new kind of organizational work?

Ultimately, the goal of this session is to help educational developers ensure that their units play a key leadership role in their ever-evolving institutions and in the ever-changing, international worlds of higher education.

The session leaders are two educational developers who lead in two very distinctive cultural and institutional settings: one a major European university with a large unit comprising four different departments with 15 people, and one a small North American liberal arts college with a center run by a single person. In spite of these superficial differences, there are considerable commonalities in their roles as leaders and in the challenges they face.

Both facilitators have had to adapt their work to meet the changing environments in which they operate, and both have written about theories of effective educational development, the professionalization of educational developers, and leadership in their varying institutional contexts.

**Disclosure of Interest:** None Declared

**Keywords:** leading change, professionalization in educational development, roles , strategic leadership

*05 Educational leadership/ Academic leadership*

**FORMING A FACULTY ADVISORY GROUP FOR TEACHING AND LEARNING-PLEASANT SURPRISES IN GIVING FACULTY A STRONG VOICE**

Clare Hasenkampf<sup>1,\*</sup>

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**Abstract Summary:** I will describe how the Centre for Teaching and Learning decided upon the structure of our advisory group, then described the structure of the advisory group. Then I will consider how the advisory group has functioned in its first two years of operation. Lastly I will consider the processes that need tweaking and close with the anticipated and unanticipated synergies and positive outcomes.

**Abstract Text:** We continually strive to have higher learning institutions with strong communities of teachers. Finding ways to provide faculty support programs that are realistic and responsive to instructor needs is an ongoing challenge. Equally challenging is bringing these programs to faculty's attention to achieve robust participation levels. Our campus teaching support unit, the Centre for Teaching and Learning was mandated to create a faculty advisory group. We wanted to create an advisory group would advise us on the programming we needed to be doing. But we also wanted a group that could effectively promote these activities to their colleagues and frequently partner with us in the development and delivery of workshops and events. We thus envisioned our advisory group as the Centre for Teaching and Learning Ambassadors. The members of the Centre for Teaching and Learning had discussions on how to create the advisory group and what its constituencies would be. We decided to aim for a grass-roots, fairly unstructured advisory group of a diverse range of faculty (both from the discipline perspective and the career point). Thus we wanted experienced successful teachers, dedicated but struggling teachers, some relatively new teachers and teachers from a range of disciplines. We asked the group to meet on their own, but asked them to consider specific items at their meetings such as types of workshops that should be offered and good times and venues for the events. We also wanted the Ambassadors to promote activities that support teachers by informing their discipline colleagues about the events and services offered by the Centre for Teaching and Learning. Beyond this we asked them to consider any other teaching issues they thought important and then report back to the Centre's Director. They group has been in existence two years and been very helpful in identifying faculty needs and preferences. There have also been many unanticipated benefits to the relatively 'free form' group. We will consider the benefits of this type of advisory group and the remaining challenges to making the group sustainable and self-renewing over time.

**Disclosure of Interest:** None Declared

**Keywords:** community of teachers, faculty advisory group, hearing a diversity of voices

#### **04 Strategic educational development**

##### **“SELFSTUDIES! SELFSTUDIES? – THE HARD WAY TO REACH THE ACCREDITATION REQUIREMENTS”**

Stefan Braun <sup>1</sup>Petra Morschheuser <sup>2,\*</sup>

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**Abstract Summary:** The main topic of this seminar is the potential of guided self-studies. The new study programs Bachelor and Master are challenging teaching methods: The accreditation requirements ask for higher professional qualifications and soft skills of the students, and for learning and working independently. Furthermore, this has to be mapped into a quantifiable workload.

**Abstract Text:** In the Bologna process the universities of Europe are gradually growing closer together. In the future, the degrees of young Europeans should be internationally comparable and equivalent. The new study programs Bachelor and Master are challenging teaching methods: The accreditation requirements ask for higher professional qualifications and soft skills of the students, and for learning and working independently. Furthermore, this has to be mapped into a quantifiable workload. How should this work in the daily university routine?

One possible objective: University teachers should be able to see themselves more and more as learning coaches and as science managers. They should also be able to deal professionally with the topics which are relevant for self-study and for teaching. The teachers need new didactic options fast and comprehensively, for seminars, lectures and self-study times. These are needed to convey the material in a sustainable and competence-oriented way.

The exchange between experienced university educationalists is sought to help scientists carry out their new role in the Bologna process (even) better. For this purpose the problem-based learning (PBL), as it was tested and evaluated in an intervention study at the Baden-WuerttembergCooperativeStateUniversity at Mosbach, will be introduced for discussion as a possible, but not the only didactic alternative.

The curriculum of the CooperativeStateUniversity DHBW plans for the students to increasingly manage self-organized learning and growing professional requirements in the course of their studies.

Building upon the experiences with PBL at the Cooperative State University at Mosbach, a controversial but solution-oriented discussion will be carried out in a moderated round-table.

**Questions and Rationale:** Academic work is increasingly becoming more interdisciplinary and international. In the context of the European Research Area (ERA) and the European Qualification Framework (EQF), the European universities are growing closer together. More than ever students need a holistic qualification profile. Thus we need Learning Outcomes which go beyond the mere professional competences and which involve creativity as well as the willingness to explore new avenues of innovation.

**Theory/Methods/Framework/Models:** First, the research results in the area of Problem-based Learning PBL will be introduced. In addition, the German and European Qualification Framework serves as a forward-looking institutionally framing competence model.

**Outcomes:** We will report whether and to what extent PBL is effective in terms of increased learning. We will discuss to what extent fields of competence beyond the technical ones are influenced. Particular attention will be given to the introduction of the PBL method into the ongoing teaching process.

**Reflective Critique:** Together, we will critically reflect upon qualitative and quantitative analyses. Problem-based Learning (PBL) is used to show, on an exemplary basis, the opportunities but also the limits of acquiring key qualifications in guided self-study.

**Audience Engagement:** We are happy to include the participants by way of dialog. In particular, the use of visualizing moderation techniques is planned, using the card technique, tandem conversations and small group scenarios. A common vision of the way in which soft skills are to be acquired in guided self-study, or in studying in general, will complete the round-table.

**Disclosure of Interest:** None Declared

**Keywords:** accreditation requirements, Selfstudies, softskills

*01 Discipline specific educational development*

**THE NEED FOR DEVELOPING PEDAGOGICAL COMPETENCE USING THE EXAMPLE OF THE ACADEMIC TEACHERS AT THE POZNAŃ UNIVERSITY OF ECONOMICS**

Anna Wach-Kakolewicz <sup>1,\*</sup>

<sup>1</sup>Department of Education and Personnel Development, Poznań University of Economics, Poznań, Poland

**Abstract Summary:** The aim of the research was to establish what is the need for developing pedagogical competence by PUE faculty.

Therefore, we will ask about:

- the existing forms of skill development
- teachers' preferable ways of future development
- subject fields in which the teachers would like to develop their teaching skill
- teaching methods academics apply and see the necessity of their improvement

**Abstract Text:** In the ongoing process of the reform of Polish universities, strong emphasis is placed on the problem of the quality of education, which – as a result of educational influence – translates into graduates' professional competence in the job market. What is emphasized nowadays is the need for developing universal professional competencies in the course of studies. The competencies desired by employers include openness, innovativeness, mobility, cooperation skills, critical thinking and lifelong learning. The Bologna Accords and the National Framework of Qualifications have led to changes in study curricula, which concern the educational offer for students and the very implementation of classes. This process has been reflected in new syllabuses, which in a sense forced the reflection (at least of some teachers) on their teaching skills. What is undoubtedly the key factor of the change and improvement of the quality of education at universities is, apart from the teachers' knowledge of their field of study, the professional competence defined as the so-called pedagogical knowledge and skills (teaching/methodological ones). Thanks to these skills teachers may, through the appropriate planning and conducting of classes, actually influence the development of the professional competencies of future university graduates. The knowledge of learning processes, teaching skills suited to the assumptions of modern pedagogical concepts and theories, as well as the ability to adapt to the needs and capabilities of young learners at universities seem to be the key factor of the planned changes at the moment. Nevertheless, the development of the pedagogical competence of university teachers seems to be a neglected issue in Poland. The lack of support in the form of training courses, the insufficient number of methodological conferences, seminars and no rewards for teaching achievements all contribute to teachers' having no motivation or awareness of the need to change. Neither do they have the opportunity to develop their pedagogical competence. Only a few Polish universities offer training courses, at which PhD students, young assistant lecturers or assistant professors may acquire basic skills in conducting academic classes.

The above assumptions became the starting point for designing a study concerning the diagnosis of the need for developing the pedagogical competence of the academic teachers at the Poznań University of Economics. Our aim was to establish whether and to what degree the teachers are aware of the need for developing their skills. Therefore, in our presentation we will present and discuss the results of the research concerning the existing forms of skill development used by teachers and their preferable ways of future development. We will also examine subject fields in which the teachers would like to develop their knowledge and pedagogical qualifications. The obtained results also concern the educational methods they apply and include their opinion on the necessity of the improvement of specific teaching methods. The analysis of the obtained study results will allow us to prepare a training offer for the academic staff. The implementation of this offer would help to increase the level of educational quality at the Poznań University of Economics.

**Disclosure of Interest:** None Declared

**Keywords:** forms of skill development, need for development of pedagogical competence, staff development, teacher training

#### *04 Strategic educational development*

### **ADAPTING BEST PRACTICES OF INSTRUCTIONAL DEVELOPMENT TO THE JAPANESE CONTEXT**

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**Abstract Summary:** Some countries risk failure with instructional innovation by applying “western” best practices without taking into consideration their distinct cultures and contexts. Participants will examine a Japanese university’s challenges implementing active learning, through the lens of Hofstede’s (2013) “cultural dimensions”. With this insight, they will then consider best practices for their contexts.

**Abstract Text:** Many universities in Japan are endeavoring to internationalize their student bodies and their curricula, resulting in unprecedented challenges regarding their approaches to teaching and learning. Although instructional development centers play a key role in nurturing instructional transformation on most “Western” campuses, other countries are just beginning to implement such initiatives. These universities often turn to well-known and well-respected programs for expert advice. Tohoku University in Japan is undergoing transformations in both internationalization and instructional development. For three years from the inception of a professional development program, in order to expand innovative practices on our campus, we have collaborated with the University of Illinois at Urbana-Champaign to develop Teaching in English and Active Learning workshops for faculty and graduate students. While promoting research-based findings supporting instructional innovation would seemingly enhance teaching and learning, importing these theories and practices in their entirety can prove to be problematic.

While some research has been done on cultural variables in student learning (e.g. Frambach et al., 2013; Manikutty et al., 2007), less is known about cultural variables that may affect faculty perceptions of instructional innovation. Our questions include: What are faculty perceptions of Western-based notions of active learning? How do Western-based instructional innovations align with cultural/contextual differences in values and norms? What aspects of active learning seem more viable than others in this cultural context? What are the challenges of providing increasingly diverse students with the appropriate strategies to learn at a deep level?

Our analysis of the feedback from these workshops, as well as interviews of faculty trying to implement active learning techniques, reveals a need to be selective about teaching strategies based on the context. Hofstede’s work on cultural dimensions (2013) illuminates some of these challenges. Variables such as power/distance, masculinity/femininity, uncertainty avoidance, long/short-term orientation, and indulgence/restraint may affect how faculty view and respond to instructional innovation and active learning.

In our ICED session, we will use our workshop experience at Tohoku as a case study. Participants will to apply a model of cultural dimensions to better understand perspectives of students, faculty, and instructional development professionals in increasingly internationalized contexts.

#### Agenda:

1. Introductions: What are the international dimensions of interest and concern in the group? (Related to faculty? students? instructional development?) (10 minutes)
2. Brief overview of Hofstede’s cultural dimensions. (10 minutes)
3. Analysis of active learning strategies (small groups): Participants will add their most used active learning strategies to a list of strategies provided. Using Hofstede’s dimensions for the Japanese context, groups will discuss this list of activities to determine how appropriate they feel they are and how they might be modified to better suit the Japanese cultural context. (25 minutes)
4. Large-group discussion: What cultural elements are involved when faculty risk implementing new practices? How can faculty development professionals advocate for active learning in culturally diverse contexts? How do these ideas and challenges relate to the participants’ own contexts? (15 minutes)
5. Conclusion (think-pair-share): How do these ideas and challenges relate to the participants’ own contexts? What are the take-aways? (15 minutes)

**Disclosure of Interest:** None Declared

**Keywords:** Diversity, Faculty Development

*01 Discipline specific educational development*

**AN EVIDENCE-BASED EDUCATIONAL DEVELOPMENT STRATEGY FOR ASSESSMENT USING DISCIPLINE-SPECIFIC CASE STUDIES**

Graham Hendry<sup>1,\*</sup>

<sup>1</sup>Institute for Teaching and Learning, University of Sydney, Sydney, Australia

**Abstract Summary:** This paper presentation outlines an evidence-based educational development strategy for assessment, an important element of higher education. The strategy uses institutional data on students' learning experience to collaboratively develop case studies of individual academics' good assessment practice. Audience input will be sought on using the case studies in ways other than in formal programs.

**Abstract Text:** Assessment is arguably the most important element of university education for staff and students. Important questions for Educational Developers are therefore, "How can we identify existing good assessment practice?" and, "How can we collaborate effectively with academic staff across disciplines to develop assessment practice?". In this paper presentation an evidence-based educational development strategy for assessment is shared and explained. The strategy uses institutional data on students' learning experience to identify examples or 'case studies' of individual discipline teachers' good assessment practice. Case studies can be used to illustrate practice, generate discussion and develop critical thinking (Cox, 2009). An educational developer coordinates the strategy in collaboration with individual discipline teachers involved. The case studies are used in a professional development program at the University of Sydney that is mandatory for staff new to teaching and/or the University. A key aim of this program is to help staff develop their knowledge of University assessment principles and policy. Previous research has shown that professional development programs can play an important role in enhancing individual assessment practice and assessment culture in departments (e.g., Cilliers & Herman, 2010). The potential impact of using evidence-based case studies in professional development programs is discussed.

The paper also describes the methodology for identifying individual discipline teachers in the case studies and the results of mapping their case studies [N=28] to the University's assessment principles. Common qualities or 'themes' of effective assessment practice across the case studies are compared with discipline-specific practices, and then related to the literature on student-centred teaching (Lindblom-Ylänne et al. 2006) and learning-oriented assessment (Carless et al. 2006). During the presentation, audience members will be asked to read an example case study, join a room in *Socrative*© 2013, and answer a question about how they could use the case study in ways other than in a professional development program. The audience will be asked to vote on the answers and the results will be shared.

The discipline teachers in the case studies are also invited to join a University 'Assessment Scholars Network' that includes staff interested in scholarly inquiry in assessment. The preliminary aims of the network include meeting members' needs for sharing and solving problems; supporting innovation in members' practice; and potentially conducting practice-based inquiry and/or research (Pharo et al. 2012). The input of the audience will be sought on the potential role of the 'Assessment Scholars Network' in supporting development of assessment practice across disciplines.

**Disclosure of Interest:** None Declared

**Keywords:** assessment, , case studies, , evidence-based, , professional development, , student-centred



#### ***04 Strategic educational development***

### **DEVELOPING UNIVERSITY TEACHING CRITERIA AND STANDARDS: AN AUSTRALIAN STRATEGIC PRIORITY PROJECT**

Denise Chalmers<sup>1,\*</sup>Sue Stoney<sup>2</sup>Rick Cummings<sup>3</sup>Sofia Elliott<sup>4</sup>Beatrice Tucker<sup>5</sup>Trina Jorre de St Jorre<sup>1</sup>Rachel Wicking<sup>1</sup>

<sup>1</sup>The University of Western Australia, <sup>2</sup>Edith Cowen University, <sup>3</sup>Murdoch University, <sup>4</sup>The University of Notre Dame, <sup>5</sup>Curtin University, Perth, Australia

**Abstract Summary:** The *Australian University Teaching Criteria and Standards* project was designed to serve as a guide to the promotion of quality teaching within institutions. This presentation will report on the development of the framework, highlight ways in which it has been used, and demonstrate the website and resources which illustrate the types of evidence used to build a case in support of quality teaching.

**Abstract Text:** There is widespread recognition of the need to generate a cultural shift in attitudes towards recognising and rewarding teaching and teachers in universities. Quality teaching and quality teachers need to be endorsed, recognised and rewarded by university leaders if student learning outcomes are to be optimised. The *Australian University Teaching Criteria and Standards* project was designed with a dual purpose: to provide a conceptual framework for quality teaching and to serve as a guide to the development, review and recognition of quality teaching practices within institutions. Five Western Australian universities led a national project to develop and disseminate the quality teaching criteria and standards framework, with the explicit aim of recognising the ways in which quality teaching can be identified, supported and ultimately rewarded.

The framework is underpinned by carefully researched definitions and principles of quality teaching, expressed through seven teaching criteria. Selection of the criteria was informed by an extensive review of the literature, scans of the Australian, New Zealand and selected US teaching criteria, and referenced to the UK Higher Education Authority (HEA) Professional Standards Framework. The organising principle of the framework is alignment with academic appointment and promotional levels. For each criterion, and level of appointment, the framework suggests indicative performance standards, examples of practice and sources of evidence that academics can use to demonstrate their level of achievement.

The project team members each trialled the Framework in their own universities and then sought feedback from university leaders from across Australia and New Zealand and where possible, encouraged its use in determining each university's performance management and promotions criteria and standards. To date, the framework has been trialled and reviewed by over twenty Australian universities. Feedback from early users and adopters indicates that the framework has been a catalyst for discussion and policy review.

This presentation will report on how the framework was developed, highlight examples of different ways in which it has been used, and demonstrate the website and resources which illustrate the types of evidence and the ways it can be presented to build a case for demonstrating quality teaching.

**Disclosure of Interest:** None Declared

**Keywords:** academic staff development, policies and practices, reward and recognition , teaching career pathways, teaching performance standards

*05 Educational leadership/ Academic leadership*

**USING STRUCTURED CONVERSATION PROTOCOLS TO NETWORK EMERGING LEADERS AND DEVELOP THEIR ACADEMIC LEADERSHIP.**

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**Abstract Summary:** Skilled, distributed, leadership is critical to meet the demands of today's higher education environment. We report on a nationally funded professional development program in which we implemented a novel, structured conversation protocol. Participants interrogated specific leadership principles for action and learned by reflection, collaboration and alignment of personal and institutional agendas.

**Abstract Text:** The need to respond rapidly and strategically, to innovate, predict and shape, are increasingly the everyday imperatives of higher education (Scott, Coates and Anderson, 2008). To be effective in this space requires distributed and skilled leadership. The history of academic leadership is characterised by poor preparation and reliance on character (Southwell, Scoufis and West, 2008). There is limited empirical evidence concerning the development of academic leaders which poses questions about what attributes are needed, how leadership needs to be practised, and critically, how to approach leadership learning. In this presentation we discuss an innovative professional development program for emerging leaders in higher education which used a professional learning conversation protocol methodology.

We will address the question, *how does a structured, principles-focused program for emerging academic leaders engage and support developing leaders in their academic practice?* The Emerging Academic Leaders Professional Development Program was conducted over a 4 month period in 2013. 21 participants took part; each was nominated by their academic manager and then invited by the project team to take part. The program consisted of 6, 2 hour, structured conversations, as well as an individual evaluative interview, conducted 3 months after the last conversation.

The conversations were based on a set of principles for Executive Academic Leadership action, which were produced in a nationally funded program resulting in 'A handbook for executive leadership of learning and teaching in higher education' (McInnis, Ramsden and Maconachie, 2012). Five principles are articulated; shaping strategic vision, inspiring and enabling excellence, devolving leadership of learning and teaching, rewarding recognising and developing teaching, and involving students. In order to extend the project and apply the principles we developed and used a Professional Learning Conversation Protocol (Earl and Timperlay, 2009). The protocol was underpinned by three conditions- an inquiry habit of mind, the use of relevant data and artefacts and relationships of respect and challenge. The protocol enabled the conversation leaders to facilitate conversations in which evidence about the focal principle could be presented and challenged, and in turn, develop new meanings and direction for action.

The conversations functioned as a catalyst for reflection, re-identification with leadership and personal planning within an environment characterised by growing collaboration and a shared and deepening understanding of leadership practice. We will discuss key outcomes; the emergent profile of leadership attributes, the centrality of choice and agency, and the significance of taking action in which personal planning and development is aligned with that of the university community, its priorities, strategies and inherent paradoxes.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic leadership, Conversation protocol, Leadership learning, Professional development

*03 Scholarship of educational development*

**ARE HIGHER EDUCATION STUDENTS CHILDREN OR ADULTS? OR... HOW DO UNIVERSITY PROFESSORS GRAPPLE WITH THEIR POWER AND AUTHORITY?**

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**Abstract Summary:** Individual interviews with 17 Norwegian, American and Canadian educators at a Norwegian university ten years after Bologna reveal that educators imbue the inherent tension in the power difference between student and teacher, as well as the changes in higher education, with metaphors related to childhood, adulthood and parenthood.

**Abstract Text:** This paper explores how metaphors of childhood, adulthood and parenthood are deployed and what purpose they serve in discussions of university teaching and learning in the context of a changing higher education landscape. Universities in Europe have undergone dramatic transitions since the signing of the Bologna agreement, seeking to standardize educational programs and facilitate mobility. In 2003, Norway began implementing Bologna, including shortening bachelor programs from four to three years and implementing a national framework for learning outcomes. Concomitant pressures on educators to develop learning-centered, student-active courses have led, in many cases, to the implementation of mandatory assignments during the academic term, new forms of final course assessment, and other changes that involve closer follow-up of student progress (Dysthe & Webler, 2010). Norwegian universities are (largely) founded on the German Humboldt model, which stresses autonomy -- of the educational institution from state control, of educators' academic freedom to teach and research, and of students to learn what as well as how they choose (Brandser, 2006). In practice, this means that the majority of today's university educators in Norway studied at a time when there was no mandatory attendance or participation, and only a final examination to assess learning.

Individual interviews with 17 Norwegian, American and Canadian educators at a Norwegian university ten years after Bologna reveal that educators imbue the inherent tension in the power difference between student and teacher, as well as the changes in higher education, with metaphors related to childhood, adulthood and parenthood. These metaphors are explored through a discursive psychology analysis of interpretive repertoires, subject positions, and ideological dilemmas (Billig et al, 1998; Edley, 2001; Edwards & Potter, 1992), demonstrating the metaphors as linguistic resources that the educators draw upon to make sense of and justify their educational values and choices. Students are described as both "kids" and adults; educators negotiate whether their role involves a pastoral dimension of caring for students and how much they are able to expect of students. Finally, educational practices themselves are subject to the metaphors of childhood and adulthood, with highly structured learning activities and feedback processes seen at times as "kindergarten," particularly by Norwegian participants.

The discussion of metaphors is framed in the context of sociological literature on ambivalence (Bauman, 1991; Hillcoat-Nallétamby & Phillips, 2011; Merton, 1976; Merton & Barber, 1963) and feminist literature on teacher authority and power (Ellsworth, 1997; Gore, 1993; Lather, 1998; Luke 1996). The author posits that many of the educators experience discomfort and ambivalence about their power over students, and that this tension between power and egalitarianism in teacher and student roles is inherent to higher education. The paper explores the implications of cultural change in higher education for day-to-day negotiations and teaching practices of university educators. In addition, this paper will contribute to a deeper understanding of how university educators position themselves in relation to the power imbalance between teacher and students.

**Disclosure of Interest:** None Declared

**Keywords:** Cultural change, Humboldt, Power, Values

*02 Scholarship of teaching and learning*

**EXPERIENCES FROM A FACILITATOR AND SUPERVISOR DEVELOPMENT PROGRAM IN PRE-GRADUATE MEDICAL EDUCATION, AARHUS UNIVERSITY, DENMARK**

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**Abstract Summary:** At the Master's program in Medicine, Aarhus University, Denmark, we have developed a faculty development program for facilitators/supervisors in 4 progressing student modules in communication/cooperation/leadership. 1) A course for module 1 and 3 facilitators inspired by the apprenticeship approach and 2) A course for module 2 and 5 supervisors, based on principles of professional peer supervision

**Abstract Text: Content:** At the Master's program in Medicine at Aarhus University, Denmark, we have developed 4 progressing modules in communication, cooperation, and leadership that run through the first, second, third and fifth term of the Master's program. All the modules are structured as small-group teaching, where the teaching-learning activities are systematically including short presentations, different interactive case-scenarios, and different feedback and peer supervision methods. The teaching-learning activities and the content are new to our faculty, and we therefore also implemented a faculty development program for the facilitators and supervisors in these pre-graduate communication, co-operation, and leadership modules.

The faculty development program consists of two different courses:

23. A course for module 1 and 3 facilitators, including a 3 hour introduction to the module content and teaching-learning activities, plus co-facilitation of two or more modules with an experienced facilitator, who will give a mandatory evaluation of the new facilitator to the course-coordinator.
24. A course for module 2 and 5 supervisors, including a 3 day course with introduction to the module content and training of the peer supervision methods used in the modules, plus participation in a mandatory mid-term supervision meeting.

**Methods:** The facilitator and supervisor training are based on two methods:

25. The course for module 1 and 3 is inspired by the apprenticeship approach, meaning that the facilitators primarily learn by observing and working together with an experienced facilitator.
26. The course for module 2 and 5 is based on principles of professional peer supervision, meaning that the supervisors primarily learn together by gaining insight and experience in the same exercises as they will be training with the students.

In both courses we build on a reflective level, related to the facilitator and supervisor role – in the same way that the students will be giving each other feedback, reflecting on positive actions, possible other actions in the situation, as well as individual and group learning.

**Possible impact:** Each year we train approximately 25 new facilitators and supervisors. Student evaluations show that the students are satisfied with the modules. From portfolio assignments that the students submit in module 2, it is clear that the students obtain the learning objectives. We have recently commenced one research project investigating students' communicative self-efficacy during the four modules, and another project comparing module participants to older students who did not have the module in their curriculum. With the analysis of these data, we hope to identify the impact on the students. We also expect organizational cultural impact from the faculty development, as the facilitators bring their methods and knowledge of communication, cooperation, and leadership into the hospitals. We will subsequently study how the facilitators and supervisors use their experience in their daily work at the hospital. With this presentation, we hope to be able to inspire and share experiences with other educational developers, in the field of faculty development.

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Silverman, Kurtz and Draper: Skills for Communicating with patients (2005, 2nd. Ed., Radcliffe Publishing, Oxford and San Fransisco).  
Davys & Beddoe: Best practice in Professional Supervision (2010, Jessica Kingsley Publishers, London and Philadelphia).

**Disclosure of Interest:** None Declared

**Keywords:** apprenticeship, Faculty development, professional skills, reflection, self-efficacy

## 02 Scholarship of teaching and learning

### PERCEPTION OF BLENDED LEARNING INVENTORY (POBLI) – DEVELOPMENT AND VALIDATION

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<sup>1</sup>Aarhus University, Aarhus, Denmark

**Abstract Summary:** Research on approaches to teaching in blended learning is limited. To identify appropriate uses of blended learning in HE and to tailor teaching approaches to students' approaches to learning, more knowledge is needed. The project (PoBLI) presents a preliminary questionnaire to assess faculty's approaches to teaching in blended learning, and discusses the provisional results.

**Abstract Text: Background:** Aarhus University (DK) has chosen a new strategic focus on 'Educational IT' with the purpose of strengthening teaching and learning through use of online interactions. Some of the major challenges in the development of this strategy include how to, identify rationales for using blended learning, stimulate pedagogical reflections and explore how the use of blended learning affects teachers' approaches to teaching and students' approaches to learning in higher education. So far, there has been relatively limited research on approaches to teaching in blended learning (González 2010; Lamerás et al., 2012). In one study, Ellis et al. (2006) found that an unclear, fragmented conception of the use of blended teaching was associated with a teacher focused approach, whereas a more cohesive conception of blended context appeared to stimulate a more student focused approach to teaching. In another study Ginns and Ellis (2007) explored the relationships between students' perceptions of the e-learning environment, their approaches to studying, and their academic performance. The results indicated that students differed widely in their perception of the environment, resulting in variations in study approaches and grades. It is well-known that students' approaches to learning are highly susceptible to contextual factors, and knowledge about how students perceive the teaching context, and how these perceptions are linked to their approaches to learning, may assist teachers in developing activities that encourage appropriate learning strategies. In order to identify appropriate uses of blended learning in Higher Education and to enable the tailoring of teaching approaches to the different needs of an increasingly diverse student body, more knowledge is needed on how to integrate blended learning in educational settings and how best to address the associated pedagogical issues.

**Aim:** The aim of the present study is 1) to develop a questionnaire to assess teachers' perceptions of blended learning and their approaches to teaching, 2) to evaluate its psychometric properties, and to explore its preliminary construct validity.

**Methods:** The ongoing project will develop a pool of items based on a review of the existing literature on blended learning in the tertiary sector. The preliminary questionnaire will then be administered to teachers before and after a course on the use of blended learning. The instrument's psychometric properties, including its factor structure and internal consistencies will be explored together with its preliminary construct validity using quantitative and qualitative methods. The instrument's sensitivity will be determined by comparing changes in scores with results of qualitative interviews asking the participants about their own perceptions of changes in thinking about their teaching approaches.

**Results:** The preliminary questionnaire and results will be presented and discussed.

**Perspectives:** The project will add to the existing research by exploring how the design and experience of blended teaching and learning affects teaching behaviors and student approaches to learning.

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**Disclosure of Interest:** None Declared

**Keywords:** Blended Learning, Students' approaches, Teachers' approaches

*05 Educational leadership/ Academic leadership*

**LEADING EDUCATION THROUGH CULTURAL CHANGE**

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**Abstract Summary:**

What does it mean to be an effective leader in the learning and teaching domain of higher education? This paper draws on a study funded by the Leadership Foundation for Higher Education (LFHE) in the UK (Floyd and Fung, 2013) to explore issues of leadership and discuss ways in which leaders can promote rich learning experiences for students by cultivating inclusive departmental cultures.

**Abstract Text:**

In an internationalised higher education sector which Barnett describes as 'supercomplex', what does it take to be a successful leader with responsibility for learning and teaching? Are the qualities of individual leaders of central importance, or should our focus be upon ways in which leaders can build what Haslam et al. (2011) refer to as a 'sense of we-ness', that ability to create and embed a sense of group identity?

This paper draws together the findings of a recent study of distributed leadership in HE funded by the Leadership Foundation for Higher Education in the UK (Floyd and Fung, 2013) with arguments derived from what has been described as the 'new psychology of leadership' (Haslam et al.), with a view to deepening our understanding of leadership issues in higher education. It also presents practical suggestions, based on this and wider research, for those of us who are leaders of learning and teaching in higher education and for those of who have a stake in the development of rich learning communities.

The study by Floyd and Fung (2013) centred on a case study, research-intensive university in the UK and its implementation of a distributed academic leadership model. The authors used a two staged, mixed methods approach, including qualitative interviews with 15 academic leads and 15 academics who has been assigned to an academic lead together with a survey of all academic staff in the institution (n=1034) to explore the ways in which both leaders and those who are led perceive 'effective' leadership. Findings include the importance of strong communications, of activities which provide opportunities for inclusive engagement and of fair reward and recognition for leaders of education in our universities. Clearly indicated in the data, too, are:

'the perceived benefits of creating times and spaces in which academics can build positive institutional and departmental cultures and shared identities, and the related need to ensure that leadership-related practices are inclusive, afford equality of opportunity and enable all academics to contribute fully to the success of the institution' (Floyd and Fung, 2013:55).

In the conference session we will examine these findings with reference to the work of Haslam et al. (2011) and use extracts from academics' personal narratives as a catalyst for discussion about the nature of leadership in the learning and teaching domain in HE internationally, and about how we might effectively promote discussion and development of effective leadership practices in our own higher education institutions.

Barnett, R (2011) *Being a University*. Routledge, London and New York

Floyd, A. and Fung, D. (2013) *Focusing the kaleidoscope: investigating the newly formed role of 'Academic Lead' at a research-led University*. Project Report. The Leadership Foundation for Higher Education

Haslam, S, Reicher, S. D., and Platow, M (2011) *The New Psychology of Leadership: Isentivity, Influence and Power*. Taylor and Francis. Hove and New York

**Disclosure of Interest:** None Declared

**Keywords:** cultural change, dialogue, leadership



## *02 Scholarship of teaching and learning*

### THE ACTIVATING STUDENTS' KNOWLEDGE (ASK) METHOD IN LECTURES

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**Abstract Summary:** This paper presents evidence as to the impact of a powerful and straightforward method in lecturing –Activating Student Knowledge (ASK). ASK involves activating students' prior knowledge of a topic at the beginning of a lecture so they may more easily commit new ideas to memory. The ASK approach was evaluated in two experiments, which showed significant and large gains in recall of material.

**Abstract Text:** Today, it seems, many educational innovators still agree with Kenneth Eble, who, wrote thirty-five years ago: “The best general advice to the teacher who would lecture well is still, ‘Don't Lecture’” (1976, 42). The lecture has been described as a grossly inefficient way of engaging with academic knowledge (Laurillard 2002, 94), so it is no surprise, as Horgan (2007) has noted, that the demise of the lecture has long been predicted. Yet, she also notes that the lecture stubbornly remains the most widely used teaching method in higher education. So it is worth asking if lecturing can be improved without being altered entirely. Advice currently available to lecturers tends to focus on making lectures places of active learning (e.g., Ramsden, Laurillard), with opportunities for feedback to students (e.g. Mazur), and with a clear structure (e.g. Horgan, Curzon). This paper presents evidence as to the impact of a new method – the Activating Student Knowledge (ASK) approach in lecturing.

The ASK approach involves activating students' prior knowledge of a topic at the beginning of a lecture on the topic. It is based on the idea that students actively construct new knowledge by drawing on prior knowledge and concepts. As a consequence, it is argued, activating that prior knowledge by drawing it into active memory will make it easier for students to elaborately encode new ideas by linking them to existing knowledge. This makes it easier for new ideas to be committed to memory.

The ASK approach was evaluated in two experiments, which involved the teaching of previously unfamiliar material (the social history of sport and Irish nationalism was taught to a group of Swiss-based engineering students). In each case, matched control and experimental groups were established. In experiment A (N=35) the control group received no input before the lecture while the experimental group spent five minutes brainstorming concepts related to colonialism, nationalism, sport and identity. In experiment B (N=50) the control group read a short and accessible extract about Marxist revisionism in history (this pre-lecture activity oriented them towards the content matter) while the experimental group silently wrote answers to questions about colonialism, nationalism and sport and identity (this ensured that it was only their own prior knowledge that they had access to during the pre-lecture activity and not the knowledge of their classmates). In both experiment A and B, the control and experimental groups were then brought together to receive the same lecture, and were subsequently tested on their recall of lecture content.

Although initial analysis did not show a significant difference between the control and experimental groups, further analysis showed that, for students who expressed an interest in historical material, the effect of being in the experimental group on their post-lecture recall was significant (for experiment A, Likelihood Ratio [1, N=27] = 4.053, p=.044; for Experiment B, Likelihood Ratio [1, N=20]=4.461, p=.035). The repeated nature of this significant finding (despite the relatively small numbers) means we can have some confidence that the ASK method did give rise to an increase in learning of lecture material.

The ASK approach is particularly interesting given that it requires very little change in practices from the teacher. A teacher can continue to use their pre-existing lectures and approaches, with the simple addition of a short (e.g., 5 minute) activity at the beginning designed to activate students' prior knowledge. This could be a brainstorming activity, or it could mean simply posing a series of questions and asking them to silently or in pairs write down what they already know. Indeed, given the low level of change required from teachers, the effect size of the ASK approach seems quite large (Experiment A, d=0.89; for experiment B, d=0.43). The ASK approach will be demonstrated during the paper presentation.

**Disclosure of Interest:** None Declared

**Keywords:** Constructivism, Experiment, Lecture, Prior Knowledge

#### **04 Strategic educational development**

### **FROM INDIVIDUAL TO COLLEGIAL – THE IMPACT OF PROJECT-BASED TEACHER TRAINING PROGRAMMES**

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**Abstract Summary:** This study investigates in what way projects conducted within teaching and learning programmes have an impact on institutional microcultures. In a first phase of the study teachers were asked about the implementation of their teaching and learning projects. In the second phase, presented here, we investigate how the institutional leaders perceive the use and the value of these projects.

**Abstract Text:** In this study we investigate in what way grass root-scholarly projects conducted within teaching and learning programmes have an impact on different institutional microcultures.

In the first phase of the study (Larsson & Mårtensson, 2012), 130 academics from four different faculties in a research-intensive university responded to a web-based survey. The survey asked questions regarding the implementation of the project they had presented in a teaching training programme. The results clearly indicated that a majority of the projects had been successfully implemented in the local collegial teaching context. Colleagues and leaders were alleged to be central to successful implementation; and sometimes they also played a crucial role when implementation failed.

In the current, second phase of the study we address the local level leaders; directors of studies, programme leaders and the like. Semi-structured interviews will explore their experiences of supporting the implementation of teachers' individual projects, and possibly how they can be used to develop teaching and learning more generally in the local collegial teaching culture.

Effects from teacher training programmes have been investigated previously (Gibbs & Coffey, 2004; Prosser et al, 2006), but according to Trigwell (2012) the value of such programmes from an organizational point of view is under-researched. Although it is difficult to compare effects between programmes and contexts, one common conclusion from previous investigations is that the result largely depends on the local context in which the academic teacher works. If the knowledge gained from such programmes is valued in the collegial context, the effect and the appreciation seem higher. Other studies have confirmed a strong relationship between local teaching and learning cultures, leadership, teaching approaches and the development of teaching and learning (Jawitz, 2009; Knight & Trowler, 2000; Ramsden et al, 2007, Roxå & Mårtensson, 2011/2013).

The interviews are conducted during autumn 2013 and will be analyzed during spring 2014. The presentation will discuss the results in terms of the role of colleagues and leadership when integrating scholarly teaching projects into the teaching and learning practice. Moreover, we will discuss the role of teacher training programmes in promoting the development of an institutional culture.

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**Disclosure of Interest:** None Declared

**Keywords:** institutional change, teacher training

## *02 Scholarship of teaching and learning*

### **FOSTERING CREATIVITY IN HIGHER EDUCATION**

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**Abstract Summary:** What's the meaning of creativity in higher education, what could be done to foster creativity and which stumbling stones do exist on the way to universities open for creativity and creative students? These questions will be discussed based on the results of the research project DaVinci and the participants' individual answers to the question: "What is a creative effort developed by your students?"

**Abstract Text: *Creativity in Higher Education***

#### **Introduction**

Creativity and innovation were seen as the key factors of a knowledge-based society, able to cope with ongoing and future problems. Against this background, fostering students' creativity in higher education is becoming more and more important. However, various and even contradictory understandings of creativity make it difficult to develop proper approaches for teaching and learning at universities (European University Association 2007). Although some work has already been done - especially by the imaginative curriculum network in UK (Jackson 2006) -, an integrative and comprehensive concept for fostering creativity in higher education was still missing when the DaVinci project started in 2008 (funded by the German Federal Ministry of Education and Research, 2008-2011). To explore the university teachers' understanding about creativity, the DaVinci sub-project "Didactics" conducted several phases of data collection and analysis (qualitative expert interviews with outstanding teachers, online survey of all teachers of the University-Alliance-Metropolis-Ruhr, online survey of all students of TU Dortmund University). On the one hand, teachers were asked what they see as a creative effort by their students. On the other hand, students were asked to describe creative learning activities. Following the Grounded Theory, the empirical data was used to formulate a theoretical model which shows that creativity in higher education (across all disciplines) consists of six different aspects: 1) self-reflective learning, 2) independent learning, 3) curiosity and motivation, 4) learning by doing, 5) multi-perspective thinking, and 6) reach for original ideas. This model was used as a tool for reflection in numerous higher education workshops for fostering creativity.

#### **Workshop Concept**

First, all participants will be asked to write down on notecards what they think is a creative effort by their students (5 minutes). Second, the model of six aspects of creativity in higher education will be shown (10 minutes). Third, all participants were asked to try matching their notecards to one of the six aspects (shown on pinboards) or to the option "does not fit/others" (10 minutes). Based on these three steps, a discussion will take place about creativity in higher education in general and the evaluation and the use of the shown model in particular (25 minutes). Since reflections about fostering creativity in teaching and learning need to be connected with questions about the implementation, participants will be asked to play different roles (in groups) which have an effect on decision making within universities. The groups (such as students, teachers, deans, heads of university, facility managers, lawyers) will be asked to develop a vision of a university open for creativity and to identify obstacles on the way to realize the vision (20 minutes). Supported by the experiences made in the DaVinci project, participants will finally have to find solutions on how to foster creativity (20 minutes).

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**Disclosure of Interest:** None Declared

**Keywords:** creativity, Higher Education

*05 Educational leadership/ Academic leadership*

**POWER IN HIGHER EDUCATION – TEACHERS INTERACTING WITH FORMAL LEADERS.**

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**Abstract Summary:** 38 narratives from teachers describing interactions with formal leaders were analysed. A salient aspect of these narratives is the experience of power. Analysis reveals that power emerges distinctively and often with a positive outcome. Formal leaders can release energy for teachers. Severely negative experiences emerge also and will be discussed.

**Abstract Text:**

**Power in higher education – teachers interacting with formal leaders.**

How do academic teachers experience power when they interact with formal leaders in higher education? 38 narratives from teachers describing interactions with formal leaders were analysed. A salient aspect of these narratives is the experience of power. The analysis was conducted through three conceptions of power offered by Dean (2009). In short these three are: 1) Power is something someone has. Conflict appears when someone challenges someone else and can contain elements of threats and violence. 2) Power is restricted and attached to rules. Conflict appears when interpretations of rules are contested. 3) Power is channelled through value systems (discourses or rationalities). Conflict appears when different value systems interact and thereby rearrange what is a rational argument.

Power is a hugely complex phenomenon (Biesta 2004; Foucault 2004; Giddens 2004; Biesta 2008; Dean 2009) and in reality the three conceptions are often in play simultaneously. During this analysis, power emerges as channelled through one, two, and sometimes all three conceptions.

Preliminary analysis reveals that power emerges distinctively and often with a positive outcome. Apparently, formal leaders can through the use of power release energy by organising the professional reality for teachers. Examples exist where leaders invite to or are open for negotiation. If this happens inside a shared value system the outcome, as presented in the material, have a potential to be constructive and experienced as an episode of growth and development. Due to the method used, positive examples are likely to be more frequent in reality than they are in this material. This has relevance for any discussion about leadership in higher education that either questions or argues in favour of collegial leadership.

Negative experiences emerge and are severe if power materialises through all three conceptions simultaneously. These severe examples often comprise elements where the use of power includes incorporating an alternative value system wherein the individual teacher feels diminished and deprived his or her opportunity to argue rationally. In the more moderate negative cases the teacher manages to withstand his or her sense of reality and thereby the matter does not affect the professional identity.

The presentation will include results from all 38 narratives as well as authentic extracts from narratives. It will also include a wider discussion on power in higher education.

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**Disclosure of Interest:** None Declared

**Keywords:** Followership, Leadership, Power

### *03 Scholarship of educational development*

## **GLANCING BACKWARDS TO LOOK FORWARDS – A SPECIAL PERSPECTIVE ON THE (HI-)STORY OF ACADEMIC DEVELOPMENT IN GERMANY AND THE UK**

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**Abstract Summary:** How did AD become the way it is today? The presentation is based on results of a grounded theory study (PhD), following the idea of seeking out phenomena, recurrent structures, intervening conditions as well as action strategies which characterize the progression of AD. An early theoretical framework and its relevance for AD as a profession today and tomorrow will be put up for discussion

**Abstract Text: Rationale:** Referring to the internationally ubiquitous discourse concerning the quality of teaching and learning in higher education and several financial funding lines, you might expect that Academic Development (AD) is in great demand. This demand is measurable in a quantitative growth of new institutions, expanding units as well as an increase of employees and activities in this field. Despite this boom and perceived success of “Hochschuldidaktik”, or “teaching and learning in higher education” it is not a new discovery of the 21st Century at all. Rather cyclical fluctuations characterize the field of AD since its early beginnings some 50 years ago. This and the continuous debate about the institutional and structural design of AD in the system of higher education, the undefined specifications of activities, and the identity of being an AD (e.g. LAND, 2001; MCALPINE et al., 2009; CLEMENT et al., 2008; KNAPPER, 1998) lead to the question of what AD as a profession and academic discipline is all about and how it and its staff is prepared to adapt to, or may even influence, future changes and fluctuations. Following THEILE (2010), it is crucial to explore the past in order to understand and assess the present and to prepare responsibly for the future. At this point my PhD project comes together, trying to approach the actual professional field of academic development and its ongoing discourses and challenges historically.

**Questions:** How did AD become the way it is today? What factors can be identified, influencing the process of constitution and the economic trends of AD as a profession as well as an academic discipline? What role is played by the involved actors?

**Theory & Methods:** The project is designed as a grounded theory study, following the idea of seeking out phenomena, recurrent structures, intervening conditions as well as action strategies which characterize the progression of AD. Rather than just enumerating or describing historical incidents, emerged conceptual categories are being related to develop a new and broad theoretical and empirical understanding and explanation of Academic Development. As sensitizing concepts, theories and models of “Professionalization”, “Third-Space” and “Self-Conception” are taken into account. In a first step Data were collected within interviews with founders and first actors doing development in HE in Germany and the UK. In the ongoing process of research, interviews with younger ADs and externals, plus publications and artefacts dealing with that period complete the data base.

#### **Outcomes/Audience Engagement/Reflective Critique**

Early findings illustrate the meaning of a specific ethos, political beliefs and the interplay of “being alone” and “stockbuilding” within and across institutions. At the ICED 2014 axial coding will be finished and the first conceptual categories will be presented in form of an early theoretical framework. This will contribute to the analysis and reflection of the current situation. I will invite participants to take part in a journey through time of AD. They will be encouraged to share personal stories, interpret extracts of my data in groups, and to critically discuss my findings, the framework and their relevance for ADs as a profession today and tomorrow

**Disclosure of Interest:** None Declared

**Keywords:** grounded theory, History of AD, Professionalization, self-conception, third space

#### **04 Strategic educational development**

### **SUCCESSFUL CHANGE MANAGEMENT IN A CHANGING WORLD: A CASE STUDY OF THE IMPLEMENTATION OF A TEN-YEAR, LARGE-SCALE TRANSFORMATIVE LEARNING INITIATIVE AT A MIDWESTERN U.S. METROPOLITAN UNIVERSITY**

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<sup>1</sup>Liberal Arts, <sup>2</sup>Center for Transformative Teaching and Learning, University of Central Oklahoma, Edmond, United States

**Abstract Summary:** This round table focuses on the successful implementation of a large-scale transformative learning initiative at a U.S. metropolitan university. Participants will identify important questions for leaders who are undertaking transformational change; examine one university's answers to these questions; and take away a structure for instituting a large scale educational initiative.

**Abstract Text:** Scholars recognize the need for guidance in managing change in institutes for higher education and have written volumes on the subject (Eckel, Hill & Green, 1998; Eckel, 1999; Eckel, 2002; Tierney, 1999; Morrill, 2013). Business leaders have offered parallel guidance for corporations (Bridges, 2003; Gardner, 2004; Kegan & Lahey, 2001; Kotter, 1996). And yet, studies show that in most organizations, two out of three transformation initiatives fail. "The more things change, the more they stay the same" (Sirkin, Keenan, & Jackson, 2005).

One reason change initiatives fail in higher education institutes concerns the structure of universities (Bass, 2012; Keeling, Underhile, & Wall, 2007; Worth, Paredes & Zerwas, 2012). Further, most of the large-scale change initiatives in colleges and universities involve the core purpose of the institution—student learning (Association of American Colleges and Universities, 2007). Bass (2012) identifies a key source of "disruption" in higher education as "the growing body of experiential modes of learning...that are proving to be critical and powerful in the overall meaning of the undergraduate experience." He states, we are "disrupting ourselves" and "running headlong into our own structures, into the way we do business." The University of Central Oklahoma (UCO), a regional, metropolitan university in the United States with 17,000 students, has for the past 10 years been in the process of *disrupting ourselves* by developing a pathway to experiential education (Barthell, Cunliff, Gage, Radke, & Steele, 2010). The pathway or initiative is known as *Transformative Learning*, the goal of which is to produce transformative learning experiences similar to the high impact learning practices identified by Kuh (2008). The initiative has called for a convergence among major divisions in the university, including Academic Affairs, Student Affairs, and Leadership.

This round table discussion focuses on the steps UCO has taken to ensure the success of the university-wide initiative, the lessons learned in the process, and the continued evolution of the initiative in the coming decade. The Transformative Learning initiative has called for change in every aspect of the organization. It has called for innovative thinking and collaboration. It has met the requirements of a "truly transformational initiative" identified by Judith Ramaley (2012), a person who has made a career of managing change in universities across the United States (Ramaley, 1996; 2000; 2002). A truly transformational initiative must "alter the culture of the institution by changing select underlying assumptions and institutional behaviors, processes, and products; it must be deep and pervasive, affecting the whole institution; it must be intentional; and it must occur consistently over time." Participants in this session will learn about the intentional manner in which UCO started and maintained the *Transformative Learning* initiative.

#### **Learning Outcomes:**

Participants will:

Identify important questions for leaders who are undertaking transformational change.

Examine the ways in which one university addressed and answered these questions.

Take away a structure for instituting a large scale initiative centered on transformative education.

Discuss the issues that arise when managing transformational change in a higher education institute and brainstorm ways to overcome the issues.

This roundtable/seminar is designed to meet the goals of the Strategic Educational Development theme: to explore initiatives of educational development with a strategic approach, to target change at the institutional level.

**Disclosure of Interest:** None Declared

**Keywords:** Case Study, change management, Metropolitan University, transformative learning

*03 Scholarship of educational development*

**USING REFLECTIVE QUESTIONS AS A FEED FORWARD PROCESS IN PEER SUPPORT OF TEACHING OBSERVATION**

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**Abstract Summary:** Lecturers' reflective practice can be facilitated through teaching observation where colleagues act as helpers, though some lecturers consider it as intrusive and challenging their academic freedom. But where post observation discussions are appropriately conducted, through the use of reflective questions, the teaching observation process can be a useful learning tool.

**Abstract Text:** It is essential that lecturers reflect on their teaching practice in order to enhance students learning. This can be facilitated through teaching observation where colleagues act as helpers, though some lecturers consider it as intrusive and challenging their academic freedom. However, where it is appropriately conducted, in terms of pre- and post- meetings, it can be a useful tool for both professional and personal growth.

Strathmore University in Kenya initiated teaching observation as part of a lecturers' learning process in 2007. The objective of the peer support review as spelt out in the University's teaching philosophy is to offer lecturers the opportunity to reflect on the teaching and learning process and to promote dialogue focused on professionalism in teaching. Although the University's policy is that a lecturer should be observed at least once per year, this is at the lecturers' discretion to invite the peers for the task, though for new lecturers, teaching observation is used for developmental purposes. However, the bone of contention has been the post-observation meetings' discussions where in some instances they have had a negative impact on the observer.

The study informing this paper sought to determine the effectiveness of reflective questions as a feed forward process in the post observation discussions. The study was qualitative in nature. The role of the author was an observer in the process. The teaching observation exercise was a follow up on 'student centered approach' training that new lecturers to the university had attended three months prior to the observations. Ten lecturers were observed over a period of one month.

The data were collected through class observations whereby field notes were taken during the observations which were later on converted into questions and sent to the lecturer (observed). The lecturer was given two to three days to reflect on the questions, answer, and send the responses to the observer. A post observation meeting was then held between the lecturer and the observer. The reflective questions for each observation and lecturers' responses to the questions were coded, tabulated and themes extracted. The major findings were that the use of reflective questions was effective as lecturers were able to participate actively in the post-observation meeting discussions, experience deep learning and fuse theory with practice. Additionally, both the observer and observed learned from the reflective questions. One of the conclusions from the study was that the use of reflective questions as a formative (feed- forward) learning process is quite an important learning tool. This is because lecturers have good ideas on students' learning, in most cases, save that they do not get an opportunity of reflecting on how to improve their teaching effectiveness. The observer's role therefore, is to assist the observed to perform deep reflections.

**Disclosure of Interest:** None Declared

**Keywords:** Feed Forward, Post-Observation Meeting, Reflective questions, Teaching Observation



#### **04 Strategic educational development**

### **WEAVING THE EDUCATIONAL DEVELOPMENT FROM THE UNIVERSITY SCHOOLS: THE CASE OF THE UNIVERSITY OF THE BASQUE COUNTRY**

Idoia Fernández <sup>1,\*</sup>Ana Eizagirre <sup>2,\*</sup>Alba Madinabeitia <sup>3</sup> and IkasGura: Educational Change in the University.

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**Abstract Summary:** What kind of University Schools/Faculties-based change initiatives support dean-teams to undertake student-oriented curriculum development? This paper presents an experience developed in 29 Schools of the University of the Basque Country with the aim of implementing a comprehensive strategy for educational development.

**Abstract Text:** In recent years there has been increasing interest in the challenge of changing the university as a whole (Gibbs, 2009) and influence institutional and cultural levels. Research carried out has turned its attention to the departments and disciplines as an alternative way to explore (Healey et. al. 2013; Gibbs et. al. 2008; Trowler et. al. 2003) but so far no attention has been paid to university schools and its leaders.

However following the introduction of the EHEA, University Schools have become the cornerstones of the development and accreditation of new programs and, more broadly, in driving agents of educational change. This is a complex change, involving University vision and policy, institutional leadership, T-L practices and, ultimately, the culture. This paper tries to understand key issues which favor or hinder educational change at the University. In order to do this, we will focus on the EHUNDU institutional program, a contract signed with the 29 centers of the University of the Basque Country (Spain).

This program was built under the following major premises:

- a) The University fosters an effective alliance between T-L innovation and QA processes based on the unification in 2009 of both policies in a solid and well established structure with a senior leadership.
  - b) Schools are the agents of leadership and educational change. They are responsible of planning and developing the curricula, and fostering strategies for T-L enhancement.
- The strategies put in place to implement strategic educational development at the university are
- a) empowering local Committees Responsible for QA in which effective participation of staff and students is fostered;
  - b) monitoring the process through key performance indicators negotiated with all the Faculties (29), making outcomes publicly available (no financial constraints of the programs in place).
  - c) training and assessing of Program Coordinators.
  - d) training and mentoring of Teaching Teams.

In this paper we present: 1. The 25 key performance indicators; 2. Program Coordination profile and challenges; 3. Faculty development strategies and their impact on the curricula; 4. General results of the Ehundu Program in its first three years of implementation.

We intend in this way to answer to the following questions:

- What kind of faculties-based change initiatives support dean-teams to undertake student-oriented curriculum development?
- Which institutional strategies foster a better collaborative culture and an educational leadership between university leaders, management teams, coordination structures, teaching teams and groups of trainers?
- Where are the main difficulties for educational change and how are they solved in the real practice of the university centers?

This analysis is intended to allow us to draw conclusions and make progress in overcoming the difficulties that hinder such processes, and transfer good practices based on transferable empirical data.

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Healey, M.; Bradford, M.; Roberts, C.; Knight, Y. (2013) Collaborative discipline-based curriculum change: applying Change Academy processes at department level. *International Journal of Academic Development*, vol. 18, No.1, 31-44

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**Disclosure of Interest:** None Declared

**Keywords:** Educational and institutional development, Educational change, educational leadership

#### **04 Strategic educational development**

### **'RAISING OUR GAME': THE IMPACT OF AN IN-HOUSE TEACHER ACCREDITATION SCHEME ON EXPERIENCED ACADEMICS**

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**Abstract Summary:** The adoption of professional standards by those teaching in H.E, is an approach that is increasingly being advocated (Turner et al., 2013). Drawing on qualitative interview data with 39 staff, this research examines the impact gaining teaching accreditation has upon the practices of experienced academics. The results reveal the importance of departmental leadership in driving the teaching agenda.

**Abstract Text:** The adoption of professional standards by those teaching and/or supporting learning within a higher education context, is an approach that is increasingly being advocated (Turner et al., 2013). In the UK, over the past few years, the Higher Education Academy (HEA) has supported the development of institutionally-focused CPD schemes aligned to the sector-owned UK Professional Standards Framework (UKPSF) at four levels from Associate Fellowship through to Principal Fellowship (HEA, 2011). In an era of high student fees, qualifications of teaching staff may well be a significant factor that drives the discerning students' choice of institution in the near future. In July 2012, University X achieved the Higher Education Academy accreditation. Subsequently, more than 180 staff, have engaged with the in-house accreditation scheme. Drawing on qualitative interview data with 39 staff, this research aims to address the following question: How does the process of gaining teaching accreditation impact upon the practices of experienced academics?

#### **Methodology**

We adopted a socio-cultural approach to this study, drawing in particular on the work of Lave & Wenger (1991), and 'third generation' activity theory (Engestrom, 2001). This lens encourages us to foreground *both* the individual subject *and* the influences of the society in which they operate.

#### **Data and analysis**

An electronic questionnaire was administered to all staff engaged with the accreditation scheme over the 2012/13 academic year. 39 staff were purposefully selected for interview which built on themes emerging from the questionnaire data. Participants were asked to talk about their role, their department, and how they felt the accreditation process impacted upon their teaching practices.

#### **Results:**

Whilst not directly prompted, interviewees made frequent reference to the teaching/research nexus. There was a shared perception that gaining accreditation gave individuals a sense of status that was only typically associated with research performance. It was evident that having departmental 'champions' was crucial in terms of motivating and supporting staff through the process.

Whilst the assumption that teaching accreditation somehow correlated to enhanced teaching quality was not universally accepted, many participants talked about the benefits they had gained from being asked to reflect on their practices. This process was often quite powerful, and prompted shifts in classroom practices and/or provided the incentive to develop ideas further, as the following quote demonstrates:

*I found it really useful in terms of reminding myself of some of the things that I'd done and developing some of those practices.... It was good to engage with some of the literature as well ... that reinforced some of my practice from a theoretical perspective [Participant 09].*

As a consequence of the accreditation scheme, localised communities of practices centred on teaching-related development have developed. There is also evidence of inter-disciplinary communities of practices emerging. It is vital that these are supported and nurtured to enable the sharing of best practices. The on-going challenge for the institution, and for the sector at large, is how to encourage long-term meaningful engagement with teaching-related professional development.

Engestrom, Y. (2001). Expansive learning at work: Toward an activity theoretical reconceptualization. *Journal of Education and Work*, 14(1), 133-156.

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Turner, N., Oliver, M., McKenna, C., Smith, H., Deepwell, F., & Shives, L. (2013). Measuring the impact of the UK Professional Standards Framework for teaching and supporting learning (UKPSF). York The Higher Education Academy.

**Disclosure of Interest:** None Declared

**Keywords:** Activity Theory;, Communities of practice;, Continuing professional development;, Professional development;, Teacher accreditation



### **03 Scholarship of educational development**

#### **RESEARCHING THE IMPACT OF TEACHING DEVELOPMENT ACROSS INSTITUTIONS: OPPORTUNITIES & CHALLENGES**

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**Abstract Summary:** This session will engage participants in planning cross-institutional research on the impact of teaching development and share findings from a 2 year study on the impact of TA development programs in Canada. Participants will explore the benefits of cross-institutional research at their institutions in small groups and develop strategies to address these challenges at their home institutions.

#### **Abstract Text:**

##### **Researching the Impact of Teaching Development Across Institutions: Opportunities & Challenges**

The goal of this session is to engage participants in planning cross-institutional research on the impact of teaching development; discuss the challenges and opportunities involved in collaborative research across multiple universities; and share lessons learned from a 2 year study on the impact of teaching assistant development programs across two Canadian universities.

Empirical research on impact of faculty development has expanded significantly in the past decade (Stes, 2010); but studies on the development of TAs are much fewer in number. The majority of research on teaching development takes place within a single institution.

In this session, we will report the findings of research on the impact of TA development programs at Western University and the University of Windsor (Canada) and linked specific types of programming to measurable outcomes (Dimitrov, Kustra, Meadows, Ackerson et.al. 2013). The goal of the project was to assess how teaching assistants apply what they learn in short and long programs when they teach in their disciplines. The study employed a multi-method design, involving self-report measures of participants' attitudes to teaching (Trigwell, Prosser 2004) and teaching self-efficacy (Boman, 2008) before and after each program, combined with focus group interviews four months after program completion.

The findings provide evidence that teaching development programs help improve the teaching effectiveness of new TAs in similar ways at both institutions. Both short and long programs contributed to increased self-efficacy and to an increase in student-focused approaches to teaching. When TAs began to teach on their own, they were able to apply the teaching techniques, course design principles and student-focused approaches to teaching that they learn in TA training programs. Differences between the impact of short (one day) and longer, intensive programs (20-40 hours) will be discussed on participants' teaching, on the culture of teaching in participants' home departments and on their experience as graduate students in general.

We will share the lessons learned from conducting cross-institutional research with two large research teams successfully, including strategies for participant recruitment, survey selection; data collection and analysis.

#### **Audience Engagement**

Participants will (1) explore the benefits of cross-institutional research at their home institutions in small groups (10 minutes) (2) brainstorm challenges in planning and implementing cross-institutional studies (10 minutes) (3) develop strategies to address these challenges (20 minutes) and (4) apply the lessons learned from the research presented to their research design (20 minute presentation of the study findings; 10 minute discussion of collaborative research example from other institutions (large group); 20 minute "transfer activity" to discuss and apply strategies learned to research at home institution (small group)

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**Disclosure of Interest:** None Declared

**Keywords:** impact of teaching development, multi institutional research, Research and scholarship, teaching assistants

**01 Discipline specific educational development**

**ONLINE COURSE DESIGN TO PROMOTE ACADEMIC INTEGRITY IN NURSING EDUCATION**

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**Abstract Summary:** Academic dishonesty has been perceived as a problem in online courses. Course design provides one venue for increasing academic integrity. Anti-plagiarism computer software has also been used as safeguards. Our presentation will analyze one online course at the British Columbia Institute of Technology Nursing program, applying constructivist learning theory to increase academic integrity.

**Abstract Text:** Online courses are perceived as contributing to an increase in academic dishonesty although evidence to support this view is limited (McGee, 2013). Concern about an increase in academic dishonesty related to increased use of online learning methods exists in the British Columbia Institute of Technology (BCIT) Bachelor of Science in Nursing (BSN) program. Nursing education emphasizes the promotion of critical thinking (Case & LeRoi, n.d.) and deep learning. Recent discipline-specific (nursing) literature suggests situational factors related to curriculum philosophy, workload, faculty attitudes as well as technology contribute to students' academic dishonesty (Wideman, 2011; Wilkinson, 2009). A collectivist culture in nursing education is identified as contributing to differences in perception by nursing students regarding what constitutes academic dishonesty (Wideman, 2011). Course design provides one venue for increasing academic integrity by improving the environment that fosters academic integrity and promotes meaningful learning. Post-secondary institutes have also attempted to employ technology by using anti-plagiarism computer software, such as the "Turnitin" program as safeguards. Our presentation will analyze one online BSN course and identify strategies consistent with constructivist learning theory to increase academic integrity. We seek to better understand how to support academic integrity in online learning in nursing education.

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**Disclosure of Interest:** None Declared

**Keywords:** academic integrity, nursing education, online course design

*02 Scholarship of teaching and learning*

**HELPING FACULTY INVITE STUDENTS TO BECOME PARTNERS IN LEARNING**

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**Abstract Summary:** By sharing power with students, instructors can reform the classroom, motivating students and improving learning, but professors often object to doing this. Educational developers with expertise in power-sharing can help instructors understand levels of sharing and how to successfully implement this approach. This roundtable session focuses on how to support faculty in sharing power.

**Abstract Text:** As the field of teaching continues to evolve, there is growing evidence that some forms of learner-centered or engaged teaching methods are becoming more widespread (e.g., flipping the classroom, formative assessment via student response systems). Unfortunately, there is also evidence that professors often hesitate to incorporate some aspects of learner-centered teaching into their classrooms. One area that could have significant impact on student learning but is often avoided by instructors is the move towards a more equitable distribution of power between students and the instructor (giving students a voice in course policy or content, for example). Sharing decision-making and power with students can increase motivation and facilitates deeper, dialogic learning. Intrinsically motivated learners who act as responsible agents in their own learning can be the result of instructors giving careful consideration to the implementation of power-sharing methods in the classroom.

Literature exploring the concept of sharing power, more recently referred to as engaging student voices in the educational process (Werder, Otis) with students has discussed theoretical underpinnings (Weimer, Doyle) and insightful anecdotal findings when successfully implemented (Black, Tichenor). Adding to the conversation is an examination of the course syllabus as a more tangible artifact that can reflect power-sharing attitudes of instructors (Tolman, Baeker) who often imbue their course syllabi with punitive language (Wasley), thereby creating an atmosphere of unquestioned control over the learning process. Missing in the conversation, however, is how educational developers can provide a supporting role to departments and instructors in efforts to responsibly begin to share power with students. Educational developers and administrators who are literate in power-sharing theories and practices are situated in unique and influential positions to act as liaisons to departments and instructors.

This session will discuss the practice of sharing power in the classroom, on a continuum relative to international classroom contexts and cultures, and provide practical recommendations for how educational developers can support instructors in power-sharing attitudes and behaviors. Concerns that many instructors have about sharing power, and reasons for overcoming these concerns, will be addressed. Findings (Tolman) regarding language and structure in randomly selected university syllabi will be discussed, suggesting evidence that power-sharing attitudes are considerably lacking at the university level. The Faculty Immediacy and Power Sharing Inventory (FIPSI) will be presented as a model of assessing course syllabi alignment with manifestations of power-sharing that educational developers can use as an empirical method of measuring power-sharing directions found within syllabi. To conclude, the roundtable audience will be invited to discuss potential cultural and institutional factors that may present barriers to educational developers and suggestions for overcoming these factors will be explored (Faculty Learning Communities, teaching circles, etc.). The role of educational developers is crucial in disseminating power-sharing theories and practices to instructors who may have reservations about power-sharing and feel unsupported in departments. Framing power-sharing within the context of a continuum, educational developers can provide expertise and practical tools to instructors willing to move toward engaging student voices in their own learning.

**Disclosure of Interest:** None Declared

**Keywords:** Learner-centered teaching, , Power-sharing, , Student voices



#### ***04 Strategic educational development***

### **3×3 MODEL OF EDUCATIONAL DEVELOPMENT IN HIGHER EDUCATION**

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**Abstract Summary:** This article proposes 3×3 model of educational development. This model is expressed in a table with three rows and three columns. Three rows mean three levels of educational activities. Three columns mean three clients. It has also two developer's strategies, direction and orientation. This model is tool for reflecting our work and planning future vision.

**Abstract Text:** This article proposes 3×3 model of educational development in higher education. For a long time many kinds of models of educational development have been built and advocated. Fraser et al. (2010:54) did Meta-research on the models of educational development in several countries. They categorized three models, "Educational development focused on the individual staff member", "Educational development focused on the institution" and "Educational development focused on the sector". Some models are too narrowly focused on individual teaching method and others are too broad. Some models are difficult to be used because they do not identify the user.

This 3×3 model is expressed in a table with three rows and three columns. Three rows mean three levels of educational activities, micro (course design and teaching), middle (curriculum and program) and macro (organization, system and rules). Three columns mean three kinds of clients, individual faculty, department and institution. There are 9 domains of educational development at the cross place (MIC 1-3, MID 1-3, MAC 1-3). Most of educational development initiatives are arranged properly in this model. It is assumed that users of this model are developers. It is clear that who has responsibility of the initiatives and whom developers intervenes to.

This model has also two developer's approaches, direction and orientation. There are six directions, the first three are top-down, middle-up-down and bottom-up. These directions is corresponding three clients. If a developer intervenes president at first and want to disseminate initiatives toward individual faculty, it would be top-down approach. Other three are zoom-out, zoom-in-out and zoom-in. If a developer intervenes individual teaching at first and want to disseminate initiatives toward making policy at institutional level, it would be zoom-out approach.

The orientation is the concept of Land (2004). He interviewed 35 developers in UK and found developers were using 12 orientations. Orientations are "analytic categories that include the attitudes, knowledge, aims and action tendencies of educational developers in relation to the contexts and challengers, and are not fixed. (Land, 2004:13). The orientations are embedded into 3×3 models.

This model is tool for reflecting developer's daily work and planning future vision. Especially it is useful for young developers for learning various kinds of developer's work with this model.

**Disclosure of Interest:** None Declared

**Keywords:** educational developer, educational development

### *03 Scholarship of educational development*

#### **TRANSITION INTO HIGHER EDUCATION: CRITICAL REQUIREMENTS FOR FIRST-YEAR STUDENTS**

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**Abstract Summary:** Understanding student success as a result of both, personal factors and institutional conditions, the present study examines the first-year student experience with regard to the perception of and coping with requirements critical for a successful transition into university. The presentation reports on first findings in order to discuss possible implications for academic development.

**Abstract Text:** University dropout rates are often explained by a lack of skills and abilities on behalf of the students and a large body of research has identified student variables that influence study success and retention (Robbins et al., 2004). Yet, not only students but also the higher education institution and the compatibility of the both influence retention and study success especially in the first year of university (Wilcox et al., 2005). However, in the existing literature it still remains widely unclear what specific requirements of the transition into university pose a challenge to first-year students.

As the German higher education system has undergone fundamental changes due to the Bologna reform research on the first-year student experience is needed in order to shed light on new challenges and students' coping. Therefore, the present study aims at identifying the critical requirements students are confronted with in their first-year of university. On the grounds of these findings our objectives are not only to derive competences students need to meet critical requirements, but also to offer a starting point for evidence based educational development. More precisely, insights into critical requirements can contribute to the design of university support programmes as currently discussed in German higher education.

As a first step, we developed a theoretical framework drawing on literature regarding study success as well as processes of academic and social integration into higher education. This framework connects individual and contextual factors as it focuses on the perception of and coping with requirements that are critical in the first year of study. To further explore these requirements at the interface of personal prerequisites, individual objectives and institutional conditions a qualitative research approach was employed. We carried out 25 interviews following the critical incident technique (Flanagan, 1954) with students and academic staff from a range of disciplines, in order to capture the perspectives of different stakeholders. Interviews were audio-taped, transcribed verbatim and analysed using the approach of qualitative content analysis (Schreier, 2012).

A first analysis of 11 interviews with students from natural, educational and social sciences, humanities and law led to a range of discipline specific and general requirements. For example, there are social requirements such as relating to peers, or requirements of self-organisation, e.g. structuring time and tasks in the required self-study. Evidence of discipline specific requirements was, for example, found as law students reported the challenge of acquiring particular text conventions or students of natural sciences depicted difficulties in understanding complex knowledge structures.

Due to the pilot-status of the present study the explorative results need further confirmation. Consequently, as next steps we plan to conduct focus groups with students of selected degree programmes and to develop a questionnaire, which allows us to research the perception of and coping with first year requirements on a larger scale.

After presenting our theoretical framework and empirical findings the audience is invited to discuss, from an international perspective, how to connect our study with educational development in order to facilitate transition and enhance study success.

Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*, 51(4).

Robbins, S. B., Lauver, K., Le, H., Davis, D., Langley, R., & Carlstrom, A. (2004). Do psychosocial and study skill factors predict college outcomes? A meta-analysis. *Psychological bulletin*, 130(2), 261–288.

Schreier, M. (2012). *Qualitative content analysis in practice*. London: SAGE.

Wilcox, P., Winn, S., & Fyvie-Gauld, M. (2005). 'It was nothing to do with the university, it was just the people': the role of social support in the first-year experience of higher education. *Studies in Higher Education*, 30(6), 707–722.

**Disclosure of Interest:** None Declared

**Keywords:** first-year students, requirements, transition

#### **04 Strategic educational development**

### **CONVERTING COURSES TO COMPRESSED MODE: THE EDUCATIONAL DEVELOPER AS FACILITATOR OF CHANGE**

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**Abstract Summary:** An empirical investigation by educational developers investigated how compressed mode courses can provide quality outcomes. Interviews with students and expert teachers confirmed known critical instructional strategies and added another: teacher presence. Involvement by educational developers enables the establishment of a virtuous cycle through which research and practice reinforce one another.

**Abstract Text:** Pressures on universities to provide increased and more flexible course offerings come both from global and financial sources and from student demand (Davies, 2006; Lee & Horsfall, 2010). One response has been the provision of courses offered in a compressed mode. However, simply delivering the same content in a shorter time will not ensure that student learning will take place and may lead to high student attrition rates in intensive mode courses (Dean, 2006). To be effective, changes must be research-based, aligned with known pedagogies, practical and feasible.

How can such changes be facilitated? How can courses be adapted to provide quality outcomes in a shortened time? And can the involvement of educational developers increase the possibility that the resulting courses are pedagogically sound and provide quality teaching and learning experiences?

This study reports on an empirical investigation which was part of a centrally-situated educational development project on implementing courses in compressed mode in an Australian university. The stages of the project included a literature review, the development of extensive pedagogical resources, interviews with teachers acknowledged as expert in their teaching practice and with students about their perceptions of the compressed courses. Dissemination strategies included making the resources available through the university intranet and a workshop series. The results of the study arise out of the research by academic developers into the practice of teachers acknowledged for their pedagogical expertise.

A literature search had identified six instructional strategies as effective for maintaining and enhancing student engagement in teaching in intensive mode: encouraging commitment at the commencement of the unit; assisting students to plan ahead in their learning and assessments; promoting lecturer/student and student/student interaction and collaboration; using technology effectively in synchronous and asynchronous learning environments; varying activities for concentration purposes; and specific assessment strategies.

In videoed interviews students confirmed the importance of these elements for their involvement and revealed another, termed in the literature on on-line courses as teacher presence (Northcote, 2010). Interviews with expert teachers about their approaches to teaching in a compressed mode provided corroborating evidence for these elements being critical for successful courses, including that of teacher presence.

The involvement of educational developers enabled the identification of elements critical for success, and makes possible the establishment of a virtuous cycle in which the findings of research assist in optimising local pedagogical practice leading to further research and further improvement.

Davies, W. M. (2006). Intensive teaching formats: A review. *Issues in Educational Research*, 16(1), 1-20.

<http://www.iier.org.au/iier16/davies.htm>

Dean, G. (2006) Police education and critical thinking: A case study of Singapore police program. *Academy of Criminal Justice Sciences Today*, 31(2), 1-15

Lee, N., & Horsfall, B. (2010). Accelerated learning: A study of faculty and student experiences. *Innovative Higher Education*, 35(3), 191-202

Northcote, M. (2010). Lighting up and transforming online courses: Letting the teacher's personality shine. In C.H. Steel, M.J. Keppell, P.Gerbic.& S.Housego (Eds.) , *Curriculum, technology & transformation for an unknown future*. Proceedings ascilite Sydney 2010 (pp. 694-698.) <http://ascilite.org.au/conferences/sydney10/procs/Northcote-concise.pdf>

**Disclosure of Interest:** None Declared

**Keywords:** compressed and intensive courses, expert teachers, institutional strategies, quality teaching and learning, research-based development

*02 Scholarship of teaching and learning*

**THEORISING TEACHING AND LEARNING IN HIGHER EDUCATION**

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**Abstract Summary:** The goal of this paper is to familiarize higher education researchers with approaches to theorisation that could readily be applied to the research strategies in higher education. It will provide examples of theory building in higher education research using an analysis of the 5 concepts that form the basis of graduate certificates in higher education teaching and learning.

**Abstract Text:** Few higher education educators possess more than rudimentary knowledge of the main assumptions, methodologies and theory building strategies of higher education research. This is particularly the case in sub-field of teaching and learning where a large proportion of research comes from occasional researchers mainly investigating their own practice as a teacher (Kandlbinder, 2012). Consequently, new researchers in higher education come from a range of disciplines with different research traditions and as such their prior training can leave them ill-equipped to deal with the multifaceted issues of knowledge production in higher education (Kandlbinder & Peseta, 2009). The goal of this paper is to familiarize higher education researchers with approaches to theorisation that could readily be applied to the research strategies in higher education. The aim is to provide examples of theory building in higher education research using an analysis of the 5 concepts that form the basis of graduate certificates in higher education teaching and learning. First, I will discuss how core theoretical positions in reflective practice, constructive alignment, approaches to learning, assessment for learning and scholarship of teaching underwent elaboration, proliferation, and revision to become dominant theories within the field of higher education teaching and learning. Second, I will examine specific analytical and methodological approaches to inquiry that are the legacy of these approaches to higher education teaching and learning theory. I will do this by highlighting some exemplary studies that demonstrate the richness and complexity of findings that can emerge from theorising higher education inquiry. In order to foster more extensive use of theory building strategies in higher education research, I identify directions for future research on issues related to teaching and learning. I will conclude with an overview of the practical considerations associated with theory building, as well as recommendations for researchers who seek to incorporate these techniques into their research repertoires.

**Disclosure of Interest:** None Declared

**Keywords:** Higher education, scholarly publishing, teaching and learning, theory

*03 Scholarship of educational development*

**EVALUATING THE EFFECTIVE USE OF TWITTER IN HIGHER EDUCATION**

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**Abstract Summary:** Increased use of social media such as Twitter in our daily lives has had an impact on higher education. However, questions remain if these tools can be used effectively or if they should be used at all. Our findings show that targeted strategies are required in curriculum design in order to use these tools effectively and when this is achieved it can enhance student engagement and outcomes.

**Abstract Text: Background:** Increasingly social media is discussed as a tool that can be used to improve teaching outcomes. However, there is very limited evidence that demonstrates how to use platforms such as Twitter effectively in medical education; and whether using Twitter or other forms of social media can actually achieve the goal of increased student interaction and engagement.

**Aim:** The aim of this research is to evaluate whether the use of Twitter as an assessment is a successful tool increasing student engagement and improving student engagement with staff and public health.

**Method:** During Semester 2 of 2013, the class of first year Bachelor of Biomedical Science students who were enrolled in their core public health unit all complete a Twitter based assessment and questionnaire. Students were required to obtain a Twitter account follow the unit coordinator and staff from the School of Public Health and Preventive Medicine. Other recommendations included several renowned public health professionals, guest lecturers, professional bodies and organisations including several journals. Students were asked to complete two online tasks: 1) to play the 'dumb ways to die' health promotion game and tweet their death 2) identify public health issues in their daily lives by posting a photo, advertisement or link to a journal article of interest. Students had 10 weeks to complete the tasks and were encouraged to use this medium through the obtainment of 2% of their final marks.

**Results:** Overall, 266 students of the 298 (89%) enrolled in the unit completed the assessment task. Of these, only two did not use any form of social media prior to the task; 99% (266) had a Facebook account, 31% (82) were on Instagram, 7% (19) Google+, 2% (7) Tumblr, only 2 students used Snap chat and 1 Myspace, with 16% using Twitter previously. Although the majority of students only used Facebook, 42% of students used Facebook concurrently with another form of social media. On a Likert scale of 1 to 5 where 1 was 'strongly disagree' and 5 was 'strongly agree', 174 (65%) thought that this assessment increased accessibility to staff, 216 (81%) felt it prompted increased awareness of public health, 102 (38%) agreed that it increased collaboration with peers. Of those who completed the task, 14% (37) felt that it was not appropriate to use it as a form of assessment.

**Conclusion:** It is clear that the use of social media is very common among undergraduate students. However, using any social media, including Twitter, needs to be targeted so that it can be effectively integrated into the undergraduate curriculum to be beneficial. Then it can actively increase awareness and link students to the most current research available about topical issues. Further, it can bridge the gap between staff and students by developing an ongoing academic conversation.

**Disclosure of Interest:** None Declared

**Keywords:** Blended Learning, innovation, social media

*01 Discipline specific educational development*

**RETHINKING MASS COURSES IN BUSINESS SCHOOLS – DARE TO TRUST, TRY AND FAIL**

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**Abstract Summary:** Universities and business schools are facing tough times and traditional teaching methods are no longer sufficient to meet the increasing demands of efficiency, quality and growing student groups. Based on our own positive experiences we encourage all teachers to try activating learning methods in the context of mass courses and large student groups as a way of better facing the present demands.

**Abstract Text:** The reality for many universities and business schools today is an increased demand of efficiency and quality, larger students groups and diminishing resources. Researchers have found that traditional teaching methods no longer are sufficient to meet these demands (e.g. Laurillard 2002; Michaelsen, Sweet & Parmelee 2008; Ackerman & Hu 2011). Even though many educators acknowledge this situation and find it troubling, it's still "safe" and easy to stick to the way of teaching that you're used to. In this paper we encourage all teachers and educators to rethink their current ways and dare to try different methods. Instead of a behavioristic approach trying to transfer knowledge from teacher to student, we propose a (socio) constructivist approach and a mode of knowledge sharing where students learn from each other and where interactions and discussions are facilitated using activating learning methods.

This kind of teaching philosophy and practice is already widely spread in many universities, but often in the context of smaller groups (e.g. Laine & Malinen 2009). In this paper we aim at showing how we can rethink teaching in mass courses and in large student groups using these kinds of activating learning methods as well. By activating learning methods, we here refer to the approach presented by Longan and Longan (1991; in Lindblom-Ylänne & Nevgi 2002) that builds upon three basic premises:

- Activating of inner models (prior knowledge)
- Support of the learning-process (the learning goals of the student is in focus)
- Feedback (continuously, both from the teacher and from fellow students).

Activating learning methods and knowledge sharing inevitably raises issues of trust (Edwards & Kidd 2003). Trusting your students is an important part of motivating and encouraging them. Activated, motivated and responsible students learn and remember better than passive and uninterested students (e.g. Ackerman & Hu 2011). Trusting your students, giving up control and responsibility and daring to try new teaching and learning methods is challenging for sure, but in the end much more rewarding than sticking to your old ways. By stepping outside and widening your own comfort zone and daring not only to trust and try, but also to fail, your students as well as you will most likely learn a lot in the process (Fullan 1991).

In the paper we present our personal experiences from introducing activating learning methods into mass courses and large student groups at Åbo Akademi University School of Business and Economics. We have used many different activating methods (such as learning café, 5 x why?, me-we-us, the six thinking-hats of De Bono etc.) and so far we have seen positive results and gotten positive feedback from our students. We believe that this approach is a good way of motivating students to complete their studies on time, and a way for Business Schools to better meet the present demands. Therefore, we encourage everybody to dare to trust and try (and to fail)!

**Disclosure of Interest:** None Declared

**Keywords:** Activating learning methods, Large student groups, Mass courses

**01 Discipline specific educational development**

**DREAM TEAM - A PRE-GRADUATE SURGICAL TALENT DEVELOPMENT PROJECT**

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**Abstract Summary:** The Dream Team is a pre-graduate extra-curricular talent development project at Aarhus University, aiming to identify and develop surgical talents via hands-on training and respect for the craftsmanship of surgery. This paper presents the results from two inquiries: a survey and an exploratory observational study, and discuss the organizational and pedagogical framework of the concept Dream Team.

**Abstract Text:** It is well established that the popularity in surgical specialties is declining and medical students identify inexperience in surgical skills as the medical education ends <sup>1-2</sup>. This fact complicates early talent identification and development within the specific area. This issue is also seen in a Danish context <sup>3</sup>. As a consequence, in 2009 Aarhus University Hospital founded an extracurricular talent development project based on a skill-acquisition training program for medical students at Aarhus University. The training program, named Dream Team, provides medical students with the opportunity to pursue a career in surgery. This paper presents and discusses the organizational and pedagogical framework of the concept Dream Team, as well as the results from two inquiries: a survey and an exploratory observational study.

The Dream Team is a pre-graduate surgical talent development project, aiming to identify and develop surgical talents during medical school. The project contains two parts: 1) A weeklong *boot camp* during medical school vacation, where app. 20 students acquire basic surgical skills and laparoscopic techniques. The boot camp is completed with a final individual test. 2) Identification of the eight best medical students from the boot camp, who will enter a four month mentorship program at a surgical department.

The survey (n=33) was conducted among medical students, who completed the boot camp as well as the four-month mentorship during Dream Team 2009-2012. The survey questions concerned the students' benefit, workload, motivation and career-expectations.

Descriptive statistic was applied in the data analysis. The exploratory observation study was conducted during a weeklong Dream Team boot camp during the summer of 2013. The observer took descriptive field notes, and informal conversations with the head of the boot camp and two focus group interviews with the participating students were conducted. The interviews were recorded and a meaning condensation was conducted including themes and anonymised quotes.

The results show that the Dream Team concept seems to stimulate the students' motivation, career-awareness, experience-based understanding and skill-acquisition within surgery, because the concept is founded on hands-on training, respect for the craftsmanship of surgery and recognition of the need to practice the craft from early on in medical school. These features were highly different from what the medical students experience elsewhere during medical school.

International literature on surgical education shows that the future surgeons do not develop adequate experience-based knowledge through medical school and the clinical practice therefore will tend to be book-based and potentially inadequate <sup>4-5</sup>. Dream Team has the potential to increase the future surgeon's experience-based knowledge and understanding of the surgical specialties, which can in turn enhance the education of innovative surgeons <sup>6</sup>.

Identification of Dream Team talents and the organizing of the mentorship is a challenging task, and further research into pre-graduate talent development is needed in order to optimize and continue the Dream Team concept within other specialties.

1 Gawad, N., Moussa, F., Christakis, G., T., and James T. Rutka, Planting the 'SEAD': Early Comprehensive Exposure to Surgery for Medical Students. *J Surg Educ*, 2013; 70(4).

2 Naylor, R., A., Hollett, L., A., Castellvi, A., et al. *The American Journal of Surgery*, 2010; 199, 105-109.

3 Rapport for specialet: Kirurgi. Sundhedsstyrelsen, november 2008.

4 Bell, R.M., Fann, S.A., Morrison, J.E., et al. Determining Personal Talents and Behavioral Styles of Applicants to Surgical Training. Part 2. *J Surg Educ* 2012; 69(1): 23-29.

5 Thomas, W.E.G., The making of a surgeon. *Surg* 2008; 26(10): 400-2.

6 De Cossart, L. & Fish, D. *Cultivating a thinking surgeon*. Tfm publishing, 2005.

**Disclosure of Interest:** None Declared

**Keywords:** Craftsmanship, Laparoscopic training, Pre-graduate, Surgical education, Talent development



*01 Discipline specific educational development*

**CHALLENGES AND POSSIBILITIES IN SYLLABUS DESIGN FOR SWEDISH TEACHING AT THE FACULTIES OF MEDICINE AND LAW**

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<sup>1</sup>Faculty of Law, <sup>2</sup>Language Centre, University of Turku, Turku, Finland

**Abstract Summary:** *This presentation will discuss the concrete needs for Swedish in working life. It discusses Finnish-speaking doctors' and lawyers' experience of use of Swedish based on a needs analysis conducted at the Faculty of Medicine and amongst lawyers. The results will be used as a starting point for syllabus design for Swedish teaching at the university level.*

**Abstract Text:** The national languages of Finland are Finnish and Swedish. This means that according to the constitution everyone has the right to use Finnish or Swedish in their dealings with state authorities, bilingual municipalities and in health care. Services in both languages must be provided. Both national languages are therefore compulsory subjects at all school levels and at universities. This means that as part of their degree medical and law students must acquire a level of proficiency in Finnish and Swedish equivalent to that required of a person employed in a bilingual public agency. Universities arrange language teaching in order to fulfil this specific language proficiency requirement. Lawyers and doctors are good examples on professions in Finland where an exact knowledge in both national languages is essential.

The aim of this paper is to discuss syllabus design for Swedish teaching at the Faculties of Medicine and Law at the University of Turku, Finland. According to our research the concrete abilities required in working life can be regarded as the starting point for syllabus design in Swedish teaching at the university level. A questionnaire given to practicing lawyers and medical students indicate how Finnish-speaking lawyers and medical students experience the need and the use of Swedish in working life.

Swedish is taught in the Faculty of Medicine as an integrated course (3 ECTS), and includes both knowledge in medical Swedish and an introduction to the culture of Swedish-speaking Finns. The doctor-patient relationship is a central part of the course and therefore an interview with a Swedish-speaking pensioner in the Archipelago of Turku is essential. Before the course has begun, a number of the Finnish-speaking students expressed doubts about both the need for a Swedish course at the university level and the need for Swedish later in their working lives as doctors. However, answers to the questionnaire after the course showed that student's attitudes to the need for Swedish in working life had changed remarkably.

The Swedish courses at the Faculty of Law consist of courses in legal communication in Swedish over two years (12 ECTS). The aim of the courses is to develop the professional communication skills of Finnish-speaking law students. To plan the content and methods of these Swedish courses in an adequate way a questionnaire was given to practicing lawyers. The aim of this questionnaire was to define the concrete communication situations in Swedish and to understand how Finnish-speaking lawyers experience communication in Swedish as part of their communication skills in working life. The results of this analysis will be reformulated as objectives for teaching Swedish to law students.

**Disclosure of Interest:** None Declared

**Keywords:** LSP, Needs analysis, Syllabus design, University pedagogy

*04 Strategic educational development*

**SURFACING THE SUBMERGED: THE UBUNTU PRINCIPLE IN PROFESSIONAL DEVELOPMENT**

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**Abstract Summary:** An interactive workshop, using World Cafe and dialogue sheet methods to explore the importance of the notion of 'sense of self', using the concept of Ubuntu, in professional development and how educational developers can foster this approach. We will explore four key factors (culture, practices, values and scholarship) and how these are encouraged or inhibited within organizational settings.

**Abstract Text:** The context for this interactive workshop is professional development in learning and teaching and in particular, the experience of developing an institutional process which aligns with the United Kingdom Professional Standards Framework (UKPSF) for teaching staff in Higher Education. The UKPSF provides a general description of the main dimensions of the roles of teaching and supporting learning within the Higher Education environment. It is written from the perspective of the practitioner and outlines a national framework for comprehensively recognising and benchmarking teaching and learning support roles within Higher Education.

Through experience of working with colleagues, both inexperienced and very senior colleagues, who make individual applications evidencing their practice against the UK Professional Standards, we have become aware of an interesting phenomenon. Our experience suggests that what is lacking in these applications is a 'sense of self'. We believe that this 'sense of self' is allied to the African concept of Ubuntu – the idea that a person is a person through other people. Several factors which may either encourage or inhibit this sense of self include: an understanding of why an individual teaches; personal values and ethics; organizational reward and recognition structures; learning and teaching culture and sense of the collective.

This interactive workshop will explore these issues using a structured, physical A1 size dialogue sheet (based on the well known idea of the World Cafe and the work of Holtham and Courtney, (2006) on dialogue sheets,) to engage delegates in a re-thinking and re-conceptualising of the sense of self and its place in professional development using four key concepts of culture; practice; values and scholarship. We envisage that this workshop will provide valuable experiential data for a possible wider international research project into the role of 'sense of self' in learning and teaching practice in Higher Education and in particular the role of educational developers in fostering, developing and nurturing this approach.

Learning outcomes:

participants will

27. Explore their understanding of a 'sense of self' in developing their own and others' professional practice
28. Identify factors which both inhibit and encourage this development
29. Consider how educational developers can promote the Ubuntu approach to professional development

Timings:

Outline of context and key issues – presentation (15 mins)

Interactive engagement with the dialogue sheet in small groups (45 mins)

Plenary discussion and identification of key findings and implications (30 mins)

**Disclosure of Interest:** None Declared

**Keywords:** Organizational change, Professional Development; sense of self

*01 Discipline specific educational development*

**CONCEPTUALISING LINGUISTIC ACCESS TO KNOWLEDGE AS INTERDISCIPLINARY COLLABORATION**

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**Abstract Summary:** In this paper we argue that the lens of interdisciplinarity is a useful one for reconceptualising the role of communication lecturers in professional programmes in science, engineering and technology-based departments. We show how re-conceptualising the work of communication lecturers can enhance collaboration between communication and content lecturers in science, engineering and technology.

**Abstract Text:** Communication lecturers often find themselves in the position of having to do considerably more than teach communication practice in professional programmes, for example, they are commonly expected to provide a 'service' function to lecturers in other disciplines. When communication lecturers are 'embedded' in science, engineering and technology-based departments, the 'service' provision role of communication lecturers can be exaggerated because of their marginal position in such departments. In this paper we argue that the lens of interdisciplinarity is a useful one for reconceptualising the role of communication lecturers in professional programmes in science, engineering and technology-based departments. We draw on a number of case studies to show how re-conceptualising the work of communication lecturers can enhance collaboration between communication and content lecturers in science, engineering and technology and, ultimately, contribute more meaningfully to the language development of students enrolled in professional programmes. Across all case studies, the data suggests the need for content and communication lecturers to actively seek out potential 'boundary objects' to facilitate collaboration, such as departmental or institutional projects involving the collaborative development of teaching materials, team teaching programmes, integrated tasks and joint assessment approaches. The data also suggests the importance of a 'transaction space', a non-threatening environment free from the hierarchical disciplinary lines of power in academic departments. In such a space, content and communication lecturers can engage around emerging 'boundary objects'.

**Disclosure of Interest:** None Declared

**Keywords:** academic literacies, communication, interdisciplinarity, SET programmes

#### **04 Strategic educational development**

### **GETUP- ENHANCING COLLABORATION THROUGH SOCIAL NETWORKS AND GAMIFICATION - CHANCES IN THE CONTEXT OF ACADEMIC DEVELOPMENT**

Dennis Bucker <sup>1</sup>Diana Urban <sup>1,\*</sup>

<sup>1</sup>University of Paderborn, Paderborn, Germany

**Abstract Summary:** The “GETup” platform was developed to investigate strategic approaches to enhance collaboration in a heterogeneous profession - such as AD - and to bring added value to conferences. The poster presents this platform as one result of a study on Gamification and the use of social networks in academia (Masters Thesis), and also outlining and discussing chances for AD.

**Abstract Text: Questions/Rationale:** Wherever, whenever people involved or interested in (doing) development in Higher Education meet e.g. on national or international conferences such as the ICED, a discussion like this comes up: *What are you doing, in which way are you doing it, to what extent and with what effect?* Due to the different pathways to the profession of an Academic Developer (AD), the variety of disciplines and moreover different variations and requirements on how to do development in Higher Education, you find a fragmented community of practice (e.g. LAND (2001), MC DONALD & STOCKLEY (2008), MC APLINE (2006)). The following questions arise: How can academic developers be connected, to make them aware of each other, their respective projects and potential overlaps in their work. Obviously, (inter-) national conferences, meetings within and across institutions and organizations, are mandatory. Still, problems arise, that counteract the establishing of new contacts and collaborations. Those might be, the densely packed programme, lack of information or losing connections to freshly made contacts, as they are not made in realistic collaboration settings but during dinner or the like.

**Summary of Work:** Trying to reduce problems in scenarios of this kind the “GETup” platform was developed as part of a study on Gamification and Social Networks in academia (Master Thesis). The aim was to provide a technological framework in which the participants can track with whom they interacted, in which they can give feedback on others’ ideas and ask for input on their paper, work or projects. Moreover, it aims to recommend ‘similar’ ideas and people to each other. This is achieved by implementing different aspects known from Social Networks (BOYD&ELLISON (2007), PETERTONKOKER et. al. (2013), COHEN-ALMAGOR (2011) and the emerging research field of Gamification (WERBACH& HUNTER (2012), DETERDING et al. (2011), SALEN&ZIMMERMAN (2004)). Using these basic principles, the relevant requirements for a theory-based concept of the software were defined, leading to a prototypical implementation of a software platform. Based on the self-provided user profiles, and detailed information on their research projects, registered users can browse the information of other participants and add them to their contacts, as known from common social networks. Using the website and the mobile client, participants can access information about other participants and their work related data, track meetings with users and view their history of established contacts again during or after f2f meetings. Furthermore the platform enables users to organize their own events within the main-event and make them available to all other participants. Additionally the incorporation of typical game elements addresses the motivation of the participants to continuously use the system. The study concludes with the evaluation of a user survey and analysis of the data that could be obtained in an extensive user testing during the Ninth Joint European Summer School on Technology Enhanced Learning 2013.

**Outcomes/Impact:** The study contributes the discourse on chances of Gamification and social networking in academia and higher education. Moreover it facilitates the analysis and reflection of the current developments in a heterogeneous, multidisciplinary profession and academic discipline such as AD. Referring to the findings it can be concluded, that those briefly described measures have an impact on creating networks, it simplifies establishing contacts, and enhances collaboration. The poster will outline possible chances for using GETup or at least Gamification and Social Networking aspects in the context of Academic Development. Its impact shall be critical discussed.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, collaboration, gamification, social network analysis, social networking

### *03 Scholarship of educational development*

## **FROM DEVELOPMENT INTERVENTION TO STUDENT LEARNING: SYSTEMATICALLY MEASURING THE ARC OF THE EDUCATIONAL TRANSFORMATION PROCESS**

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**Abstract Summary:** In this session, we will introduce the design and preliminary results of a multi-faceted assessment of an intense, multiday course design institute including measuring changes in teacher beliefs, syllabus construction, classroom practices, and student learning outcomes. Participants will engage with sample tools and discuss how they might use them in their own work.

**Abstract Text: Questions and rationale:** Multi-day course design institutes (CDIs) are a popular intensive workshop format for educational developers across cultural and disciplinary contexts and institutional types (Johnson et al. 2012). Though structures vary, most CDIs are developed from research-based principles of backward, integrated, and universal course design (Fink 2003), educative assessment (Huba & Freed 2000), active learning (Bonwell & Eison 1991), and student motivation (Schunk et al. 2007). In general, CDIs aim to help instructors create rich, active classroom environments; expand their pedagogical content knowledge; foster teaching community and personal growth; and increase teacher satisfaction. The intentionality and intensity of CDIs make them powerful educational development experiences which have the potential of shifting teacher beliefs and practices away from content-centered approaches toward more-effective learner-centered ones. But exactly to what extent do these interventions impact teaching and student learning?

**Conceptual framework:** To measure the impact of an intensive five-day CDI, an educational development center partnered with a research center dedicated to the empirical study of university teaching and student learning. Using a multi-faceted approach, the team has developed a series of assessment instruments to systematically investigate the arc of the educational transformation process (Kreber & Brook 2001), including changes in teacher beliefs, design and quality of syllabi, classroom practices, and student learning outcomes. As such, this assessment contributes to an emerging body of research that goes beyond largely satisfaction- and perception-based studies of teaching beliefs (Fink 2013; Gibbs & Coffey 2004; Chism et al. 2012; Lawson et al. 2004) and examines whether and how changes in beliefs and attitudes translate into changes in actual teaching practices and student learning outcomes. Built on models described in the literature (Bloomberg 2008; Fink 2011; Tolman 2011; Hora et al. 2012; Sawada 2002; Kelly et al. 2005, the comprehensive assessments toolkit includes:

30. a pre-/post-survey for measuring teaching self-efficacy and syllabus design strategies
31. a reliable learner-centered syllabus rubric for assessing the quality and alignment of learning goals, assessments, activities as well inclusive language and promotion of student success;
32. a validated classroom observation protocol app for evaluating learner-centered teaching practices.

**Workshop outline:** This session will engage participants in a hands-on exploration of the assessment components of our project. It will begin with an icebreaker in which participants will take and discuss a portion of our pre-CDI survey (15 min). Participants will then briefly learn about the overall design of our study and preliminary results (10 min). Using a jigsaw activity, they will spend the bulk of the remaining time exploring our learning-centered syllabus rubric by applying it to pre- and post-CDI syllabi and discussing the teaching observation app's promise for measuring learner-centered teaching practices (40 min). Participants will then be invited to provide feedback on the evolving design of assessment tools measuring CDI's impact on student learning outcomes (10 min.) The last portion of the session will be devoted to discussing how participants might implement versions of these assessment components on their campuses (15 min.)

**Expected outcomes:** As a result of this session, participants will:

- understand the rationale and design of our assessment tools
- be aware of the basic findings of our research
- identify how they may use components of our work to measure the impact of their educational development work.

**References:** A list of references is available upon request.

**Disclosure of Interest:** None Declared

**Keywords:** course design, impact of teaching development

#### ***04 Strategic educational development***

### **PROFESSIONAL RECOGNITION IN HIGHER EDUCATION USING ASSESSED PROFESSIONAL CONVERSATIONS**

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**Abstract Summary:** Initial research carried out by the author on the use of assessed professional conversations as a tool for professional recognition and their wider influence on institutional engagement with SoTL at the University of Ulster. Participants will be provided with the opportunity to critically discuss these initial findings with feedback to be considered to inform ongoing research.

**Abstract Text:** Higher Education (HE) in the UK is currently undergoing significant changes influenced not least by the introduction of student fees (Browne, 2010) and attendant implications for institutional accountability (BIS, 2009; Laycock, 2010). Professionalism has long been identified as important (CVCP, 1987; Dearing, 1997; DfES, 2003), and the introduction of the UK Professional Standards Framework (UKPSF) (HEA 2006, 2011) has done much to promote this agenda and influence HE practice (Turner et al, 2013). However an over-emphasis on compliance with “performativity” (Olssen & Peters, 2005) may stifle freer engagement with SoTL (Kreber, 2007; 2010) and reduce opportunities for meaningful dialogue and “significant conversations” (Roxå & Mårtensson, 2009). The desire by institutions for professional recognition of staff is tempered by a need for an institutional flavour, and many now offer recognition through HEA-accredited but institutionally-administered schemes. An HEA-accredited Professional Development Scheme (PDS) at Ulster began in January 2013: a dialogic element to the recognition process is central, since feedback from longstanding HEA-certified programmes indicated a positive attitude to the opportunities for cross-disciplinary scholarly dialogue (Spiller, 2002; Clark, 2001).

Professional conversations are seen as a powerful approach to promote learning (Danielson, 2009), allowing the individual to legitimately engage in “reflective critique” (Kreber, 2013 p99) where personal and social constructs may be expressed as part of a focused, evidence-based narrative. There is of course the possibility that the professional conversation does not lead to developmental reflection, becoming a more mechanistic, less explorative dialogue where superficial reflection simply reaffirms existing prejudices (Kreber, 2013; Simpson & Tresize, 2011; Little & Curry, 2009). Facilitated appropriately however, the professional conversation may allow the individual to challenge him/herself and engage in meaningful, deeply personal and authentic dialogue about their beliefs and values.

Within the PDS, the assessment of professional recognition therefore takes place through scrutiny of submitted evidence (e-portfolio), followed by an Assessed Professional Conversation (APC) carried out by a trained PD Scheme assessor. The APC is the main assessed component of the experiential route of the institutional PDS: it is therefore important that this is devised and managed appropriately, and its effectiveness rigorously evaluated.

Reflective practice within HE makes use of narrative to explore and develop individuals’ values and beliefs, but this usually takes place voluntarily, often in less formal contexts, within “significant networks” (Roxå & Mårtensson, 2009) or trusted communities of practice. The use of narrative at an institutional level to formally assess fitness for professional recognition may appear to contradict the discursive and exploratory nature of such a dialogue, and applicants may find it difficult to reconcile the purpose of such discourse with the attendant judgement call. The introduction of more socially constructive aspects to the recognition/assessment process may induce and/or further reflective practice, but the institutional framework within which the APC sits has to be carefully designed and managed. Initial research has been carried out by the author with PDS participants and assessors during 2013-14 to determine the effectiveness of the APC approach as a tool for recognition using an action research approach (Norton, 2009). Parallel research has been conducted to gauge participants’ attitudes to the APC and its wider influence on institutional engagement with SoTL. Initial findings will be presented during the round table discussion and participants s will be provided with the opportunity to critically discuss these initial findings with feedback to be considered to inform ongoing research.

**Disclosure of Interest:** None Declared

**Keywords:** professional conversation, professional recognition

#### ***04 Strategic educational development***

### **HOW SHOULD A FACULTATIVE PROGRAM FOR TEACHING AND LEARNING FOR PROFESSORS BE RUN AT A RESEARCH-ORIENTED UNIVERSITY?**

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**Abstract Summary:** This discussion will address issues arising from the implementation of a new program at the UZH:

- How can a Center of Teaching generate sustained commitment to a training program for career-focused professors, given a research-over-teaching preference?
- How do other universities run education programs for professors?
- Which critical factors will guarantee participation?

#### **Abstract Text: How should a facultative program for teaching and learning for professors be run at a research-oriented university?**

This seminar/round table discussion will deal with issues arising from the implementation of the Program for Continuing Education (PCE) at the University of Zurich.

- Top priority will be given to the question how a center of education and teaching can obtain sustained commitment from the target group of assistant- and newly appointed professors to such a program, in light of the fact that research output is much more important for their further career than teaching.
- How do other universities deal with voluntary training and education programs for lecturers and professors?
- What critical factors will guarantee participation?
- Can good teaching practices have an impact on research performance and offer career perspectives?
- Ideally, what should such a program contain?

The Professors' Program is addressed to assistant professors and newly appointed professors at the Faculty of Science and Mathematics at the University of Zurich (UZH). It is offered by the Center for University Teaching and Learning.

The program is designed to accompany and counsel assistant- and newly appointed professors during a one-year period at the beginning of their academic career at UZH. It aims to support and assist them in their new roles as university teachers, and facilitate cooperation among their colleagues who find themselves in similar academic teaching and leadership positions.

At the beginning of this seminar I would like to introduce the contents and main features of the program, starting with a two-and-a-half-day external teaching retreat. In these two days we offer the opportunity to discuss the most important features of good teaching and learning practice at UZH. In the subsequent months we recommend half-day workshops on selected topics such as Research-Based Teaching and Learning, E-Learning, Teaching Portfolio etc. Observing or "sitting in" on a colleague's lecture or course will be a further opportunity to exchange teaching concepts and gather new ideas for their own teaching. There is also the opportunity of an expert observation from our center. During the PCE we offer three group-coaching sessions, moderated by a professional coach, where the professors can discuss any questions concerning their teaching and other activities as a professor. The program will close with a full-day workshop, where new topics, such as leading and collaborating in/with international teams will be discussed. There will also be time for personal reflection and the transfer of acquired skills and ideas to future teaching situations.

An Annual Alumni-*Apéro*, finally, will provide a platform for an ongoing exchange of ideas on teaching and learning.

Until April 2014 the first pilot-course will be on stage. Further offerings will be launched upon agreement with other faculties.

**Disclosure of Interest:** None Declared

**Keywords:** professors development, research and staff development

*03 Scholarship of educational development*

**LEAVERS AND LEVERS: CURRICULUM FOR EXCELLENCE AND THE TRANSITION FROM SCHOOL TO HIGHER EDUCATION IN SCOTLAND**

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**Abstract Summary:** The Curriculum for Excellence is a major development in Scottish secondary education, and there are clear parallels between its focus on learner capacities and that of graduate attributes. This paper critically examines current attempts to address the transition between secondary school and higher education in light of the new curriculum.

**Abstract Text:** The Curriculum for Excellence (CfE) represents a major development in Scottish secondary education, and in particular with regard to the Senior Phase and the transition into higher education (HE). There are clear parallels between the Four Capacities of CfE (i.e. successful learners, confident individuals, responsible citizens and effective contributors) and graduate attributes as the mainstay of curricular development within higher education in recent years. However, it is only now at the point when the new curriculum is being operationalized at the senior secondary school level that discussion has begun to take place on how this will impact upon higher education. By and large HE in Scotland has considered CfE only from the point of view of admissions entry criteria rather than the alignment of curriculum in terms the inter-twined nature of capacities and attributes.

However, in developing a view of teachers and lecturers as agents of change, and in laying less emphasis on curricular content, the focus on capacities and attributes has attracted the criticism of vagueness and lack of structure. This points to the problematic issue of translation from prescribed policy to pedagogical practice and the way in which leverage for this process is applied in terms of setting up practitioner forums to bring about the required focus on outcomes. This is apparent in the way that ostensibly enabling cross-sector projects and groups have been set up as a way of enacting the new curriculum and the process of transition. In so doing it is hoped that the educational sectors will engage in the co-creation of educational outcomes that will lead to a more seamless and yet at the same time flexible path for learners. This paper critically examines this process and poses the question of whether this kind of approach will lose sight of the need to engage in a more thoroughgoing and less piecemeal approach to considering the linkage between capacities and attributes.

**Disclosure of Interest:** None Declared

**Keywords:** curriculum for excellence, higher education, Scotland, transition



#### *04 Strategic educational development*

### COMPUTATIONAL THINKING IN TEACHING SWEDISH IN THE MIDDLE SCHOOL

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**Abstract Summary:** We have conducted a pilot study on how to use concepts related to computational thinking in a Swedish course in a middle school in Sweden. The study shows that computational thinking concepts can naturally be introduced and taught. Based on the pilot study and further discussions we have identified several concrete ways that computational thinking can enhance language courses.

**Abstract Text:** The importance of computational thinking (CT) and the interest in teaching it in schools is gaining acceptance mainly in the US. CT is said to represent "a universally applicable attitude and skill set everyone, not just computer scientist, would be eager to learn and use" (Wing, 2006). According to the International Society for Technology in Education (ISTE, [www.iste.org](http://www.iste.org)) the CT skill set is related to the following nine areas: data collection, data analysis, data representation, problem decomposition, abstraction, algorithms and procedures, automation, simulation and parallelization. In general, scientific studies and other evidence suggest that introducing CT at an early level aids in learning other computational skills later on (Seiter et al, 2013).

CT can naturally be introduced as a subject on its own, but it can also be integrated in other disciplines. For instance, in the "Computational Thinking across the Curriculum project" (Settle et al, 2011), changes were made to already existing courses in order to introduce CT concepts. The results suggested that the CT activities had a positive effect on the students, who showed an increase in motivation and enthusiasm.

We have done a pilot study on how to use concepts related to CT in a Swedish course in a middle school in Stockholm, Sweden. The initial motivation was to use programming as a tool to learn how to write instructions and reflections in an authentic way in the 4th grade (9-10 year olds). The pupils got assignments to be solved in pairs or small groups. The results were published on a common blog where the different solutions could be compared and discussed. This then developed in the course for the 5th grade (10-11 years olds) to include more aspects of CT.

Based on the initial pilot study and discussions afterwards we have identified several concrete ways that computational thinking can be used to enhance for example a Swedish course. The examples can directly be transferred to any language course. There are two main ideas: (1) Programming languages are also languages that can be taught in a language course. (2) CT concepts can naturally be introduced and discussed in a Swedish course, or any language course. Examples are: nouns, verbs etc as abstractions; a grammar breaks down the problem of describing classes of sentences into smaller problems; a rule in a grammar is an example of a pattern, which can be created by generalizing from sentences; rules in a grammar can be implemented in a programming language; conditions, loops and iteration are used in storytelling which is an important part of a Swedish course; etc.

We have shown that it is possible to introduce computational thinking concepts in existing language courses already at a middle school level. We have also developed concrete examples of how concepts from computational thinking can be taught in a language course.

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**Disclosure of Interest:** None Declared

**Keywords:** Computational thinking, educational development, Middle school

*04 Strategic educational development*

**THE CHANGING INSTITUTIONAL POSITION OF ACADEMIC DEVELOPMENT CENTRES: TWO-EYED SEEING AND THE 'DECOLONIZATION' OF ACADEMIC DEVELOPMENT**

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<sup>1</sup>Centre for Learning and Teaching, Dalhousie University, Halifax, Canada

**Abstract Summary:** This presentation seeks to unpack what historically affirming, culturally not alienating, philosophically localized, linguistically inclusive, epistemically and epistemologically validating, and developmentally sensitive and responsive academic development practices look like at the individual and Centre perspective.

**Abstract Text:** "If we are to move forward with a more holistic academic development practice and authentic institutional position, then a decolonizing approach is critical; an approach that acknowledges our non-neutrality, respects the expertise and experience of our disciplinary colleagues, and engages in 'two-eyed seeing' that waves together our generalizable knowledges about teaching and learning with 'local' disciplinary knowledges." (Wuetherick and Ewert-Bauer, 2012).

So concluded a recent paper I co-authored in a recent 2012 special issue of the International Journal for Academic Development that used postcolonial metaphors to explore the 'decolonization' of academic development. From the perspective of strategic academic development, what then does this mean for academic development practices and the institutional positioning of academic development centres? What does a Centre look like that embraces 'two-eyed seeing' (Hatcher, Bartlett, Marshall and Marshall, 2009) in the context of generalizable and local, disciplinary knowledges about teaching and learning? What does it mean for the day-to-day practices of academic developers in those Centres who are positioned in the 'margins' between academic disciplines and central administration (Little and Green, 2012)?

This presentation, based on a mixed-methods research project with academic developers in Canada, seeks to unpack issues related to both the strategic positioning of academic development centres and individual academic development practices that are historically affirming, culturally not alienating, philosophically localized, linguistically inclusive, epistemically and epistemologically validating, and developmentally sensitive and responsive (Wuetherick and Ewert-Bauer, 2012). In particular, it explores how a more holistic and contextualized academic development practice, at both the individual academic developer and the Centre level, might help address the challenges associated with the gap between the increasing literature that explores evidence-based teaching and learning practices in higher education and the fact that many of our disciplinary colleagues still have not begun adopting those so-called 'evidence-based' practices.

**Disclosure of Interest:** None Declared

**Keywords:** academic development practice, Institutional Positioning, Postcolonial Theory, Strategic educational development

**04 Strategic educational development**

**MEASURING AND VISUALIZING WORK LIFE INTEGRATION IN HIGHER EDUCATION**

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**Abstract Summary:** An iterative tool for measuring and visualizing Work life integration (WLI) was developed, comprising: *initiation*, *organizing*, *planning/integration*, and *realization* along with *institutional support* and *external environment*. The project gave rise to primarily two critical issues to discuss: gender and intersectionally biased WLI and WLI as cultural adaptation rather than professional training.

**Abstract Text:** Work life integration (WLI) is a matter of vital importance for modern higher education in Europe. A rise in youth unemployment, an ageing population, and an increased competition from universities in rising economies are all reasons calling for a structured approach towards an increased quality of WLI in European higher education.

WLI in higher education includes all activities integrated with programs and courses bridging the gap between academic education and work life. Some examples are guest lectures, placement periods/internships, real life projects, mentorships, study visits, and workshops on real cases.

To achieve a higher quality in this area we need assessment tools and systems for quality assurance. In a project at Mid Sweden University a tool for measuring and visualizing WLI was developed and tested. The primary application of the tool is on undergraduate programs. The tool was scientifically validated by a literature review, a number of benchmarking activities, and rounds of pilot testing. The project resulted in an internet based quality assurance system with an iterative WLI tool comprising a process with four dimensions of assessment: *initiation*, *organizing*, *planning/integration*, and *realization*. Two additional areas are also included in the tool: *institutional support* and *external environment*. Each round of an assessment process results in a visualization of a base line evaluation along with recommendations for quality improvements in each dimension.

The tool has proven user friendly, valid and robust for quality assurance and development, and is now launched globally at Mid Sweden University. The outcomes of the project, however, revealed a great need for more knowledge about how WLI can be evaluated and quality assured. Several methodological problems are yet to be solved. Related to the European context the project gave rise to primarily two critical issues to discuss: gender and intersectionally biased WLI and WLI as cultural adaptation rather than professional training.

**Disclosure of Interest:** None Declared

**Keywords:** Quality assurance, Visualization, Work life integration

*01 Discipline specific educational development*

**ACADEMIC STAFF ATTITUDES TOWARDS ACTIVE, STUDENT-CENTRED, AND EVIDENCE-INFORMED TEACHING AND LEARNING: THE IMPLICATIONS FOR CONTEXTUALIZED AND DISCIPLINE-BASED EDUCATIONAL DEVELOPMENT**

Brad Wuetherick<sup>1,\*</sup> Stan Yu<sup>2</sup> Jim Greer<sup>3</sup>

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**Abstract Summary:** The session will begin with a brief exploration of the results of a quantitative study exploring academic staff attitudes towards teaching and learning, followed by a discussion of the implications of how we might move forward with what has been called a more holistic and contextualized academic development practice to address the challenges that arise from these results.

**Abstract Text:** Active and student-centred teaching has been increasingly cited within the literature as a form of best practice in teaching and learning in higher education. Broadly stated, active and student-centred teaching represents a shift from traditional knowledge transmission understandings and practices of teaching to a focus on how students learn and approaches that have demonstrated the facilitation of learning, such as: emphasizing active and deep learning rather than passive and surface learning; increasing autonomy and responsibility in the learner; emphasizing experiential learning opportunities; utilizing assessment measures not for the sole purpose of grades, but as tools to promote learning; and furthering a more reflexive and interdependent approach to teaching and learning (Prosser & Trigwell, 1999; Lea et al., 2003; Prince, 2004; Samuelowicz & Bain, 2001; Wohlfarth et al., 2008). Active learning fosters an environment that facilitates high levels of social interaction and collaboration to promote student-centred learning through embedding meaningful learning activities and opportunities that engages students and allows for them to apply their learning within the classroom, as well as receiving feedback from peers and teachers (Armbruster et al., 2009; Prince, 2004; Pundak et al., 2009).

Despite increasing evidence that documents the benefits of active and student-centred teaching, a majority of academic staff members remain resistant to changing their teaching (Bok, 2006; Johnson et al., 2009; Deane and Zundel, 2010). Despite the presence of clear evidence and the increased offer of resources to support academic development, little evidence exists to show meaningful change occurring amongst academic staff in institutions of higher education (Henderson, Beach and Finkelstein 2011).

In response to this dilemma, Samuelowicz and Bain (2001), and Lindblom-Ylänne, Trigwell, Nevgi and Ashwin (2006) have demonstrated that the uptake of teaching innovations is highly dependent upon educational beliefs, presumptions of the academic staff who implement them, and the teaching context and culture in which they find themselves. Kuh, Laird and Umbach (2004) further revealed that certain demographics of academic staff are more likely to place emphasis and implement active and student-centred educational practices than others. These studies suggest that understanding different types of academic staff, as well as their beliefs and attitudes can shed light on discerning whether they are likely to adopt evidence-based teaching and learning practices or not.

This quantitative study utilizes data from a university-wide survey at a Western Canadian medical-doctoral University, which examined the views of academic staff about the undergraduate teaching and learning environment, including an exploration of their self-reported values, beliefs and attitudes about evidence-informed, student-centered, active learning as part of their pedagogical practice in relation to various demographics, such as gender, academic discipline and academic rank. Our findings suggest that distinct trends do emerge from the interaction between academic staff demographics and the likelihood of adopting student-centred, active and evidence-informed teaching and learning values, beliefs and attitudes, as well as how this manifests into their preference of pedagogical approaches. The session will begin with a brief exploration of the results of this study, followed by a discussion of the implications of how we might move forward with what has been called a more holistic and contextualized academic development practice to address the challenges that arise from these results (Wuetherick and Ewert-Bauer, 2012).

**Disclosure of Interest:** None Declared

**Keywords:** academic development practice, academic staff development, disciplinary thinking, teaching and learning attitudes

### *03 Scholarship of educational development*

#### **MANAGING TO CARE: EMOTIONAL DIMENSIONS OF FORMATIVE ASSESSMENT**

Linda Jones<sup>1,2,\*</sup>

<sup>1</sup>Clinical education and leadership, University of Bedfordshire, <sup>2</sup>Doctoral school, Institute of Education, London, United Kingdom

**Abstract Summary:** Reflective exercises and discussions explore the impact of educator-learner relationships on sustainable formative assessment mechanisms. I suggest educators expected to behave in emotionally neutral, predominantly rational ways experience stressful double-duties Boud 2000 and generate suboptimal environments for take up of feedback by learners. Alternative models are suggested & considered.

**Abstract Text:** Boud (2000:160) articulated three double duties associated with sustainability (providing feedback in ways that might enhance self-regulation and learning from experiences in the future):

Assessment for summative and formative purposes

Immediate task and longer term goals

Attending to the learning process and substantive content (Boud 2000:160).

My research into tensions between theoretical and practical formative assessment identified two further double-duties (Jones 2007:43).

Management-of-self (as learner, tutor, formative assessor) whilst facilitating learner self-management

Coping with policy requirements and H&PE infrastructures with emergent ideas of best practice from Communities of Practice (COPs) and literature.

During a more recent study, exploring potential methods for managing these competing demands another double-duty emerged especially in relation to an undergraduate medical education case study where:

Teachers are expected to be learner-centred (care about the needs of learners) without experiencing or expressing their own feelings or emotions.

My brief presentation of findings will suggest "Formative pedagogy", which promotes deliberate engagement with emotions, feelings and mood as a means of enhancing sustainable assessment for learning. This challenge to traditional orthodoxies will require reciprocal caring where cared-for learners can experience mutual trust and respect in order to benefit from emotionally informed learning contracts. Comparison of broad descriptors of reciprocal caring in four case studies (General practitioners, 5rhythms dance, Shaolin kungfu and undergraduate medical students) illuminated the importance of pedagogical relationships, emotional climates with how feedback is valued and utilised. The recommendations emerging from the study, and informing delivery of our masters in Medical education and Leadership implements a more balanced spiral curriculum that promotes and revisits emotional intelligence, skills of emotional labour and reciprocal caring.

In this workshop a range of exercises will be used to reflect on and promote discussion regarding the risks and potential benefits of authentic emotional exchange and the challenges for developing educators capable of developing and role-modelling reciprocal-caring relationships.

If we accept the potential of such change we will consider the need for renewed human resource strategies to overcome risks that "institutional power relations thwart attempts to develop emotional epistemologies". (Beatty and Brew 2004:331). De-emotionalised institutions rely strategies of "**emotional silence**" - ignoring, suppressing or wrestling to control emotions to retain the illusion of rationality and "**emotional absolutism**" - denying the authentic self by identifying feelings as right or wrong and rewarding accordingly could place educators at risk of further paradoxical demands. How might we influence change towards strategies of "**emotional relativism**" where teachers acquire "*sustainable predispositions*" and display rules encourage authentic expression and use-of-self (ibid).

Is it the right time to challenge and change emotional cultures within universities especially if it could enhance assessment for learning?

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**Disclosure of Interest:** None Declared

**Keywords:** deliberate use-of-self, developing an emotionally intelligent workforce, feedback and formative assessment, preparing for emotional labour, reciprocal caring

**03 Scholarship of educational development**

**METHODOLOGIES FOR ASSESSING AND MEASURING WORK LIFE INTEGRATION IN HIGHER EDUCATION**

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**Abstract Summary:** In this workshop methodological issues of measuring work life integration are addressed. The main question is how work life integration in higher education can be assessed and measured in a purposeful way. Along with specific methodological issues general questions regarding work life integration are also addressed.

**Abstract Text:** Work life integration in higher education includes all activities integrated with programs and courses bridging the gap between academic education and work life. Some examples are guest lectures, placement periods/internships, real life projects, mentorships, study visits, and workshops on real cases. Work life integration is a complex issue to assess and to account for. The wide variety of activities along with applications in several different disciplines makes a meaningful measuring difficult to achieve. In this workshop methodological issues related to measuring and evaluating work life integration in higher education are addressed. The main question is how work life integration in higher education can be assessed and measured in a purposeful way. Existing public models primarily measures work life integration in a cumulative, quantitative way. This is not enough for using the results in quality assurance and development of practice. Therefore, more nuanced and advanced methods need to be developed. Particular topics to discuss are *the construction of indicators*, *the combination of qualitative and quantitative methodologies*, and *scientifically proven reliability* are relevant. To approach this, three general questions will be addressed.

- What are the principal aims and objectives of work life integration?
- What makes work life integration activities successful?
- What measurements and indicators of work life integration are relevant and useful for quality assurance and development?

The aim of the workshop is to provide knowledge on how to build a coherent framework for assessing and evaluating work life integration in a scientifically proved way. As for reflection, three practical issues will be addressed to help us understand the practical implications of such a framework: the varied character of different kinds of educations, work life integration in e-learning and distance learning, and the different purposes of such assessments among a range of stakeholders.

**Disclosure of Interest:** None Declared

**Keywords:** Methodology, Work life integration

*04 Strategic educational development*

**CRITICAL PERSPECTIVES ON WORK LIFE INTEGRATION IN HIGHER EDUCATION**

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**Abstract Summary:** Work life integration is increasingly gaining more room in higher education. In this seminar work life integration will be critically scrutinized and discussed in two themes. The first theme regards a critical approach from gender and intersectional perspectives. The second theme regards social constructive philosophy of knowledge, particularly from a socio-practical knowledge perspective.

**Abstract Text:** Work life integration is increasingly gaining more room in higher education. Work life integration includes all activities integrated with programs and courses bridging the gap between academic education and work life. Some examples are guest lectures, placement periods/internships, real life projects, mentorships, study visits, and workshops on real cases. A general problem is when certain didactic methods, such as work life integration, are institutionalised without, or with a minimum of, critical reflection. In this seminar we will try to doing precisely that: critically scrutinize and discuss the knowledge production in work life integrated education activities.

The seminar is organized in two themes. The first theme regards a critical approach from gender and intersectional perspectives. The main question is how gender and intersectional approaches can be considered in applying work life integration, but also if the application of work life integration of today is gender-biased and gender-confirming. For example, in single-gendered education programs, and education related to gender biased professions, does work life integration confirms or questions gender issues? How can work life integration activities help students to understand the problems of gendered organizations and encourage them to find strategies to approach the issues in a critical reflective way? The same questions can be raised for other disenfranchised groups or groups of minorities, specifically regarding the interactions of multiple systems of oppression or discrimination power structures. The second theme of the seminar concerns social constructive philosophy of knowledge, particularly from a politicized socio-practical knowledge perspective rooted in Kant, Berger and Luckmann, and Molander. The main question addressed is what the students actually learn in integrated work life activities. How can we distinguish professional training from critical evaluations of adapting to cultural norms in a given work place/profession? If work life integration primarily conform students to align to cultural norms, what does that say about teaching critical thinking as a main purpose of higher education? To scrutinize this question we must turn to the political governing of knowledge production. As neo-liberal politics have gained much space in Europe in recent decades, the academic production of knowledge has been governed more and more towards employability. Rather than challenging this development, how can we as trained academics make use work life integration as a tool for enhancing the students' ability to approach the issue of knowledge production in a critically informed way?

**Disclosure of Interest:** None Declared

**Keywords:** Critical perspectives, Cultural adaptation, Gender, Intersectionality, Work life integration



### **03 Scholarship of educational development**

#### **DEFINING EFFECTIVE EDUCATIONAL DEVELOPMENT IN CHANGING CONTEXTS: A HEURISTIC**

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<sup>3</sup>Center for Transformative Learning, Berea College, Berea, <sup>4</sup>Center for the Advancement of Teaching and Learning, Elon University, Elon, United States

**Abstract Summary:** Do all effective educational development programs have certain characteristics in common? This workshop explores that questions through a multi-dimensional heuristic developed by 4 US educational developers. Session participants will learn about this heuristic, discuss critiques of it from international perspectives, and then consider ways to adapt these ideas to different contexts.

**Abstract Text:** In "Program Planning, Prioritizing, and Improvement:

A Simple Heuristic" (*To Improve the Academy*, 2013), Felten, Little, Ortquist-Ahrens, and Reder present a heuristic for analyzing educational development programs and prioritizing resources and activities. The heuristic is presented as a tool for creative reflection, formative assessment and planning, and presents three characteristics (people-focused, context-sensitive, evidence-informed) of successful educational development programs and that can each be considered from three different perspectives or dimensions (individual, departmental, institutional). Implicit in the heuristic is the idea that effective educational development programs share the characteristics.

The heuristic's schema is rooted in the U.S. literature on faculty development and higher education, including Boice's work on early-career faculty (2000), Wergin's analysis of faculty motivation (2001), Stanley's scholarship on faculty of color (2006), Sorcinelli et al's research (2006) and Gillespie/Robertson's handbook (2010) on the profession, Schroeder's exploration of faculty development for institutional change (2010), and Arum & Roska's critique (2011) of the current state of undergraduate education in the United States. Over the past four years this heuristic has been discussed and applied at the Professional and Organizational Development (POD) Network Conferences in various sessions, both concurrent workshops and in a large plenary anchor session.

While the project emerged from the U.S. higher education context, discussions of the need for a nimble reflective planning tool in other parts of the world (Stevani, 2011, Hunt, Bromage & Tomkinson, 2006, among others) lead us to believe that the heuristic has a potential to be a useful tool in the international context, as a means for educational developers to reflect upon and prioritize our work in our changing world.

We designed this heuristic as a simple tool to support short bursts of creative reflection, formative assessment, dialogue, and planning. Our heuristic is not intended to replace more comprehensive models of strategic planning or program review, but to complement them, providing an efficient perspective-taking exercise that can capture how educational development units are engaging stakeholders at different levels, and how well our programming matches our goals, constituent needs, and institutional priorities.

During the interactive workshop, participants will:

33. Learn about the heuristic through a brief introduction and a short interactive activity;
34. Discuss international perspectives on the heuristic sparked by framing remarks to be offered by Torgny Roxa (Lund University) and Cathy Bovill (University of Glasgow);
35. Write individually to reflect on the heuristic's utility and the discussion's insights in their own educational development work;

References available upon request.

**Disclosure of Interest:** None Declared

**Keywords:** Effectiveness , Planning

*02 Scholarship of teaching and learning*

**"ACTIVATING RESEARCH AS AN INSTRUMENT FOR EDUCATIONAL DEVELOPMENT - AN EMPIRICAL STUDY ON THE IMPACT OF A COACHING BASED IMPROVEMENT OF TEACHING SKILLS (LEWI-PROJECT)"**

Marion Kamphans <sup>1,\*</sup>

<sup>1</sup>Center for Higher Education (zhh), TU Dortmund, Dortmund, Germany

**Abstract Summary:** As an example for action research concerning the improvement of teaching skills the paper presents a particular coaching concept combining counseling, professional training, and accompanying research, i.e. a simultaneous measurement of effects. The LeWI-Coaching is based on a quasi-experimental design and can be 'customised' to the lecturer's needs to improve teaching skills and self-reflexivity.

**Abstract Text:** Although the improvement of didactics in academic courses seems to be a widely accepted necessity, changing the practice of teaching still is a big challenge, not to speak about changes at the institutional level. Hence we developed a novel activating approach combining interventions and the simultaneous measurement of effects. In the LeWI-project we traced the interrelation between the attitude of lecturers towards teaching and the academic success assessed by students. Therefore we designed a specific coaching-intervention that has been tested with 32 lecturers of different status groups and disciplines, 800 students and control groups in German universities. The particularity of the LeWI-Coaching is its combination of counseling, professional training, and accompanying research. It has a quasi-experimental design, and can be 'customised' to the lecturer's needs to improve their teaching skills and self-reflexivity. The concept is based on a mixed theoretical approach comprising neo-institutionalism, field-habitus concept of Bourdieu, approaches of gender studies, and teaching and learning theories (see literature below). The LeWI-Coaching enabled and encouraged the participating lecturers to implement activating teaching methods in their courses with the objective to sustain the students' attention and curricular interests. LeWI-Coaching interventions were accompanied by research using the following methods: participant observation, interviews with the lecturers, and evaluation of the attitude of the lecturers and the students. Among other questions we tried to measure whether their attitudes had changed or not. To picture possible changes as a result of the LeWI-Coaching we received data from the lecturers and the students at three measuring times and in addition of three perspectives (observers, lecturers, students). Results indicate slightly positive effects as well on the lecturers and the students level, for example concerning an improvement of the quality of the interaction between lecturer and student, of the social climate of the courses, and – from the students perspective – of the knowledge gains. Another finding shows that students and lecturers of the natural and engineering sciences in contrast to humanities and social sciences reacted more sensitively to the activating teaching and learning methods.

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**Disclosure of Interest:** None Declared

**Keywords:** Action research, activating learning methods, evaluation of change, improvement of teaching quality, students' competence gains

#### *04 Strategic educational development*

### **BRIDGING THE GAP BETWEEN HIGHER EDUCATION AND WORKING LIFE – COMPETENCE BASED LEARNING AND LEAN LEARNING**

Joachim Ramström<sup>1</sup>Anna-Greta Nyström<sup>2</sup>Johanna Lindström<sup>2</sup>\*Timo Linnossuo<sup>3</sup>

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**Abstract Summary:** The paper discusses graduate students' worklife competences and skills and specifically how to support the emergence of those skills via lean learning and triological learning. A central concept of triological learning is the involvement of companies and development projects in the learning process.

**Abstract Text:** There is a growing concern that newly graduated from higher education lack the skills and competences required by working life (e.g., Ruberg, Calinger & Howard, 2010; Stenström, 2006; Tynjälä et al, 2006; Barnett 2004; Dall'Alba 2009). For instance, OECD (2013) reports that young people in many parts of the world are facing increasing difficulties in the transition from education to work.

While higher education has, to a large extent, traditionally focused on fostering academic skills and competences, more and more companies are reporting recruitment problems due to a lack of necessary working skills and competences. For instance, a newly graduated engineer is estimated to cost the company as much as 50 000 euro before she or he becomes a productive employee of the company. Also, when examining the realities of the employers, one can identify a growing societal need for small and medium sized companies (SMEs) to grow and develop, as large multinational companies increasingly downsize their workforces and terminate business operations. The setting puts pressure on SMEs to expand and employ, and especially to develop internal processes, organization, competence creation within the work community etc. The challenges for SMEs therefore include finding the time and skills to deal with development and innovation. In many firms, there is a lack of skills on how to develop a work community, lead innovation processes and use tools and models that develop the organization.

The question therefore becomes, *how can we ensure both robust academic skills in graduates as well as necessary working-life skills and competences requested by industry and commerce?* Can we link the development of students working-life skills with support of SME development and innovation? Very often, the dominant curricular model is the discipline-based model. Instances of integrated problem-based and project-based curricula can be found mainly in the domain of medical education and business and business-oriented education in the polytechnics. According to an international survey (Athavale, Rod & Myring, 2008), despite the perennial critique of the discipline-based curriculum (Minzberg, 2004; Navarro, 2008; Pfeffer & Fong, 2002), integrated business curricula remain rare throughout the world.

In this paper we present a pedagogical framework used by three universities in Turku, Finland. The pedagogical framework, under the working name of lean learning, has its theoretical foundation in triological learning, a term coined by Hakkarainen and Paavola (2007). In triological learning there is a triple focus: the focus is not just on (1) learners and knowledge acquisition, nor (2) the social processes, but also on (3) a third distinct element, namely the creative process of jointly developing "objects" such as processes, practices, concepts, patents, or even small businesses, which are intended for subsequent use outside the educational setting. The lean learning process is also strongly influenced by Nonaka & Takeuchi's (1991, 1995) model on knowledge creation as well as the model on research based learning by Hakkarainen, Lonka & Lipponen (2001). The working life context and the skills and qualifications required (Edström, 2012) have been used as a starting point for the learning process in lean learning. The paper presents results and findings from joint curriculum, in which university students' learning is facilitated using the lean learning approach. The findings indicate that students evaluate their competences and skills higher when participating in courses designed around triological and lean learning. Also, students support the developmental work and innovation processes in the companies. The paper therefore addresses the notion of working-life skills and competences among graduate students in universities by presenting a framework for how an increased level of those skills and competences can be facilitated and achieved.

**Disclosure of Interest:** None Declared

**Keywords:** competence based learning, lean learning, triological learning, worklife competence

*05 Educational leadership/ Academic leadership*

**STUDENT LEARNING OUTCOMES ASSESSMENT FOR FACULTY**

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**Abstract Summary:** The assessment of student learning outcomes has swept across higher education and is here to stay. The real question is not whether we will assess student learning outcomes but rather how we as faculty can guide the process rather than have it guide us. The goal of this workshop is to provide sufficient information to facilitate genuine faculty buy-in to student learning outcomes assessment.

**Abstract Text:** STUDENT LEARNING OUTCOMES ASSESSMENT FOR FACULTY

As the desire for data driven decision making has increased, the assessment of student learning outcomes has swept across higher education, and is now here to stay; the academic accreditation agencies require it and taxpayers demand it. The real question is not whether student learning outcomes will be assessed, but rather how we as faculty can guide the assessment process rather than have it guide us.

Around the world, the most reticent constituent on campus has been the faculty when it comes to student learning outcomes assessment. All too often this stems from misunderstanding the role this assessment can play in curriculum development and program improvement. Faculty rightly insist upon control over curriculum development, and so clearly articulating the relationship between outcomes assessment and curriculum often serves to ameliorate the faculty opposition to student learning outcomes assessment. Once the assessment is seen as a tool for instructional improvement rather than an evaluation of teaching, true faculty buy-in is much more easily achieved.

Too often student outcomes assessment begins with administration and ends with faculty. The ideal is for the assessment to be faculty driven and initiated. For an assessment process to serve the needs of an educational system, the assessment results must be used to improve instruction. Without faculty buy-in from the very beginning, those involved with the assessment process will be at odds with the faculty delivering the instruction. While achieving favorable outcomes assessment results should never be the goal of instruction, the ultimate goal of instruction must remain genuine student learning, the *a priori* alignment of outcomes assessment with instructional objectives allows for the assessment to inform all constituents on instructional efficacy.

This workshop is designed both for those new to the assessment process and those who want more control over the assessment process. It will look at how active faculty engagement with the assessment process from defining and mapping student learning objectives in courses and programs to selecting in-course evaluation techniques and procedures will allow faculty to be the ones establishing appropriate and fair outcomes assessments. The goal of the workshop is to provide faculty and academic leadership with the sufficient knowledge and understanding of both the instructional side and the assessment side to facilitate faculty buy-in of outcomes assessment on their home campuses by using faculty centric language and issues. The overarching intent is to bring the two constituents together to both improve instruction and demonstrate the improvement.

Topics will include how to establishing program objectives, mapping courses into programs using course objectives, using course objectives to create course curriculum, mapping student instruction and evaluation back to course and program objectives, and finally aligning outcomes assessment of student learning at the course and program level. Critically, the issues of course and program assessment as opposed to student or instructor evaluation will be investigated and the differences clearly defined.

**Disclosure of Interest:** None Declared

**Keywords:** Assessment, curriculum mapping, Faculty development, learning outcomes

*03 Scholarship of educational development*

**WEAVING A MĀ ORI EDUCATIONAL DEVELOPMENT FRAMEWORK**

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**Abstract Summary:** The educational development literature is largely silent on the needs of Indigenous academics. For Māori academics in New Zealand universities, culture has a major impact on their educational development needs. This paper will share a framework for culturally relevant, educational development to Māori academics, and show how educational developers globally can be more inclusive in their practice.

**Abstract Text:** Nakata (2007) called for a “rethinking” of the cultural interface of Indigenous people in the academy, yet the educational development literature is largely silent on the needs and preferences of Indigenous academics. For the cohort of Māori (Indigenous) people working in universities in New Zealand, culture has a significant impact on their academic experiences, career goals and educational development needs. So, how could this be better reflected in the scholarship and practice of educational developers? This presentation will share an integrated framework for conceptualising and delivering culturally relevant, educational development to Māori academics. The framework draws from three case studies, completed using Interpretative Phenomenological Analysis, and a literature review about the experiences and development opportunities of Māori and other Indigenous academics. It addresses four key development dimensions (identity, skills and knowledge, relationships, and values and practices), reflects the holistic nature of Māori academic work, and takes into account the need and preference for individual and collective educational development opportunities. While it shares some aspects with two other educational development models – Te Toka Āhuru (Davies & Eruera, 2009) and Blackmore’s (2009) ISIS model – the framework varies from both in significant ways.

As part of this presentation, audience members will be introduced to the traditional Māori weaving style of *taniko* as a metaphor for both the interconnectedness of the Māori educational development framework, as well as the importance of understanding educational development from an Indigenous viewpoint. Ultimately, this presentation will focus on ‘rethinking’ how educational development can be theorised and delivered in ways that centre Indigenous academics’ cultural aspirations, preferences and practices, and will encourage educational developers globally to be more inclusive in their practice.

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**Disclosure of Interest:** None Declared

**Keywords:** educational developer, educational development, Identity, Indigenous

## 02 Scholarship of teaching and learning

### SPELLING ABILITY IN DYSLEXIC CHILDREN: THE CASE OF LEXICAL BOUNDARY ERRORS

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**Abstract Summary:** Spelling is difficult for dyslexic children due to their phonological deficit. To spell French, phonological knowledge is insufficient: specific visual knowledge about lexical boundaries is also required. This study describes the spelling performance of dyslexic children. Lexical boundary errors are analyzed. Results are discussed in terms of implications for special-education interventions.

**Abstract Text:** Dyslexic children are known for their deficit in reading and writing (Snowling, 2006). The delay they accuse is usually explained by a phonological deficit (Ramus & al., 2003; Sprenger-Charolles & Colé, 2003). In an alphabetic language like French, phonological processing is required but not sufficient to spell correctly (Fayol & Jaffré, 2008). Indeed, visual-orthographic knowledge and knowledge about the beginning and the end of words are, with phonological and morphological knowledge, essential to spell and to acquire stable words representations. Developing visual-orthographic knowledge helps young pupils to spell, beyond the phonological plausibility, by conforming to the orthographic norm. Words representations can lead to spelling errors that are expressed at lexical level (*lavie* instead of *la vie*). These errors are phonologically plausible or not.

The main goal of this study is to describe the spelling skills of 32 dyslexic children (mean age: 11.34) and to compare them to those of 24 normally achieving readers of the same age (CA; mean age: 11.44) and to 24 younger normally achieving readers of the same written skills (RA; mean age: 10). Dyslexic children were all French-speakers and were all registered in the French school system in the Montreal area (Canada). All had received a diagnosis of profound dyslexia, and none suffered from other deficits that could impede normal spelling acquisition. All control participants were also French-speaking children from the same geographical area. All participants did a general cognitive ability test (Raven, 1998). No participant had to be excluded from the study because of results on Raven's matrices. All participants had to write a text, which was analysed. Every word with lexical boundary error was analyzed. Lexical boundary errors were classified into different categories (type of errors, phonological and orthographic plausibility).

The number of visual-orthographic errors and the proportion of these errors compared to the total of errors were calculated for each population. Twenty-three percent (23%) of the errors committed by the dyslexic children fall within the sublexical visual-orthographic properties of French spelling compared to 22% for the RA and 16% for the CA. When the lexical boundary errors are added, these percentages increase to 31.2% for the dyslexics, 26.2% for the RA and 21.4% for the CA. This result shows how difficult it is to acquire visual-orthographic knowledge of written language for all the children. However, lexical boundaries seem to represent a specific difficulty for the dyslexic children. Indeed, results from this study show that a) the proportion of lexical errors is larger in the dyslexic population than in RA and in CA, b) the dyslexic children and the CA made more merging errors (*lavie* instead of *la vie*) than segmentation errors (*len demain* instead of *lendemain*), c) dyslexic children's lexical boundary errors are more often phonologically implausible than those of the RA and the CA and d) dyslexic children's lexical boundary errors are less often orthographically plausible than those of the RA and the CA. Findings showed that dyslexic children have persistent difficulties with visual properties of words and more difficulties than normal-readers to build mental representations of lexical boundaries. Lexical boundary errors illustrate difficulties in representing the beginning and the end of words. Unlike sublexical visual-orthographic errors, these lexical errors are not always phonologically plausible.

Suggestions to improve spelling at lexical level are provided. This presentation put forward information about spelling skills that is directly relevant for teachers. By giving ideas of classroom activities related to the acquisition of visual properties of words, this presentation constitutes a means to help teachers understand and develop this kind of knowledge in their students.

**Disclosure of Interest:** None Declared

**Keywords:** Dyslexic children, Lexical boundary error, Lexical representation, Spelling performance

#### *04 Strategic educational development*

### THE DEVELOPMENT OF INTEGRATED DISTRIBUTED NETWORKS FOR QUALITY ASSURANCE & IMPROVEMENT AND TEACHING & LEARNING

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**Abstract Summary:** As a multi campus university The Aga Khan University is in the process of establishing networks for Quality Assurance & Improvement and Teaching & Learning. These two networks are complementary in promoting excellence in academic programmes. Based on recent reviews of educational development this workshop will explore effective practices in supporting faculty to enhance the student experience

**Abstract Text:** Recent reviews of campus-based educational development and professional learning (Randall et al, 2013; Feixas & Euler, 2013) indicate that, despite a dearth of research on the impact of faculty educational development on learning outcomes, the way teachers teach makes a difference to students. The evidence also shows that if professional educational development meets the needs of faculty in the different phases of their teaching careers, then transformative change of teaching approaches occur, as long as faculty are provided with ongoing support over time, within an enabling environment. That includes embedding professional support for university teachers within both an institutional quality and a teaching and learning framework. These frameworks must align with quality assurance and improvement processes, teachers' professional evaluation (including students' feedback) and reward and recognition of good teaching.

Extensive research in Canada on the evolution of faculty support for teaching points to an emergence of consolidated comprehensive educational development units such as educational technology centres, student success one-stop shops and quality assurance directorates in order to provide unified, complementary and coordinated programming and reduce competition and duplication of efforts. In a university like the Aga Khan University (AKU), with its inefficiencies of scale and its spread across 11 teaching sites and 8 countries, the setting up of these networks under the Office of the Provost promotes the model of one integrated university and the efficient use of resources - technical, human and financial - in order to benefit programmes, faculty and students.

The related but distinct mandates of the Networks of Quality Assurance & Improvement and Teaching & Learning (QAI\_Net and TL\_Net) are to strengthen the student learning experience at AKU. By supporting faculty to teach students in engaging ways, the learning outcomes of AKU graduates will be realized; that is, students who can think critically, problem solve, work in teams and be leaders, lifelong learners and catalysts for change. Such learner-centred learning ensures quality programmes. Thus, the focus of the TL\_Net is on supporting professional educational development of faculty whilst that of the QAI\_Net is to continually monitor and improve upon the academic programmes.

Research contends that professional development within higher education needs to be "flexible, multi-modal, needs based, overtly focused on enhancing teaching, learning and assessment, discipline-relevant yet collaborative across disciplines, realistic and accessible" (Scott & Scott 2013, Randall 2013). Effective practice suggests the promotion of a multi-dimensional complimentary approach of promoting quality through academic programme reviews and use of student feedback data with both formal and informal learning through professional development teaching workshops and engaging in the scholarship of teaching and learning.

As AKU is at the beginning of creating and developing TL\_Net and QAI\_Net, through this interactive workshop we hope to take the opportunity of experience sharing with participants to learn lessons from others who have worked to enhance teaching and academic quality. We will explore how best to promote such a learner focused integrated approach to professional educational development and quality improvement. In addition, the interaction will allow for critical reflection on the related but distinct roles of teacher development and internal quality assurance of programmes to strengthen the student experience. This will not only be of benefit to informing the newly established AKU networks but indeed to support educational development for higher education institutions in the regions of East Africa - through the Inter University Council of East Africa's (IUCEA) internal quality assurance initiative, as well as for South & Central Asia.

**Disclosure of Interest:** None Declared

**Keywords:** Higher Education, Quality assurance, Quality enhancement, Teaching & Learning

*04 Strategic educational development*

**DEVELOPING INSTITUTIONAL DIGITAL LITERACY THROUGH A TECHNOLOGY-RICH POSTGRADUATE CERTIFICATE CURRICULUM: AN EVOLVING INITIATIVE**

Lindsay Jordan <sup>1,\*</sup>

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**Abstract Summary:** This paper presents the process and outcomes of the innovative redesign of a Postgraduate Certificate programme. Now in its third year of delivery, the new programme incorporates collaborative blogging and the production of online video summaries and appears to have supported the development of teachers' competence and confidence in the use of appropriate technologies.

**Abstract Text:** This paper reports on the innovative redesign of a Postgraduate Certificate programme and presents the conclusions and recommendations arising from this ongoing process. Now in its third year of delivery, the new programme incorporates mandatory use of blogs, online peer-assessed group work and the production of online video summaries. The aim of incorporating these elements is to increase teachers' competence and confidence in the use of specific technologies appropriate to the teaching of their discipline, to inculcate a positive attitude towards experimenting with technology, and ultimately to improve student experience across the institution.

The curriculum redesign process has been informed by previous research on digital literacy development, the use of specific Web 2.0 technologies in higher education, and the role of summative assessment as a driver for learning. A benchmarking of current practice on UK-based academic staff development programmes revealed that an embedded approach to teaching about technology-enhanced learning – although considered by many as a goal to aim for – was the exception rather than the norm.

On the new programme, course participants are required to complete a series of collaborative reading, writing and reflection activities on their individual blogs, and to produce a short video summary of their teaching development project outcomes to be uploaded to the University's OER database. The first cycle of implementation produced strong evidence of raised technical competence and confidence across the cohort, both in the use of appropriate software and hardware, and in the sharing and discussion of practice and learning in an online space. Further exploration through feedback surveys enabled measurement of impact on participants' attitudes to learning technologies, on their current teaching practice and on their future plans. The responses to the feedback surveys also revealed what aspects of the technological elements of the course participants found most challenging or frustrating. This information had clear implications for subsequent cycles and enabled the identification of recommendations for future delivery of the programme, all of which were put into practice and progressed further over the following two years. The experience of running this programme over three years has enabled us to develop techniques and strategies including:

- Techniques to encourage the building of positive online and offline working relationships
- Strategies to prepare participants for effective online groupwork and open practice
- Finding a balance between explicit technical training and embedded skill development
- How (and why) to incorporate synchronous online events
- Strategies to address the specific challenges faced by dyslexic students doing online activities
- Techniques (and free tools) to facilitate efficient and effective peer and self assessment

These outcomes have proved to have been of interest to those leading Academic Practice programmes, particularly those considering the introduction or enhancement of online activities (Jordan 2013). They have also been of interest to those working in online and blended learning design and technology-enhanced learning (Jordan 2011, 2012)

Jordan, L. (2011) The first rule of e-learning is – no one talks about e-learning: Rethinking approaches to staff development in learning and teaching with technology. *Engaging Hearts and Minds; Best Practice Guide*. UCISA <https://www.ucisa.ac.uk/en/publications/engaging.aspx>

Jordan, L. (2012) *Engagement by Stealth: Can a PG Cert get teachers excited about tech?* Paper presented at ALT Conference. 11-13 September, University of Manchester <http://altc2012.alt.ac.uk/talks/28118>

Jordan, L. (2013) *Digital literacy and the changing role of the academic developer*. Paper presented at SEDA Conference. 17 May, Leeds.

**Disclosure of Interest:** None Declared



**Keywords:** Blogs, Digital Literacy, Postgraduate Certificate, Video, Web 2.0

#### ***04 Strategic educational development***

### **DEN RÖDA TRÅDENS PEDAGOGIK RTP = SYSTEMATIC EDUCATION DEVELOPMENT BASED ON GUIDING PRINCIPLES.**

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**Abstract Summary:** We present an approach of education development, developed at and applied to the Åbo Akademi University (ÅA) School of Business and Economics. In May 2011 we were appointed center of excellence in higher education at ÅA. As tools for gaining insight in the education market, we have done benchmarking at 10 Nordic top universities and gathered our experiences into a pedagogical strategy.

**Abstract Text:** Because of the increasing financial pressure on the educational sector in the developing world, new measures have to be developed for maintaining the competitiveness of the educational sector in these countries.

As *baisse* (state of the market) probably will be the "new normal" we need to develop systematic but also profitable approaches to educational development. In this text we will present an approach of education development, applied and developed at the Åbo Akademi University School of Business and Economics in Finland.

There are three main actors involved when education is developed: the institution providing resources for the education, i.e. the scene, the educator and the student. After years of discussions at the School of Business and Economics on appropriate guiding philosophies we have agreed on assuming a general constructivist pedagogical approach as the cornerstone of our education.

We know that the students that are now participating in our courses will be working until the 2060ies. No one of us knows what the world will look like 50 years from now or are our theories and our contemporary best practices still valid. What we know definitely is that our students will need problem solving skills. They need to be capable communicators, they need to speak many languages – and of course – what is more useful than a good theory – they will need theoretical competence.

We have decided to build the pedagogy starting from the students, from their needs, from their knowledge and to focus on student-centred methods on our courses. Our aim is to offer theory-based courses where practice is connected to theoretical considerations in every phase of the course. At the same time we embed business practice closer into our courses and programmes.

To be able to implement this model we need educated teachers, or coaches. We encourage our faculty members to take courses in university pedagogy and to build their competence by continuing education. We will continue to invest in the education of all our personnel.

To support our academic staff in developing education we have started development cycles called LiF-cycles. LiF stands for Learning in Focus. In LiF, learning refers to learning both among teachers as well as students.. The LiF-process consists of four stages; analysis, performance review, development work and a follow up.

This paper describes and discusses these stages as the backbone of the system we call *Röda trådens pedagogik* (RTP), an education development system based on commonly accepted principles based on a systematic implementation of the LiF-process model and a general constructivist pedagogical approach.

**Disclosure of Interest:** None Declared

**Keywords:** Benchmarking, , Education development, , Learning in Focus, , Pedagogical strategy,

**01 Discipline specific educational development**

**IMPLEMENTING AN ALTERNATIVE CURRICULUM DESIGN TO IMPROVE LEARNING IN HIGHER SCIENCE EDUCATION**

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<sup>1</sup>Faculty of Science, <sup>2</sup>Leuven Engineering and Science Education Center (LESEC), KU Leuven, Leuven, Belgium

**Abstract Summary:** Procrastination behaviour, a tendency to superficial learning and the fact that people remember only 10 to 30% of traditionally taught concepts are inherent to learning in a traditional educational context. The Faculty of Science at the University of Leuven (KU Leuven) aims to remediate this by implementing an alternative curriculum design at different levels.

**Abstract Text:** During the last four years, the Faculty of Science at the University of Leuven (KU Leuven) investigated the potential of changing curriculum design to improve learning. More specifically, the faculty aimed at anticipating students' tendency to postpone active studying and consequential superficial learning. Furthermore, the faculty wanted to avert passive class attendance and improve long-term retention of knowledge and skills.

After a thorough preparation by integrating existing academic research and own in-field experience, an ultimate curriculum design within the boundary conditions was defined. This alternative approach, named *Onderwijsorganisatie met Alternatieve Semesterindeling en Evaluatie* (OASE), was implemented in September 2013 in the first year of the mathematics and physics bachelor programmes and entails the following components. First, at a curriculum level, the typical number of different courses programmed a day is decreased to only one, allowing optimal concentration on this course. Additionally, two weeks of the exam study period at the end of each semester are repurposed for teaching and guided studying. Second, at the course level, contact hours are reduced and students are encouraged to study in the generated free time to improve study efficiency. Third, during contact hours cognitive load is reduced and interactive-engagement methods are applied to allow students to actively process new knowledge and skills. Fourth, continuous assessment activates students, provides regular feedback and evaluates the extent to which students reach curriculum goals.

Establishing the necessary conditions to implement this alternative curriculum design successfully was and remains a challenge. A well balanced change management which integrates a top-down with a bottom-up approach was necessary to proceed towards implementation. This entailed actions at different levels, ranging from didactical teams over administrative staff to students. The didactical teams were involved from the beginning, allowing a certain flexibility for translating the OASE approach towards the course level. Administrative faculty staff were committed to assure practical feasibility of implementing OASE, and students were consulted regularly in order to keep an active link with the target group.

During implementation, careful monitoring of the students' learning process and of the didactical teams' experiences allows fast intervention when problems occur. Formal and informal lunch meetings with all involved groups are organised weekly to stimulate an open atmosphere and to early detect potential improvement scenarios.

Finally, success rate, motivational aspects and retention of knowledge and skills were measured before implementation, and this monitoring of key performance indicators is currently continued in the OASE approach. Together with a survey of the general consent by students and didactical teams, this will help the faculty to evaluate OASE in the long run and make a well-founded decision on the potential implementation of OASE in other programmes.

**Disclosure of Interest:** None Declared

**Keywords:** active learning , change management , continuous assessment , curriculum design , science and engineering

*01 Discipline specific educational development*

**CREATIVITY – THE MISSING LINK BETWEEN CRITICAL AND FUTURE ORIENTED THINKING IN HIGHER EDUCATION**

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**Abstract Summary:** Although it is known that creative people contribute to welfare in economic and social domains, there is little support for fostering and developing creative skills in higher education. This concept of creativity will be presented as well as the benefits of creative thinking and team work. A cover will be given on how a more creative than critical stance is favourable in teaching and learning.

**Abstract Text:** In the present educational system in psychology, students are rarely explicitly taught or assessed on how to start with an idea and build up an argumentation or follow through a project – while relating it to the creative line of thinking and following through practically with their initial ideas. In this way, young adults miss out an excellent learning opportunity and to develop their creative potential. Although it is today known that creative people contribute to welfare both in economic/industrial and social/cultural domains, there is little support for fostering and developing this potential. Cropley (2006) suggests the distrust in creativity is more due to poor understanding of creativity than malice.

Creative thinking embraces a process (divergent thinking) of clarifying the issue at hand (what is the problem or challenge) and of generating ideas that in the next step moves over into an evaluation of the ideas (convergent thinking) in order to find the best solution to the problem or challenge. The process ends with implementation of the new solutions to the initial problem (Cropley, 2010; Runco, 2007; Sawyer, 2012). Amabile (1996), Csikszentmihalyi (2006) among other prominent creativity researchers emphasize that the product of the creative process needs to be novel and useful, as a novel product per se might not be useful but for example bizarre or banal.

While creating a novel and useful product, the individual is stepping out in the unknown where he/she is cognitively challenged in dealing with complexity and uncertainty to successfully achieve the aim. The individual will also be challenged to “navigate towards the future” than to “be driven by the past” (Seligman et al., 2013). Sentimentally looking back at previous habits and indulging in them would be an efficient obstacle to the aim. Additionally, he/she will be interacting with others to perform good team work. Amabile & Kramer (2011) show evidence that creative problem solving is emerging from good work relations and that creative problem solving is contributing to well-being in terms of positive feelings.

The professional life of the young adults of today is changing and will change even more due to technology, globalization and more flexible and boundaryless labor market. Educational systems need to prepare students for the future by including more of creative skills and team work.

Higher educational system tends to discourage innovation and use factual material that impedes higher order cognitive functions such as evaluations, synthesis and problem solving (Cooper et al., 2002). The question arises how the present curriculum can embrace alignment that foster creativity. One incentive would be to focus on what students produce for evaluations such as essays, papers, reports etc and to move beyond factual correctness and coverage of these facts towards systematic feedback on how creative a product actually is and to teach what it is to be creative (Cropley, 2006).

This presentation will include a short presentation of the concept of creativity (person, process, product, press) and then demonstrate the benefits of creative thinking and team work relying on evidence and some anecdotes from psychology, pedagogy and history. A short cover will be given of how a more creative than critical stance is favourable in teaching and learning.

**Disclosure of Interest:** None Declared

**Keywords:** Creative thinking, Critical thinking, Future oriented, Psychology

*01 Discipline specific educational development*

**BRINGING THE OUTSIDE WORLD IN: USING MIXED PANEL ASSESSMENT OF ORAL PRESENTATIONS WITH ELECTRICAL ENGINEERING STUDENTS**

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**Abstract Summary:** This paper examines the use of mixed panel assessment of oral presentations by Electrical and Electronic engineering students. Using a mixed panel where students need to consider the needs of non-expert members of the audience and also non-technical aspects of the project they are working on provides students with invaluable real world experience.

**Abstract text:** Engineering students have been portrayed as having poor oral communication skills (Duncan, 2005) despite oral communication competence being a key factor in future career success (Polack-Wahl, 2000). With the aim of equipping students with key attributes identified as important for Engineering graduates (Palmer & Slavin, 2003; Rainey, Turner & Dayton, 2005; Fry, Ketteridge & Marshall, 2009; Reimer, 2007) this paper presents a research project carried out at the University of Nottingham Ningbo China in the Division of Science & Engineering with Electrical and Electronic undergraduate students, focussing on the use of a mixed specialist and non-specialist audience for students' end of semester oral presentations assessment.

It is known that oral presentations are an important academic genre (Ferris & Tagg, 1996, Zareva, 2009) developing communication skills and confidence in students but it is an area which has been found to be lacking in traditional engineering courses (Vest, Long & Anderson, 1996; Reimer, 2007). The innovation of the mixed panel was to help prepare students for life after university by giving them experience of pitching technical material appropriate to the knowledge of the audience, which is something they will have to do working in companies or on projects.

This paper outlines the experience from the perspective of the assessors from different disciplines who were interviewed to determine what they were looking for in the presentations. It will also review the experience of the students themselves, based on a survey which considered the impact the mixed audience had on their presentation preparation in terms of language, presenting skills and content. This innovation in assessment encourages multi-disciplinary thinking in students and the impact of audience on presentation content and delivery is something which could be explored across different academic fields.

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**Disclosure of Interest:** None Declared

**Keywords:** academic presentation, mixed panel assessment

### *03 Scholarship of educational development*

## HOW HIGHER EDUCATION FEELS: DEVELOPING TEACHING THAT ACKNOWLEDGES EMOTIONAL DIMENSIONS OF LEARNING

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**Abstract Summary:** Assuming emotion and cognition are integrated, we'll consider different perspectives on emotion in higher education and implications for our work. Should teachers shape, manage or develop students' emotions? Are emotions normal aspects of transformative learning that need to be supported? Or might they become the object of curricula or sites of social resistance? Discuss this emerging field.

**Abstract text:** Higher education has traditionally privileged the rational. Grounded in Cartesian dualism, "reason and emotion have tended to be viewed as mortal enemies rather than helpful companions." (Liston and Garrison, 2004, p. 4) However, a variety of fields from philosophy to neuroscience are now embracing an integrated view of logic and emotion. Beard et al (2007) argue for "a way of thinking about pedagogical spaces in higher education" where both cognitive activities and "the exploration, expression and acceptance of emotions and feelings of self and others" are honoured "in ways that contribute to learning." (p. 240)

Increasing attention to emotional experiences in higher education is evidenced by a search on those terms in the British Education Index. From a baseline of zero, there is a jump in 2006 with about 8 publications per year, rising to over 30 citations per year in 2011 and 2012.

The role of emotion in higher education, though, is conceived in different ways, with important implications for educational policy and practice. Some authors criticise what they characterise as therapeutic approaches to education (Ecclestone, 2004), while others (Leathwood and Hey, 2009) see such critiques as embedded in gendered conceptions of higher education. Social emotions and emotional management are often presented as desirable, individually possessed success skills (Goleman, 1996) that universities might develop in students. In contrast, sociologists argue that emotions are socio-cultural phenomena that are historically constructed and reproduced by schools, universities and other social institutions. Adopting "pedagogies of discomfort" (Boler, 2004) in which students become aware of, question and re-story their own feelings may be the key to addressing racism, sexism and the associated cultural politics of emotion (Ahmed, 2004). Relatedly, transformative learning theories (Mezirow, 2009) see disorienting experiences as providing emotional catalysts to new perspectives.

As educational developers, how do we represent emotional aspects of learning and teaching? Should teachers shape, manage or develop students' emotions? Perhaps emotions are natural aspects of transformative learning that need to be supported and normalised? Or, might they become the object of curricular attention and through that, sites of social resistance?

Based on a research project in progress, we'll discuss the implications of an integrated view of emotion and cognition for educational developers. How do we enhance teaching and learning by taking a more holistic view of learning? How do we help teachers become more aware of the role of emotion in their own classes? How can we engage colleagues in conversations about appropriate roles of emotions in learning their subjects?

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**Disclosure of Interest:** None Declared

**Keywords:** emotion, emotion regulation, teaching approach, integration , learning



*03 Scholarship of educational development*

**ARTICULATE – WRITING, EDITING AND PUBLISHING OUR ACADEMIC WORK**

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**Abstract Summary:** Writing and publishing about teaching in disciplines and educational development engages politics and processes of articulation, academic writing identities. Development opportunities, peer review and editors support authors. This research-based interactive session considers experiences of writing for academic publication, reviewing and editing to share and develop good practices.

**Abstract text:** Writing and publishing, particularly about teaching in our disciplines, causes university teachers and educational developers to engage with the politics and processes of articulation, to develop academic writing identities and negotiate through to publication. This is enabled by the focused support of writing development opportunities, peer reviewers and editors, helping authors to produce their best work. Research reported here derives from rescrutinising data from two projects , one on writing development practices ( 2009-12) and one on reviewing and editing (2013), each involving face to face and email interviewing of local and international participants. It is informed by theories of communities of practice (Lave and Wenger, 1991 ) and academic identities (Clegg, 2008; Henkel, 2005; Fanghanel, 2007), and focuses on the practices of writing development opportunities, and of that if reviewers and editors, reviewing for and editing academic journals.

Most work on writing and publication processes focuses on writing support for undergraduates or postgraduates writing in the disciplines, while work on academic identities frequently considers development as a university teacher. The processes of support for writing, peer review and editing are of interest to anyone publishing in an academic context. In relation to the academic development support focus of journals which publish on teaching and learning in the disciplines, there are specific concerns with academic identities identified by reviewers and editors, development of colleagues as writers, communities of practice, peer support and academic service. Research to date indicates challenges and effective practices in supporting writing for academic publication, reviewing, editing and publishing, a concern with essential gatekeeping in the reviewing and editing role, the nurturing of writing through to successful publication, and influences on academic identities as part of the writing community. Some of the data discussed here derives from my own work with the SEDA journal, *Innovations in Education and Teaching International* (IETI), among others which support, enable and publish work on academic learning and teaching-oriented research in the disciplines and on academic development.

In this research based interactive development session we will consider the implications of the research and our own experiences of writing for academic publication reviewing and editing in order to share and develop good practices.

**Disclosure of Interest:** None Declared

**Keywords:** learning and teaching , writing support;publication;reviewing;

#### ***04 Strategic educational development***

### **DEVELOPING DIGITAL CULTURE - E-LEARNING STRATEGIES AT MID SWEDEN UNIVERSITY**

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**Abstract Summary:** This paper aims to explore the development of the digital culture at Mid Sweden University since launching an e-learning strategy in 2011. Through a study of five model projects it is stated that the strategy has strengthened the digital culture at the university. Technology has been integrated into other key components of learning, namely pedagogy, communication, and organizational systems.

**Abstract text:** In October 2010, Mid Sweden University introduced an educational strategy, in which e-learning was one of two priority areas for strategic development between 2011-2015. The goal is that Mid Sweden University will be recognized as successful in e-learning in comparison with other universities and that e-learning should be included at all levels of education, both online and on campus. This was an important step in developing digital culture and internal capacities for e-learning, opening up for both institutional and cultural change at the university.

This paper aims to explore the development of the digital culture at Mid Sweden University since launching the strategy. More than three years have passed since the strategy was introduced, and five "model projects" have been implemented during that time. In which ways have these five projects shaped the digital culture at Mid Sweden University? This question is relevant when studying sustainable and long lasting effects on educational development, since it sheds light on how strategic efforts can affect the culture and the practice within an organization.

Digital culture is understood as a conceptual framework for a study of the relationship between technology and humans, which is embedded in cultural theory. According to Snyder (2007), digital culture consists of four key components: 1. Pedagogy, 2.

Communication, 3. Technology, and 4. Organizational systems. These components are integrated rather than held apart, and in this way, learning becomes a dynamic process. The analysis focuses on these four aspects of digital culture and the ways they are integrated into each other.

Empirically, the conclusions of this paper are the result of an analysis based on the documentation of the five model projects. The reports show that the launching of the educational strategy has contributed to the development of digital culture at the university in several ways. All four components of digital culture are identified in the projects, and it is also possible to conclude that the components are integrated with each other. First, in the area of pedagogy, new methods for e-learning have been introduced. Today, courses are given not only online or on campus, but also through blended learning methods. Technically, several developments have taken place and been integrated with the new methods. Classrooms at all campuses are equipped with technology that fits blended learning and the university's learning management system Moodle is adapted to also suit the usage of mobile devices. These changes have at the same time affected and broadened the means of communication between teachers and students.

Furthermore, the university has invested in increased accessibility for the students through the development of a digital campus. In this process, technology, communication and organizational systems are closely integrated. Implementation of a case management system for the Faculties has led to a process of developing a university wide service center, which is an important change on a structural level. The Learning Resource Centre (LRC), the central unit for e-learning support, is leading a project called "E-campus", which aims to create a functioning online campus, where students have the same access to service, support and communication as at physical campus.

In conclusion, the educational strategy for e-learning as a starting point for the five model projects has led to both cultural and structural change at the university. The digital culture has been strengthened because technology has been integrated into other key components of learning. It is clear that the importance of integrating technology with pedagogy, communication and organizational systems is taken seriously by the management and by those who have been involved in the projects.

Snyder, K.M. (2007), "The Digital Culture and 'Peda-Socio' Transformation", Seminar.net, International Journal of media, technology and lifelong learning, vol.3:1

**Disclosure of Interest:** None Declared

**Keywords:** digital culture, educational development, educational strategy, e-learning, Mid Sweden University

#### ***04 Strategic educational development***

### **BOUNDARY SPANNING AND THE EDUCATIONAL DEVELOPER ROLE**

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**Abstract Summary:** This session introduces research which looks at the skills, attributes and behaviours of educational developers through the lens of two leadership and management conceptual frameworks: boundary 'spanning' and 'connecting'. Following discussion, participants will complete an action plan designed to assist them to identify ways to enhance and develop these skills, attributes and behaviours.

**Abstract text:** As Gosling (2008a, 2008b, 2009) and Wisker (2012) have reported, educational developers and educational development units are often positioned outside academic departments and are charged with providing services and support across (and beyond) their institutions, to ensure the fulfilment of strategic learning and teaching objectives. Their work can span many boundaries (including those of faculties, departments and institutions) as they connect up staff members who are working on similar projects and developments to create synergies of practice and to avoid unnecessary duplication of effort.

To understand the complexity of educational developers' roles, and the skills, attributes and behaviours that are key to their success in the increasingly complex environment of global higher education, we asked a targeted sample of colleagues (working in Canada, the USA, Sweden, Australia and the UK) to consider their activities through the lenses provided by the conceptual frameworks of 'boundary spanning' and 'connecting'. Participants in the research were asked to read a literature review on 'boundary spanners' (Williams, 2010) and a brief description of Gladwell's concept of 'connectors' (2002). Following this activity, they were asked to complete an open-ended questionnaire which asked them to comment on how the readings reflected the nature of the work that they did and the skills that they needed to do this. As a result we identified eleven key skills, attributes and behaviours from the literature which clearly relate to the work of educational developers. The initial findings of this research were presented at ISSOTL in October 2013.

At this roundtable session, educational developers at any stage of their career, will be introduced to the concepts of 'boundary spanning' and 'connecting' and the eleven key skills, attributes and behaviours identified by our research. Participants will be invited in group discussions to compare these findings with their own experience as an educational developer. Following this, and using a template developed for and tested at the Educational Developers Caucus in Canada in February 2014, they will be supported to develop an action plan aimed at assisting them to identify ways in which they might further enhance and develop these eleven key skills, attributes and behaviours.

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Wisker, G (2012) *Educational Development in the UK*, London: Heads of Educational Development Group.

**Disclosure of Interest:** None Declared

**Keywords:** boundary spanning, connectors, educational development skills, strategic leadership

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### ***03 Scholarship of educational development***

#### **DOCENDO DISCIMUS="BY TEACHING WE LEARN"**

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#### **Abstract Summary: Round table**

The roundtable is an opportunity to discuss how university teachers can arrange effective learning situations based on students teaching each other. The roundtable includes a short presentation based on an article by Karpicke and Blunt (2011) *Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping*.

#### **Abstract text: Round table**

The roundtable is an opportunity to critically discuss on-going research on how university teachers can arrange effective learning situations based on students teaching each other. The roundtable includes a short presentation based on an article by Karpicke and Blunt (2011) *Retrieval Practice Produces More Learning than Elaborative Studying with Concept Mapping*. In the article the effectiveness of four different learning styles are presented, namely: i) traditional learning and repetition, ii) four study periods, iii) concept mapping and iv) retrieval practice. Retrieval practice produced the best learning and it is concluded that the specific nature of retrieving knowledge and the act of reconstructing knowledge itself enhances learning.

The main goal of the round table is to have a structured and critical discussion about how retrieval practices can be arranged in higher education in order to stimulate effectiveness in teaching and learning including creativity and innovation. What reliable experience do the participants in the round table have in the field of arranging situations where students learn through teaching each other and retrieving information? What evidence is to be found in previous research on the power of letting students be active through retrieving practices?

The audience will be engaged through sharing their own experience of being university teachers. How can higher-education professionals' experience contribute to an improved teaching and learning, leading to educational development?

**Disclosure of Interest:** None Declared

**Keywords:** reconstructing knowledge, retrieval practice, effective learning

*02 Scholarship of teaching and learning*

**ARTS-BASED TEACHING AND LEARNING IN HIGHER EDUCATION: INCITING PEDAGOGIC PRAXIS**

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**Abstract Summary:** Arts-based Teaching and Learning: Inciting Pedagogic Praxis recognizes the importance of creative expression in higher education. This conference will provide an opportunity for educators around the world to share and explore what creativity means in teaching development, curricular design, and teaching methodologies, as well as fostering creativity in students.

**Abstract text:** A 21st-century higher education paradigm is emerging that calls for a more holistic approach to learning. In our increasingly interconnected world, it is becoming essential that educators design learning environments that promote student awareness of the breadth of voices and perspectives on the global issues of social justice, diversity, and human rights, and that they adapt classroom environments to accommodate a wider mixture of cultural learning styles and communication patterns. In this workshop I draw on my experience as university educator in making space for creative expression in the classroom environment. By engaging students in creative technologies and expressive arts as part of their teaching and learning experiences, they are given greater opportunities to explore, express, and reflect on their learning.

The use of creative technologies and expressive arts to cultivate students' self-confidence and promote student engagement employs powerful practices to increase opportunities for students to express their learning in many different ways. Moreover, we maintain that this approach is particularly effective for students who tend to struggle with the fast-paced and highly structured nature of mainstream education, which favours primarily cognitive and verbal forms of teaching and assessment. These creative educational pedagogies also help transcend cultural differences by allowing students to break out of established patterns of framing the world.

Praxis embodies the continual interplay between thought, interpretation, understanding, and action or application. It is an active and personal experience of discovering one's inner resourcefulness and creativity. From the perspective of Freire, praxis is a relational construct that reflects the belief that knowledge is embedded in social relationships and thoroughly contextualized within one's social and cultural milieu. "Knowledge is not a piece of data, something immobilized, concluded, finished, something to be transferred by one who acquired it to one who still does not possess it" (Freire & Macedo, 1987, p. 41). For Freire and Macedo (1987), "knowledge emerges only through invention and re-invention, through the restless, impatient, continuing, hopeful inquiry [people] pursue in the world, with the world, and with each other" (p. 41). Underpinning this whole process are the values of respect, trust, reciprocity, mutuality, and acceptance of difference.

Critical praxis (the integration of doing, being, and knowing) is achieved, in part, by an ethos of creative expression and personal freedom fueled by curiosity, imagination, and *creativity* (Bellefeuille & Ricks, 2008; White, 2008). It is predicated on personal reflection and critical thinking, yet includes the added political dimension of conscientization, "the process by which students, as empowered subjects, achieve a deepening awareness of the social realities that shape their lives and discover their own capacities" to create progressive social change and more egalitarian social relations (Darder, Baltodano, & Torres, 2003, p. 15). White (2008) further describes praxis "as ethical, self-aware, responsive and accountable action, which reflects dimensions of knowing, doing and being" (p. 110).

Drawing upon Freirean thought around critical praxis and its demands for a continual examination of one's practice, Darder (2002) draws a connection with emancipatory education, which

helps teachers to discover new ways of being with their students in the classroom and new ways of introducing experiences that can effectively assist students to connect more deeply with their own critical capacities, in order to explore the world and understand themselves more fully. (p. 93)

**Disclosure of Interest:** None Declared

**Keywords:** praxis arts-based, praxis arts-based

*04 Strategic educational development*

**REGIONALISING HIGHER EDUCATION IN THE ASIA-PACIFIC: A NETWORK CAPITAL PARADIGM FOR TEACHING AND RESEARCH IN COMPARATIVE EDUCATION**

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**Abstract Summary:** /

**Abstract text:** Given an increasing obsession with rankings of world universities worldwide (Shanghai Jiao Tong's ARWU; Times Higher Education World Rankings), higher education authorities in the Asia-Pacific are reconsidering their mission, function, organisation, and finance. Demographic data in most of the countries within the region reflect a marked shortfall in supply of institutions available to meet future student demand. Student and staff mobility are also on the increase, but often one-way and outside of region. Moreover, because of highly differentiated and deregulated educational systems, teaching and research quality are often in disrepair. Developing a standardised, regulated, and unified labour market system similar to that advised in the Bologna Accord is considered unattainable and the alternative approach utilising an educational free trade zone through formalised agreements between nation-states is also questionable. A new strategy must be considered. Comparing other regionalised educational systems, this discussion outlines the feasibility of a regionalised network of academics and scholars within the Asia-Pacific region who choose to work together to develop a framework for international co-operation. Among other things, it suggests giving operational expression and support in behalf of improving research quantum and research capacity within the region. It also presents a new and innovative approach to showcasing comparative education---teaching and research---in the Asia-Pacific region.

**Disclosure of Interest:** None Declared

**Keywords:** Asia-Pacific, Higher education, international university co-operation, network capital, regionalisation

#### *04 Strategic educational development*

### IMPLEMENTATION AND EVALUATION OF PREPARING FUTURE FACULTY PROGRAM AT THE UNIVERSITY OF TOKYO IN JAPAN

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**Abstract Summary:** The University of Tokyo implemented Preparing Future Faculty Program since Spring, 2013. It focuses on learning practical teaching skills actively and networking beyond disciplines. The deliberate implementation process led the program's success. Class attendees were satisfied with the program and they could keep learning. We could conclude that the program is effective for graduate students.

**Abstract text:** <Purpose>

The purposes of this paper are 1) to present the implementation strategies and features of Preparing Future Faculty Program of the University of Tokyo (UTokyo FFP), and then, 2) to evaluate the program.

<Preparing Future Faculty Program at The University of Tokyo>

UTokyo FFP has just started since April, 2013 at The University of Tokyo which is highly research-oriented and one of the largest universities in Japan. It includes pre-workshop, a course "Teaching Development in Higher Education" and post-workshop. It provides a certificate to attendees who accomplished the program.

The purposes of UTokyo FFP are that graduate students can: 1) acquire knowledge and practical skills of teaching which are critical for instructors and 2) construct sustainable network beyond discipline by experiencing active learning in class.

UTokyo FFP has several features such as: 1)it is based on the framework of the new faculty training program established by National Institute for Educational Policy Research in 2010, 2)it focuses on practical teaching skills such as syllabus writing, class design, and micro-teaching, and 3) it is designed as a good example of student-centered learning environment. In other words, class attendees experience various works such as group discussion, poster session, jigsaw method etc.

<Strategies for successful implementation>

When we implemented this program, there were three tactics.

First, we obtained authorization of the program from all 15 schools. Although it took more than 2 years before all schools consented the official start of the program, the recognition by them contributes to substantial effectiveness and sustainability of this program. Actually, graduate students came from every school.

Second, we attached importance to "marketing". The University of Tokyo is large so it is very difficult to convey our information to each student. We thought one of the keys for success was information delivery therefore we prepared a wide range of strategies to announce the start of this program.

Finally, we started it with minimum but high quality. This program has just 25 hours which we planned deliberately. Minimum start made it easy to modify and improve the program during the term.

<Evaluation>

At the end of the first term, we obtained feedback from class attendees. Eighty six percent of them responded that they were very satisfied with the program (5-point Lickert Scale) and fourteen percent of them responded that they were satisfied with the program. That is to say, all of them were satisfied with the program. It is also worth noting that 100 percent of them answered that they changed their mind set or behavior for education and teaching after the program. We could say that UTokyo FFP is highly evaluated by attendees.

The other evidence of effectiveness is that alumni are highly motivated to keep learning. We developed and provided two advanced programs for alumni such as Mini-Lecture Event; an opportunity of giving short real lectures at an institution outside, Workshop for developing Graduate Student Academic Portfolio. Many alumni applied these programs and worked sincerely. Additionally, they have started up several study groups by themselves. We could see they keep their network beyond disciplines.

<Limitation>

UTokyo FFP does not include such topic as research development and management. If it includes these topics, we might have to take another strategy for implementation.

<Implication>

The implication is that 1) The implementation strategies (Authorization, Marketing and Minimum and high quality start) for our university worked well, 2) Class attendees are highly motivated to keep learning: They have potential to change the higher education.

<Audience Engagement>

We would provide several questions for adopting the strategy presented here into audiences' institutions. Additionally, we could think together the impact of FFP towards the quality assurance of professors.

**Disclosure of Interest:** None Declared

**Keywords:** graduate students, implementation strategy, preparing future faculty, Program evaluation



*04 Strategic educational development*

**QUALITY, POLICY, AND LEARNING STANDARDS: IMPLICATIONS FOR HIGHER EDUCATION DEVELOPMENT**

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**Abstract Summary:** In a rapidly changing globalised world, quality policies are increasingly focusing on learning standards and their comparability, a move which presents a number of challenges for academic practice and educational development. Drawing on research conducted internationally (UK, USA) and within Australia, a number of propositions for strategic educational development are identified and discussed.

**Abstract text:** This paper draws on research from a larger project which analysed international (UK, USA) and Australian quality policy in the specific domain of learning standards. In broad terms, learning standards describe what a graduate should know and be able to do. However, the literature identifies a number of persistent issues regarding the definition and appraisal of learning standards, suggesting that assessment is more challenging than many in higher education admit. Even though assessment conditions that support learning are widely reported, assessment persistently remains as the area that students commonly identify as weak and problems associated with the quality assurance of learning standards remain.

In a context of accelerating globalisation, quality policies are increasingly focusing on learning standards and their comparability across higher education sectors as part of a broader agenda to increase accountability of universities. Issues embedded in this changing focus present a number of challenges for both academic practice and educational development. In this research, international and Australian quality policy processes were examined using a 'policy trajectory' framework to explore policy influences, texts, effects and longer term outcomes in the specific domain of learning standards. This contemporary analytical approach encompassed global (macro), national (meso) and local (micro) level contexts. A hybrid theoretical framework drew both critical theory and post-structuralism as analytical devices, highlighting power relationships.

Data were obtained from interviews with 35 participants in the UK, USA, and Australia, including government policy elite members, representatives from national assessment projects and institutional leaders. These data revealed a number of complex and highly contested issues relating to universities' practice in the area of assessment. These included the challenges of defining and assuring learning standards within and across disciplinary communities of academic practice, risks for student equity, and the dangers associated with a weakening of the connection between academic staff and quality assurance activities.

The paper concludes by arguing that there remains considerable scope for strategic educational development in the area of assessment in higher education. A number of implications for academic leaders are identified, and these include propositions for further development work. Participants in this session will be invited to actively engage with these propositions relating to accountability and assessment to examine the implications for educational development in their own contexts.

**Disclosure of Interest:** None Declared

**Keywords:** assessment, learning standards, quality policy

*02 Scholarship of teaching and learning*

**USING E-PORTFOLIOS TO PROMOTE SOTL AND INDEPENDENT STUDENT LEARNING**

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**Abstract Summary:** In this paper the authors argue a case for using e-Portfolios to promote the Scholarship of Teaching and Learning (SoTL) and to improve the quality of university students' learning. A case study approach, embedded in a mixed-methods approach, is used. Data from self-reflections and student evaluations are analysed to assess the usefulness of e-Portfolios for SoTL and independent student learning.

**Abstract text:** In this paper the authors argue a case for using e-Portfolios to promote the Scholarship of Teaching and Learning (SoTL) and to improve the quality of student learning at university. Key aspects of that quality is that students become more self motivated to learn, take greater responsibility for their learning and focus on formative feedback and assessment as well as seeking to do well in a final exam. A case study approach, embedded in a mixed-methods approach, is used. The case study focuses on a final year course for graduating primary school teachers called 'Professional Learning - Transitioning into the Profession'. The course was run for the first time in semester two, 2013. The course had been designed some time earlier for accreditation purposes and when the first author was given responsibility for it the course plan was already set. The assessment consisted of a traditional 2400 word end-of-course essay and a successful four week practicum. The lecture/tutorial part of the course was intended to assist graduands to gather together evidence that they could use in their essay to show that they had met a set of graduate standards, imposed by a national body called the Australian Institute of Teaching and School Leadership (AITSL). Although it was the students' right to simply submit the 2400 word end-of-course essay it was decided to re-design the course so that there would be formative as well as summative assessment during the ten weeks of lectures and tutorials. There are seven AITSL standards and the course was altered so that the first two weeks were given over to developing a clear philosophy of teaching and learning and the following seven to gathering evidence together in an e-Portfolio that showed how each of the standards had been achieved. There are commercial software packages such as Pebble Pad that would make this process more effective but negotiations to buy that software for the university had not been finalized. It was decided that students should complete an individual private wiki each week within the BlackBoard portal, an online Learning Management System (LMS) that they were familiar with. Some statistical data based on the numbers completing these wikis and qualitative data from self reflections and evaluations were gathered and analysed to validate the use of an e-Portfolio as a way of improving the quality of the students' learning, and in particular their willingness to learn proactively and imaginatively instead of simply responding to an obligatory final essay. The second author, who was in charge of a course for Early Childhood Education (ECE) students, also in their final year, was responsible for another course that made use of e-Portfolios and part of the research method was that the authors compared and contrasted the Primary and ECE students handling of the e-Portfolios during the data analysis. The authors kept their own e-portfolios during the project in which they detailed how they sought to shift the student focus from a summative assessment task to a student centred and student motivated activity that would be of use in finding work and developing their own future SoTL. These analytical, critical, reflective log-books were kept throughout the two courses and helped triangulate the research methods and techniques that were employed in the project. The key research question for this case study, which is inherent in the title of this abstract, is 'whether e-Portfolios can promote the Scholarship of Teaching and Learning (SoTL) of the university lecturers involved and improve the quality of learning among a cohort of teacher education students, who themselves are about to take up teaching posts where SoTL will be a focus for their own staff development'.

**Disclosure of Interest:** None Declared

**Keywords:** career advancement, e-Portfolios, learning and teaching

**01 Discipline specific educational development**

**CONCEPTIONS OF CO-PARTICIPATION AND LEARNING IN THE CLINICAL WORKPLACE: A WEB OF INTERCONNECTED CIRCULAR RELATIONSHIPS BETWEEN WORKPLACE AFFORDANCES AND AGENCY OF STUDENTS AND SUPERVISORS.**

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**Abstract Summary:** This study adds supervisor conceptions of learning to previous empirically grounded models of workplace learning in medical education. We discuss how our findings relate to new designs of clinical education, based on sociocultural learning theory and a learning curriculum as opposed to the current predominating teaching curriculum.

**Abstract text: Rationale**

During the past decades, sociocultural theories such as community of practice theory (Lave & Wenger, 2005; Wenger, 2000) and activity theory (Engeström and Sannino, 2009) have been applied to refine understanding of the processes and outcomes of workplace learning in medical education.

However, there is a paucity of empirical studies exploring conceptions of learning among workplace supervisors and how conceptions relate to current sociocultural workplace learning theory. Previous studies of university teacher conceptions suggest categories of conceptions of student learning mainly oriented toward learning-as-acquisition and largely embedded within a discourse of formal education. These categories have failed to embrace the various dimensions of workplace learning.

In medical education, clinical teacher views on instruction of newcomers and teaching activities in preparation for practice have been most researched, whereas little attention has been paid to physician conceptions of the nature of the students' learning process. Since a body of research in higher education indicates a chain of relationships between teacher conceptions of learning, pedagogical approach and quality of student learning, it is reasonable to assume that clinical education would benefit from greater understanding of how workplace professionals conceptualize medical student learning.

**Research Questions**

The research questions addressed in this study are: How do physicians conceptualize a) undergraduate medical student learning in the clinical workplace and b) their contribution as workplace supervisors to student learning.

**Methods**

We conducted an exploratory study with participants (physicians) from the University Hospitals of Lund and Malmö in Sweden. Our methodological approach was a combination of inductive and deductive (directed) qualitative content analysis. We collected and triangulated data from different sources: focus group conversations (4 groups; n=21) and individual interviews (n=34).

**Findings related to conceptual framework**

Three overarching themes emerged from the data: *learning as membership*, *learning as partnership* and *learning as ownership*. The themes described how physician conceptions of learning and supervision were guided by the notions of *learning-as-participation* and *learning-as-acquisition* (Sfard 1998). The clinical workplace was either conceptualized as a temporary source of knowledge within a teaching curriculum or as a context in which student learning is based on a learning curriculum, continuity of participation and partnerships with supervisors. Distinctions between conceptions of learning among university teachers found in previous research (Dahlgren 2006) were visible across the themes that emerged from our study, but did not adequately account for variations in how workplace learning was understood. Rather the variations in conceptions could be explained as a web of tightly interconnected, circular relationships between contextual factors and the agency of students and supervisors. Circular relationships as opposed to linear relationships regarding cause and effect are central to systems thinking and system theory approaches to workplace learning (Senge, 2006). We found system thinking, combined with the conceptual framework of "co-participation" advocated by Billet (2002), to be a useful analytical tool to highlight how the focus of respondent conceptions of learning varied.

**Implications for educational development**

The findings suggest that medical schools and educational developers working with changes in clinical educational and teacher development practices could benefit from acknowledging the focus of workplace supervisors on workplaces as learning systems, as well as their focus on individual pedagogical approaches. We discuss the relationship of workplace supervisor conceptions to recent accounts of workplace pedagogy and the role of workplace supervisors, currently debated in medical education literature.

**Disclosure of Interest:** None Declared

**Keywords:** Medical education, sociocultural perspectives, workplace learning

## *02 Scholarship of teaching and learning*

### SELF-STUDY IN TEACHER EDUCATION: DEVELOPING A COMMUNITY OF PRACTICE FOR TEACHER EDUCATION ACADEMICS

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**Abstract Summary:** This presentation reports how a group of six teacher education academics from one university formed a community of practice for sharing ideas about pedagogy and practice. A collaborative self-study methodology was used to investigate the experiences of the group. Results indicate the complexities of university work and offer positive insights into a collaborative pedagogical culture for academics.

**Abstract text:** Higher education is in a state of flux as governments throughout the world seek to make tertiary study more accessible to a broader range of students while at the same time imposing funding cuts and budget constraints (Lea, 2005). These changes often result in lack of time and resources which may compromise academics' opportunities for collegial interaction and professional development. Stefani (2006) suggests universities need to provide "appropriate opportunities for academic staff to develop their approaches to the scholarship of learning and teaching, through action, reflection and evaluation of their current practice" (p. 121). This presentation reports the formation and early development of a community of practice for six teacher education academics from one university. The Secondary Teacher Education Program (STEP) group was framed as a collaborative self-study which aimed "to both generate knowledge of teaching and enhance our own pedagogy" (LaBoskey, 2004, p. 858). Self-study is "based on confronting the dilemmas of practice that are typically too easily ignored, or explained away, because of the pressure of teaching" (Loughran, 2004, p. 162). The STEP group was envisaged as a forum to share ideas about practice for personal-professional development and a collaborative community where members could learn with and from each other to enhance their understanding of teacher education (Larsen, 2007).

During 2012 each academic gave a 60-minute presentation on their approach to pedagogical practice with final-year preservice teachers. Then, at the start of 2013, the academics each wrote a 500 word personal reflection on what they had gained from the STEP meetings. These reflections were used to assess the impact of the STEP program and to consider possible future directions for the group. They also became a valuable data source for this study.

A research assistant, who was not a STEP member, interviewed each academic individually for about 20 minutes. The research assistant then analysed the written reflections and interview responses in terms of Wenger's (1998) three defining features of a community of practice; namely, mutual engagement, a joint enterprise, and a shared repertoire.

Results indicate that the STEP group enhanced collegiality by enabling a better understanding of the challenges faced by others, strengthened common purpose and inclusion, and provided a rich opportunity to reflect on pedagogy and improve practice. The presentation discusses some of the challenges faced by academics and offers positive insight into a collaborative pedagogical culture for universities.

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**Disclosure of Interest:** None Declared

**Keywords:** community of practice, self-study, teacher education

#### ***04 Strategic educational development***

### **FACING ENACTED NORMS OF HIGHER EDUCATION**

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**Abstract Summary:** Results from a study of educational experiences, from the domain of science and education at a Swedish research university, exemplify how enacted norms contribute to student experiences of higher education. Processes of norm enactment and implications for strategic pedagogical development, particularly regarding inclusive higher education, will be discussed based on these results.

**Abstract text:** Increasing diversity of enrolling students makes it more important than ever to understand cultural dimensions of higher education. Interplay between students and the cultural contexts they meet during their education are of critical importance for student retention and academic success (Tinto 2010). This interplay is greatly affected by the norms and values being enacted by other participants of the context. This study, from the domain of science and education at a Swedish research university, exemplify how enacted norms contribute to student experiences of higher education. Implications for strategic pedagogical development, particularly regarding inclusive higher education, will be discussed based on the results.

About 3500 students enrolled on science and technology programmes were invited to answer a web-based questionnaire about their educational experiences and 1597 students responded. The gender distribution of the respondents, 588 female and 1009 male students, was similar to that of the whole student population. There were reports about negative experiences from 12% of the female respondents and 5,5% of the male respondents.

The students reporting negative experiences were asked to provide further information in a free text question. A qualitative analysis of these responses, inspired by Grounded Theory (Robson 2011), was conducted to explore the observed gender difference and the factors behind the negative experiences. Iterative coding and sorting of the text identified a number of significant structures.

The majority of the negative experiences (55%) were classified as negative norm enactment, where students perceive mistreatment due to a mismatch between aspects of their social identity and the context. This negative norm enactment occurred in three different contexts: during teacher-student interaction, in a broader teaching and learning context and during interaction among students. The most common context for norm enactment was teacher-student interaction, as reported by about 4% of both female and male respondents. Norm enactment in the other two contexts was reported to a similar extent by the female students (about 4% of the respondents), but by less than 1% of the male respondents.

The reported experiences provide a picture of the norms being enacted in the educational culture. About half of the answers reflect a masculine norm for the programme students where female students are treated as less knowledgeable and in greater need of help than their male peers. The masculine norms in science and engineering education are a well-established research area and the findings of this study connect well to such research (See for example Thomas 1990, Steele 2010). Two other norm-related themes were visible in about 10% of the responses respectively: ethnicity and engagement.

This presentation will elaborate on the results and use examples from student responses to illustrate processes of norm enactment. Implications of these processes for strategic educational development aiming for inclusive education will be discussed.

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**Disclosure of Interest:** None Declared

**Keywords:** Culture, Engineering education, Gender, Norms, Science education

*04 Strategic educational development*

**THE THREAT POSED BY TRANSITION TO ONLINE COURSES IN ENGINEERING COLLEGE**

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**Abstract Summary:** The paper investigates difficulties involved in the integration of online courses in academic colleges. Despite their prevalence in Israel and worldwide there are still no online courses offered as part of the learning process in many colleges. In order to identify the factors for this phenomenon, a study was conducted to investigate the attitudes of 137 instructors concerning online courses.

**Abstract text:** The article investigates difficulties involved in the assimilation of online courses in colleges. Despite their international popularity online courses are not yet accepted practice in many colleges. In order to identify factors hindering adoption of these courses, 137 college lecturers were asked to respond to an attitudes questionnaire relating to online courses. Initial transition from traditional face-to-face teaching to an online course involves challenges for lecturers. They cope with questions relating to: preparation of learning materials, integration of video, creating online assignment, performance follow-up, ensuring authenticity of learning, exposure to broad audiences, forum management, accessibility to students and preparing online final exams. Online courses focus more on the student and their performances over the course and less on the lecturer. Two polarized approaches can be identified for the development of an online course. (1) **Single lecturer approach** – advocating that the lecturer bears the full burden of responsibility and academic freedom to develop an online course; (2) **Team approach** – the course lecturer is responsible for course contents but there is also a team that relates to additional aspects: teaching and evaluation methods, management of the technological environment of the course. Most colleges choose an intermediate approach between these two.

Using a specially developed questionnaire, the research investigated lecturers' attitudes concerning four issues: familiarity with online courses, willingness to teach online courses, influence of online courses on the college's reputation and teaching methods for online courses. Analysis of results identified four sources of lecturer reluctance to teach these courses: lack of knowledge concerning teaching methods, fear of a heavy work burden, concern that students' achievements might fall and that the college's reputation might be harmed. The article compares these results with recent reviews from USA and indicates similarities between the studied college lecturer attitudes and those of lecturers in colleges in the USA that have not yet offered online courses. Most of the studied lecturers hesitate to determine an attitude concerning the impact of online courses on learning quality, despite having experienced online courses as students. 38% asserted that online courses would harm learning quality, an attitude explaining their reticence to use this teaching strategy.

In order to identify directions to promote online teaching, we were assisted by the model of Rogers relating to "diffusion of innovations". According to this model the college lecturers are at the persuasion stage, when they consider advantages and disadvantages of online courses and also practical considerations relating to the means lecturers need in order to assimilate the innovations of online pedagogy and the relevant technological innovations. The research revealed that 21% of the respondents supported online courses. This finding indicates there is a core of lecturers willing to teach online courses - "innovators". Aiming to encourage these lecturers to teach online courses, we conducted variation analysis that identified the main variables requiring response in order to overcome lecturers' resistance to online teaching: (1) The need for a teaching assistant (2) Professional support to video lectures (3) a-synchronic teaching of online courses.

Following data analysis it is recommended that colleges desiring to adopt online courses should develop a support center for online pedagogy, to support lecturers coping with the change in teaching methods. Additionally, these colleges should find ways to oblige students to learn through at least one online course during their degree studies.

**Disclosure of Interest:** None Declared

**Keywords:** online courses, online pedagogy, reticence to teach online courses

#### **04 Strategic educational development**

### **STRATEGIC ACADEMIC AND PROFESSIONAL DEVELOPMENT: CASE STUDIES OF PARTNERSHIPS WITH DEPARTMENTS**

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**Abstract Summary:** Organisational development can be seen as the nexus between professional development and policy development and implementation, potentially influencing local departmental practices. We evaluate the impact of five departmental-level professional development interventions sometime after their occurrence to document the extent to which organisational change has occurred.

**Abstract text:** Most university professional development units are mandated to provide university-wide staff development programmes and courses (addressing educational, management, or leadership issues) for individual staff members. Still, the value of locally-instituted provision has been increasingly recognised, (e.g. departments or teams requesting assistance in implementing university policies, addressing problems, or enhancing practices). Such efforts can be conceived as forms of organisational development, a nexus of professional development and institutional policy (Gosling, 2009).

Our unit, which does both educational and professional development, has experienced increasing demand for bespoke activities; we thought it timely to review the value of these activities beyond participant satisfaction. Using Guskey's (2000) five level framework for evaluating professional development activities, we sought to determine the impact of department-based organisational development interventions on his third and fourth levels: participants' behavioural change and organisational changes/supports. By studying several examples of these department-level, bespoke interventions we wanted to: a) determine the impact on behaviour and organisational policy and practice; b) improve our own practice; c) identify other potential criteria for evaluating organisational impact. We identified five case examples representing common requests, including two in educational development (improving written examinations on an Msc programme; Orienting and supporting new Msc dissertation supervisors), two supporting implementation of the university's personal development review (PDR) scheme, and one supporting central university service staff involved in a merger of three departments.

We conducted interviews with partners (informed by input from development advisers) 3-5 months after the provision and extracted: a) the goals, nature and results of the activity; b) next steps identified by the partner; and c) commentary into case summaries. From these we elaborated lessons learned, drawing out key points such as how success was determined, what worked well and not so well.

Bespoke sessions were planned and designed as part of a wider process, often prompted by changes in leadership. Partners valued them being done on a just-in-time basis to support organisational objectives. Changes could then be implemented promptly after the workshop, supported by existing or revised administrative processes. Further, bringing together key players in a department or programme enabled identification of local barriers to change, opportunities for improvement and agreement about local action plans. For instance, PDR became embedded by administrators establishing a system of email reminders to line managers and documentation for recording PDRs. Changes to examination question expectations and norms became embedded by recording discussions in meeting minutes and examiners' reports and through practices of referring to previous year's exam papers. Given most of the interventions involve staff development workshops, it is useful for advisers to discuss with partners how good practices can be embedded into existing processes.

It is still early in our exploration of this approach, but we see possibilities for evaluation criteria such as those proposed by Coburn (2003): shift in ownership (addressing partner's development needs), sustainability (follow-up after time reminding the partner of the possibility of seeking effects of the intervention), spread and depth (embedding changes in departmental processes).

Coburn, C (2003). Rethinking scale: moving beyond numbers to deep and lasting change. *Educational Researcher*, 32 (3), 3-12.

Gosling, D. (2009). Educational development in the UK: a complex and contradictory reality, *International Journal for Academic Development*, 14:1, 5-18.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

**Disclosure of Interest:** None Declared

**Keywords:** departmental initiatives, evaluation of change, Organizational change, partnerships

*03 Scholarship of educational development*

**"REMAKING THE SOCIAL ORDER": THE SIGNIFICANCE OF CONCERNS AND COMMITMENTS IN THE TRAJECTORIES OF ACADEMIC DEVELOPERS IN SOUTH AFRICA**

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**Abstract Summary:** We present the trajectories of three academic developers in South Africa. We suggest there has been coherence between our days involved in the struggle against apartheid, and our careers as academic developers today. We have worked with a narrative approach to auto-biography in order to increase our reflexivity, and recommend this method for academic developers in other higher education settings.

**Abstract text:** This article reports on a research project which emanated from a larger National Research Foundation Funding project, entitled "Structure, Culture and Agency". The subproject is based on the lives of three academic developers (the authors) in South Africa. We position ourselves as having in the past worked as agents for change within the previous apartheid system and thus in the words of social realist Margaret Archer (2007), we participated in literally "remaking the social order". We believe that academic development in higher education is strongly influenced by the values base and sense of identity of the academic developers; and that these values and sense of identity are strongly influenced by history and the developers' own histories. If this is the case, what role do values play? And how may understanding our pasts, help to provide advice to upcoming educational developers? These are some of the questions that we asked ourselves, when narrating our pasts to each other. At the level of social theory, we were interested to explore how our own stories reflect theory concerning identity and values, most specifically from a social realist perspective. The use of narratives as a research approach is particularly appropriate when exploring issues of biography and identity, as they locate individuals in relation to the past and in relation to aspirations for the future. As Huber, Caine, Huber and Steeves (2013) remark, "our very identities as human beings are inextricably linked to the stories we tell of ourselves, both to ourselves and one another". It is also appropriate when one is attempting to see the linkages between social issues, and how these play themselves out at the macro and individual level. It becomes important in reflective functioning and understanding why we act in the ways that we do within certain social contexts. The shared identity found within a group working together allows for opportunities to "produce validated knowledge, shared beliefs about ways of perceiving, thinking, and doing that we assume to be appropriate in terms of the demands of objective reality" (Turner, 1991). Sense of self can be seen as individuals having commitments, as defined by Archer, and these commitments, for example towards achieving social justice, fuelled us when we are young, and continue to fuel our energy today. There is a circularity to our emerging sense of self: we behave in a certain way, for example to join the struggle because of our belief in social justice, and this provides opportunities, for example it becomes easier to get a job in an NGO associated with education, in which we again reaffirm and re-enact our values. It makes it easier for us to practice in the field of academic development, which we interpret as being about equity and justice. But we did wonder, what doors did our actions close for us, what opportunities did we not enjoy, that might have led us on other paths? In conclusion we believe our use of narrative as a means of excavating our pasts, comparing and contrasting our trajectories and our values, has had value for us as a group to allow us to reflect on matters of social change and our own roles in our environment. It has been affirming as well, providing us with an opportunity to consider our own lives against the backdrop of social forces and social change, and to see how we fitted in to the bigger picture. Finally, on the matter of values, the struggle and whether academic development is informed by a pro-social justice approach, our stories do not pronounce on this matter. All that the stories do, is to explicate how having been in the struggle may make the values base and set of assumptions we are working with in academic development, clearer. The implication of this is that it may be beneficial for academic developers to undertake introspective and retrospective journeys, especially if they are in a position to reflect on these in the company of others.

**Disclosure of Interest:** None Declared

**Keywords:** academic developers, biographies, identity, social realism, values



*03 Scholarship of educational development*

**THE INTERPLAY OF STRUCTURE, CULTURE AND AGENCY: A MULTISITE STUDY OF ACADEMIC PROFESSIONAL DEVELOPMENT IN SOUTH AFRICAN HIGHER EDUCATION**

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**Abstract Summary:** We report on a study undertaken at eight South African higher education institutions in order to understand the enabling and constraining conditions impacting on academics' participation in professional development opportunities to enhance their teaching capacity. Our study is based on the depiction of the interplay of structure, culture and agency by social realist Margaret Archer.

**Abstract text:** In the study on which this presentation is based, academic developers from eight higher education institutions in South Africa came together to investigate ways in which local contexts, in the form of higher education institutions, constrain or enable academic professional development. We were interested in how these contexts enable or constrain quality teaching, professional development with regard to quality teaching, or the uptake of opportunities to develop professionally by academics. We were motivated by our concern that education is inequitably resourced at all levels in South Africa, which the transformation process post-apartheid has not succeeded in ameliorating to a substantial degree, and by our desire to enhance the conditions for quality teaching and the professional development of academics at our own institutions. We were interested in the potential that the work of critical realists such as Margaret Archer and Dave Elder-Vas have to offer, in allowing us to understand how the macro features of the system interact with features of individual academics and administrators, such as agency and cultural and social capital, in higher education in South Africa. A multi-site study was launched, involving practitioners responsible for the professional development of academics at eight institutions. Given that all the researchers work in academic development at the eight institutions, this can be considered to be a form of insider research (Trowler, 2012). The broad study collected data at the macro, national level, at the level of senior management and at a teaching level at each institution, as well as descriptive data and self-reports about the work of the professional development centres at each institution. This presentation is based on a particular dimension of the larger study. Drawing on the descriptive data and self-reports from each of the eight institutions, it focuses on the role of institutional context and seeks to identify the constraints and enablements affecting good teaching and the professional development of academics in their teaching role. The documents described above were analysed in a series of coding sessions in which four researchers from the larger research team mapped the data according to codes derived from the work of social realist Margaret Archer, on constraints and enablements generated in the realms of 'structure', 'culture' and 'agency' in the various settings. The findings section begins with a broad characterization of the eight institutions. It then highlights the constraints and enablements in the various institutions, in relation to the following themes: stability of teaching and learning leadership, academic staff workloads, resources for teaching and learning, recognition and reward, history and geography of the institution, status of the teaching and learning centre staff, levels of academic preparedness of students as well as staff, and the 'discourse' about teaching and learning. The study suggests that one can cluster enablers and constraints in relation to university type, but there is no neat one to one response according to institutional type. In some instances factors that served to enable the professional development of academics in one institution, proved to be a constraint in another. The research affirms the value of multisite studies, especially across different socio-cultural contexts. This work suggests that responses to policy vary according to contexts and can be unpredictable. An implication arising from the study is that policy should not be generated in response to the needs of one type of institution - elite or non-elite, but should rather cater for a range of possible institutional cultures and organizational forms. Finally, the research affirms the contribution of the structure-culture-agency distinction as described in the work of Margaret Archer, especially in reducing deterministic conceptions of context and development.

**Disclosure of Interest:** None Declared

**Keywords:** context, interplay of structure, culture and agency, multi-site, professional development, social realism

*02 Scholarship of teaching and learning***THE EFFECT OF EFFECTIVE TEACHING TRAINING ON GRADUATE TEACHING ASSISTANTS' SELF-EFFICACY BELIEFS FOR TEACHING**Murat Sözer<sup>1</sup>Zuhal Zeybekoglu Caliskan<sup>2,\*</sup>Ayca ALAYLI<sup>2</sup><sup>1</sup>Mechanical engineering, <sup>2</sup>Office of Learning and Teaching, KOC UNIVERSITY, ISTANBUL, Turkey

**Abstract Summary:** This study aims to analyze the effect of a 5-day training program on teaching self-efficacy beliefs of 127 graduate teaching assistants (GTAs). *TA Self Efficacy Scale* was given on the first and the last day of the training program and the results were compared. The results yielded no significant difference between pretest and posttest self-efficacy scores of GTAs.

**Abstract text:** The critical role that graduate teaching assistants (GTAs) play on the improvement of education of undergraduate students is voiced in different contexts (Young & Bippus, 2008; DeChenne, Enochs & Needham, 2012). With an increase in the number of undergraduate students, cost of higher education, declining numbers in full faculty positions and large classes have led higher education institutions to give more teaching responsibilities to GTAs (Park, 2004). In North America, many attempts have been taken to help GTAs get ready for their teaching role. Yet research shows that GTAs usually do not have the self-confidence and necessary skills to carry out their duties, and face different problems in their teaching experience (Young & Bippus, 2008). Turkish higher education context presents similar pictures in terms of the roles of GTAs in undergraduate classes. Most of the GTAs are expected to perform these roles having no prior experience or formal training in teaching or in any other duties they carry out during their master or/both doctoral studies (Moeini, 2003). Self-efficacy has appeared as a commonly used construct in GTAs studies that became more theory-driven base in 1990s (Prieto & Altmaier, 1994). Self-efficacy is defined as "beliefs in one's capacities to organize and execute the courses of action required to produce given attainments," (Bandura, 1997, p.3). Bandura (1997) focuses on the role of educational systems in helping individuals to shape their self-efficacy, and draws our attention to the impact of teachers' self-efficacy beliefs because of their pivotal responsibility in the organization of learning in the education system. So, understanding self-efficacy beliefs of GTAs toward teaching is rewarding because of the roles that they have in university education. Research shows that formal training programs can improve self-efficacy beliefs of GTAs teaching in psychology departments (Prieto & Meyers, 1994), of science and engineering GTAs who come into contact with the students in recitations or lab sessions (DeChenne, Enochs & Needham, 2012), and others in different departments (Prieto & Altmaier, 1999; Boman, 2013). They usually include workshops and activities that target the improvement of pedagogical knowledge and skills together with microteaching sessions that give GTAs chances of practicing teaching skills in a real context (Boman, 2013; Luo, Bellow & Grady, 2000). It is acknowledged that more research is necessary to find effective ways of making training programs more effective in terms of enhancing self-efficacy beliefs of GTAs (Prieto & Meyers, 1999; Boman, 2013). This study aims to measure the effectiveness of a 5-day training program on self-efficacy beliefs of 127 new coming science and engineering GTAs toward teaching in one of the most prestigious foundation university in Turkey. Pretest and posttest research design was employed in the study. A 35-item *TA Self Efficacy Scale* which was adapted from Boman (2008) was given on the first and the last day of the training program. When the pre and post training results are compared, it is seen that the training has no significant effect on GTAs' self-efficacy beliefs for teaching. This result is not consistent with some previous research results mentioned above in this abstract. However, considering the high scores given on the evaluation form for the entire training program, it is surprising to see no significant effect of such useful training on their self-efficacy scores. This result may stem from previous teaching experience of some international GTAs, which was not predicted and controlled before the training. Also, not all graduate students accepted to graduate studies were granted teaching assistantship. So, being efficacious got the better of GTAs and pretest scores may not reflect their true assessment. Thus, future research may focus on the effect of previous teaching experience of GTAs on their self-efficacy beliefs toward teaching.

**Disclosure of Interest:** None Declared

**Keywords:** graduate teaching assistants, teaching self-efficacy beliefs

*05 Educational leadership/ Academic leadership*

**DEVELOPING EDUCATIONAL LEADERS FOR THE FUTURE**

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**Abstract Summary:** This paper will describe and compare the outcomes for participants from two programs being conducted at one Australian University that aim to develop educational leaders for the future: the first program is a conventional leadership program, the second is a faculty scholar program designed around individual projects.

**Abstract text:** Good educational leadership in higher education has never mattered more than now with pressures from governments, business and society to produce work-ready graduates (Culkin, N.; Mallick, S., 2011), at a time of substantial funding cuts and the resulting casualization of the workforce. The role of an academic leader is becoming more challenging and complex at a time when we are losing many senior staff due to an aging workforce. Many academics came to education because of a passion for their subject or a strong desire to research and few have come with management expertise. In the past universities have chosen senior academics to be leaders and allowed them to learn on the job but this is no longer good enough. As the management of universities grows ever more complex, what can we do to encourage those academics who have leadership aspirations?

This paper will focus on the importance of quality educational leadership in higher education (Taylor, K. 2005), and will describe and compare the outcomes of two very different programs being implemented in one Australian University that aim to support the development of educational leaders.

The first initiative is based around the notion of 'distributive leadership' (Dinham, S., 2006; Zepke, N. 2007), and aims to encourage development of leadership skills and innovation in learning and teaching across the University. It also supports continuing professional development in learning and teaching in faculties. Scholars are chosen for one year and asked to work within their faculty on a project to improve or develop understanding of a particular area of teaching and learning. Throughout this time they are supported and mentored by senior staff and faculty scholars across the institution.

As well as personal benefits, the initiative provides valuable opportunities to engage with like-minded staff from across Flinders. There are also wider benefits to students, Divisions, Schools, Support Departments and the University in taking forward innovation in learning and teaching through this distributive leadership approach.

The second initiative is a more formal University Leadership Program that is predicated on the proposition that effective leadership in a university context can be explained and enhanced through a well-managed development process (Ramsden, P., 1998, Zepke, N. 2007). The current year-long program is designed to draw on the insights and skills that participants already possess, to supplement these with new ideas about effective leadership strategies, and to provide information about the structures and processes through which leadership in our institution is expressed.

In this paper the programs will be described and the outcomes of evaluations by past participants and their colleagues will be shared.

Culkin, N.; Mallick, S., 2011, *Producing work-ready graduates: the role of the entrepreneurial university*. University of Hertfordshire <http://uhra.herts.ac.uk/handle/2299/6019> Dinham, S., Aubusson, P. Brady, L. 2006, *Distributive leadership through action learning* 15th International Educational Leadership Conference, University of Wollongong, 15th-16th February 2006. Ramsden, P., 1998, *Managing the effective University*. Higher Education Research and Development. Vol 17, Issue 3, 1998

Taylor, K. 2005, *Academic development as institutional leadership: An interplay of person, role, strategy, and institution*. International Journal for Academic Development, Vol 10, Issue 1, 2005 Zepke, N. 2007, *Leadership, power and activity systems in a higher education context: will distributive leadership serve in an accountability driven world?* International Journal of Leadership in Education: Theory and Practice. Vol 10 Issue 2, 2007

**Disclosure of Interest:** None Declared

**Keywords:** comparisons, educational leadership, models

#### ***04 Strategic educational development***

### **IMPLEMENTATION AND EVALUATION OF MINI LECTURE PROGRAM FOR ALUMNI OF PREPARING FUTURE FACULTY PROGRAM AT THE UNIVERSITY OF TOKYO**

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**Abstract Summary:** Mini Lecture Program is a program for alumni of Preparing Future Faculty Program (FFP) at The University of Tokyo. The program was implemented to provide FFP alumni an opportunity to improve learned teaching skills by having mini lectures in an actual setting. According to the questionnaires, all participants were satisfied with the program and it could be effective and functional for FFP alumni.

#### **Abstract text: Background**

The University of Tokyo has started Future Faculty Program (FFP) in 2013, which is a Preparing Future Faculty Program for graduate students. Although it was highly evaluated by class attendees, lack of practice remains an issue due to time constraints. Therefore, we designed Mini Lecture Program for them to have lectures in actual setting.

#### **Purpose**

The purpose of this paper is to implement and evaluate Mini Lecture Program for FFP alumni.

#### **Mini Lecture Program**

The purposes of the program are to provide FFP alumni an opportunity to put learned teaching skills in actual setting as lectures and to provide class attendees a chance to enrich knowledge. The program consisted of study meetings and a lecture event. At the study meetings, four lecturers selected from FFP alumni gave trial mini lectures to FFP alumni volunteer observers to improve the lectures. At the lecture event, they delivered improved lectures to class attendees from other institutions and FFP alumni observers.

#### **- Study meetings**

Study meetings were held three times for two hours. At the first two meetings, each two lecturers gave trial mini lectures to other lecturers and observers and discussed class design and delivery skills to improve their lectures. By the third meeting, all lecturers had changed their lectures based on the discussion and shared and discussed the changes of the lectures for further improvements. Twelve observers attended the study meetings at least once.

#### **- Lecture event**

Four lecturers delivered the 30-minute lectures to 22 class attendees and 10 observers at Kagawa Education Institute of Nutrition. Topics of the lectures were varied such as biology, social science, and philosophy.

#### **Evaluation**

##### **- Methodology**

After each lecture in the event, class attendees and observers filled in questionnaires of quality of the lecture. When all mini lectures finished, class attendees filled in questionnaires of the lecture event. After the event, lecturers and observers responded to questionnaires of the whole program.

##### **- Results and discussion**

###### **1) Benefits for the FFP alumni**

According to the response, all lecturers and observers were satisfied with the program. They could enhance their understanding about learned teaching skills and learn new practical skills through the program. And the lecturers could give mini lectures which 20 out in 22 class attendees and all observers were satisfied with. These results suggest that the program have benefits for lecturers and observers.

###### **2) Benefits for class attendees**

All class attendees were satisfied with the event. The result suggests that the program also benefits class attendees.

### 3) Effectiveness of the study meetings

According to the benefits described above, the quality of lectures was quite high. All lecturers insisted that the quality was elevated dramatically through the study meetings and all lecturers and observers mentioned that study meeting performed a key role in improving their teaching skills. Therefore, the study meetings are essential for the program.

#### **Limitation**

FFP alumni and class attendees applied and had high motivation to participate the program. Therefore, the benefits for the students who have no desire to participate are unidentified.

#### **Implication**

The implication is that the whole program was very valuable for lecturers, observers, and class attendees and the framework of the program would become one of the standard programs for FFP alumni. For the FFP alumni, they could enhance their understanding about learned teaching skills and learn new practical skills through the program. For class attendees, they could enrich their knowledge through the program. And to improve FFP alumni teaching skills, the study meetings were essential for the program.

#### **Audience Engagement**

Mini Lecture Program is not included in FFP. However, the program was very valuable for FFP students to put learned teaching skills into practice. Therefore, we would like to discuss whether Mini Lecture Program should be included in FFP or not.

**Disclosure of Interest:** None Declared

**Keywords:** graduate students, implementation strategy, preparing future faculty, program evaluation

*04 Strategic educational development*

**IDENTIFYING THE EFFECTIVENESS AND IMPACT OF UNIVERSITY TEACHER DEVELOPMENT PROGRAMS**

Denise Chalmers <sup>1,\*</sup>

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**Abstract Summary:** University teacher development programs have been part of the higher education landscape for over 40 years. There is now general agreement that university teacher development programs have a positive impact on teachers and students, yet the extent and longevity of their impact on the teachers, the culture of the discipline and the institutions are less well researched and evidenced.

**Abstract text:** There is clearly a need for ongoing and rigorous research on the impact of teacher development programs that looks deeper and beyond the teachers who participate in the programs.

The focus of this paper is to draw on the research literature to identify the impact and effectiveness of teacher development programs and activities more holistically and propose a framework for the systematic measurement and collection of information on the effectiveness of the full range of programs and activities that constitute educational development.

This paper will briefly outline a framework and process developed in Australia for the systematic measurement and collection of information on the effectiveness of these programs. It is argued that these measures and indicators need to move from what is primarily used in the research paradigm into the evaluation paradigm so that they can inform ongoing and future teacher development programs and their enhancement.

The full range of education development activities should be designed to build an evidence base from the planning stage and continued over an extended period. Examples will be provided to show how this framework has been used in Australia and more recently in Chile to show how performance indicators and evidence are being systematically collected to allow educational development centres to demonstrate their impact and effectiveness of their programs and activities. This will enable researchers and practitioners alike to ask more complex questions on where and on whom the programs have an impact, and why they have impact.

Project website: [http://www.catl.uwa.edu.au/projects/tpp\\_impact](http://www.catl.uwa.edu.au/projects/tpp_impact)

**Disclosure of Interest:** None Declared

**Keywords:** Effectiveness of educational development, evaluation and monitoring, impact of teaching development

**01 Discipline specific educational development**

**EXPLORE BODILY KNOWLEDGE TO MAKE IT VISIBLE - A RESOURCE IN HEALTH CARE**

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**Abstract Summary:** Illustrations and poems can inspire and make education enjoyable. Using the body can develop trust, understanding and give choices. There is a great amount of knowledge in the body. This workshop invites you to experience the knowledge. Through performing and comparing movements, communication skills, emotions and exchanging roles bodily knowledge can be visible and possible to use.

**Abstract text:** The educational method "Natural Mobility" is a person or student-centred teaching developed for health care to support physical movements of patients with disability to move more independently. Bodily experiences are mixed with theory to facilitate understanding. I developed the method and it came to be part of my doctoral thesis. The thesis is about pedagogy and change. The body is used to imitate emotions, play drama, exchange roles and communicate verbal/non-verbally to bring awareness to the body, thinking pattern and choices. To use the body in a spontaneous way (without thinking) is another part of the teaching. We do not think of how we move, what words we use when speaking or what we communicate with the body. This knowledge is mainly tacit and occurs outside the focus of the situation where it used, on a sub-conscious level. It can be understood just through doing. The theoretical perspective is based on Basic Body Awareness (Roxendahl 1985) and Dewey's Learning by doing" (Dewey, 1985) a democratic learning with the participants activity in the centre. The main goal of the pedagogy is to establish a learning situation where participants can develop the ability to analyse the consequences of a conscious action and make it explicit. To make participants understand that they have important knowledge in the body and that it needs to come to awareness to be used is another part of the pedagogy.

The aim with this workshop is to offer participants bodily understanding through doing. It is to explore what tacit knowledge means, how and when it can be used.

After presenting the lecturer and the workshop the activity and actions will take place 10 min. The practical session is structured as follow;

36. Exercises in verbal and non-verbal communication 7 min.
37. Exercises on spontaneous movements as healthy individuals 5 min
38. Experience the human defence system and imitate five stages of fear discuss in small groups 15 min
39. Exercises on how bodily trust can be shaped and responsibility shared? 15 min
40. Closing up exercise 15 min
41. General discussion and questions 15 min

To use the body as a pedagogue deserves attention. It is an economical way of teaching and can be used Globally. The expected outcome is that participants increase their bodily awareness for personal development or professional use.

**Disclosure of Interest:** None Declared

**Keywords:** education development, learning and teaching

#### ***04 Strategic educational development***

### **A PRACTICAL MODEL FOR CONDUCTING HELPFUL PEER REVIEW OF TEACHING**

James Groccia <sup>1,\*</sup>

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**Abstract Summary:** This presentation outlines a practical and easy-to-implement four-stage model of peer review. This model differs from most models in that it also includes a meeting with students to gather information about their learning experiences. I describe the details involved in successfully completing each stage of peer review as well as the outcomes that derive from using this model.

**Abstract text:** This presentation outlines a practical and easy-to-implement four-stage model of peer review (Buskist, Ismail, & Groccia, 2014). This model differs from most models in that it also includes a meeting with students during which the peer reviewer gathers contextual information about the quality of their learning experiences based on their teacher's pedagogical practices. I describe the details involved in successfully completing each stage of peer review as well as the outcomes that derive from using this model. Finally, I note that the success of any model of peer review is highly dependent on particular skillsets of the individuals conducting the peer review. These qualities include pedagogical expertise, observational skills, and interview skills.

Peer review of teaching is a common means of assessing and improving instruction at many colleges and universities worldwide. In its simplest form, peer review involves one person, generally a colleague from the same scholarly field, unit, school, or college (peer review model) or a faculty developer (developmental model) observing a teacher instructing students for a single class period. The peer reviewer generally takes notes on the teacher's performance and shortly afterwards offers feedback in the form of criticism and advice for improvement. Although peer review may be used for either formative or summative purposes, the formative peer review model is the typical form of peer review on most university campuses.

However, a teacher's classroom performance is only one aspect of teaching any particular course. Groccia (2012) provided a holistic model that describes seven interrelated variables involved in understanding college and university teaching: learning outcomes, course content, teacher and student characteristics, learning process, learning context, and instructional processes. The use of such a model can enable university instructors to develop teaching and learning environments that capitalize on and integrate a holistic understanding of the multiple variables that encompass teaching and learning. The variable that draws instructor, learner, learning process, learning context, and content together is instructional processes, or pedagogy. How the content is taught, the choice of one teaching method over another, should be made after consideration of desired learning outcomes, a careful review of the evidence on the effectiveness of different teaching approaches, the prior knowledge and present needs of learners, the expertise of instructors, and the limits or advantages presented by the classroom context.

College and university instructional practice involves, among other things, development of learning objectives and a course syllabus; preparation of class presentations, which may include lecturing and active learning activities; development of exercises and relevant examples that highlight key features of the subject matter, communication with students in and out of the class room; assessment of student learning; and assessment of one's pedagogical skills and teaching effectiveness. Thus, meaningful peer review can focus on different elements of Groccia's model and can include a comprehensive analysis of all aspects of any given teacher's approach to teaching and learning.

Buskist, W., Ismail, E. A., & Groccia, J. E. (2014). A Practical Model for Conducting Helpful Peer Review of Teaching. In M. Parsell and J. Sachs (Eds.), *Peer Review of Learning and Teaching in Higher Education: International Perspectives*. Professional Learning and Development in Schools and Higher Education, Volume 9. Sydney: Springer.

Groccia, J.E. (2012). A model to understand university teaching and learning. In J.E. Groccia, M.A.T. Alsudairi, & W. Buskist. (Eds.). *The handbook of university teaching and learning: A global perspective*. Los Angeles: Sage Publishing.

**Disclosure of Interest:** None Declared

**Keywords:** evaluation of teaching, peer review



*05 Educational leadership/ Academic leadership*

**THE MUTUAL MENTORING INITIATIVE: DESIGNING, IMPLEMENTING, AND SUSTAINING A MENTORING PROGRAM FOR FACULTY**

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<sup>1</sup>Center for Teaching & Faculty Development, University of Massachusetts Amherst, Amherst, United States

**Abstract Summary:** The session leaders will discuss the process of designing, implementing, and assessing a campus-wide faculty mentoring program that emphasizes a unique networked model of mentoring. They will identify best practices and lessons learned, share key findings from their assessment activities, and engage participants in a discussion about building a successful faculty mentoring program over time.

**Abstract text:** Mentoring has often been identified as one of the few common characteristics of a successful faculty career, particularly for women and faculty of color. Yet the traditional model of mentoring is typically characterized by a top-down, one-on-one relationship in which a senior faculty member guides the career development of his/her protégé. In recent years, however, we have witnessed the emergence of more flexible approaches to mentoring in which early-career faculty work with “multiple mentors” (de Janasz & Sullivan, 2004), “constellations” of mentors (van Emmerik, 2004), “networks” of mentors (Girves, Lepeda, & Gwathmey, 2005), or a “portfolio” of mentors who address a variety of career competencies (Higgins & Kram, 2001).

At the University of Massachusetts Amherst, we are currently in the seventh year of an ambitious, campus-wide faculty mentoring program called “The Mutual Mentoring Initiative” that builds upon and operationalizes the networked model. This initiative is comprised of two competitively awarded grant programs that encourage faculty to develop proactive, context-sensitive mentoring networks, rather than relying on a single senior faculty mentor. When we began these programs back in 2006, the research on networked mentoring was largely theoretical, with little quantitative or qualitative evidence about the impact of networked mentoring in practice. Therefore, we chose to evaluate our efforts incrementally and make programmatic adjustments based on what we learned from our data collection activities. Our methods included one-on-one interviews, focus groups, “mentor mapping,” formative mid-year assessments, and summative online surveys. Such efforts have proven vital in educating our faculty and academic administrators about the value of faculty mentoring in the short- and long-term.

During our workshop session, we will begin with a summary of the research on traditional (one-on-one) faculty mentoring, and the trend toward building networks of mentors. We will then use an innovative timeline graphic to engage participants in the actual process of planning, implementing, and assessing a Mutual Mentoring program, with an emphasis on how a wide range of formative and summative data collection instruments and activities can be used to improve outcomes.

After this session, participants will be able to:

- Discuss the differences, challenges, and opportunities presented by traditional and networked models of mentoring.
- Understand how to design, implement, and assess a program that encourages faculty to build a network of mentors.
- Identify a variety of methods to assess a faculty mentoring program over an extended period of time.
- Draw upon data that supports the benefits of networked mentoring, particularly for women and faculty of color.

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**Disclosure of Interest:** None Declared

**Keywords:** Faculty Mentoring, Mentoring Networks



*04 Strategic educational development*

**DEPARTMENTAL AWARD FOR EXCELLENCE IN EDUCATION: A TALE OF TWO COUNTRIES**

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**Abstract Summary:** This presentation discusses efforts at two universities in Estonia and in the USA to develop a Departmental Award for Excellence in Education. The Award is intended to provide a structure for both recognizing teaching excellence and for future teaching and learning improvement efforts. It thereby provides an incentive for teaching enhancement that is greater than an individual award-only program.

**Abstract text:** This presentation discusses efforts at two universities (the University of Tartu in Estonia and Auburn University in the USA) to develop a Departmental Award for Excellence in Education. The impact of institutional culture on award logistics, funding details, and selection process will also be described. The Departmental Award recognizes one department annually for their efforts to develop teaching excellence and to create an enriched learning environment for all of its students. While current teaching award programs recognize outstanding individual university teachers; the Departmental Award recognizes an academic department/unit for their exceptional commitment to quality education and provides funding for a three-year period. The Departmental Award can have significant impact on departmental culture, not just individual behavior, by recognizing the collective performance within an academic unit, and by supporting additional activities targeted to further enhance departmental quality of faculty performance and student learning.

Adding a departmental component to the recognition process for excellent teaching is advantageous in several ways. A departmental award program enables a greater number of academics to receive recognition for their efforts. It creates group incentive for even the best teaching staff within a department to improve their teaching. It provides the opportunity for life-long learning, a goal of the 21st century, and encourages continued development for teachers as well as students. Such an award can positively impact a departmental culture so that teaching excellence becomes part of the department's identity and "brand". Recognition of this nature can be an excellent tool to recruit students and teaching staff and to support the department's efforts to publicize its teaching expertise to parents, legislators, accrediting boards, and internal and external granting agencies.

Also, an individual teaching award often seems out of reach to the average academic staff member who is good at teaching. The Departmental Award provides community support that becomes an incentive for teaching enhancement that is greater than an individual award-only program. The award becomes a shared community honor and represents an attainable goal instead of a chance occurrence that happens individually to others.

Finally, rewarding improvement may encourage academics to develop their teaching earlier in their career than if they start focusing on teaching in hopes of an award at mid-career or as they near retirement. Consequently, their efforts to improve teaching will result in an improved learning situation for a greater number of students. This type of award structure may lead teachers to make more long-term commitments to one's department and institution. The Departmental Award will have long lasting impact and will "institutionalize" teaching excellence by creating a departmental identity, entity and structure that the university can maintain and nourish.

An important goal of the Departmental Award for Excellence in Education is to create a continual conversation about teaching excellence in every department. As a result of the application process, departments will engage in in-depth analysis and reflection of their instructional objectives and outcomes. In this way, the award will create a campus-wide community of reflective practitioners, engaged in the assessment and improvement of teaching and learning

**Disclosure of Interest:** None Declared

**Keywords:** cross cultural collaboration, teaching award

#### *04 Strategic educational development*

### **ACADEMIC DEVELOPMENT THROUGH INFORMAL CONVERSATIONS AND FORMAL PROGRAMS - LEARNING FROM CONFLICTS AND COMMONALITIES**

Kate Thomson <sup>1,\*</sup>

<sup>1</sup>The Institute for Teaching and Learning, The University of Sydney, Sydney, Australia

**Abstract Summary:** This paper reports the results of investigation into the nature of informal conversations between academics within the context of university departments. It provides evidence that conversations are a practical, informal way for academics to learn about teaching from colleagues, and as such, they represent a form of learning that can be complementary to formal professional development programs.

**Abstract text:** Academic developers have been invited by Gibbs (2013, p.13) to consider the possibilities for how we can support academics to communicate and learn about teaching. A new possible focus for developers is supporting academics to learn informally through the everyday practices that occur within their professional workplace: the university department (Boud & Brew, 2013; Knight, 2006). Informal conversations are one of the ways that professionals learn from colleagues within workplace contexts. When working in supportive teaching contexts (those that encourage quality teaching), academics have been found to speak to more colleagues and describe their conversations as more significant for learning (Roxå & Mårtensson, 2009). Beyond this, we know little about the contribution of conversations to academics' development as teachers, such as whether the learning from conversations is connected to the ideas academics receive from more traditional approaches to development like programs, workshops, and projects. Taking a socio-cultural perspective, this paper reports on an investigation of informal conversations about teaching from the perspectives of two groups of academics. The first group, mid-career academics, were interviewed about their experience of informal conversations within their departmental contexts - the topics, purposes, and triggers of conversations. The second group, novice academics, were interviewed about their experience of informal conversations during and after attending a formal development program. The example of formal development selected was a two-day introductory program for novice university teachers (a common approach to development, and similar to programs facilitated by many other Australian universities to prepare novice academics for university teaching).

In total, thirty academic staff working in ten different departments at an Australian research-intensive university were interviewed about their informal teaching conversations. The interview transcripts were analysed using the constant comparative method associated with grounded theory as outlined by Glaser and Strauss (1967). This analysis provided evidence that conversations with colleagues play a significant role in reassuring and supporting mid-career academics to learn how to manage and improve their teaching practice in contextually appropriate ways. Academics described having greater conversations with those with whom they had much in common, such as those with similar disciplinary backgrounds, who shared their philosophy of teaching and had common personal interests. For novice academics, informal conversations also had the potential to reinforce and extend ideas from the formal professional development program to their teaching practice, but this required a connection between the contents of the program and conversations. For some academics, the ideas of the formal program and their informal conversations were complementary. For other academics, there were areas of tension between the ideas of the formal program and their conversations. Some academics were told that their ideas from the program were incompatible with teaching practice in their discipline; others found that teaching rarely featured in their departmental conversations. The absence of supportive conversations about teaching was described as hindering academics from drawing on colleagues' experience to adapt the formal program ideas to their teaching context, and in this way, limits the impact of the program and conversations on academics' learning. In addition to summarising the nature of informal conversations, this paper will offer suggestions for how to build on the effectiveness of traditional approaches to development. For example, how commonalities and conflicts can be used by developers to assist them in encouraging informal conversations about teaching and building connections between discrete development strategies.

**Disclosure of Interest:** None Declared

**Keywords:** grounded theory, informal conversations, informal learning

*02 Scholarship of teaching and learning*

**EFFECTIVENESS OF A PROPOSED TRAINING PROGRAM ON ACTION RESEARCH SKILLS AMONG INSERVICE SCIENCE TEACHERS**

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**Abstract Summary:** Methods of professional development that has recently emerged and spread in institutions offering professional education, method of Action Research Action Research, which revolves around the following question: How do I develop my business?. The action research models a professional setting for the teacher.

**Abstract text:** This study investigated the effect of a proposed training program on inservice science teachers' 1) Action research understanding, 2) Action research skills.

This Experimental study used one group pretest- post test design, and the research sample was composed of (16) science teachers.

To achieve the study goals, the researcher followed the experimental approach, one group pretest- post test design and developed a training program and two instruments which are: action research test, action research skills scoring rubrics. Data analysis using Wilcoxon Signed Ranks Test and Matched Pairs- Rank biserial correlation revealed significant differences in all measures.

The research has concluded that: (a) there is a statistically significant variation in the statistical functions between the participants' praxis rank average in the action research test where the participants scored higher in the posttest than the pretest. (b) a statistically significant variance in the statistical function has been detected between the pretest and posttest average of the participants in the action research rubrics scoring; their posttest scores are higher than the pretest. In light of the findings, the researcher has presented a number of recommendations and suggestions.

In light of the outcome of the search results, a number of recommendations, notably: 1) promotion of action research skills among science teachers and supervisors through training, 2) inclusion of action research concept in science teachers preparation programs, 3) Establishment of an action research unit within the ministry of education to help teachers identify and solve teaching problems.

**Disclosure of Interest:** None Declared

**Keywords:** action research skills, Science teachers, Training program

*03 Scholarship of educational development*

**RELATIONSHIP BETWEEN STUDENT FEEDBACK AND PARTICIPATION IN UNIVERSITY TEACHER DEVELOPMENT PROGRAMS**

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**Abstract Summary:** The study investigates how participation in university teacher development programs influences teacher interpretation of and responses to student feedback. The results of qualitative study carried out in the University of Tartu shows, that participation in university teacher training programs changes university teacher's attitude towards student feedback and their interpretation of such feedback.

**Abstract text:** The relationship between student feedback and university teacher development programs has been viewed from various perspectives, e.g., how participation in university teacher development programs influence student feedback (Kember, Leung, & Kwan, 2002; Postareff et al., 2007), what changes university teachers make in their teaching as a result of student feedback (Arthur, 2009; Moore & Kuol, 2005), what factors influence interpretation of student feedback by teachers. This study investigates how participation in university teacher development programs influences teacher interpretation of and responses to student feedback. Student feedback can both motivate and discourage teachers to enhance their teaching. While positive feedback usually encourages teaching improvement efforts, it has been shown that negative feedback can have a demotivating influence and stimulate minimal interest to teach well (Arthur, 2009; Moore & Kuol, 2005). How the teacher receives and interprets student feedback seems to be a critical factor in its impact on teaching improvement efforts. Arthur (2009) indicates a tendency for teachers to associate positive student feedback to the teacher's personality (for example, developing a relationship with the students); while those linked to negative feedback were interpreted as having more to do with the students (their expectations, the nature of the group and the level of challenge). The ability of university teacher to reflect on his/her teaching has been identified as an important factor in interpreting and using student feedback and it has been shown that student feedback is perceived more positively by teachers who reflect regularly (Winchester & Winchester, 2013).

Participation in teacher development programs influences teacher's interest and ability to modify their practice to adopt more student centered teaching approaches (Gibbs & Coffey, 2004; Postareff et al., 2007), as well as their ability to understand the teaching/learning processes (Cilliers & Herman, 2010). Training programs develop teacher reflective skills that support continuous professional development (Marsh & Roche, 1997). However, the impact of such programs upon teachers' ability to interpret and utilize student feedback has not been investigated. This presentation summarizes the findings of a qualitative study conducted at the University of Tartu. Subjects were 42 university teachers, some of whom participated in university teacher trainings and other who didn't. Our research questions were: How do university teachers react to and interpret student feedback?; How does participation in university teacher training programs influence the attitude of teachers towards student feedback and their interpretation of such feedback? Preliminary results indicate that the participation in teacher training programs helps teachers to better manage their emotions concerning student feedback; improve their skills in interpreting and understanding the feedback; improve their ability and readiness to reflect on the feedback; become less defensive to negative student feedback; become more self confident and able to ignore feedback if needed; increase their willingness to develop their teaching; and are more positive about and interested in student feedback than those university teachers who have not participated in training programs.

**Disclosure of Interest:** None Declared

**Keywords:** Student feedback, university teacher development programs

#### **04 Strategic educational development**

### **STRATEGIC DECISIONS REGARDING CONTINUOUS PROFESSIONAL DEVELOPMENT**

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**Abstract Summary:** In all Dutch universities a qualification procedure for teachers is in place. The University Teaching Qualification (UTQ) covers basic knowledge and abilities for teaching in Higher Education. The universities are now discussing the next step: what kind of professional development opportunities can we offer our academics after obtaining the UTQ?

**Abstract text:** In all Dutch universities a qualification and certification procedure for teachers has found a place in educational and human resources policy. The University Teaching Qualification (UTQ) covers the basic knowledge and abilities for teaching in Higher Education. A mutual agreement of accepting the University Teaching Qualification when academics with a UTQ certificate transfer to another university, has been in place since 2008. The agreement describes both the embedding of the UTQ certification in university policy, a teaching profile and facilities to support the developing of the UTQ and the responsibility for a transparent certification procedure which focuses on teaching (De Jong, Mulder, Deneer, & van Keulen, 2013; Mulder, de Jong, & Andernach, 2012).

The universities are now discussing the next step: what kind of professional development opportunities can we offer our academics after obtaining the UTQ? The request for new development opportunities comes from teachers who already have got a UTQ as well as from programme directors and department chairs who would like to know more about leading educational innovation and about leadership of teaching.

Thoughts about professional development go into different directions: on the one hand universities want to ensure the improvement of the quality of the whole teaching staff and they are looking into programmes for continuous professional development for all their teachers. On the other hand, universities want staff members who want a career with an emphasis on teaching and therefore they want to offer excellence programmes, programmes on academic leadership and educational change or teaching fellowships.

Why are universities thinking about this? Firstly, simply because too many students fail. Dutch Universities need to invest in the quality of teaching, learning and assessment. Universities know that the quality of the teacher is one of the most important factors for student achievement that can be influenced by the university (Gibbs, Knapper, & Piccinin, 2008). Secondly, they recognize that not only the quality of the teacher, but also the quality of the curriculum, the organization and leadership is important to achieve a high quality student experience (Fullan & Scott, 2009). Thirdly, enhancing the regard for teaching can be a way towards attaining parity of esteem for teaching and research which is becoming more desirable. Fourthly, Dutch Universities consider continuous professional development as an integral part of good human resources management.

#### **Audience engagement**

We embrace opportunities to discuss directions and options for professional development beyond the UTQ, as chosen by universities world-wide. Your ideas and input could help us as educational developers in the Netherlands to improve our contribution to this development.

The authors work in different universities with different experiences and policies. After a very concise introduction, we will ask you to join one of the authors for an explanation of our current practices and a discussion about dilemmas, choices, alternatives. In the second half of the workshop we will bring the results of the groups together. We hope that the workshop results in (1) key elements of programmes for continuous development for academics, (2) strategies to deal with the dilemma's and strategic decisions that should be made within and between universities.

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**Disclosure of Interest:** None Declared

**Keywords:** continuous professional development, experienced academics



*05 Educational leadership/ Academic leadership*

**THE SIGNIFICANCE OF LEADERSHIP FOR DEVELOPING SOTL THROUGH A COLLABORATIVE WRITING INITIATIVE**

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**Abstract Summary:** This presentation will discuss the results of research that investigated the role of leadership within an international collaborative writing initiative devoted to the scholarship of teaching and learning. Results from a survey of participants will be shared, and attendees will be encouraged to consider the implications of this work for supporting the development of SoTL leadership more broadly.

**Abstract text:** In recent years, much attention has been paid to the difficulties that attach to developing faculty to be engaged in the scholarship of teaching and learning (SoTL). While a wide range of resources, models and professional development initiatives have been advanced (e.g., Hubball, Clarke & Poole, 2010; Weaver et al., 2013), the fact remains that SoTL can be a novel and unfamiliar pursuit for many academics (Tremonte, 2011; Kelly, Nisbet & Oliver, 2012). Ongoing research into effective means of supporting such scholars is thus required.

At the same time, teaching and learning researchers have called for SoTL to become increasingly collaborative (Gale, 2007) and international (Higgs, 2009). As MacKenzie and Meyers (2012) point out, however, international teaching and learning research collaborations can be challenging to develop and sustain. Like activities that help to develop and support SoTL scholars, then, initiatives that promote and enhance sustainable collaborative relationships are vital to the continued growth of the field.

This presentation reports on an initiative designed to meet both of these needs through the development of international collaborative writing groups (ICWG) to undertake SoTL projects. It focuses particularly on the role of leadership within the groups as this came out as a significant factor in the effectiveness of the initiative in a previous research project, which explored the experience of the participants (Authors, 2014).

The ICWGs ran in conjunction with the 2012 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference. This initiative, which was modeled on the International Network for Learning & Teaching (INLT) Geography writing groups that have existed for more than ten years, allowed nine groups of 7 or 8 scholars, from 13 countries worldwide, to come together and co-author reflective pieces about teaching and learning topics of shared interest. Each group contained people with a range of seniorities and previous experiences of undertaking SoTL and at least one member was a student. The groups initially worked at a distance to prepare an outline, before meeting in person for two days prior to the conference to develop their ideas and receive feedback from others. Following the workshop, the groups had almost three months to complete and submit their finished papers to *Teaching & Learning Inquiry*, the ISSOTL journal. Articles from the initiative that successfully passed through the journal's peer review process were published in a special issue in September 2013 (Authors, 2013).

Participants in two on-line surveys and a focus group frequently mentioned that formal and informal leaders within their groups provided valuable mentorship to both new and seasoned SoTL scholars and made choices that facilitated group cohesion and contributed to the successful development of the group's collaborative paper. With this in mind, we undertook follow up research to learn more about what these leaders did, and to explore participants' perceptions and recommendations for leadership in the ICWG context.

In October 2013, ICWG participants were invited to complete an online survey, which contained a mixture of open-ended and likert-type elaborated questions about leadership in the ICWG context. While data analysis is ongoing, preliminary findings reaffirm the significance of leadership to the ICWG's success and emphasize the value of leadership approaches that foster community and encourage members to take responsibility for tasks in particular.

This session will present the results of this research, and will encourage attendees through structured discussions to critique the research, consider ways in which its findings about effective leadership might be applied to other SoTL development contexts and explore the role of academic developers in supporting the development of leadership in SoTL.

**Disclosure of Interest:** None Declared

**Keywords:** Collaborative writing, Leadership, Scholarship of teaching and learning

**01 Discipline specific educational development**

**THE USE OF EPORTFOLIO IN A POST GRADUATE BUSINESS PROGRAM: LESSONS LEARNED**

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**Abstract Summary:** The development of and reflection on academic competences in a postgraduate program can be stimulated by the use of e-portfolio. Success of this instrument is depending on individual and group support for students during the program, stimulation of self reflection, ownership by the student, the use of a personal development plan and support for the staff who act as a coach.

**Abstract text:** In a one year Master degree program at a business school students need to develop their academic competences. The chosen competences are defined by the Dublin descriptors and the Master profile and will count for 4 ECTS out of 60 ECTS for the full program. At the start of the master program the main question for the curriculum committee was how to integrate the development of these competences successful in the curriculum? The chosen format is the so called "Study Coaching Trajectory". Students formulate at the start of the program their personal development plan (pdp). Their "ideal" job is their benchmark. In this pdp they indicate their self assessment of the competences needed for the job, how and when they want to improve their academic competences during the year. An important instrument in their development is the e-portfolio. The purpose of this eportfolio is twofold: a learning tool during the year in which the students collect their evidence: products, feedback of peers and teachers. At the end of the curriculum as an assessment tool/ a show case in which the students show the acquired level of academic competences and their reflection on this development to the assessment committee. During master program students are supported. On a regular basis students meet with their buddies and coach in team meetings. Purpose of these meetings is feedback seeking and giving in order to stimulate reflective behavior. The coach has an important role in enabling students to be reflective.

In the presentation the focus will be on the implementation of development of academic competences in the curriculum, the added value of the e-portfolio, the support students receive during the master program, the role of the teacher as a coach and the lessons learned after several years. Some recommendations for implementing the use of e-portfolio in the curriculum will be given. Also some examples of e-portfolios will be shown.

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**Disclosure of Interest:** None Declared

**Keywords:** academic competences, coaching, enabling conditions, eportfolio, self reflection

#### *04 Strategic educational development*

### **CHANGE IN A CHANGING WORLD: A NATIONAL ACCOUNT OF PERSONAL, OPPORTUNISTIC AND SYSTEMIC CHANGES RESULTING FROM EDUCATIONAL RESEARCH GRANTS IN AUSTRALIA**

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**Abstract Summary:** Funding agencies are uniquely placed to understand and stimulate strategic educational development through the projects that they fund, yet there is a dearth of such knowledge nationally and internationally. This paper reports on a national study of project impacts, offering a model (Impact Management Planning and Evaluation Ladder) for conceptualising personal, opportunistic and systemic change.

**Abstract text:** Funding agencies are uniquely placed to understand and stimulate strategic educational development through the projects that they fund, and yet there is a dearth of such knowledge nationally and internationally. This paper reports on a national study of project impacts and offers a model for conceptualising personal, opportunistic and systemic changes in higher education learning and teaching. The study examined sixteen completed educational development projects (a stratified random sample, N=63 projects) in terms of reach, change, contributions to knowledge, strategic approaches, and perspectives held by project team members.

The project took a constructivist approach where meaning was developed iteratively 'in the minds of constructors' (Guba & Lincoln, 1989, p. 104), acknowledging that language 'inherently shades perceptions, defines "reality", and affects mutual understanding' (Patton cited in Kirkhart, 2000, p. 7). As qualitative interpretivist research in which 'reality is constructed by those participating in it' the goal was not to fit data into a pre-existing theoretical framework, but rather to 'describe in detail a specific situation or phenomenon under study' (Hathaway, 1995, p. 547). The conversational nature of the research allowed researcher and participants to 'culminate in consensus on better informed and more sophisticated constructions' (Guba & Lincoln, 1989, p. 110). This research fostered relationships between funding recipients and the funding agency, a characteristic identified as one of six 'propositions for successful research impact measurement' (Canavan, Gillen, & Shaw, 2009, pp. 169-170), and shown to be efficacious in a comparable international context, in the work of Ako Aotearoa in New Zealand.

Evidence of benefits to students and changes in academic practice were challenging for many project teams to provide. Instead, the most resounding influence of projects was the opportunities generated for project team members themselves. These benefits enabled leading educators and educational researchers to strengthen their profile and deepen their contributions to student learning in Australian universities. Influence on project team members included building their academic knowledge, enhancing their own educational practice, gaining legitimacy and profile, receiving awards, achieving career progression, and honing research and project management expertise.

From this research, the Impact Management Planning and Evaluation Ladder (IMPEL) model is proposed, in which change through educational development projects is mapped according to seven stages, each incrementally broader in impact than the last. These rungs are:

- (1) Changes for project team members
- (2) Changes by project team members leading to changes for students who are directly influenced
- (3) Contributions to knowledge in the field; growth or spread of disseminated ideas; serendipitous adoption/adaptation by people beyond the project's intended reach
- (4) Changes by opportunistic adopters at participating institutions leading to changes for students who are directly influenced
- (5) Systemic changes at participating institutions leading to changes for all relevant students
- (6) Changes by opportunistic adopters beyond participating institutions leading to changes for students who are directly influenced
- (7) Systemic changes beyond participating institutions leading to changes for all relevant students.

The projects examined in the study are mapped using the IMPEL model. The model offers both a prompt for project teams in the planning, execution and reflection stages of educational development projects, as well as a cogent frame for funding agencies to enunciate expectations, make funding decisions and evaluate the efficacy of funding schemes in facilitating strategic educational change. These uses of the model are outlined in the paper and will be the basis of interactive elements in the paper presentation.

**Disclosure of Interest:** None Declared

**Keywords:** change, dissemination, grantsmanship, impact, Research and scholarship



#### **04 Strategic educational development**

### **LEADING CHANGE IN LEARNING AND TEACHING: A COLLEGIATE APPROACH**

Ken Marsden <sup>1,\*</sup>Lindsay Davies <sup>1,\*</sup>Alison Stewart <sup>1,\*</sup>

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**Abstract Summary:** The newly established Academic Practice Development team forms part of Nottingham Trent University's *Centre of Professional Learning and Development*. This paper will describe how the team provides an integrated and distinctive model of practice that helps staff support the implementation of their professional development needs aligned to both School and Institutional priorities.

**Abstract text:** The newly established Academic Practice Development (APD) team forms part of Nottingham Trent University's *Centre of Professional Learning and Development*. One of its key roles is to help staff support the implementation of their professional development needs aligned to both School and Institutional priorities.

This paper will describe three work streams that each member of the team is currently leading on, providing an integrated and distinctive model of practice that

- Aligns with the institution's *Learning and Teaching Professional Development Framework (L&TPDF)* accredited by the UK's Higher Education Academy
- Provides gateways to effective engagement and empowerment of academic staff (by taking a more scholarly approach to their practice)
- Contributes towards enabling cultural change across the institution by raising the status of teaching and redressing the perceived imbalance between teaching and research

The three work streams comprise Professional Review and Recognition, Professional Development and Teaching Quality

#### **Professional Review and Recognition**

This area of work involves supporting staff to gain national professional recognition through the institution's L&TPDF. The Framework has been informed by Åkerlind's (2011) 5 levels of academics' experience of teaching development and is designed to

- Enhance the review, recognition and reward of higher education teaching practice
- Breathe the new life into professional peer review and development planning and practice as part of the annual *Professional Development and Contribution Reviews (PDCR)* process
- Engage academic leaders and managers as partners in order to achieve institutional objectives

#### **Professional Development**

The focus of this work has been the development and delivery of a variety of professional development opportunities designed to support academic development at all career stages. The purpose and content of the professional development has also been informed by Åkerlind (2011) and includes:

- The production and continuing development of self-study evidence-based resources fully mapped to the UK Professional Standards Framework (UKPSF)
- A series of blended, practice-based programmes to help develop and use effective evidence-based approaches to teaching and supporting learning in higher education

#### **Teaching Quality**

The main focus of this work is in developing a robust and transparent structure for identifying and measuring "teaching quality" that can then be utilized to empower academic staff to enhance peer review practices within academic teams and further review their own Continuing Professional Development (CPD) requirements.

Its purpose is to enhance the professional review, recognition, development and reward of teaching excellence by

- Providing clearer guidelines that demonstrate how "teaching quality" is measured
- Identifying a broader range of examples of evidence that take account of discipline differences and can be applied across the institution
- Forming the foundation for institutional peer review and observation

The paper will also identify how the APD team embraces the notion of educational development by both contributing towards and leading on the implementation of institutional priorities, promoting organisational change and providing expert targeted pedagogic support.

In order to capture the individual and combined impact of this work, the team uses an in-house evaluation framework based on the *Rugby Team Impact Framework* (2008) and Kirkpatrick (2006) models. This includes:- identifying any perceived improvement in student evaluation and feedback; benefits reported by staff e.g. more focus on reviewing practice as part of PDCR; clarity of professional development objectives; improved alignment of CPD opportunities with teaching excellence priorities and the alignment of professional recognition standards with teaching quality criteria.

During the presentation there will be opportunities for questions from the audience.

**Disclosure of Interest:** None Declared

**Keywords:** change, empowerment, framework

### *03 Scholarship of educational development*

#### **ACADEMIC COLLEGIALITY – FANTASY OR LIVED EXPERIENCE? IMPLICATIONS FOR ACADEMIC DEVELOPMENT WORK.**

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<sup>1</sup>UNSW Australia, Sydney, Australia, <sup>2</sup>Lund University, Lund, Sweden

**Abstract Summary:** The roundtable explores the notion of collegiality in academic work in its paradoxical complexity: as it emerges in the discursive practices of higher education debates, and in the day to day practices of academic teachers. Participants will jointly examine their understanding of collegiality in relation to recently published research and identify implications for academic development work.

#### **Abstract text:**

Collegiality, along with the values of academic freedom and autonomy, is identified in the literature as one of the most enduring ideas underpinning academic work. Numerous studies report that academics continue to espouse collegiality as one of the core principles guiding academic work despite sweeping changes to academics' working conditions marked by the move to marketization, the decline of collegial governance, and the rise of managerialism in higher education.

Academic collegiality implies collectivity. As such, its importance is well recognized in academic development contexts. Drawing on sociocultural theories (see Trowler & Knight; 2000; Roxå & Mårtensson, 2011) it is generally accepted by the academic development community that the most effective and sustainable learning and teaching enhancements take place at the level of an academic program or departments rather than individual courses 'owned' by individual academics. It is also claimed in the academic development literature that collegial environment is essential for academics' professional development, whereby collegiality is underpins mentoring, peer review of teaching, and supportive leadership relationships. If collegiality as a norm is accepted and widely practiced by academics, academic development initiatives can (or even must) rely on academics' willingness to collaborate, share ideas, and support each other to ensure effectiveness and efficiency of learning and teaching enhancements and innovation.

However, a deeper exploration of the academic collegiality landscape reveals paradoxes. There is much complexity in the way collegiality is discussed in the literature, and it does not appear to have a fixed meaning. Generally, collegiality is conceived of as a 'good thing', an element of organisational culture worth fostering, and a valued feature of an individual. It is longed-for and its lack is lamented. However, literature also indicates that collegiality is being evoked by academics in order to resist change or to defend idealised nostalgic notions of academic work. The paradoxical resilience of the collegiality ideal has been analysed as a subliminal fantasy that enables academics to establish a difference from managerial practices to preserve the 'high moral ground' in response to strengthening marketization and audit regimes in universities (Kligyte & Barrie, 2014). Conversely, 'contrived collegiality' also appears to be used as a management strategy to drive change in some academic contexts.

As research is expanded through ethnographical methods (Roxå & Mårtensson, 2011) the complexity increases even further. Collegiality as a lived experience displays an ability to harbour several contradictory aspects, such as hierarchies *and* mutuality, tradition *and* reform, as well as it allows for individuality *and* communality.

Considering how important collegiality is for academic development work and the reform of higher education today, it is worthwhile to examine it in more depth. Both as it emerges in the discursive practices of higher education debates, as well as in the day to day practices of academic teachers.

This roundtable presents an opportunity to explore the notion of collegiality in academic work in its paradoxical complexity. Participants will jointly examine their understanding of collegiality in relation to recently published research and identify implications for academic development work.

#### **References**

Kligyte, G., & Barrie, S. (2014). Collegiality: leading us into fantasy - the paradoxical resilience of collegiality in academic leadership. *Higher Education Research and Development*, 33(1).

Knight, P., & Trowler, P. (2000). Department level cultures and the improvement of learning and teaching. *Studies in Higher Education*, 25, 69–83.

Roxå, T., & Mårtensson, K. (2011). *Understanding strong academic microcultures – an exploratory study*. Lund University. Retrieved at [http://www.ced.lu.se/documents/userfiles/pages/153\\_Microcultures\\_ever.pdf](http://www.ced.lu.se/documents/userfiles/pages/153_Microcultures_ever.pdf)

**Disclosure of Interest:** None Declared

**Keywords:** academic work, academic workgroups, collegiality



**01 Discipline specific educational development**

**MOVING PAST “GRADING FROM THE GUT”: DEFINING MEANINGFUL ASSESSMENT CRITERIA IN THE DESIGN STUDIO**

Lisa Phillips<sup>1,\*</sup>

<sup>1</sup>Interior Design, Philadelphia University, Philadelphia, United States

**Abstract Summary:** This paper documents the findings of a recent survey of design educators, providing feedback on the processes and product they value in the design studio. These observations can be utilized to create authentic learning outcomes and valid assessment tools in order to increase success and innovation in student projects.

**Abstract text: Purpose**

Ask most instructors of creative courses how they determine an “A” student and their answers are often similar. “I know an excellent student instinctively” or “I know one when I see one” are common replies.

It is not surprising that it is difficult to break down the somewhat intangible qualities of inspired processes. After all, much of design comes from the heart and the gut, rather than the head. A lack of quantifiable feedback, however, can be a frustrating obstacle to students in creative fields. Too often they are left to emulate successful peers rather than modify their behaviors based on individualized comments. How can students be expected to improve their process and product without clearly defined objectives to strive towards?

**Context:**

In spring 2013, 50 architecture and interior design students were surveyed concerning their preferences for feedback in the studio setting. 100% indicated that they favored verbal or written remarks in addition to grades alone. More than half also noted that they were not satisfied with the amount and/or type of communication currently received from their design instructors.

Although feedback in creative fields is challenging, it is an integral component of the education process. Hattie & Timperley (2007) note that teaching “not only involves imparting information and understandings to students but also involves assessing and evaluating students’ understanding of this information.” If instructors are not providing feedback they are, essentially, completing only one half of the teaching cycle.

In order to define criteria to be used in evaluations, educators must first determine goals (i.e. learning outcomes) that clearly define their expectations. They must not fear the distinctive nature of their craft but instead, embrace its idiosyncrasies, “celebrating the essential qualities of aesthetic making and the activities which make art and design teaching worthwhile, including the freedom to fail”. (Trevor, 2002, p. 82)

Only when authentic goals and outcomes are utilized to define assessment criteria will students receive the direction they seek to improve and mature as designers.

**Method**

Recently, more than 100 interior design educators at ten universities throughout the United States were polled in order to determine common ideal behaviors of design students. These participants were asked to reflect on the following:

How do you define the *specific qualities* of an exceptional student in your field?

What sets them apart and makes them stand out from their fellow classmates?

What is different about their process, their development and their end product?”

**Results**

Approximately 30 answers were obtained in the survey, enough to establish several patterns. Commonalities suggest that characteristics of excellence can be defined, and therefore assessed and improved. Examples included evidence that exceptional students of design were self-critical and curious. They were also shown to take calculated risks, be independent and self-motivated. This presentation will discuss how design instructors can utilize these categories to establish student learning outcomes and related evaluation criteria that may be used in assessment formats of all types, from holistic formats to formal rubrics.

The audience will be engaged in the presentation at both the beginning and end of the lecture. Initially, they will be asked to answer the same questions provided in the faculty survey and afterwards they will be asked to reflect on the results and offer suggestions as to how the information can be incorporated in their own classrooms and studios.

Hattie, J., Timperley, H (2007) The Power of Feedback. Review of Educational Research 77.1: 81-112.

Rayment, T. (2007). The Problem of Assessment in Art and Design. Chicago, IL: Intellect Books, The University of Chicago Press.

**Disclosure of Interest:** None Declared

**Keywords:** architecture , assessment, interior design, studio

#### ***04 Strategic educational development***

### **PERSONALISED PROFESSIONAL LEARNING FRAMEWORK FOR ACADEMIC STAFF: IMPLICATIONS FOR ADDRESSING EDUCATIONAL DEVELOPMENT NEEDS IN A CHANGING WORLD**

Nona Press <sup>1,\*</sup>

<sup>1</sup>Office of Learning, Teaching and Quality, University of Southern Queensland, Toowoomba, Australia

**Abstract Summary:** This paper explores a theoretical foundation in which to ground professional development and presents a conceptual framework for addressing staff and educational development needs in an ever-changing world of higher education. The framework builds academic staff capacity to be better professionals in their role as university teacher and in their role in helping students to become better learners.

**Abstract text:** In an era of rapid social and technological changes, demands for both just-in-time and targeted staff and educational development opportunities are mounting. Academic staff professional development is understood as the route to quality teaching in higher education, which in turn leads to improved student learning. This paper explores a theoretical foundation in which to ground professional development and presents an approach to academic staff professional development situated in the university teacher's professional practice.

Using Vygotsky's sociocultural perspective on human development and learning as theoretical basis, the paper introduces the Personalised Professional Learning (PPL) Framework for academic staff. The intention of the framework is to bring about change in learning and teaching practices across the institution, in the attitudes and beliefs of the individuals who participate, and in the learning outcomes of students. The framework builds on a growing body of evidence that university teachers need to be equipped with knowledge, skills and dispositions that help them address the challenges and complexities of learning and teaching in an ever-changing world of higher education.

Academic staff join the University with a wealth of theoretical knowledge of their discipline. They possess skills for enacting their field of practice, guided by attitudes and values exemplified in their profession. Enacting the practice of teaching, however, requires the academics to draw upon, not only disciplinary knowledge but also pedagogical knowledge, as well as technological knowledge. At the core of the PPL Framework is developing capacities amongst university teachers to recognise and utilise the interplay between the three distinctive bodies of knowledge for teaching i.e. technological, pedagogical and disciplinary knowledge. The framework demonstrates how this interplay plays out, which aids in conceptualising the design of the learning environment, learning activities, resources and support. It also enables the understanding of pedagogies from sociocultural perspectives and demonstrates the criticality of active engagement in enacting good teaching and learning practice.

The paper examines how a thoughtfully designed learning environment, informed by the PPL Framework, cultivates desired knowledge, skills and abilities. The interactive learning environment is focused on enabling academic staff to *learn about* learning systems and educational tools as they *learn with* those systems and tools in context of their teaching needs. The personalised learning pathways within the framework recognise diversity, difference and individuality in the ways that learning for academic staff is developed, delivered and supported. Through these pathways, academic staff can explore and identify what they need to know, see/hear, do and learn more about to enable them to teach well. By explicitly embedding timely support and providing relevance and meaning in the professional learning activities and associated learning resources, the approach fosters ongoing engagement in staff and educational development and, equally important, it promotes autonomy and self-direction. As the professional learning activities are situated in the teacher's everyday practice, reflection-in-action and reflection-on-action are embedded in the personalised learning journey. The ultimate goal is to 'open the door' to enable academic staff to realise their potential as a university teacher, through outcomes achieved in staff and educational development.

The PPL Framework serves as an important point of reference for promoting and enabling sustained improvement of teaching and learning for all students, by bringing the professional development alive in the everyday practices of teaching and learning. This approach builds academic staff capacity to be better professionals in their role as university teacher and in their role in helping students to become better learners.

**Disclosure of Interest:** None Declared

**Keywords:** educational development, personalised learning, practice theory, sociocultural perspectives



*01 Discipline specific educational development*

**"A COMPETENCE TO BE INQUISITIVE": EVALUATION OF A PRE-SERVICE TEACHER LEARNING TASK IN NARRATIVE INTERCULTURAL REFLECTION**

Robyn Moloney <sup>1,\*</sup>Susan Oguro <sup>2</sup>

<sup>1</sup>Education, Macquarie University, <sup>2</sup>Education, University of Technology Sydney, Sydney, Australia

**Abstract Summary:** Critical cultural curiosity is considered an essential part of an intercultural approach to language learning. The facilitation of this curiosity in students depends on teachers' own intercultural abilities. This paper examines the affordance of a task for preservice language teachers, designed to elicit understanding of the process of intercultural reflection, through narrative writing.

**Abstract text:** Competence in critical reflection and intercultural skills are considered essential learning in preservice teacher education. This takes on an additional specific pedagogic role in language teacher development (Scarino, 2013; Sercu, 2006). Embedded in language, a critical cultural curiosity is today considered an essential part of an intercultural approach to language learning. The facilitation of this curiosity in students, however, depends on the teachers' own intercultural abilities.

Within the development of reflective practitioners, the writing of reflective narrative has been recognised as an effective tool in teacher education (Bagnall, 2005; Harbon & Moloney, 2013). There has been limited research attention to its use however as an explicit learning tool in preservice language teacher education.

This paper examines the affordance of a task for preservice language teachers, designed to elicit understanding of the process of intercultural reflection, through narrative writing. Pre-service teachers were asked to write about important intercultural incidents in their life, and what they learnt about themselves from them. They also had to consider what role their personal intercultural learning could play in their practice as language teachers. This paper investigates not only the level of analysis evidenced in the written narratives, but also post-task metacognitive analysis of the learning afforded by the task itself.

This qualitative study collected two sets of data, 29 classwork narrative texts and post-task "feedback" evaluation reports. The narrative texts were analysed according to a tiered model adapted from the work of Bagnall (2005). Writing was identified as matching one of four levels: Observing, Explaining Difference, Analysing Critically, and Synthesising with Professional Practice.

Feedback evaluation data was examined using thematic content analysis. This identified participants' perceptions of the skills used, the difficulties, the personal and the professional outcomes of the task. Data indicate that the task was successful in raising awareness of the professional value of personal intercultural experience, of being curious about culture and language, and how this can be activated and utilised to facilitate students' learning.

The task was challenging in its demand to examine personal experience and to marry this with academic pedagogic discourse. Participants perceived however that the task afforded them a creative and reflective space. Findings indicate that the task is an effective exercise for pre-service teachers, and exemplifies active construction of knowledge, the discovery of connections, reflection, and a sense of responsibility, which are represented as principles of intercultural language learning (Liddicoat, Papademetre, Scarino & Kohler, 2003).

Bagnall, N. F. (2005). Teacher cultural reflection and cultural action learning: Researching a cultural dimension in teacher education. *Ethnography and Education European Review*, 4, 101–116.

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**Disclosure of Interest:** None Declared

**Keywords:** critical reflection, intercultural, language pedagogy, preservice teachers

*04 Strategic educational development*

**THE STUDENT E-PORTFOLIO 2.0: A BLENDED STRATEGY FOR IMPROVING QUALITY LEARNING AND TEACHER PROFESSIONAL DEVELOPMENT**

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**Abstract Summary:** The Student e-Portfolio 2.0 facilitates learning processes. It is imperative to reflect on key questions around its implementation: what pedagogical discourse justifies its design and use?, How does it facilitate higher quality learning; How can teacher professional training be delivered and improved in connection to the PLE/Student Portfolio model and the idea of higher quality learning?

**Abstract text:** The training on the use of certain learning resources cannot be generically extended to the faculty without meeting the specific needs of both teachers and students. This paper attempts to show how the development of a Student e-Portfolio 2.0 has improved the quality of learning towards the achievement of deeper and more autonomous learning behaviours. The implementation of this technological resource among students has also helped to redefine some strategic aspects for teacher professional development. Particularly, it has brought to light key student needs closely connected with deep quality learning, such as interactive and cooperative work and a greater autonomy and mastery of learning processes and outcomes through a more sophisticated regulation tending to metacognition.

The conclusions extracted from the shared experiences have led to the consideration of certain guidelines that may contribute to the improvement of teacher professional development, facilitating more appropriate and efficient teaching methods and support in key aspects of learning. Moreover, it has been argued that the teachers who applied the Student e-Portfolio 2.0 would be more open to incorporating suggestions for improvement than if these were given in a more general and decontextualised way. Not only would this type of technological resource make teachers more able to understand, contextualize and analyze the important learning mechanisms involved in its implementation but it would increase their awareness about the difficulties—and rewards—concerning its design, technical management and performance improvement.

Throughout the twenty minutes of our presentation, we will provide the main ideas behind the paper title and discuss some of the valuable evidence collected throughout the development of our project as well as the indicators listed in Table 1. We will assess the extent to which the training for professional development offered by universities considers the issues discussed in this paper and how ICT platforms are adapted to become learning environments according to students' and teachers' needs.

**Disclosure of Interest:** None Declared

**Keywords:** e-Portfolios, Faculty development, Quality learning

#### *04 Strategic educational development*

### **INCONSISTENCIES AND NORMS IN THE ASSESSMENT OF THE PHD CANDIDATES**

Anders Ahlberg <sup>1,\*</sup> and ICED-symposium titled "Developing doctoral education – experiences and perspectives" chaired by professor Kirsten Lycke, University of Oslo".

<sup>1</sup>Engineering Education, Lund University, Sweden, Lund, Sweden

**Abstract Summary:** PhD assessment committee members from doctoral dissertations were asked to give accounts for the character of the closed meeting leading up to the pass/fail vote. Some of the notable observations included use and lack of assessment criteria and tensions among committee members. Educational consequences for PhD candidates of closed-door pass/fail PhD committee verdicts will be discussed.

**Abstract text:** In Sweden PhD studies are public and comparably transparent. In Engineering (and STEM disciplines in general), most students include a range of international peer-reviewed journal papers and submitted manuscripts together with a synthesis of their doctoral project in their composite theses. During the public doctoral defence the invited opponent leads the discussion with the candidate. The deciding external committee has the opportunity to ask additional challenging questions. After this, anyone in the audience can publicly challenge the candidate, before the assessment committee assembles behind closed doors together with the supervisor and the opponent, before announcing pass or fail. Although most students carefully follow several doctoral defences before it is their turn, they know little of the committee discussion leading up to the pass/fail decision (cf. Trafford & Leshem 2008). Therefore, in this study, committee members from dissertations were asked to give accounts for the character of the meeting leading up to the pass (or, rarely, fail) vote. Some of the notable observations included use and lack of assessment criteria, potential tensions among committee members, the role of the non-voting opponent and supervisor in the committee discussion. During the proposed session a wider range of further aspects will be presented. Moreover, the educational consequences for PhD candidates of closed-door pass/fail PhD committee verdicts will be discussed, along with the experienced uncertainties among first-time committee members. The plan is to present this as one out of of three papers in the ICED-symposium titled "Developing doctoral education – experiences and perspectives" chaired by professor Kirsten Lycke, University of Oslo".

#### **Reference**

Trafford, V. & Leshem, S., 2008: Stepping stones to achieving your doctorate – by focusing on your viva from the start. Open University Press.

**Disclosure of Interest:** None Declared

**Keywords:** assessment,, doctoral education, norms

### *03 Scholarship of educational development*

## **ADDRESSING A GENDER PERSPECTIVE IN POSTGRADUATE SUPERVISORS' TRAINING IN A SCHOLARLY WAY - AN EXAMPLE FROM UPPSALA UNIVERSITY / SWEDEN**

Ulrike Schnaas<sup>1,\*</sup>

<sup>1</sup>Unit for Quality Enhancement and Academic Teaching and Learning, Uppsala University, Uppsala, Sweden

**Abstract Summary:** The presentation describes a project at Uppsala University aiming at introducing a gender perspective in postgraduate supervisors' training in a scholarly way. Based on interviews with supervisors, some strategies for a gender-sensitive supervision will be given. Furthermore I'll discuss how the material has been received and what impact it has on my professional role as an educational developer.

**Abstract text:** How could gender be discussed in training programs for postgraduate supervisors in a scholarly way? How could theory and practice be linked together so that the topic is perceived as relevant? How could resistance towards the gender issue as a whole be reduced? These questions were crucial for a project at Uppsala University aiming to develop a teaching material suitable for supervisors' training programs.

Discussing gender issues in supervisors' training is a common feature in the Swedish context due to a number of reasons. Research clearly demonstrates that female PhD-students experience higher levels of stress compared to their male peers[1], and women within academia in general are subject to subtle discrimination[2], to name but two examples. Educational developers' experiences show that the topic is difficult to deal with for a variety of reasons: diversity in terms of the supervisors' prior knowledge depending on their subject fields, varying opinions of the topic's overall meaning as well as difficulties in linking gender issues to one's own supervising practice. To get around these barriers, a project financed by the Swedish "Delegation for Equality in Higher Education" was initiated at Uppsala University and resulted in the report "Gender awareness in postgraduate supervision – theoretical perspectives and practical experiences" (2011).[3]

In section I, the report introduces key theoretical concepts as well as definitions of gender equality and current statistics; moreover a couple of surveys investigating postgraduates' learning experiences are discussed. For section II – a collection of ideas for gender-sensitive supervision – it was found that literature was almost non-existent. I therefore decided to interview supervisors at Uppsala University with a strong interest in and commitment to gender- and equality issues. Semi-structured interviews were carried out with ten supervisors in total, male and female, representing all scientific fields. Some of them were experienced supervisors, others relatively new. Focusing on the main question "What does gender-awareness in supervision mean to you?", the interviewees came up with a broad array of ideas concerning the supervisors' professional role, the question of power and academic norms, supervision as an initiation into scholarly practices, individual and group tutorials etc. The report presents these ideas and links them to relevant theory such as Lave and Wenger's theory of "situated learning"[4] and the concept of "doing academicity" as an ongoing negotiation process[5]. The practical ideas are presented as *suggestions* rather than advice, stressing that all of them have to be adapted by the reader to his or her own context.

The report has to the present date been used in training programs and seminars at Uppsala University and other Swedish universities by me and several colleagues. The theoretical parts of the material appear to be appropriate as a starting point for more solid discussions. Both theoretical and practical parts are perceived as scholarly, which reduces potential resistance. The practical ideas are also appreciated because they link the topic to the supervisors' own pedagogical practice, which in turn increases interest and motivation. The fact that these ideas are derived from peers within the university seems to stress their relevance and credibility as well as my own legitimacy as an educational developer.

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[2] Husu, L (2005): Dold könsdiskriminering på akademiska arenor – osynligt, synligt, subtilt.

[3] Schnaas, U (2011): Könsmedveten forskarhandledning – teoretiska perspektiv och praktiska erfarenheter. Even available at <http://www.uhr.se>.

[4] Lave, J & Wenger, E (1991), *Situated Learning. Legitimate Peripheral Participation*.

[5] Bendix Petersen, E (2007), "Negotiating academicity: postgraduate research supervision as category boundary work", in *Studies in Higher Education*, 32:4, s.475-487.

**Disclosure of Interest:** None Declared

**Keywords:** Gender perspective, Postgraduate Supervision





*02 Scholarship of teaching and learning*

**DIGITAL TOOLBOX ASSESSMENT FOR LECTURERS**

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<sup>1</sup>Educational development unit, University of Bern, Bern, Switzerland

**Abstract Summary:** The educational development unit of the University of Berne has created a *Toolbox Assessment*. This digital instrument provides the lecturers with an easily accessible repertoire of methods of assessment. These methods are classified according to a combination of different theoretical approaches and we are interested in receiving feedback on this classification.

**Abstract text:** This practice orientated topic focuses on contemporary assessment. As we are undergoing changes in teaching we should not neglect thinking about appropriate methods of assessment. There is much more than traditional written tests at the end of a learning period. In addition to the variety of types of assessment, not all of these methods intend to rate the students. They rather deserve continuous feedback on their learning process, while the source of this feedback may vary. In order to help the interested lecturers, the educational development unit of the University of Berne has created a *Toolbox Assessment*, a digital repertoire of methods of assessment.

After a short introduction, the users view several filter criteria. By ticking the boxes for the correct number of learners, the required type of result, the possible source of feedback and the appropriate type of task, the lecturers receive a list of applicable methods of assessment. By clicking on the different items in the list, which are ordered according to accuracy of fit, the users are provided with a short but clear description of the method.

In this round table session we would like to give a brief introduction on the *Toolbox Assessment* and then discuss the classification of the methods of assessment. So far we have used a combination of different theoretical approaches, whereas the six levels in Bloom's taxonomy of the cognitive domain form the basis.

We are very much interested in seeing how our colleagues classify methods of assessment. As a matter of course, we are open to more general feedback on our *Toolbox Assessment*.

**Disclosure of Interest:** None Declared

**Keywords:** Assessment, feedback and formative assessment, toolbox

*01 Discipline specific educational development*

**SOFT SKILLS' EVALUATION IN TEXTILE ENGINEERING AND DESIGN**

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<sup>1</sup>University of Zagreb, Zagreb, Croatia

**Abstract Summary:** The aim of study is to gain insight into the perception of students to the soft skills that are important for their future profession. Study compares the perception of soft skills' importance among three different student groups (technologists, designers and industrial designers). The results indicated high differences in the perception among groups and rather high consistency within a group.

**Abstract text:** There is a growing awareness of the importance of higher education to produce highly skilled graduates that will be able to respond to complex needs of their workplace [1-3]. The concerns have been expressed regarding the gap between the hard skills and soft skills that students obtain during their education and significant effort is given to the popularisation and recognition of soft skills. The aim of this study is to gain insight into the perception and attitude of students to the soft skills that are important for their future profession and successful entrance into the labor market. Furthermore, the intention is to compare the perception of soft skills' importance among three different student groups that study at the same faculty, according to quite different curricula. In the survey participated the three groups of students at master's degree levels at the Faculty of Textile Technology in Zagreb: textile technologists (dominantly technical courses in their programme), textile designers (dominantly artistic courses in their programme) and industrial designers (both technical and artistic courses in the programme). The outcomes of previous projects, regarding the list of most important soft skills, are used to build up the pilot questionnaire [4, 5]. In the questionnaire is included set of 30 soft skills and students were asked to rate their perception of importance of each listed skill for the success in employment and work. The results of the survey indicated significant differences in the perception of most and least important soft skills among different groups of students. Regarding the definition of skills which all students consider most important for employment and work, students of textile technology indicated a number of skills - learning skills, self-awareness, tolerance to stress, commitment, life balance, communication, teamwork, contact network, negotiation, conflict management, customer/user orientation, and management skills. In contrast to this, textile designers indicated only one important soft skill – creativity. Students of industrial design indicated three methodological soft skills – commitment, life balance and culture adaptability. Regarding the skills that are considered least important, the students of textile technology did not point out at any. The interesting fact is that textile designers indicated a number of skills, mainly those that were indicated as most important by textile technologists. Industrial designers pointed out leadership, management skills, decision making, results orientation and continuous improvement. The results indicated high differences in the perception of skills' importance among groups and rather high consistency between the perceptions of the students within a group. The results will further be used for the comparison with the employers' perception and in development of soft-skills-related pedagogical tools and digital credentials.

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**Disclosure of Interest:** None Declared

**Keywords:** design, Engineering, evaluation, Higher Education, soft skill

**04 Strategic educational development**

**THE ICED INTERNATIONAL SURVEY OF THE TRAINING OF TEACHERS IN HIGHER EDUCATION**

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**Abstract Summary:** The survey related to: national policies and frameworks; university policies and frameworks; courses and teachers; evaluation and research; the influence of national educational development networks. We will consider the themes and their strategic implications for educational development. Participants will be able to situate their own practice in an international context, and to share experience.

**Abstract text:** In marking twenty years since its foundation in 1993, ICED surveyed member networks to ascertain policies and practices related to the preparation of university teachers worldwide. In April 2013 ICED Council members were invited to respond to the "The ICED International Survey of the Training of Teachers in Higher Education". The survey invited responses related to five areas: national policy and frameworks; university policy and frameworks; courses and teachers; evaluation and research; and influence of national educational development networks. The responses provide a rich representation of similarity and diversity of policy and practice. Presentation of the survey findings from 14 nations will be augmented by reference to case studies presented in recent research conducted by Spain's national educational development network, REDU (2013). The round table discussion will provide the opportunity for participants to engage in a consideration of the key strategic themes emerging from the survey, for example, challenges in evaluating the effectiveness of teacher preparation programmes and the transferability of qualification between institutions. Participants will be invited to share ideas and practices from their own institutions, networks and nations. The Round Table discussion will be led by members of ICED Council.

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**Disclosure of Interest:** None Declared

**Keywords:** International Project, Pedagogical Development Programmes, Professional Development, Teacher Training

#### ***04 Strategic educational development***

### **DIVERGENT PATHS TO PARALLEL ENDS – TWO ROUTES TO THE DOCTORAL DISSERTATION**

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**Abstract Summary:** This paper discusses two ways of writing dissertational work; article-based thesis and monograph respectively. Practical challenges in facing these two genres during the dissertational work is analysed with respect to mastering writing phases and publishing demands both during and after the dissertational work.

#### **Abstract text:**

##### *Focus and Rationale*

The aim of this paper is to document and discuss two divergent routes toward the doctoral degree and what these routes respectively represent as learning trajectories in the process of writing a thesis. It examines and compares two different routes toward the doctoral dissertation: an article-based thesis and a monograph. Two unique stories are told about the struggles and challenges both face during the different dissertation writing phases, as well as the author's divergent challenges with respect to publishing their research in the aftermath of their dissertational work.

##### *Methods and empirical basis*

The paper draws on sources from two authentic doctoral processes reflecting actual experiences from writing in the two mentioned formats. These different processes are analysed and discussed in relation to the notion of academic genres and how these formats challenged the candidates in different ways by facing dissimilar academic standards and genre demands (Kwan 2006). Empirically, the paper draws on various feedback sources from the writing phases of the two respective doctoral dissertations, based on authentic comments from editors and reviewers, feedback from supervisors, and half-way and final assessments of the dissertational work. These sources are discussed in relation to the concept of academic genre and genre learning on the path to becoming scholars. The dissimilarities between the monograph- and the article-based thesis illustrate the requirement of mastering genre formats as an essential component in scholarship.

##### *Theoretical framework and outcomes*

The different genre-pathways represented in the monograph and article-based thesis appear as two very different points of entrance to mastering an academic genre. These two pathways are discussed in relation to both specific genre literature and to research on learning to master academic genres (Swales 2004, 2009). The concepts of genre are analysed in relation to a Vygotskian conception of learning as an amalgamation of internalization and externalization of knowledge (Daniels 2001) as well as Anna Sfard's (1998) reflections on learning as a combination of knowledge acquisition and participation in knowledge practices. Based on these discussions, this paper reflects the need to adjust supervision in relation to the specific genre demands of academic writing, including a more explicit pedagogy of academic writing as part of doctoral education.

##### ***Audience Engagement***

Our plan is to present this as one of three papers in a symposium titled "Developing doctoral education – experiences and perspectives" chaired by professor Kirsten Lycke, University of Oslo. After a short introduction and paper presentations, the chair will suggest themes/questions for discussion. Before a plenary discussion, buzz-groups will ensure active engagement of participants during the session.

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**Disclosure of Interest:** None Declared

**Keywords:** academic genre, doctoral education, thesis-writing

**01 Discipline specific educational development**

**INTERPROFESSIONAL EDUCATION - TO LEARN WITH, FROM AND ABOUT EACH OTHER - IS IT POSSIBLE?**

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**Abstract Summary:** The participants in a teacher course appreciated their own interprofessional learning. They also thought interprofessional education for students was important but half of the teachers did not know how to organise it. To fulfill the goal of implementing IPE in all study programmes the organisation needs to be involved at all levels and the strategic work at KI will be presented.

**Abstract text: Interprofessional Education - to learn with, from and about each other - is it possible?** Introduction:

Interprofessional education (IPE) occurs when students from different health care professions learn with, from and about each other (**CAIPE 2002**). The aim is to enhance collaborative learning and good cooperation between different professions to improve human health (WHO, 2010). One important factor in implementing a sustainable IPE at a medical university is to involve all levels within the organization and to explore the teachers' attitudes to IPE (Hammick et al 2007). Karolinska Institutet is a medical university offering 13 undergraduate programmes and has decided to implement IPE in all study programmes. The Unit for Medical Education offers courses in higher education to all teachers at the university and the participants from all professions are invited. To be able to support the teachers in the courses to fulfil the strategies for IPE at Karolinska Institutet in Stockholm a survey about their perceptions was performed.

**Aim:** To study if and how interprofessional learning takes place in the teacher courses and how the teachers perceive their own possibilities to organise interprofessional education for students from different programmes.

**Method:** During spring 2009 all teachers in three courses in higher education were asked to answer a questionnaire at the end of the course. The questions concerned how the teachers' perceived the effect of the interprofessional mix on their own learning in the teacher course, their own possibilities to arrange IPE for students, and their need for further support to be able to organise IPE.

**Results:** In total 44 teachers from the three courses participated in the study. A majority (n=40, 91%) of the teachers thought that the mix of professions supported their learning. Twenty of the teachers (46%) stated that they had possibilities to create IPE for students, however 14 had not, nine did not know. Obstacles for organising IPE for students were according to the respondents: lack of knowledge about what IPE means and how to organise it, lack of will to perform IPE among teacher colleagues and students, lack of organisational support and lack of collaboration between different programmes.

**Conclusion:** The fact that almost half of the respondents considered it impossible or did not know how to create IPE for students makes it necessary to explore how different models of IPE can be organised and what organisational support is needed.

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**Disclosure of Interest:** None Declared

**Keywords:** Interprofessional education, Interprofessional learning, Teacher education

*03 Scholarship of educational development*

**GUIDING TEACHERS IN REFLECTIVE LEARNING**

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**Abstract Summary:** Academics are encouraged to both practice reflective learning and encourage it in their students. This is not an easy process to develop and apply. In this workshop participants will test their current understanding of reflective learning, explore some adaptive applications of reflective learning and discuss how they might assist teachers in developing better practices throughout their teaching.

**Abstract text:** Reflective learning is a critical outcome of university education. In many cases we assume university teachers are capable of promoting it, designing suitable educational experiences and integrating assessments that encourage deep, reflective learning. This workshop draws on a large body of developmental work that was undertaken in 2013. It provides an opportunity to explore some new, innovative perspectives on reflective learning, examining how it can be adapted to different educational contexts, such as work-integrated learning and capstone years of study. The workshop will focus on two perspectives: ourselves as reflective learners and the role of educational developers in guiding teachers' use of reflective learning.

The workshop will commence with a quick review of some key concepts and models before exploring a range of applications of reflective learning. Participants will have the opportunity to evaluate their own application of reflective learning before its broader use in university learning contexts is explored. We will also review how these principles might be adapted into different learning contexts. In the latter part of the workshop we will focus on how educational developers can best assist university teachers in integrating reflective learning into their own development and applying these same principles into their teaching. The discussion will include consideration of design of reflective learning, assessing student reflections and providing feedback to students on their reflection.

By the conclusion of the workshop participants will have:

- developed a stronger understanding of reflective learning;
- explored some useful reflective learning samples;
- evaluated their own effectiveness in promoting reflective learning and
- identified some effective strategies that might be employed in their role when supporting teachers' implementation of reflective learning in their roles.

**Disclosure of Interest:** None Declared

**Keywords:** Integrative reflection, Reflective learning , Reflective practice



*05 Educational leadership/ Academic leadership*

**COMPARISON OF FOUR DESIGNS FOR EDUCATIONAL LEADERSHIP PROGRAMS**

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**Abstract Summary:** Excellent academic education requires skilled teachers and competent program directors who can identify opportunities for change and respond effectively to emerging needs. Central in this session is the analysis of similarities and differences between four different programs on educational leadership all aiming to achieve development of leadership within a community.

**Abstract text:**

**Theoretical Introduction:**

Excellent academic education requires skilled teachers and competent program directors who can respond effectively to emerging needs, and be prepared to take action (Steinert, 2012). The role of a program director is a complex role. A program director should be qualified as: (1) expert in their own discipline, (2) educator, (3) leader and manager, (4) researcher and (5) communicator (Bordage, Foley & Goldyn, 2000). Regarding faculty development for educational leaders a paradigm shift is going on from training to development. Leadership is not discussed from theory and models only, but learners discover and nurture leadership in them and in each other (Antonacopoulou, 2004).

O'Sullivan (2011) created a model to guide a more productive line of inquiry in faculty development. This expanded model is grounded in social systems and focuses on two communities of practice: the faculty development community and the classroom/clinical workplace community. This model brings faculty members from different disciplines together to learn from each other. This is in line with Steiner's ideas regarding faculty development: faculty development initiatives should systematically address a wide range of topics, including personal and interpersonal effectiveness, leadership styles and change management, conflict resolution and negotiation, team building and collaboration, and organizational change and development (Steinert; 2011, 2012).

**Method**

Four different leadership programs will be presented and analysed:

1. Educational Leadership (Utrecht University, the Netherlands)
2. Educational Leadership (Karolinska Institutet, Sweden)
3. Leadership in Health Professions Education (RCSI, Ireland)
4. Inspiring for educational quality (Maastricht University, the Netherlands)

**Format of the session**

After an introduction on guiding learning principles for faculty development, the four programs will be presented. Central in these presentations are the similarities and differences between the programs. Based on the O'Sullivan model the relationship between the program and workplace will be highlighted.

Finally there will be time for discussions about strengths and weaknesses of the programs, lessons learned and discussion for future research.

**Audience Engagement**

The audience will be invited to write strengths and weaknesses of each presented program. In the discussion these strengths and weaknesses will be summarized on flip chart and discussed.

**Disclosure of Interest:** None Declared

**Keywords:** faculty development, leadership, leading change, Professional Development

#### *04 Strategic educational development*

### QUALIFIED TO TEACH: THE IMPACT ON PROFESSIONAL DEVELOPMENT OF NATIONAL STANDARDS AND KPIS WITHIN A MARKETISED HE SECTOR

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**Abstract Summary:** The marketisation of UK higher education has increased the need for faculty teaching qualifications. Faculty development has expanded from initial professional development for an academic award to accreditation schemes against a national standard for all types of teachers. We discuss the problems and benefits of this shift in three UK institutions.

**Abstract text:** The 'rapid marketisation' (Bell 2013) of UK higher education, begun in 2003, is now characterised by full cost tuition fees; a National Student Survey purporting to represent student satisfaction with programmes; a removal of limits on the numbers of students institutions may recruit; and the annual collection and publication of 'market information' for every programme (Key Performance Indicators) and institution, to which has recently been added the teaching qualifications of all faculty. Gibbs (2013 p10) summarised a number of historical trends in educational/academic development, including the shift from academics being amateur teachers towards professionalisation, noting "the latest proposals in the UK to inform customers (we used to call them students) about what they are getting for their money, [including] publicly collated data stating the percentage of a University's teachers who possess professional teaching qualifications". In prospect is a requirement for academics to demonstrate continued professional development to retain their accreditation.

Institutions are using academic developers to achieve professionalisation and accreditation. As Ling, Fraser and Gosling note (2013 p114), with student-driven university funding, "University strategic plans will impact on the nature of academic development work and lead to further imposition of key performance indicators on academic developers". One such performance indicator is the proportion of staff with teaching qualifications. A recent EU report on *Improving the quality of teaching and learning in Europe's higher education institutions* (McAleese 2013 p64) recommends that "All staff teaching in higher education institutions in 2020 should have received certified pedagogical training." In the UK, imposed market forces are driving this. While new and aspiring faculty recognise the career benefits of gaining a teaching qualification, both sessional (adjunct) faculty and senior faculty are now increasingly drawn into the net. Typical provision was once a postgraduate certificate in teaching in HE, or in academic practice, for new faculty. In 2005 a national standard for university teaching was introduced, the UK Professional Standards Framework (PSF), independent of academic level or credits. Institutions now use the PSF to accredit their programmes and other professional development provision. Recent research by SEDA into the impact of UKPSF concluded that, "the UKPSF has been influential across the sector in changing institutional practice", and had particularly led to shaping accredited courses and influencing institutional CPD frameworks (HEA 2013 p7).

Three brief case studies of institutions illustrate these changes in the provision of professional development and accreditation. As faculty become, to varying degrees, conscripted to professional accreditation, it may become an end rather than a means, and its utility as an indicator of student experience, previously noted by Gibbs (2013), may be undermined.

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**Disclosure of Interest:** None Declared

**Keywords:** faculty accreditation, faculty development, key performance indicators, marketisation

*02 Scholarship of teaching and learning*

**COMPLETELY DIFFERENT OR NOT TOO FAR APART? EXPLORING THE RELEVANCE OF SOTL RESEARCH ACROSS DISCIPLINES**

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**Abstract Summary:** We will analyze qualitative data collected at Innsbruck University to find out whether the relevance of SOTL findings for teaching practice is influenced by disciplinary affinity and whether disciplinary preferences emerge for specific aspects of teaching and learning. Based on our findings, we will outline the impacts of SOTL research on educational development across disciplines.

**Abstract text:** Among the approaches used to enhance teaching in higher education, courses and workshops take the lion's share (see Lee, 2010). However, a predominant focus on instruction scarcely mirrors typical academic settings, where research, writing and publications drive scholarly discourse. The field of the Scholarship of Teaching and Learning (SOTL) addresses this discrepancy. However, as scholars investigate questions relevant for their own discipline (Huber & Morreale, 2002), SOTL research may find little resonance beyond the author's own field (see Huber, 2002). This paper addresses this challenge by investigating in which ways academics' research into their own teaching is relevant for teaching and learning in other disciplines.

To investigate this question, we will analyze qualitative data generated within Innsbruck University's staff development scheme for junior scientists. Academics from a variety of disciplines provided written statements concerning the relevance of their colleagues' SOTL research for their own teaching practice. Based on a review of existing research within the fields of the Scholarship of Teaching and Learning (Brew, 2011; Potter & Kustra, 2011; Kreber, 2003) and SOTL in the disciplines (Healey, 2003; Trigwell, 2011), we will devise a conceptual framework for the analysis of the academics' responses. We will use this framework to identify patterns concerning (a) which aspects of teaching and learning in higher education the responses refer to and (b) which disciplines their authors stem from. By doing so, we expect to find out whether the relevance of SOTL findings for teaching practice is influenced by disciplinary affinity and whether disciplinary preferences emerge for specific aspects of teaching and learning in higher education.

Based on the Innsbruck example, we will finally delineate the impacts of SOTL research on educational development beyond specific disciplines. These manifest in (a) a growing body of scholarly research on teaching and learning, (b) sustained knowledge in the scholarship of teaching and learning and (c) the emergence of faculty- and department-specific communities of practice. We will also provide recommendations for implementing a research-based approach to educational development in higher education.

**Disclosure of Interest:** None Declared

**Keywords:** Academic disciplines, Scholarship of teaching and learning

#### *04 Strategic educational development*

### PLACES AND SPACES: STAFF AND STUDENT PERCEPTIONS OF THE EXPERIENCE OF PHYSICAL SPACES IN HIGHER EDUCATION UNIVERSITY FACILITIES

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**Abstract Summary:** This paper explores the development of a research method to explore the places and spaces of higher education. My research takes de Certeau's (1984) position about place and space and explores perceptions of the user experience through a series of walking interviews that enable the interviewees to present their everyday experience of the built environment and their interpretations.

**Abstract text:** This paper explores the development of a research method to explore the places and spaces of higher education. Barnett (2013) suggests a social construct of a university that can then be made visible or real: I suggest that such universities might be represented by physical environments that are open, accessible, flexible, responsive, civic, communal, interactive, functional, networked. The challenge for university leaders, estates managers and design teams is to conceive how these environments are made evident for the members of the university through building and campus planning. Collini (2012) asks '*What are universities for?*' and suggests that they are not simply about funding, impact or access (2012: p xi): shared characteristics specific to individual institutions; but that universities have distinctive roles or functions. The research question 'how do staff and students perceive their experience the physical spaces of the HE learning environment' seeks to explore how the built environment affects learning and the student experience.

My research takes de Certeau's (1984) position about place and space and suggests that institutions seek to create places where learning takes place; but that staff and students have to 'make do' with the spaces provided. Space is 'practised place': it is transformed by activity such as the users, in HE staff and students. There is an opposition between places and spaces that is reducible to 'being there' (place) and to operations and actions (spaces)(de Certeau, 1984: p 118).

This paper focuses on developing a research method to explore both the aspirations and intentions of institutional champions of place making and the perceptions of the users. The research approach is phenomenological, to enable the members of stakeholder groups to provide insights into their experiences and reasonings, and enable me as the researcher to see things from the interviewee's point of view (Denscombe 2010). It follows that a walking interview is appropriate for considering 'being there'. The walking interview is a hybrid of interviewing and participant observation and has the advantage of empowering and building rapport with participants (Carpiano in Jones 2008). This paper will discuss the implementation of the walking interview as a method of exploring perceptions of the learning environments and the impact on learning and teaching. It will consider findings from walking interviews and from site observations to explore emerging themes relating to experience of place and space, that unpack de Certeau's (1984) intersections of places and spaces to build theories to inform the design and procurement of future learning spaces.

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**Disclosure of Interest:** None Declared

**Keywords:** learning and teaching, learning environment, perception, place and space

#### ***04 Strategic educational development***

### **DEVELOPMENT AND EVALUATION OF GRADUATE STUDENT ACADEMIC PORTFOLIO**

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**Abstract Summary:** Graduate Student Academic Portfolio (GSAP) is a document for graduate students who want to be professors to reflect past activities such as education and research and draw career paths. Seven graduate students wrote GSAPs in a workshop which was implemented to support them for writing. All attendees were satisfied with GSAP and GSAP would be an effective document for graduate students.

#### **Abstract text: Background**

We started Preparing Future Faculty Program at our university in April 2013. Through communication with graduate students during the program, we found that they felt difficulty to develop their career paths towards professors and needed support. Therefore we adopted a portfolio program as a solution and in this regard, we chose Seldin's Academic Portfolio because it had features like emphasizing on reflection, integrating whole activities, and setting goals. We also thought that support for the developing process is important and designed a workshop.

#### **Purpose**

The purposes of this paper are 1) to develop and evaluate Graduate Student Academic Portfolio (GSAP) which is Academic Portfolio for graduate students who want to be professors in the future, and 2) to implement and evaluate GSAP Workshop where the graduate students write GSAPs.

#### **Graduate Student Academic Portfolio (GSAP)**

GSAP was developed based on Academic Portfolio (AP) for graduate students who want to be professors in the future to reflect education, research, and additional activities and draw their career paths. Compared to AP which is a tool for faculties and mainly focuses on past, GSAP is a tool for graduate students and mainly focuses on the future.

#### **- Structure**

GSAP contains sections of education, research, additional activity, integration, and goal. In the education and research sections, graduate students write their philosophy, methodology, experience, and activities for improvement. In the additional activity section, they write their additional activities in graduate student life which influence education and research. In the integration section, they write mutual effects among education, research, and additional activity. In the goal section, they write long-term and short-term goals of academic life.

#### **GSAP Workshop**

Writing quality GSAPs requires considerable time and sincere commitment. We thought support for writing process is crucial because it could foster graduate students' profound reflection and thought. In order to provide this environment, we designed and held a GSAP Workshop. It has several features such as providing assignment prior to the workshop, setting at least three one-on-one mentoring meetings with the same mentor, and sharing the final draft as a presentation. Seven graduate students participated in the workshop.

#### **Evaluation**

##### **- Methodology**

Before and after the workshop, attendees responded to surveys about expectation and evaluation of GSAP and GSAP Workshop.

##### **- Results and discussion**

###### **1) GSAP**

All attendees were fully satisfied with GSAP. They could reflect education, research, and additional activities. Especially they appreciated that they could think education philosophy which they had not had a chance to consider in graduate student life. And they could draw career paths based on what they had done and they would like to do in the future. Therefore, these results suggest that GSAP is a valuable tool for graduate students to reconsider themselves.

## 2) GSAP Workshop

Five of seven students thought that GSAP Workshop should be changed. One of the problems is that there were two attendees who felt that mentoring was not effective and it could not help for them to draw a whole picture of GSAP during the workshop. The problem implied that though there had been mentors' meetings to resolve problems in mentoring, conducting those meetings solely was not effective for quality assurance of mentoring. Therefore, it is better to monitor mentoring based not only on mentors' comments but also on mentees' ones.

### **Implication**

The implication is that 1) writing GSAP has benefits for graduate students to reflect their past activities and draw their own career paths, 2) GSAP Workshop should be changed in several points such as the quality assurance of mentoring.

### **Audience Engagement**

GSAP could benefit a number of graduate students and it should become widely used. Therefore, we would like to discuss the methods of dissemination of GSAP and extension of GSAP Workshop.

**Disclosure of Interest:** None Declared

**Keywords:** academic portfolio, graduate students, preparing future faculty, program evaluation, workshop development

**05 Educational leadership/ Academic leadership**

**STUDY PROGRAM LEADERSHIP IN NORWEGIAN HIGHER EDUCATION.**

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**Abstract Summary:** With the changes in HE the last years with increased student numbers, expectations of innovative teaching and modularized, complex study programs, we can perceive an increased need for educational leadership. This case study takes a first step in developing educational leadership further with an attempt to understand how program leadership is described and experienced at one Norwegian university.

**Abstract text:** In this paper my research questions are: *How do universities in Norway define the study program leaders' role and responsibilities? And how is the role experienced by the program leaders themselves?* In the following I will give an account of the background, theoretical framework and methodological approach for the study.

Norwegian higher education has been through vast changes the last 10-15 years. As for the rest of Europe, Norway has had a great increase in student numbers, and as a consequence of the Bologna process there has been implemented several reforms related to teaching and learning quality in the sector.

These reforms have brought with them a demand for curricula organised in study programs in a 3+2+2 structure, with bachelor, master and PhD degrees. In the Quality reform (St. melding nr. 27, 2000-2001) implemented in 2003 it is stated expectations for student active teaching and varied learning and assessment methods.

The evaluations of the reforms show that institutions have implemented new learning and assessment methods, but have at the same time kept the old ones (Michaelsen and Aamodt, 2007). The programs' structures are also more modularised and complex (Karseth, 2006). Together with the increased student numbers this has resulted in time and attention pressure on both academic staff and students. Dysthe et.al (2006) discusses how institutions can maintain high learning quality within the estimated time-frames and reduced resources; they argue that pedagogical consciousness and competence, structuring, and design of the teaching environment and the study programs are important quality factors. These factors are natural components in educational leadership, and can be ensured and promoted by leaders of study programs.

Within the higher education research field it is a great deal of research on leadership and management (For instance Ramsden, (1998), Knight and Trowler (2001), Bleiklie, (2005) and Bryman (2007 b)), however most of the research concerns the departmental or institutional level. With the changes in expectations in higher education in recent years both from the governments and the students we can perceive an increased need for high quality educational leadership at the study program level. A first step in developing educational leadership in Higher education further can be to understand how study program leadership is defined and experienced today.

As a theoretical background I will use evaluations of the reforms, but also theories from leadership in higher education (e.g. Ramsden, 2000, Knight and Trowler, 2001, Johnston and Westwood, 2007). As some research (e.g. Dysthe et al., 2006, Stensaker, 2004) show differences amongst how the reforms and policies are adapted in different academic disciplines and institutions I will also discuss the research questions with reference to theories on academic, pedagogic and organisational identities (e.g. Henkel, 2000, 2005, Bernstein, 2000, Becher and Trowler, 2001 and Stensaker, 2012).

To answer the research questions I accomplish a case study. Yin (2009) states that case studies are a preferred method when: how and why questions are being posed, the investigator has little control over events, and the focus is on contemporary phenomena in a real-life context. The case study will be inspired by Stake's (2006) approach and seek out the multiple perspectives of those involved in the case. The data material consists of both document analysis and semi-structured interviews at one Norwegian university. This work is part of my PhD project on educational leadership in higher education in Norway. The project consists of a multiple case study in three of Norway's eight universities.

As I am familiar with HE in Norway I will be very interested in other participant's thoughts, critique and reflections on my interpretations of the document analysis and interviews from one of the universities, and will bring in questions and discussion topics to the participants.

**Disclosure of Interest:** None Declared

**Keywords:** Academic identity, change, Study program leadership



#### **04 Strategic educational development**

### **STRATEGIC DEVELOPMENT OF EDUCATIONAL TECHNOLOGIES**

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**Abstract Summary:** A case study of a University project on potential for social media as educational technology. Analysis shows the value of understanding social media in relation to formal ICT systems (Learning Management Systems). *Risk* and *autonomy* are used for analysing. Results show situated differing perceptions of risk and autonomy, where established academic hierarchies were both performed and questioned.

**Abstract text:** This paper addresses strategic educational development of educational technologies. A case study (Yin, 1994) is made of a higher education organisation exploring potential for social media as educational technology. The analysis highlights the value of understanding characteristics of social media in relation to formal information and communication systems as Learning Management Systems (LMS). Technical action is an exercise of power (Feenberg and Friesen, 2012), and the value lies in acknowledging complexity in technology adoption for education (Ferneding, 2003).

A relationship between social media and LMS is discerned by using the analytical concepts *risk* and *autonomy*, argued to be of specific relevance for higher education. Educational technology researchers use the concept *risk*, not as a theoretical or analytical concept but as describing a change where technological deterministic approaches and politicization are risk factors for (autonomous) education (Ferneding, 2003; Selwyn, 2011 and 2013). *Autonomy* in the context of the interplay between higher education and digital technology can describe a desired *learner autonomy* (Boud, 2012), or where student's expectations of *social autonomy* from digital technology can create a tension in higher education of de-professionalisation, not having the autonomy to decide not to acquire the competence (Selwyn, 2011).

In the case the willingness to deploy autonomy was highly influenced by perceived risks. Established academic hierarchies were both performed and questioned. The blurring of roles and boundaries and the paradigmatic changes that were project goals were by some perceived as highly risky business. Open and collaborative were seen as threatening integrity and expert knowledge. The presence of authority also influenced the project. In the project there was dispersed authority. At the same time the project was very grounded in articulated risks, and activities were clearly oriented towards seeking safety. A perceived risk was that the University should include and work with students on other platforms otherwise they would attend other Universities, companies or the internet for education. A boundary practice of relevance for reducing risk is informed consent. For LMS, or e-mail as work process, the issue of informed consent does not occur, but for participating in social media in different ways informed consent became an issue and articulated not so much among the participants in the project but among others in the organisation. Social media became distancing from business as usual, as should be in a strategic educational development of educational technologies, but the goal of the project was seen as 'doing social media' rather than doing development of educational technologies'. Risk aspects of social media that came up during the project were blurring boundaries and integrity, as well as misbehaviour. And at the same time social media created safe communities for students in a course connected to the project. What we see is the LMS and social media being perceived in different ways. For social media it is depending on what individuals see as safe and/or risk and what other individuals do with the material online. For some it is valuable that social commenting is made public. For some it is involved with some kind of risk. For the LMS the clear-cut boundaries can be seen as safe-making in the roles of the teacher and the student, where digital contact is one on one and the LMS is mainly for administrative purposes.

For initiatives on educational technologies there are different situated perceived risks related to autonomy that can be of value for understanding resistance to strategic development. Technology is not so much determining development, as perceived risks and ascribed link to autonomy. The orientation of student perspective in the project emphasised learner autonomy, but became a tension of de-professionalisation regarding less autonomy in relation to technology.

**Disclosure of Interest:** None Declared

**Keywords:** autonomy, educational technology, learning management system, risk, social media

## *02 Scholarship of teaching and learning*

### **HOW TO PREPARE COORDINATORS AND LECTURERS FOR INCREASINGLY INTERNATIONAL PROGRAMS?**

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**Abstract Summary:** International students often have different experiences, expectations and motivations towards their education. For lecturers and coordinators of programs this will influence the way teaching is organised and supported. The workshop will show examples of staff support in teaching international students. Participants are welcome to share their experience and best practices.

#### **Abstract text:**

#### **How to prepare coordinators and lecturers for increasingly international programs?**

##### *Introduction*

In order to compete worldwide it is essential that universities offer attractive (international) programs that prepare students for a career after their education in a globalizing world. Higher Education Institutions (HEI's) worldwide increasingly attract international students and lecturers studying and working in their institutions. This increase has a significant influence on the organization, coordination and delivery of teaching. "The challenge, then, becomes addressing the needs of both teachers and international students within the context of higher education becoming ever more pressurized and resource constrained" (*Teaching international students*, 2005, Carroll, J., Ryan, R.)

In order of importance, student satisfaction is driven by personal growth, a lively city atmosphere, the ability to learn a new language, interest in the subject area, innovative teaching methods and good teachers, and the intercultural experience. Negative influencers are in general perceived low teacher competence (specifically low language proficiency) and poorly organized university services (Ellis, H., Aart, van, J., 2013. *Key influencers of international student satisfaction in Europe*).

Lecturers are at the heart of university courses and the direct link between students and content. Students coming from abroad may have different experiences, expectations and motivations towards their own education. For lecturers this implies that they can no longer rely on assumptions about their student population and how to convey their message. There now exists both a challenge and an opportunity to tap into and utilize the cultural capital of students, to be more explicit about expectations and to include students for teaching and learning in a global setting.

##### *Seminar content*

To prepare lecturers for their teaching task many HEI's offer educational support programs for new and experienced staff. As part of the U4 partnership a 3 day workshop is offered (International Perspectives in Teaching & Learning) to coordinators and lecturers of international programs about internationalizing curricula and courses. The workshop has been organized 3 times (May 2012 – Uppsala, February 2013 – Groningen, November 2013 – Gent) and be run once again Gottingen in March 2014.

The U4 is a strategic partnership between The University of Groningen/ The Netherlands, Uppsala University/ Sweden, The University of Gottingen/ Germany and Ghent University/ Belgium. The partnership stands for a preferential, but not exclusive cooperation in European and International projects, for the development of joint initiatives in research and education and for the organization and promotion of staff and student exchange.

During the seminar a brief overview of the organization, content, evaluation and results of the U4 workshop will be given. In addition an overview will be given of the educational support programs for lecturers from the University of Groningen and the University of Uppsala around internationalization.

##### *Seminar goal*

The goal of the seminar is to exchange best practices, experiences and relevant themes with the participants. The presenters will share the outline of the U4 program and wish to learn from the participants. The exchange of information and experiences will give the facilitators and participants input on how to organize the support for coordinators and lecturers of HEI's on internationalization.

##### *Seminar discussion*

The overview will serve as input for a discussion and exchange of experience around the following questions and topics:

- How are lecturers at your HEI prepared/ supported for teaching to international students?-- What kind of support is there for internationalization at the organizational level of your HEI?
- Which challenges and opportunities do lecturers face in the international classroom?
- What are your examples of best practices with the international classroom?

**Disclosure of Interest:** None Declared

**Keywords:** educational development, Internationalisation of Higher Education, Program Development, staff development, student support

*05 Educational leadership/ Academic leadership*

**STUDENT EVALUATIONS OF TEACHING EFFECTIVENESS: RESEARCH FACTS AND METHODOLOGICAL ISSUES**

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**Abstract Summary:** Amidst recent public debates on deteriorating quality of education in institutions of learning, this study aimed to investigate students' evaluations on the teaching effectiveness of lecturers and the methodological issues related to this method of evaluation. Recommendations on alternative measures of evaluating teaching effectiveness were also discussed.

**Abstract text:** The pressing need for greater accountability and improvement in quality of education is a major concern of educational stakeholders amidst recent public debates on deteriorating quality of teaching in institutions of learning. Although there have been countless discussions and debates related to effectiveness of teaching, the issue has yet to be resolved. In response to this limitation, this study sought to accomplish two objectives. It aimed to determine students' perceptions towards the teaching effectiveness of their respective lecturers and the methodological issues related to this method of evaluation. The study employed a quantitative research methodology using students' end of semester evaluations to assess teaching effectiveness of lecturers in a teacher education institute in Malaysia. A total of 4768 student evaluations were collected and analyzed. Analysis of the data showed that none of the aspects surveyed on lecturers' teaching effectiveness was given an 'excellent' rating by the students. Instead, empirical data revealed that teaching effectiveness of the lecturers were perceived as either 'good' or 'very good'. The findings showed that lecturers performed better in aspects related to course content, human capital development, commitment in teaching and learning, student feedbacks and motivation while there were other aspects that students considered needed improvement. When evaluations of lecturers' teaching effectiveness are seriously considered, it may serve multiple purposes. The information gained serves to disclose areas of knowledge and skills that lecturers need to consider for further personnel enhancement. Faculty heads may also benefit from this finding as they would be better informed of the teaching staffs' performance. This result can assist them in making fairer and better decisions in determining pay increase, promotions, tenure as well as designing relevant continuous professional development courses for the academic staffs. However, complete reliance on student evaluation as the main indicator to assess lecturers' teaching performance would be counterproductive. Hence, this study also aimed to discuss several methodological issues related to this method of assessment. Recommendations on alternative measures of evaluating teaching effectiveness were also included in this report.

**Disclosure of Interest:** None Declared

**Keywords:** student evaluation, teacher education, teaching effectiveness

### *03 Scholarship of educational development*

#### **CHANGES IN EARLY CAREER ACADEMICS CONCERNS AND EXPECTATIONS**

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**Abstract Summary:** In this session we explore the changes in early career academics concerns about being a university teacher and examine how novice university teachers' concerns change as their teaching experience grows. The presentation is based on the results of the longitudinal study, data were collected by using semi-structured interviews with 15 novice university teachers over a 3-year period.

**Abstract text:** At research universities, academics are expected to produce and to disseminate knowledge. Therefore, the academics trained as researchers are often well prepared for their role of a researcher whereas many academics have had little or no formal teacher education to prepare them for their teaching role. University teacher's professional development as a teacher has been in researchers' focus of interest for a long time. Thus, different studies (Kugel, 1993; McAlpine et al, 2011; Åkerlind, 2003) suggest that university teachers pass through a number of developmental stages as they progress from beginner to expert teacher. Authors examining the models of teacher's professional development often refer to Fuller's (1969) concerns-based development model. Fuller (1969) identified the stages as: concern for *self* (primary survival as a teacher); concern for the *task* (which focuses on actual performance) and concern for *impact* (relating to positive influence upon pupils). Similar approaches of professional development can also be found in studies about university teachers. For example Kugel (1993) distinguishes five stages in university teacher's professional development: focus on self, focus on subject, focus on student. If the focus has reached the student, then subsequent development takes place towards student as active and student as independent. Kugel (1993) is of the view that university teacher goes through all these stages in his/her development. The present study focuses on novice university teacher in higher education. The aim of the study was to analyse the development of early career academics' teaching practice through their descriptions and to examine how novice university teachers' concerns change as their teaching experience grows.

A qualitative, longitudinal design with two semi-structures interviews over a 3-year period was implemented with fifteen novice university teachers from different higher education institutions and settings. The first interview were conducted in the beginning of university teachers' teaching career and the second interview were conducted 3 years later. The interviews focused on the teachers' descriptions of their teaching practice, the teaching traditions of their discipline, the major influences upon their teaching and development and the ways in which they developed over time. Fully transcribed interviews were analysed using a qualitative content analysis.

#### **Impact: Scholarly and pedagogical contributions**

The preliminary results show that early career academics' teaching practice changes slowly and very significant changes are not mentioned in descriptions of teaching practice. Changes in concerns and aims are related to changes in context, personal career or changes in teaching practice. Changes in personal career can mean that the aims are achieved and the concerns are solved, and new aims are set. Adapting with the community can also entail the solvement of the concerns.

In this presentation, we consider our findings in light of the work of academic developers. The results of this study enable to better develop the content of pedagogical courses and to better support early career academics' professional development and their career as university teachers. We plan our presentation for 20 minutes leaving 10 minutes for a discussion.

**Disclosure of Interest:** None Declared

**Keywords:** concerns, early career academic, teaching, university

*02 Scholarship of teaching and learning*

**HOW TO ENGAGE STUDENT TEACHERS IN LEARNING**

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<sup>1</sup>Department of Education and Special Education, University of Gothenburg, Gothenburg, Sweden

**Abstract Summary:** The effectiveness of using the Socratic method of teaching seminars: Opportunities for the development of higher order learning, learning skills, inclusivity, support, and engagement among all students. Especially encouraging is noting the confidence building among International exchange tertiary education students who are studying in Sweden and whose second or third language is English.

**Abstract text:** The aim of this presentation is to contribute to discussions on effective pedagogy in higher education that has as its aim to engage and motivate students in higher order learning. Effective pedagogy is defined here as any method or methods the lecturer uses to ensure student engagement in tutorials or seminars that result in the development of higher order learning skills e.g., 1, information processing, 2, critical thinking, 3, creative, 4, evaluative as well as 5, collaborative learning. Providing opportunities to link, contrast and compare information allows students to develop knowledge and interest in the content area. Supporting students *how to think* will prepare them as independent lifelong learners well for the future and the challenges they will face in both their professional as well as private lives. Based on the presenters experience and drawing on the Socratic method of teaching seminars teacher education students in Australia and most recently international students in an adult education subject at Goteborg's university 2013 have been effective in engaging and motivating students to learn. The Socratic Method of teaching is not teaching in the conventional sense. Students are not seen as passive recipients of knowledge from the expert teacher rather it is seen as a 'shared dialogue between teacher and students', it is seen as a collaborative intellectual dialogue facilitated with carefully thought out open-ended questions about a text. The Socratic method of teaching utilizes pedagogical scaffolding where students examine the different questions developed in relation to the text and presented during their seminars. Pedagogical scaffolding provides students opportunities to develop an in-depth understanding of the core concepts of the text, that in turn allows students to articulate confidently the academic discourse presented both in writing as well as verbally.

Findings suggest that the Socratic method of teaching ensures the inclusivity of all students. The collaborative intellectual dialogue that was encouraged in the seminars and draws on the idea of communities of practice (Wenger, 1998), characterized by a sense of 'joint enterprise and relationships of mutuality' (Wenger, 2000, p.229) allowed for higher order learning for all participating students. Most importantly the opportunity to discuss readings in the English language and in small group settings provided opportunities for confidence building among international exchange students with English as their second or third language studying at the university.

**Disclosure of Interest:** None Declared

**Keywords:** engagement of teachers, Higher order learning skills, pedagogical scaffolding, Socrates method, teacher training,

### *03 Scholarship of educational development*

#### **PODS, FLIPPED CLASSROOM AND STUDENT ACTIVE LEARNING IN HIGHER EDUCATION**

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<sup>1</sup>Malmö högskola, Malmö, Sweden

**Abstract Summary:** A workshop aiming to share experiences made concerning the idea of the Flipped Classroom as well as ICT and Learning within higher education, and in relation to the Scholarship of Teaching and Learning. Participants will be given an insight to the authors' experiences of facilitating student active learning in an introductory course to SOTL and the scholarly and didactic considerations behind it.

**Abstract text:** Content

We aim to share experiences made concerning the idea of the flipped classroom and ICT and learning as a valuable way of working within higher education and in relation to the scholarship of teaching and learning. Based on experiences made during the course "Akademiskt lärarskap", 5 credits, the authors aim to recreate a typical (one day) course session with a focus on student active learning, the idea of the "flipped classroom" and mediating learning.

Scholarly basis

A scholarly point of departure in our course and the workshop, draws on the idea of the "flipped classroom" where research indicates that podcasts used in the "flipped classroom way" can be an effective way of personalising the learning experience in especially on-line courses (cf. Bolliger et al, 2010; Spies, 2011). The characteristics of podcasting increase the impression of permanent contact between students and teachers and allows for a diverse range of student skills and learning methods. Even if podcasting can be a powerful tool it should serve as a complement to the traditional resources on a course (Fernandez et al, 2009). To conclude, when podcasts are presented to students, they tend to use them as a means towards better understanding (Mc Garr, 2009)

Another scholarly basis is the theoretical concept "Designs for learning" that highlights the material and temporal conditions for learning as in for example learning resources, buildings, classrooms and curriculum. However, there can also be a focus on designs in learning – highlighting the whole learning process of an individual, as a learner designs his or her way, choosing apt resources to transform her understanding into new representations. In this theoretical context communication and representation are seen as a social process of sign-making. The perspective also stresses participants' creation and production (Selander & Kress, 2010). The design oriented perspective can be used as a tool for understanding learning, recognition of learning and the conditions for learning in higher education today (Leijon & Lindstrand, 2012). Closely connected to the design oriented perspective is the idea that working with media increases motivation, encouraging both activity and cooperation in a learning situation. Working with different media forms such as sound and moving images allow participants to avail themselves of a variety of types of texts, with different affordances, and to use them as resources in a learning process (cf. Leijon, 2010).

Session outline

Participants will be given an insight to the authors' experiences of student active learning in the course "Akademiskt lärarskap" through a podcast presenting the course structure and the scholarly and didactic considerations behind it. The pod gives the group a common ground for a brain-storm aiming to a) produce further questions and b) gather experiences regarding the subject of student centered teaching and learning activities. By basis of interest the participants will be divided into smaller constellations which will then be given the task of mediating their questions and/or experiences through the production of analogue or digital posters. The posters will be presented within the workshop session and a brief discussion on the process and session topic will round off the workshop.

- Pod/introduction - 10 minutes
- Brain-storm - 20
- Group work - 20
- Mediating questions and/or experiences - 20
- Presentation - 10
- Final discussion - 10

Expected outcomes

Participants partaking in the workshop will be expected to:

- Reflect upon the benefits and consequences of student active teaching and learning activities.

- Gain hands-on experience of a "Flipped classroom" process in a higher education setting.

•  
Discuss the podcast and the idea of mediating knowledge as resource for learning.

**Disclosure of Interest:** None Declared

**Keywords:** mediating learning, podcast, Scholarship of teaching and learning, student active learning



#### *04 Strategic educational development*

### **CREATING A COMMON CURRICULUM FOR INTERPROFESSIONAL LEARNING: STRATEGIC DEVELOPMENT OF UNDERGRADUATE PROGRAMS IN MEDICINE AND HEALTH**

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**Abstract Summary:** There is a global call for strategic changes of professional programs in medicine and health care to respond to future health care needs. This paper will analyse and discuss the process and interaction within the Faculty of Health Sciences in a strategic initiative to re-design and develop the common interprofessional curriculum for professional health care programs at Linköping University.

**Abstract text:** There is a global call for strategic changes of professional programs in medicine and health care. Today the global issues of how to secure sustainable use of financial and personal resources, how to establish partnership models of health care delivery, how to improve patient safety, and how to establish effective team work and collaborative practice are part of the agenda for educational developers. Interprofessional education (IPE), in which students learn from, with and about each other, for health professionals and competency-based curricula has been promoted globally as a necessity to meet the demands of future health care (WHO 2012). However, IPE is still often not given specific attention in many training programs for health professionals (Frenk, et al 2010). Since 1986, the Faculty of Health Sciences at Linköping, Sweden, has been working with a problem-based approach to learning and an interprofessional curriculum, as corner stones of the pedagogy. These innovations were a strategic response to a threat of being closed down when the numbers of medical schools in Sweden were to be reduced (Savage & Brommels 2007), and lead to a sustainable educational practice where all health care students are involved in recurrent interprofessional learning activities throughout their study programs.

The Faculty of Health Sciences at Linköping University is now responding strategically to new global challenges of the changing health care system, and also to institutional challenges in the shift to a new generation of teachers and increasing numbers of undergraduate students. A group of professional educators across the faculty was assigned to develop a new interprofessional curriculum common for all undergraduate programs, i.e. Biomedical Laboratory Science, Medical Biology, Medicine, Nursing, Occupational Therapy, Physiotherapy and Speech and Language Pathology.

Following an analysis of the challenges for health care education in the discourses of future health care demands, and the challenges on a national and local level, intended learning outcomes for interprofessional competence were identified. Competency-based learning objectives were formulated with progression over the course of the curriculum. The learning objectives build on and add to the domains and core competencies for interprofessional practice, as defined by Interprofessional Education Collaborative Expert Panel (IECEP) (2011). IECEP suggests four competency domains, 1) Values/Ethics for interprofessional practice, 2) Roles/Responsibilities, 3) Interprofessional communication, and 4) Teams and Teamwork. We also identified a fifth domain of competence, Teaching/Learning and Pedagogy, which we suggest should be added. We argue that this domain is relevant in order to establish partnership models for health care delivery already during the professional education, since interaction between professionals, and between professionals and patients, as well as their relatives, can be seen as enactment of pedagogical processes in health care (Hult et al 2009). This paper will analyze and discuss an outline of a common interprofessional curriculum for the professional health care programs at Linköping University. In short, the curriculum comprises of three periods, with different intensity and constellation of participating programs, encompassing three weeks respectively. The undergraduate students in the faculty come together for interprofessional learning activities under three themes; I) Professionalism in Health Care; II) Patient Centered Health Care; and III) Professional Perspectives in Collaboration. In our presentation, we will explore the process of interaction with the faculty and the phases of educational development, utilizing a theoretical model for interprofessional curriculum development (Lee et al 2013).

**Disclosure of Interest:** None Declared

**Keywords:** curriculum development, health sciences, Interprofessional education

#### ***04 Strategic educational development***

### **COLLABORATION IN AND ON DEVELOPMENT WORK IN HIGHER EDUCATION, WITH PARTICULAR FOCUS ON THE EVOLVING RELATIONS BETWEEN ACADEMIC DEVELOPMENT AND TECHNOLOGY-ENHANCED LEARNING**

Diana Urban <sup>1,\*</sup>David Baume <sup>2</sup>Johannes Wildt <sup>3</sup>

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**Abstract Summary:** Higher Education will change ever faster. As AD becomes a scholarly profession, is our practice changing fast enough? Do we collaborate enough with other development functions? Participants will explore the wider world of development in higher education, in particular AD & technology-enhanced learning. We shall map our territories & plan to stay both effective and necessary, through collaboration

**Abstract text:** Universities' commitment to enhance the quality of practice in higher education continue to face challenges and opportunities. To meet these, new units and projects – including Student Support, information Services or Learning Technology – are arising alongside Academic, Educational and Staff (Faculty) Development. They are all aimed at improving practice in higher education. They are all development functions.

The growing number of national professional associations to which practitioners in these fields are affiliated face similar challenges, opportunities and changes.

These new units and functions may be felt as opportunities or as threats by established Academic Development units. We shall focus on the scope for positive and collaborative relations between Academic Development and Learning Technology, using Learning Technology as an exemplar for the other functions listed above.

Participants in this workshop will first map development units and projects, in their institutions or nationally. They will then identify how these various units relate to institutional mission and purpose. Participants will share experiences of positive cooperation or difficulty. During the workshops empirical results, models and theoretical approaches (e.g. WHITCHURCH 2008, HUBER 1975, MEYER et.al 2013, DI NAPOLI et al. 2001, PARSONS 1968) will be introduced, to be tested and applied, modified or rejected as appropriated.

#### **Outcomes:**

Participants will

- Apply different theoretical and practical approaches on how and what development, taken broadly, may look like in Higher Education in the world (especially but not uniquely with a focus on UK and Germany, and on academic development and technology-enhanced learning).
- Identify a range of development functions in their institution or organisation, and hence develop a broader useful map of development in higher education.
- Outline strategies / fresh ideas / enhanced approaches to collaborate more effectively within and across institutions on development functions.

#### **Audience Engagement**

- *Introductions of participants (10 min):* Participants will briefly identify themselves and their role(s) and interest(s) in development
- *Introduction to the workshop (10 min):* Brief instruction to the topic, offering sample stories and frameworks of different types and models of how development is situated and collaboration works.
- *Mapping the territory (20 min):* Participants work in pairs / threes to identify the various units and projects in their institution or organisation that are concerned with, in the broad sense used here, development. They may choose to go into more detail on the development topics of particular interest to them. Selected findings are shared.
- *Sharing successes and difficulties (25 min):* Participants work in pairs / threes to identify successes – and, if they wish, non-successes – in collaboration across development functions in their institution or organisation. Again selected findings are shared.
- *Action planning (25 min):* Working alone, participants plan specific collaborative activities for use on their return to their home institution or organisation. Working in pairs, they then help each other to identify possible difficulties and ways to overcome these.

**Disclosure of Interest:** None Declared

**Keywords:** awarness, collaboration, mapping the territory, technology-enhanced learning

## *02 Scholarship of teaching and learning*

### **LIVING THE DREAM? REALISING THE PROMISE OF AN ONTOLOGICAL CURRICULUM**

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**Abstract Summary:** Over the past decade, the role of statements of 'graduate learning outcomes' in the design and assurance of university curricula and learning has continued to grow. This paper examines the extent to which Australian universities are embodying an 'ontological turn' in the statements of graduate learning outcomes (GLO) currently used to shape their curriculum renewal and assurance of learning.

**Abstract text:** It is now over a decade since Barnett called for universities to educate graduates for an unknown future (Barnett, 2004). As part of that call, Barnett along with many other researchers, argued that universities needed different, more sophisticated ways of thinking about the 'graduate learning outcomes'. Different ways to think about outcomes were suggested, including how we might use different framings of knowledge concepts as curricula building blocks (e.g. threshold concepts (Meyer & Land 2005)), calls for a reorientation of curriculum design away from away from discipline knowledge content (know- what) to a focus on applied knowledge production, capability, practice (know-how) (Nowotny et al 2001, Stephenson 2002), or a framing of curriculum around 'ways of thinking' and 'being' (McCune & Hounsell 2005, Dall'Alba & Barnacle 2007). An empirically derived framework of four different conceptualisations of graduate learning outcomes described how many of these increasingly sophisticated understandings of learning outcomes were already embedded in academics' understandings of statements of 'graduate learning outcomes' (Barrie 2006). Over the past decade, the role of these statements of 'learning outcomes' (in various guises including threshold learning outcomes, subject benchmark statements, graduate attributes etc.) in the design and assurance of university curricula has continued to grow. In part this was fuelled by the increasing culture of regulation, monitoring and attempts to 'technologise' higher education (Stensaker & Harvey 2010), particularly the development and application of outcome standards for 'the assurance of learning' (Coates, 2010). In part, it was indirectly driven, through the pervasive spread of 'educationally appealing' ideas like 'assessment standards' and 'constructive alignment', which seek to explicitly link teaching, assessment and curriculum design with the identification of learning outcomes. In part the use of outcome statements was supported by a shift in focus towards the renewal of 'curriculum' as opposed to the development of 'teaching'. Education Development, as a field, has been extensively involved, willingly or unwillingly, in many of these activities over the past decade, and most of us have used and promoted statements of learning outcomes in our work. It is perhaps timely to reflect on the extent to which this work with graduate 'learning outcomes' has furthered Barnett's calls for an ontological turn for higher education. The paper examines the extent to which Australian universities are embodying an 'ontological turn' in the statements of graduate learning outcomes (GLO) currently used to shape their curriculum renewal and assurance of learning. The data includes GLO statements gathered during a 2014 review of all Australian universities published policy statements, as well as the currently published Australian Discipline Threshold Learning Outcome standards. A critical interpretative approach was taken in the analysis, which drew on Barrie's (2006) framework of conceptions of graduate attributes to support the analysis and interpretation of the nature of the epistemic and ontological foci of the statements. The findings present an insight into the extent to which a current national set of educational outcome statements reflect the different forms of learning called for by Barnett over a decade ago. The session will provide opportunities for the audience to consider their own framing of learning outcomes and the question of what a curriculum for an uncertain future might look like. Barnett's four-quadrant model of curriculum (2004) is extended and adapted to support a critical discussion of the extent to which such outcome statements provide space for an ontological dimension to curriculum renewal. The challenges and strategies for academic development in working with such statements in the context of increasing regulation over-prescription of curricula will be explored

**Disclosure of Interest:** None Declared

**Keywords:** Curriculum renewal, graduate attributes, learning outcomes

#### *04 Strategic educational development*

### **ENLARGING THE EFFECTS OF EDUCATIONAL DEVELOPMENT BY CONSIDERING STRATEGICAL ASPECTS, THE LEVELS OF THE ORGANISATION AND THE INFLUENCE OF DIFFERENT ACADEMIC CULTURES**

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**Abstract Summary:** This workshop is about the challenge of enlarging the effects of educational development. Therefore the workshop highlights three factors of success: the integration of educational development in the organisation, considering the development of teaching competences on the three levels of the organization and the reflection and consideration of the influence of the different academic cultures.

#### **Abstract text: Objectives**

At the end of the workshop the participants will be able to develop strategies to increase the effects of university didactic measures in the departments considering the different academic cultures.

The participants will be able to reflect the impact of the strategy of their universities on educational development.

#### **Contents**

In order to promote the development of teaching competences and of teaching quality this workshop demonstrates how educational development has to act constantly on the three levels of the organization (person, team, organization) to change conceptions about teaching and learning (Hilb 2010) and reflect on the strategy of their university.

Special attention is given to the fact that the approach of the educational development has to consider the different academic cultures (Becher/Trowler 2001 and Multrus 2004) in order to build and increase the acceptance of their measures.

A concrete example highlights and explains the challenges as well as the respective solutions to build and increase acceptance for educational development measures. These were implemented for different target groups at an exemplary department at KIT where initial resistance towards academic staff development and educational development was overcome.

#### **Approach**

The workshop consists of short theoretical impulses followed by discussions on the basis of practical examples /-scenarios and their systematic evaluations. The participants will actively evaluate the given examples in groups and will be able to apply their gathered knowledge their own universities and working environments.

#### **Literature**

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**Disclosure of Interest:** None Declared

**Keywords:** academic culture, implementation of measures on the three levels of organisation, Strategic educational development

*02 Scholarship of teaching and learning*

**BOB DYLAN: 'A SCHOLAR (AND LYRICIST) OF SOTL'**

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**Abstract Summary:** This paper presents an analysis of Bob Dylan's lyrics in relation to education as a stimulus for further thinking about aspects of SoTL. It is hoped that the approach will be of interest to academic developers who may be challenged to examine aspects of education and the work of Bob Dylan in a different way.

**Abstract text:** This article takes lyrics that reference concepts in education from Bob Dylan's song canon to provoke thought about the nature and role of teaching and learning. The article subdivides a range of topics according to word occurrence in lyrics; information, knowledge, understanding, skills, teachers and teaching, learning, school & schooling, university & research and questions & answers. For example in relation to both schooling and skills Dylan, in Lonesome Day Blues, says "My captain, he's decorated - he's well schooled and he's skilled." The use suggests a positive outcome from schooling in terms of skills development. What is suggested here is a way to use Dylan's provocation to engage educators into considering the practice of their profession and the construction of their conception of teaching. Should Bob Dylan have a Nobel Prize for literature? In an article addressing this Ball (2007) notes about Dylan "[that he is] telling us what we may not want to know, or what many haven't acknowledged" (p.24). In this article I take that idea and use Dylan's lyrics as prompts and challenges for educators to consider, review and reflect upon practice. In education the 'why' of learning places it within a cultural and evolutionary context that in turn allows us to better understand student motivation (Geary, 2009). If this is the case then it behoves us as educators, in any discipline, to periodically review our views on the role and purpose of the educational opportunities we help provide. With quotes from Dylan's lyrics this article aims to provide some food for thought on the 'why' of education.

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Dylan, B. (Artist). (2001). Lonesome day blues [Love and Theft].

Geary, D. C. (2009). The why of learning. *Educational Psychologist*, 44(3), 198-201.

**Disclosure of Interest:** None Declared

**Keywords:** Dylan, SoTL

#### **04 Strategic educational development**

### **CONTINUOUS DEVELOPMENT OF ACTIVE STUDENT PARTICIPATION – A STRATEGIC DEVELOPMENT PROJECT AT UPPSALA UNIVERSITY, SWEDEN”**

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<sup>1</sup>Unit for Quality Enhancement and Academic Teaching and Learning, <sup>2</sup>Centre for Environment and Development Studies, Uppsala University, Uppsala, <sup>3</sup>Environmental Humanities Laboratory, Royal Institute of Technology, Stockholm, Sweden

**Abstract Summary:** This round-table is designed to present and share experiences concerning active student participation. The discussion builds on a recently initiated project at Uppsala University aimed towards developing active student participation as a means for enhancing students learning and enhancing participation within higher education.

**Abstract text:** This round-table aims to stimulate discussion around a recently initiated project: “Continuous Development of Active Student Participation at Uppsala University”. The project was proposed by students, teachers and pedagogical developers, who saw potential for educational development in existing forms of active student participation. Having received strategic funding from the Vice Chancellor, the project will run for a period of two years. The main purpose is to create durable structures for active student participation in higher education and to support the development of both existing and new initiatives.

After a short introduction of the project’s goals and methods as well as different models of active student participation, the following questions will be addressed at the round-table:

- What is the potential of active student participation in higher education?
- How does the institutional context of a country, a university and / or a discipline, influence the possibilities to utilize active student participation as a resource in the improvement of learning?
- What support structures are needed and whom should they be designed for?

There already exist various forms of active student participation at Uppsala University. These range from education complements such as peer teaching, to institutional reforms and innovations where students have a leading role in the planning, running and development of higher education.[1] There has been considerable international attention regarding active student participation at Uppsala University as a means to improve the quality of higher education.[2] [3] Besides improving students’ learning, it can also enhance students’ ability and motivation to take responsibility for their studies and actively participate in the creation and design of their curriculum. This also strengthens the “Guidelines for Teaching and Learning at Uppsala University”, with its emphasis on students’ responsibility and participation.

However, there are indications that present practices regarding active student participation at Uppsala University are limited in scope and interaction. Among hinders for wider application throughout academia is a lack of continuity and sustainable structures at micro- and macro level.[4] This constitutes the main challenge for the project: *How can lasting models to use active student participation in a pedagogical and purposeful way, be created?*

During the round-table discussions, participants are invited to share experiences of active student participation with others from various contexts, discussing differences and finding commonalities. Together we will reflect on how pedagogical developers, students and teachers can act strategically when initiating, further developing and supporting active student participation in an effective and sustainable way.

[1] Stoddard, Isak, Rieser, Ingrid, Andersson, Sara, Friman, Eva, “Igniting a Learning Revolution: Student-Run Higher Education for Sustainable Development.” In *The Solutions Journal*. Volume 3: Issue 5: pp. 34-39, October 16, 2012 ; Hald, Matilda (ed.). *Transcending Boundaries: How CEMUS is Changing How We Teach, Meet and Learn*. CEMUS/CSD Uppsala, Uppsala University and the Swedish University for Agricultural Sciences, 2011.

[2] Harvey, Lee, “Review.” In *Higher Education Quarterly*, 0951-5224 Volume 67, No. 1, January 2013, pp 95–106.

[3] The CrED Project Secretariat. *Final report on Creative Educational Development at Uppsala University 2011-2012*. Uppsala University, 2012.

[4] Gärdebo, Johan, Wiggberg, Mattias (eds.). *Students, the university’s unspent resource. Revolutionising higher education through active student participation*. Uppsala University, 2012.

**Disclosure of Interest:** None Declared

**Keywords:** Active Student Participation, Quality Enhancement, Sustainable Support Structures

### ***01 Discipline specific educational development***

#### **DECODING THE DISCIPLINES - COLLABORATIVELY EXPLORING EXPERTISE**

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**Abstract Summary:** This workshop sets out to work on the Middendorf-Pace Decoding the Disciplines-model, allowing the participants to discern, articulate and compare their subject specific ways of thinking and practicing. In addition, the participant will as an outcome also be acquainted with a method for working cooperatively on identifying, discerning and articulating discipline specific thinking.

**Abstract text:** Working as educational developers, we daily advise diverse groups of faculty on "how to improve teaching and learning in my subject". In fact, specific ways of thinking and practicing within disciplines along with subject specific didactics, permeate most aspects of designing and realizing pedagogical development ventures at the university.

This workshop builds on the notion that however skilled a scholar might be in her subject, the teaching of the very same subject is a different concern. On the one hand. On the other hand; who is better equipped to design learning activities, than those who are experts in subject-thinking. Drawing on scholars of thinking and learning inside the disciplines in higher education, Joan Middendorf and David Pace (2004) developed the Decoding the Disciplines Model, suggested as a method for drawing on the skills of the expertise in helping the students to learn their subject. Middendorf and Pace announces the method by stating; "Using the Decoding the Disciplines model, faculty who are deeply ingrained in their disciplinary research answer a series of questions to understand how students think and learn in their field. The cross-disciplinary nature of the process clarifies the thinking for each discipline...". Working the model thus is helpful in discerning disciplinary specific ways of thinking, as well as cross-disciplinary thinking skills. The potential of using the model will be discussed in the end of the workshop.

#### **LEARNING GOALS AND OUTCOMES**

The workshop sets out to work on three of the eight steps of the Middendorf-Pace Decoding the Disciplines-model, thereby affording an opportunity for the participants to discern, articulate, and compare their subject specific ways of thinking and practicing in regards to a specific learning assignment.

After the workshop, the participants will be on their way as regards to discerning and articulating their specific subject way of thinking and practicing, a knowledge which might be employed in order to design a learning task/activity that opens up the subject for her/his students. In addition, the participant will be equipped with a method for working cooperatively on identifying, discerning and articulating discipline specific thinking. They will also be able to discern on the one hand subject specific ways of thinking as well as cross-disciplinary thinking skills on the other hand.

#### **PLAN FOR PARTICIPANTS' ENGAGEMENT**

- 1) 10 min: Facilitators' introduction of the Decoding the Disciplines Model, including examples of employment in a few various disciplines
- 2) 60 min: Workshop participants will be divided into groups of 4-5. The instruction will be;
  - a) One of the group participants describes a bottleneck commonly struck upon by the students in her/his teaching practice
  - b) The other group participants interviews her/him as regards to "How do you go about in thinking and accomplishing the bottleneck in question?" "What is the way of thinking and practicing" that you forget to tell/teach your students?"
  - c) Repeat with every group participant. The workshop facilitators helps keeping track of time and facilitating the discussions
- 3) 20 min: Follow-up on
  - a) The potential of the workshop outcomes for me as scholar
  - b) The potential for my discipline/subject
  - c) The potential for my faculty/institution/university

**Disclosure of Interest:** None Declared

**Keywords:** Decoding the Disciplines, discipline didactics, disciplinary thinking



### 03 Scholarship of educational development

## RECONSIDERING THE SCHOLARSHIP OF TEACHING AND LEARNING AS A MODEL FOR SUSTAINABLE TEACHER DEVELOPMENT.

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<sup>1</sup>UME, Karolinska Institutet, <sup>2</sup>UME, LIME, <sup>3</sup>Labmed, Labmed, <sup>4</sup>Universitetsförvaltningen, Karolinska Institutet, Stockholm, Sweden

**Abstract Summary:** Reconsidering the *scholarship of teaching and learning* as a model for sustainable teacher development.

This round table discussion aims at discussing how an in-house Journal of Teaching and Learning facilitates teachers' development by promoting teachers to explore, reflect upon, document and share their experiences.

**Abstract text:** In the context of higher education teacher training, many interventions take the form of formalised teacher training courses. This round table discussion aims at presenting an in-house *scholarship* Journal and discussing if it presents a sustainable model for teacher development.

Ernest Boyer's text, "Scholarship Reconsidered" (Boyer, 1996) offered a new point of departure for thinking about teachers' scholarly work. Boyer emphasizes that scholarship should be part of all scholarly work, and suggests that there are four different but overlapping areas of scholarship; *discovery integration, engagement*, and fourthly *teaching*. It is the teaching of students, future professionals and researchers, that is key to ensuring an informed and conscious experience as academic teacher, i.e. that practitioners know for what reason, why, and at what point, when, they should perform a specific action. This activity is central to academic organizations and universities.

This movement has run parallel with the development of formal activities for developing teachers' competence, such as for example teacher training courses and the like. At the same time, recent trends in educational research shows that informal learning is even more important for university teachers' development (Knight et al, 2006; Sharpe, 2004; Viskovic, 2006).

At the unit for Medical Education, we developed a model of scholarly teaching whereby teachers are encouraged to explore their own practice, reflect upon it from an academic and scientific perspective and then document and share their findings in local, national and when possible international settings. This was, in part achieved through an in-house journal of teaching and learning, and called the Journal of Scholarship of Teaching and Learning in Medical Education, JSOTL. In the journal, teachers at different levels of the organization are encouraged to write academic texts where they record and reflect on their practice. Each author receives supervision from educational developers before the journal entries are sent to an external reviewer. We believe the journal provides a platform for teachers engaging in development, it offers them an opportunity to work systematically, document the process of teaching and development in writing and it calls for them to reflect on scholarly teaching practice.

However, it is clear to us that many teachers within medical and health science faculties face the challenges of being researchers, health care professionals and being involved in teaching and learning for students. Professional development for these teachers, where the aim is to develop a scholarship of teaching and learning, can therefore be regarded as complex and multifaceted, time-consuming and may offer few other personal benefits. Further it proves difficult to involve many potential teachers in educational development activities after they have passed through formal training.

We would therefore like to use the round table to discuss the scholarship model, the in-house scholarly journal as a way of promoting a scholarly approach to teaching and learning and wish to raise the question; how teachers can be involved in scholarly practice outside of the formal teacher training.

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**Disclosure of Interest:** None Declared

**Keywords:** academic development practice, Scholarship of teaching and learning

#### ***04 Strategic educational development***

### **DOCTORAL EDUCATION SHAPES THE ACADEMY – WHAT SHAPES DOCTORAL EDUCATION?**

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<sup>1</sup>Uppsala University, Uppsala, <sup>2</sup>Lund University, Lund, Sweden

**Abstract Summary:** Doctoral education is reciprocally integrated with most academic practices and vital for the regeneration, legitimacy and development of the academy. Here we present issues addressed in our report on quality and leadership in doctoral education. We discuss conditions and recent developments that shape doctoral education and describe the mechanisms at work and potential consequences for the academy

**Abstract text:** For universities all over the world, the strategic importance of doctoral education has increased over the last decades. Both locally and internationally we can observe growing activity in three interrelated areas of doctoral education: policy, knowledge formation and practice. Doctoral education is moving and has become a concern for the field of educational development.

In a recent Swedish report on quality and leadership in doctoral education<sup>1</sup> we elaborate on the many different ways in which doctoral education is essential for the regeneration, legitimacy and development of the academy and all its practices.

We also describe how doctoral education to a large extent is built upon and integrated with other academic practices; primarily research but also undergraduate education and public outreach, and as a consequence is highly dependent on the organisation, infrastructure and quality enhancing processes of these.

This reciprocal relationship and interdependence between the academy and doctoral education is under-studied and recent and future changes to doctoral education, at the policy as well as at the practice level, could mean considerable and unpredictable consequence for the academy. In our report we identify an on-going shift in power over Swedish doctoral education – away from the academy and towards the political arenas and funding bodies. This shift has reshaped both content and form of doctoral education. There is a marked risk that such changes could undermine the academy's capacity to fulfil its mission.

In this paper we will discuss conditions and recent developments that is currently shaping doctoral education in Sweden and describe the mechanisms at work. We will end by addressing a few areas of particular concern for educational development

<sup>1</sup>Elmgren, M., Forsberg, E., Lindberg-Sand, Å. & Sonesson, A. (2014). *Ledning för kvalitet i forskarutbildningen*. Sweden, The Association of Swedish Higher Education, [www.suhf.se](http://www.suhf.se)

#### ***Audience engagement***

We plan to present this as one of three papers in a symposium titled “Developing doctoral education – experiences and perspectives” chaired by professor Kirsten Lycke. After a short introduction and paper presentations, the chair will suggest themes/questions for discussion. Before a plenary discussion buzz groups will ensure active engagement.

**Disclosure of Interest:** None Declared

**Keywords:** Doctoral education, Doctoral supervision, Leadership for doctoral education, Policy

#### **04 Strategic educational development**

### **CHINESE FACULTY DEVELOPMENT – DEVELOPING A NATIONAL NETWORK AND PLANNING FOR THE FUTURE**

Wisdom James <sup>1</sup>, Wenhong Song <sup>2</sup>, Fan Yihong <sup>3</sup>, Haishao Pang <sup>4</sup>, Jing Yu <sup>4</sup> and Colleagues from ICED Council

<sup>1</sup>Middlesex University, London, United Kingdom, <sup>2</sup>China Ocean University, Qingdao, <sup>3</sup>Xiamen University, Xiamen, <sup>4</sup>Center for Faculty Development, Beijing Institute of Technology, Beijing, China

**Abstract Summary:** This workshop will bring together conference participants from China, participants from other countries with experience of the rapid re-shaping of higher education and with colleagues from ICED's Council to learn about recent Chinese experience of this process, and to support educational and faculty development there in the future.

**Abstract text:** Higher Education in China is changing rapidly. It has been transformed from an elite to a mass experience, the number of students is growing swiftly and institutions are recruiting many new academics to teach and research. Academics are responding to the pressure of market forces and student choice, the prioritising of research, the development of quality assurance systems and faculty development in a culture driven from the top. Many students are being educated in large classes, and their teachers are managing extensive teaching, learning and assessment processes. Typically faculty development has been conducted in one-off workshops, with self-selecting participants.

At the same time, the contribution of Chinese researcher and practitioners to recent ICED Conferences has shown that there is a growing awareness of educational, academic and faculty development, and examples of research and implementation projects have been reported. The importance of this growth has now been reinforced with a major government-funded pilot programme for 30+ faculty development centres.

Two of ICED's aims are to help national networks to form and to develop their capacity for educational development through the sharing of good practice, problems and solutions. This workshop has been designed to bring together conference participants from China, from other countries with experience of these challenges and with colleagues from ICED's Council to learn about the Chinese experience and support educational and faculty development there in the future.

The shape of the workshop will be in three equal parts. The opening 30m will be an overview of educational development activity in Chinese universities and an analysis of the issues raised. The middle section will be issues-based small group discussions. The final 30m section will be a plenary drawing out future opportunities for collaboration, research and practice.

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Gibbs. G (2013) Reflections on the changing nature of educational development, *International Journal for Academic Development*, 16;1.

ICED (in preparation) The ICED International Survey of the Training of Teachers in Higher Education, Professor Kristine Mason O'Connor, University of Gloucestershire.

Lee, V, DeZure, D, Debowski, S, Ho, A and Li, K (2013) Enhancing international collaboration among academic developers in established and emerging contexts: moving toward a post-colonial perspective, *International Journal for Academic Development*, 16;1.

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RED-U (2013) Teacher training of university teachers, the RED-U Journal Oct – Dec 2013, online, at <http://red-u.net/>

**Disclosure of Interest:** None Declared

**Keywords:** Academic development, Educational development, Faculty development, Mass higher education , Reform of Higher Education

*05 Educational leadership/ Academic leadership*

**THE EXPERIENCES OF EDUCATIONAL INNOVATORS IN HIGHER EDUCATION: LESSONS FOR LEADERSHIP DEVELOPMENT**

Peter Draper <sup>1</sup>\*Tracey Heath <sup>1</sup><sup>2</sup>Andrea Hilton <sup>1</sup>Martha Kember <sup>3</sup>

<sup>1</sup>Faculty of Health and Social Care, <sup>2</sup>University of Hull, Hull, United Kingdom, <sup>3</sup>Staff Development, University of Hull, Hull, United Kingdom

**Abstract Summary:** This paper presents the findings of a study to investigate the experiences of 25 academic innovators at the University of Hull, UK. The implications of the findings for leadership training and the development of innovative approaches to learning and teaching are explored. Delegates will be invited to consider the implications for their own institutions through a structured exercise.

**Abstract text:** Summary: This paper presents the findings of a study to investigate the experiences of academic innovators from a range of academic departments at the University of Hull, UK. The implications of the findings for leadership training and the development of innovative approaches to learning and teaching are explored. Delegates will be invited to explore the implications for their own institutions through a structured exercise.

Background: There is an extensive literature on innovation in higher education. In recent years attention has also been paid to the importance of leadership in HE (Kennie 2012, Tourish 2012). However, little is known about the impact of leadership on the behaviour of academic innovators or learning and teaching outcomes (Lumby 2012).

Aims: To understand the contribution of leadership to innovation in learning and teaching in HE by capturing the experiences of academics who have attempted to introduce innovations in their practice; and to summarise their views on the leadership behaviours that promote or inhibit innovation.

Approach: We recruited 25 academics from a range of faculties and departments whose innovative practice has been recognized by the award of National Teaching Fellowships, University Teaching Fellowships or other markers of esteem. Using a combination of focus group and individual interviews, we explored their experiences as innovators, their attitudes to innovation, the leadership strategies they employed, and the impact of actions taken by the university's formal leaders on their capacity to innovate. Data were analysed thematically.

Findings: A rich picture has emerged of the experiences of innovating academics in which the following themes are evident:

*Innovation as an expression of disciplinary scholarship:* innovators describe a continuity between disciplinary approaches to research and finding new ways to engage students

*Innovation as leadership:* innovators described a range of strategies for vertical and horizontal influence.

*Innovation as a value:* innovation as an expression of commitment to learning and teaching and the student experience

*Innovation in context:* innovators were sometimes frustrated when the implicit culture of the institution appeared to conflict with its explicit commitment to innovation, and described ways of negotiating this conflict.

Outcomes: the findings of the study are being used to inform leadership training and support for innovation in learning and teaching.

Delegates will be invited to reflect on the implications of the findings for their own institutions through a structured exercise.

Funding: This project was supported by funding from the Foundation for Leadership in Higher Education.

**Disclosure of Interest:** None Declared

**Keywords:** Educational development, Higher education, Innovation, Innovators, Leadership development

*01 Discipline specific educational development*

**NEW THEORETICAL UNDERSTANDING OF INTERPROFESSIONAL SUPERVISION IN CLINICAL EDUCATION**

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**Abstract Summary:** This paper will examine the need for inter-professional supervision in clinical education in response to London's rapidly changing healthcare environment. Empirical data from a review of approaches to training clinical educators and related learning strategies found in curriculum documents will be examined through the lens of emerging theories of professional identity and boundaries.

**Abstract text:** In 2013 Health Education England (HEE) was established as the national organisation responsible for the education, training and personal development of every member of staff in the NHS. For the first time in the history of the NHS responsibility for the planning and management of all healthcare workers has been brought under the umbrella of one organisation with a clear multidisciplinary remit. The mandate to promote multidisciplinary education relates to drivers including the need for effective team working to respond to the complex needs of patients with long term conditions, and the emergence of new, diverse roles with varying degrees of professional status. Consequently educators are increasingly required to consider flexible inter-professional approaches to supervising learners in clinical practice.

In this paper research informing the development of inter-professional supervision in London will be presented. The research firstly undertook a mapping exercise to compare approaches used to train clinical teachers across 17 healthcare professions (Austerberry and Newman 2013). Secondly, a review of 430 curriculum documents accessible on-line for pre and post registration programmes for healthcare professions was completed (Bentall 2014). The findings of both reviews were analysed using theoretical framework based on theories of models of professionalism (Griffin and O'Keeffe 2013). The framework draws upon Larson's (1977) work examining 'professional projects', or the strategies professions use to establish and maintain their status in society, and Macdonald's (1995) extensive review of the development of recognised professions such as medicine and emerging 'semi-professionals' for example nursing. Perspectives from recently described collaborative and democratic models of professionalism (Whitty 2008) enable the framework to take into account the 'complexity' and 'super complexity' associated with current professional life (Barnett 2008). Finally the framework acknowledges the need for flexible interpretations of roles and professional identity by drawing on Greenwood and Maanaki Wilson's (2006) theory of 'hybridicity', referring to the opportunities and challenges that arise as professional boundaries become increasingly blurred in the workplace.

The findings revealed areas of synergy across the healthcare professions that could promote and support inter-professional supervision but also more subtle perspectives that may impede collaboration. The study identified common themes underpinning to teaching and learning methods used across the healthcare professions, notably experiential learning and reflective practice, that could provide a focus for inter-professional supervisory activities, especially if supported within the context of collaborative models of professionalism. Factors identified that may inhibit inter-professional supervision relate to maintaining or promoting exclusive professional knowledge and controlling entry to a profession. Examples include a focus on the ability of clinical educators to 'sign off' students or trainees as competent within disciplines; different levels understandings of learning theory and its use in practice, and also varying degrees of emphasis on inter-professional learning across the professions.

The paper will conclude by considering practical strategies to promote inter-professional supervision in the clinical learning environment including: use of a common framework to accredit clinical educators, and focusing inter-professional supervisory work on supporting learning as opposed to making assessment decisions. Finally, the paper will examine the opportunities for more adaptive, responsive professional identities to emerge to better prepare learners for the complex, challenging and constantly changing nature of professional life in clinical settings.

**Disclosure of Interest:** None Declared

**Keywords:** Interprofessional education, Learning theory professionalism

*02 Scholarship of teaching and learning*

**STUDENTS' RATINGS OF TEACHING EFFECTIVENESS: WHAT DO STUDENTS TELL US ABOUT THEIR TEACHER EDUCATION LECTURERS?**

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**Abstract Summary:** In recent years, there have been countless discussions and debates on the effectiveness of teaching in higher institutions of learning. Even with decades of research, the issue on effective teaching has yet to be resolved. Acknowledging this literature gap, this study was conducted to assess effectiveness of teaching using students' year of semester ratings.

**Abstract text:** In an increasingly diverse teaching and learning environment today, there have been countless discussions and debates on the effectiveness of teaching in higher institutions of learning. Even with decades of research, the issue on effective teaching has yet to be resolved. Acknowledging this literature gap, this study was conducted to assess effectiveness of teaching using students' rating of lecturers' performance at the end of the semester. An online survey form was used to rate lecturers' performance in one of the teaching education institutes in Malaysia. A total of 4768 ratings were collected and 120 lecturers were rated. The findings of the study reviewed that none of the ten items on lecturers' performance was given an 'excellent' rating. The students rated the lecturers as 'very good' in their teaching performance in five of the items. These five items were related to the lecturers' ability in conducting teaching learning activities in accordance to the course pro-forma; providing awareness on the development of human capital, commitment towards teaching and learning, monitoring and giving feedbacks and motivating students to pursue learning activities. The students' perceptions towards the performance of the remaining five items were rated as 'good', which was one level lower in the performance scale. The 'good' performance ratings were given to effective management of teaching and learning, implementing course assignments aligned to topics taught, engaging active participation in learning, providing thought provoking activities and giving clear presentations. In terms of the differences in lecturers' performance according to gender, the study found that female lecturers were perceived as better performers than their male counterparts. However, the differences were not statistically significant. Recommendations of the study are also included in the report.

**Disclosure of Interest:** None Declared

**Keywords:** student ratings, teacher education, teaching effectiveness

*05 Educational leadership/ Academic leadership*

**PRESTIGE IN ACADEMIC LIFE: IMPLICATIONS FOR ACADEMIC DEVELOPMENT**

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**Abstract Summary:** Recent research into motivations in academic departments has employed the idea of a prestige economy, an anthropological term that provides insights into motivation. The session draws on this to consider ways in which ideas of prestige influence faculty decisions on prioritising time and student decisions about their study, before exploring the implications for development policy and practice.

**Abstract text:** Change within universities is often viewed as problematic and hard to achieve. At times of budgetary cutbacks, the issue of academic motivation becomes particularly important. A series of recent and continuing funded research projects has employed the idea of a prestige economy, an anthropological term, to illuminate the ways in which patterns of motivation are generated and experienced within universities.

The session will explore what might be meant by prestige, drawing on both socio-cultural and psychological insights to offer a multi-perspective view of prestige. Key reference points include Gareth Morgan's metaphors of organization, Bourdieu's conceptions of field, capital and habitus and Margaret Archer's critical realist account of structure, agency and culture. The literature of extrinsic and intrinsic motivation also offers reference points.

The session frames academic life as a range of interacting prestige economies, within and among which considerations of prestige are in play. Some of the key themes include an acknowledgement of tensions in academic life, particularly between a tradition of collegiality and the competitiveness that is a feature of much of organizational life, especially where resources and opportunities are scarce. Particular issues arise in the intersections between intrinsic motivation to undertake academic work and the accommodation that has to be made with the socio-cultural norms and expectations of the department. In addition there are potential tensions between the department and the "outside" world, in an area that has been termed "academic capitalism". Further tensions arise where disciplines are brought together, either by reorganization or through the undertaking of interdisciplinary projects. All of these issues have to be managed through the working lives of members of faculty, for whom there are obvious issues of identity and of role conflict and role strain.

The idea of prestige has many more applications. These include positioning of the institution in relation to its competitors. The comparative standing of academic activities as they compete for academic time offer another aspect, particularly the frequently noted issue of the relationship between research and teaching, in competition for scarce academic time. Prestige also influences the decisions that students take over what and where to study and the ways in which teaching is organized. Each of these levels or layers of prestige may have implications for other levels. For example, the funding and quality assurance rules that are set at a national level for research and teaching provide powerful stimuli within institutions that influence the kinds of activity that are valued and the ways in which they are undertaken.

The paper will, in addition to setting out some of the ground above, examine some of the issues in researching prestige. These include the highly situated nature of prestige and also that prestige-related activity may often be covert, owing to the equivocal nature of prestige as a motivator. A critique is offered of the model that has been used to frame much of the research to date, noting that it raises a number of issues about the definition of an economy, its nature and extent, and how it relates to other economies. An alternative approach is proposed, making use of the literature on networks.

The paper will also discuss some of the emergent findings from existing research. Noting that much development work in universities has not taken fully into account issues of prestige, and that many interventions, such as the introduction of performance-related pay, may not always be fully successful in universities, the paper suggests that some of the change resistance in universities can be explained by insufficient attention being paid to prestige factors in a number of areas. The implications of this for development policy and practice will be considered.

**Disclosure of Interest:** None Declared

**Keywords:** leadership, motivation, Prestige



*01 Discipline specific educational development*

**CURRICULUM DEVELOPMENT TO ACHIEVE GRADUATE LEARNING OUTCOMES IN SCIENCE: IMPLICATIONS FOR ACADEMIC DEVELOPERS**

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**Abstract Summary:** Academic developers are increasingly consulting on curriculum development at the degree program level. The lack of literature on the topic complicates our efforts. Drawing on a multi-institutional study, models for curriculum design in the sciences are presented. Strategies for curriculum development are discussed through the lens of discipline-specific and discipline-independent research.

**Abstract text:** Like many countries, Australia's higher education policies are focusing on graduate learning outcomes within an environment increasingly influenced by quality assurance agendas. Increasingly, academic developers are collaborating on matters of curriculum development, which are situated within the socio-cultural context of disciplines via degree programs. Many centralised centres for academic development are shifting focus from micro-level individualised services to macro-level discipline-based curriculum development activities (Gibbs, 1996; Holt, Palmer & Challis, 2011). However, there is a dearth of research on curriculum change and development to achieve graduate learning outcomes, and fewer that are situated within disciplinary context. The limited discipline-independent research on graduate learning outcomes and curriculum development provides heuristic insights, although the separation from the socio-cultural context of curriculum development in research raises questions about the applicability to discipline domains in practice (Becher, 1994).

Affecting curricular change in the sciences necessitates an understanding of the disciplinary dynamics within which the curricula is situated. As a discipline, science is organised around a body of knowledge that is viewed as hierarchical, leading to instruction and curricula focused on content knowledge (Lattuca & Stark, 2011). Furthermore, the flexible and unstructured nature of science degree programs are inherently difficult to design for graduate learning outcomes.

This paper draws data sourced from 48 interviews from 13 universities within a comparative case study design, which revealed four models for curriculum design typical of science degree programs as they attempt to develop graduate learning outcomes. Implications for academic developers focused on curriculum development to achieve graduate learning outcomes in the sciences are discussed through the lens of both domain-independent (Barrie, 2006; Fraser & Bosanquet, 2006; Yorke & Knight, 2006) and discipline-specific (Matthews et al., 2012) research on curriculum development in higher education.

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**Disclosure of Interest:** None Declared

**Keywords:** curriculum development, graduate attributes

### *03 Scholarship of educational development*

#### **DECONSTRUCTING CONSTRUCTIVE ALIGNMENT**

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**Abstract Summary:** This round table discussion will deconstruct and problematize constructive alignment, one of the key theoretical concepts in Higher Education curriculum in Sweden and internationally. We will discuss the role of the educational developers and the importance of developing alternative theoretical pathways when it comes to conceptualize Higher Education Teaching and Learning.

**Abstract text:** Swedish Higher Education has formally no central curriculum (Lindberg -Sand 2004) . The education is regulated by the Higher Education Act and The Higher Education Ordinance . In the international area of educational development however, a few theoretical concepts are considered and treated as a kind of normative structure for how educational processes should be understood. Some of these central concepts are constructive alignment (Biggs 2011), the epistemological taxonomies of Bloom ( Bloom 1956 ; Krahtwohl - Bloom - Masia , eds. , 1965; Anderson - Krahtwohl - Bloom, eds. 2001) and the distinction between surface and deep learning ( Marton - Dahlgren Säljö 2005). In Academic Teacher Training courses these concepts are often used as a kind of theoretical structure to present what university teaching is all about, what it aims at and what is relevant perspectives and knowledge.

Some of these concepts have even served as tools for the Swedish authorities' transformation of higher education through the Bologna process and the starting point for the University Chancellor Office when it comes to quality assurances ( [www.ond.vlaanderen.be / hogeronderwijs / bologna](http://www.ond.vlaanderen.be/hogeronderwijs/bologna) , <http://www.uk-ambetet.se/utbildningskvalitet> ) . They can thus be described as key elements in the University curriculum code , if code could be understood as the principle around how education should be understood , organized and evaluated ( cf. Lundgren 1989).

The professional category of Swedish educational developers have taken on the role as change agents in HE. They have used these concepts as theoretical foundations , models and tools for change. These concepts have strongly influenced how university teachers today looks at the phenomena of teaching, learning and education. The concepts are also fairly unquestioned within the educational development field . They can be described as dominant concepts, even hegemonic , because their alternatives are absent and invisible, even internationally.

The purpose of this session is to stimulate discussion among educational developers and academics on one of the fundamental and dominant theoretical concepts in Higher Education, namely constructive alignment. The idea is to stimulate critical reflection on the risks associated with using only a few theoretical concepts in higher education. They perhaps force us to consider HE from limited perspectives? An apparent consensus on the basic concepts are hindering creative educational development , if we do not only want to harmonize and standardize education. Together we will discuss some of the basic assumptions behind constructive alignment and problematize its hegemonic status and try to identify any interests which might underlie its impact. I will also suggest some alternatives , if one wants to make the more exploratory, situation-specific and exploratory nature of pedagogy visible. My point is that all concepts are intellectual tools that help us to see and do things. A truly scientific approach to educational development and university teaching should be characterized by critical debate about its fundamental concepts. In this session we will discuss alternatives to the approach connected to constructive alignment and map some questions that could be raised from this discussion and adressed globally.

**Disclosure of Interest:** None Declared

**Keywords:** constructive alignment, critical theory , deconstruction, metatheory

*02 Scholarship of teaching and learning*

**TEACHING AND LEARNING – AT WHAT LEVEL? MAKING SCHOLARLY CHOICES OF QUALIFICATION LEVEL AND TYPE**

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**Abstract Summary:** This paper reports on a South African study of factors informing choice of qualification level and type in a process of higher education curriculum renewal for a newly formalised profession, namely interior design. The research design and analysis was informed by Cultural Historical Activity theory (CHAT). The audience is invited to reflect on their qualification choices.

**Abstract text:** Like most interventions in higher education, good practices in teaching, learning, research and community engagement are most appropriately informed by scholarship, rather than technical requirements alone. While the desirability of research-based educational practices is not a contentious issue, the actual implementation of such practices is challenging, especially in a context of rapid change and scarce higher education resources.

Such is the context of the higher education sector in South Africa, the site of the curriculum renewal process on which this paper focuses. The sector is characterised by regularly changing national curriculum policy imperatives, coupled with mergers of hitherto separate higher education institutions. Among the many changes induced by the mergers and developing policies are the curriculum renewal processes that most South African institutions are having to undertake.

This paper focuses on an important curriculum renewal issue, namely the choice of qualification type and level. The rationale for such a focus is that these choices have far-reaching ramifications for, among other things, the students who are attracted, their employability upon graduation, the profession's development, the programme mix of the higher education institution and the foci and methods of teaching and learning. By making qualification choices explicit, then, the quality of our decision making in curriculum renewal will improve. Literature on qualifications, types of knowledge and curriculum frameworks is explored in the paper.

The paper reports on a study undertaken by an academic staff member who was selected as a "curriculum champion" in her discipline. This position required the execution of the curriculum renewal process for a newly-formalised profession, namely Interior Design. Interior Design is a practice and field of study into the functions, safety and aesthetics of interior spaces that we inhabit and frequent for work, leisure, business, health, education and all other purposes. Cognisant of the desirability of research-informed choices concerning qualification level and type, the collaboration of this paper's presenter, an educational development practitioner, was enlisted. A study into qualification levels was designed and implemented, utilising cultural historical activity theory (CHAT). The study culminated in a report to the institution with recommendations regarding curriculum renewal in that discipline.

This paper has two foci. On the one hand, it is a report on a study into a specific discipline's choice of qualifications. A case study of scholarly educational development is thus presented. In addition to the research report itself, however, there is an attempt to respond to calls for increased reflexivity on the part of educational developers by

42. concluding with reflections on the challenges of inserting scholarship into the highly technical practices that have come to characterise curriculum change in higher education, and

**Disclosure of Interest:** None Declared

**Keywords:** CHAT, Curriculum renewal, Qualification level

## *02 Scholarship of teaching and learning*

### **ONLINE PEER FEEDBACK IN HIGHER EDUCATION – DEALING WITH STUDENTS’ SILENCE AND INSECURITY IN ONLINE COMMUNICATION**

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**Abstract Summary:** This paper is based on a study of online peer feedback used in a graduate degree programme in “Educational IT”, focusing on how online peer feedback is different from the face-to-face equivalent. The findings point to new challenges when facilitating feedback online, as students struggle with the changed conditions for communication due to the differences of presence in tone and style online.

**Abstract text:** This paper is based on a study of online peer feedback used in a graduate degree programme in “Educational IT” at Aarhus University, Denmark. The project was part of a course using both online and face-to-face peer feedback on student texts. The students showed great interest in the face-to-face session, but though the teachers put much effort into facilitating the online sessions, only a few students chose to engage in the online peer feedback. This raises the question of how online peer feedback is different from the face-to-face equivalent, and points to a discussion of the potentials and challenges of using digital media for collective learning processes such as peer feedback.

The literature on peer feedback and supervision in groups describe how students improve their writing skills through critically reading the work of others (Keh 1990; Dysthe 2005; Dysthe & Samara 2006; Handal & Lauvås 2011; Wisker 2012; Lee 2012), and develop critical thinking and reflection (Hanrahan & Isaacs 2010; Topping 1998; Boud et al. 1999). But peer feedback also contains challenges. Students often feel insecure about having their work read by others and having to be critical to the work of their fellow students (Hanrahan & Isaacs 2010; Topping 1998). Hence, it is often emphasized that peer feedback needs to be well organized and facilitated by the teacher (Hoel 2002; Dysthe 2005; Paulus 1999)

The literature on online counselling describes online feedback groups, referring to them as “client groups” (Evans 2009), “peer consultation” (Anthony & Nagel 2010), or simply “online groups” (Goss & Anthony 2003). When applying peer consultation online, new challenges emerge concerning insecurity and conflict. The literature stresses the importance of attending to online presence since what is good etiquette differs in face-to-face and online communication. Online, the presence of the participants, often defined as tone and style of the communication (Evans 2009; Jones & Stokes 2009; Friesen 2011), may be experienced as more frank or even aggressive due to “miscommunication accentuated by the lack of verbal tone and visual clues” (Bellafiore et al. 2004: 210). Students working in online group environments may experience the “silence” (lack of response) of their peers, or the sense of their teachers’ “lurking” (being present but not participating) as sources of potential conflict (Friesen 2011).

#### **Case study and research categories**

In our case study, which is due to be completed in the spring 2014, we use semi-structured qualitative interviews with students and teachers from the graduate course to explore reasons for the students’ lack of participation in the online peer feedback. Can this be explained as learning preferences: that students prefer teacher feedback to peer feedback? Or is it related to the differences and challenges of online as opposed to face-to-face peer feedback? To frame the analysis of the interviews we use four categories deduced from the theory:

1. Teacher vs peer feedback
2. Giving and receiving feedback
3. Face-to-face vs online feedback
4. Silence and lurking

#### **Initial findings**

Our study points to the following issues, which are key to our in-depth interviews in the spring of 2014. Firstly, the students experience the giving of feedback online as particularly difficult because online feedback requires a higher degree of precision and more overt facilitation than face-to-face feedback sessions. Secondly, students find online “silence” challenging as they find it difficult to deal with the non-response. Thirdly, the unsettling sense of somebody “lurking” can be a problem, because of the less explicit boundaries in online forums with regard to who is listening and how they respond.

#### **Conclusion**

Based on the initial findings we conclude that face-to-face and online peer feedback have some shared, but also diverse conditions and different codes of conduct. Furthermore, the two formats implicate different teaching and learning strategies.

**Disclosure of Interest:** None Declared

**Keywords:** Online Education, Online Learning, Online presence, Peer feedback

## *02 Scholarship of teaching and learning*

### TEACHERS DEVELOPING A SCHOLARSHIP OF TEACHING AND LEARNING AT A FACULTY OF MEDICINE

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**Abstract Summary:** Teachers' scholarly work was analysed for evidence of Scholarship of Teaching and Learning and authors were interviewed for motivating factors. Strong collegial networks and a desire for change were important for teachers who had developed scholarship. Courses and conferences could be beneficial whereas rewards such as prizes and academies were not seen as motivating but rather as confirming.

**Abstract text:** Many universities are actively promoting scholarly inquiry into teaching and learning to improve education. Strategies used may involve support for development projects, teaching awards and academies. The Faculty of Medicine, Lund University, Sweden, has developed a Teaching Academy with criteria for membership founded in Scholarship of Teaching & Learning (Kreber, 2002; Trigwell & Shale, 2004; Ashwin & Trigwell, 2004; Lindberg-Sand & Sonesson, 2008). Furthermore, the Faculty arranges a conference in medical education and courses to support scholarly projects. Given scarce resources and difficult prioritisations, it is important to gain an understanding of how such efforts could improve teaching and to find strategies that realistically pay off at the level of student learning.

The aim of this study was to:

- find out if teachers' scholarly inquiry into teaching and learning was also likely to contribute to development of teaching practice and student learning
- understand circumstances where teachers choose to develop towards Scholarship of Teaching and Learning in a research-intensive faculty of medicine and health sciences

Peer-reviewed articles and dissertations on teaching and learning that have been published by teachers at the faculty were analysed against two theoretical frameworks. The first considers the primary concern of the inquiry itself and the knowledge it produces using Stokes' (1997) "Quadrant model of scientific research" (cf Wiliam, 2008). The second framework considers the Scholarship of Teaching & Learning (SoTL) and we asked the questions: How does the object of study relate to the inquirer's own educational practice, educational context, or students, and have the results been used to develop teaching and learning within the faculty? We have also interviewed teachers who have published such work and/or are members of the Teaching Academy. The interviews were analysed for teachers' motivation to engage in scholarly inquiry into teaching and learning.

The majority of the published work not only concerned what Stokes (1997) calls a "Quest for fundamental understanding" but also considered its use. Most authors in our study focussed on student learning within their own teaching practice and educational context. Our study showed several instances where published work had been used for educational development within the faculty. In most cases, the work met the criteria for SoTL.

Teachers' scholarly inquiry into teaching and learning was primarily motivated by their concern for their professional and/or academic field. Important goals were improvement of healthcare and professional skills and values, strengthening of emerging academic disciplines, and professionalization of teaching. Students were seen as future colleagues and important agents for change. SoTL was described as a shared enterprise, where colleagues and extended networks were indispensable. Courses in medical education had been important in providing theory, shared vocabulary and opportunities to exchange experiences and create networks. Award systems and career advantages had not been important, but awards were considered as *post factum* confirmation of achievements. All teachers had permanent positions and described having both freedom and responsibility in their work.

Universities who wish to promote scholarly educational development should create opportunities for teachers to meet and create networks across professions and disciplines as well as positions within which teachers can undertake such enterprises. Award systems are probably not as important.

This study has been undertaken in a research-intensive faculty of medicine, where teaching is considered less important than disciplinary research. Our results may not apply to other contexts, where teaching is more highly regarded. Changes in teachers' motivation may also occur when reward systems have been in place for a longer time.

Audience will be invited to compare strategies for promoting SoTL.

**Disclosure of Interest:** None Declared

**Keywords:** Research and scholarship, SoTL, Strategic educational development, Teaching Academy, Teaching award

#### *04 Strategic educational development*

### DEVELOPMENT OF THE TRAINING FOR HIGHER EDUCATION TEACHING WITH THE FOCUS ON STUDENT-CENTERED CONCEPTIONS OF TEACHING

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**Abstract Summary:** Formal courses offered for teaching in higher education often focus on the teaching process itself. For example, course planning or the assessment practices are typical issues in formal academic teacher trainings (Trempp, 2009). The support of reflection processes of underlying individual conceptions of teaching is often neglected in faculty development portfolios (Ginns, Kitay, & Prosser, 2008).

**Abstract text:** Based on the competence model of Euler & Hahn (2007), it is assumed that teaching competence is compounded of the three dimensions knowledge, skills and attitudes as well as simultaneously of the following three fields: subject matter, social and self-competencies. The teaching competence is critical for the individual teacher to (re-) act appropriately in any practical teaching situation (Euler & Hahn, 2007). The underlying conceptions of teaching form an important part of lecturers' attitudes as they have a significant influence on the actual teaching practice (Young, 2008). As teaching-related attitudes have rarely been addressed in faculty development programs so far, this research gap will be focused in my dissertation. The main research questions for my thesis are:

43. Which didactical principles form the basis for a conceptual change of teaching related attitudes?
44. Which instruments/measures of faculty development are eligible to include those didactical principles for the development of the holistic academic teaching competence and how can they be integrated in practical settings?
45. Which surrounding conditions influence a) the development of teaching-related attitudes of academic teachers and b) the participation willingness of the different target groups (novice teachers, recently appointed and senior professors)?

My research is designed as an evaluation study. At University St. Gallen there is an ongoing redesigning process of the current faculty development program. The goal of the change process is to address teachers' attitudes towards their teaching by means of fostering further informal learning possibilities within the institutions faculty development portfolio (e.g. innovative mentoring programs). Mixed methods (quantitative as well as qualitative) are used in order to maximize insights.

#### *Exploration of the normative goal "good teaching"*

Through a literature review about "good teaching", normative goals for the research were defined. An important milestone was to specify which goal the new faculty development at University of St. Gallen should exactly address. For validation purposes, discussion groups with students and with faculty of the University of St. Gallen have been conducted.

To answer my research questions, quantitative data on the participants' conceptions of teaching will be gathered in a quasi-experimental /control group design.

The first investigation was conducted with the last cohort of the classical faculty development program at the University of St. Gallen. In order to gain insight into existing attitudes towards teaching, the ATI (approach to teaching inventory) from Trigwell & Prosser (1996) was used. The questionnaire will be drawn on a longitudinal research design, i. e. it is supposed to be used for the classical faculty development cohort as well as for the new innovative faculty development participants (launch in autumn 2014) which already addresses the faculty's attitudes to a further extent. Additionally, qualitative data in form of semi-structured problem-centered interviews as well as discussion rounds will be gathered as my research topic includes the role of the surrounding conditions of the attitudes' change too. Furthermore, the conceptual change processes itself regarding the teaching of faculty will be investigated (Mayring, 1999, p. 50-54; 58-61). To gain deeper insights into the conceptions of teaching, metaphors will be used in the interviews. Metaphors not only allow insights into attitudes towards teaching but also may help faculty to reflect which method helps support further development at the attitudinal dimension (Young, 2008). Theoretical results about underlying didactical principles for faculty development programs as well as practical methods and implications for the development of conceptions of teaching are expected.

**Disclosure of Interest:** None Declared

**Keywords:** Conceptions of teaching, Faculty development, Teachers' approaches, Teachers' attitudes, TEACHERS' TRAINING



#### *04 Strategic educational development*

### DEVELOPMENT OF STUDY PROGRAMMES AS AN ORGANISATIONAL CHALLENGE – A CASE STUDY AT GERMAN UNIVERSITIES

Karl-Heinz Gerholz <sup>1,\*</sup>Judith Osthusenrich <sup>1</sup>Franziska Schwabl <sup>1</sup>Peter F. E. Sloane <sup>1</sup>

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**Abstract Summary:** The development of study programmes became a major challenge after the Bologna process started. Creative instruments of organization are needed in order to coherently design study programmes without neglecting the independency of lecturers. Based on data from a case study, we argue that discursive structures are especially necessary in order to develop and manage study programmes.

**Abstract text:** Due to Bologna, the development of study programmes became the pivotal issue amongst the Higher Education Management and scientific community (cf. GERHOLZ, EULER & SLOANE, 2013; BRINKER & TREMP, 2012). This paper focuses on the management of study programmes, as designing study programmes is not only a matter of content or methodology. Within this discourse, the focus is on a coherent design of study programmes and a module development to adequately support the learning processes of students (cf. EULER, 2012; GERHOLZ & SLOANE, 2013). The latter refers to the meso-level and the design of organisation and change on study programme level (cf. WHITECHURCH, 2008).

The management of study programmes can be described as a complex process, which two conflicting factors may affect: On one side, restrictions as the competence and outcome orientation imposed by Bologna limit the possibilities to design study programmes liberally (cf. KROMREY, 2003; GERHOLZ & SLOANE, 2013; HRK, 2006; KMK, 2003). On the other side, the routines of staff members at German departments are shaped by a long tradition of collegial and democratic self-administration. Faculty members experience independence and liberty as the main guiding norms (cf. MUSSELIN, 2007; GERHOLZ et al., 2013). Within the mentioned conditions, the challenge for departments and universities is to design coherent and adequate study programmes while independence in research and teaching cannot be reduced. We need creative instruments in order to mutually organize study programmes and to involve staff members, lecturers and HE managers who are responsible for the study programme.

Therefore, we conducted an empirical case study (cf. YIN 2003) with a focus on the organisation of the study programme management at German universities. In order to collect data, Higher Education Managers and lecturers at three faculties of German universities were interviewed with guided expert interviews (cf. FLICK, 2006). The topics in the interview focused either on recent discussions in study programme management: (1) the support of learning processes (e.g. the use of tutoring, coaching in the sense of counselling learning, (cf. HERRINGTON & HERRINGTON, 2006) or on (2) the organization of study programme management (e.g. input-oriented periods vs. self-organized or problem-based learning (cf. BRODIE, 2012)). The interviews concerning these areas were structured as follows: (1) formal organisation and (2) procedural organisation of the study programme management as well as (3) the daily life challenges in the common practice. The interview transcripts were analysed with a concept-driven method (cf. SCHREIER, 2012), with the aim to reconstruct the benchmarks for an adequate study programme management (this included the structure as well as the actual common practice). First empirical results showed that:

- Discursive elements such as committees are important in order to foster the exchange between the active lecturers.
- Structures should consist of both, operating staff members who comprehensively organize the program work in daily life, and leading staff members (vice deans) who are able to act as mediators.
- University departments have a need of transparent organizational structures which act as a point of reference for the lecturers and also ensure the active participation of the same.

In sum we found that the organization of study programmes needs a discursive structure which enables the involved players to participate in the process. We would like to discuss a discursive model of a study programme based on the empirical results together with the plenum. This model is based on the procedural organisation of study programme management. It makes it possible to establish discursive control on the one side and binding structures on the other side.

**Disclosure of Interest:** None Declared

**Keywords:** design of change in faculties, development of study programs, meso-level

*03 Scholarship of educational development*

**SKILLS FOR LEARNING: AN IMPERATIVE FOUNDATION**

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**Abstract Summary:** We offer student online learning modules (e.g., time management, note and test taking skills) in a longitudinal multiple baseline design across four years. Student performance will be monitored from first-year to graduation. This program will ensure students (with imperative learning skills) receive a rich educational skillset by which to learn effectively in today's context of higher learning.

**Abstract text:** Whether students acquire basic learning skills through learning workshops or classroom exercises, previous research has shown that forms of learning modules on time management, exam strategies, reading and note-taking techniques increase student success through coursework (e.g., MacCann, Fogarty, & Roberts, 2012; Miranda, Webb, Brigman, & Peluso, 2007). Thus, we sought to determine whether our students could systematically benefit from such learning modules.

Students who undertake university studies come from numerous backgrounds and bring with them a variety of skills and abilities refined at several different levels. The current project now aims to develop an educational program that will offer necessary learning skills (e.g., time management, reading and note-taking skills, test-taking skills, and study skills) to first year undergraduate students campus wide at the University of Windsor. These skills create a framework from which students can learn effectively. Thus far, some preliminary research has been conducted by the author to determine the usefulness of teaching such skills through learning modules given in a lab setting for introductory psychology students. The students who participated in these learning modules were found to have a better performance on their final exams than those who did not. From this evidence, this project seeks to develop the learning modules into an online format and offer it (Fall, 2014) to a first sample of students throughout campus.

Evidence from four years of enhanced student performance scores, when comparing to the control groups, will demonstrate that the project has been successful. The longitudinal multiple baseline design will allow for numerous empirical analyses throughout the project's duration to determine when, why, and how the online modular learning tool would be optimally effective.

Ultimately, all students attend their classes with a variety of educational foundations and skills; this program will ensure these students are given a rich educational skill set to learn effectively in today's context of higher learning. This presentation will include an introductory scenario, questions and answers, a survey of learning modules, and a discussion section for audience engagement.

**Disclosure of Interest:** None Declared

**Keywords:** first-year students, foundational skills, learning modules, Online Learning

#### **04 Strategic educational development**

### **POSITIVE PARTNERSHIP WITH STUDENTS IN EDUCATIONAL DEVELOPMENT THROUGH APPRECIATIVE INQUIRY**

John Peters <sup>1</sup>, Michael Anslow <sup>2</sup>, Sara-Jayne Boughton <sup>2</sup>, Sam Uppal <sup>3</sup>, Sital Harris <sup>2</sup>

<sup>1</sup>Academic Practice, Newman University, Birmingham, <sup>2</sup>Student, University of Worcester, Worcester, <sup>3</sup>Students Union, Birmingham City University, Birmingham, United Kingdom

**Abstract Summary:** Appreciative Inquiry [AI] is a powerful strategy for building the student voice into educational development activity in ways which promote positive relations and affirmative values. Students, who were researchers and facilitators of AIs, will take delegates through the interactive process while providing them with the opportunity to discuss its anticipated and unanticipated outcomes.

**Abstract text:** The neo-liberal vision of higher education as a market threatens long held ideas of the university as a collaborative educational community (Molesworth, *et al* 2011). In the UK, both the National Union of Students and the Higher Education Academy have responded to market rhetoric with the alternative concept of 'students as partners' (National Union of Students, 2013, Higher Education Academy, 2014). This workshop explores Appreciative Inquiry [AI] as a way of working strategically with students as active partners in the enhancement of the learning community.

AI is increasingly being used in HE because it offers a values-based approach which engages key stakeholders in exploring the positive values at the heart of their organisation (Cousin, 2009, Cockell & McArthur-Blair 2013). It is a means for educational developers to engage staff and students in the co-construction of their learning environment on the basis of affirmative feedback and creative thinking. At Worcester AI has been used in a variety of subject areas to promote collaborative development addressing a variety of issues from inclusivity to student achievement (Chapman, 2010, Symonds, 2010, Kadi-Hanifi, et al, 2013). This workshop will be facilitated by an educational developer and students who worked on AIs at Worcester. It will introduce delegates to AI, take them through using our particular model of AI and provide opportunity to discuss the student researchers' experiences and how the method might be adapted and adopted.

AI as an approach has been criticised for seeking to avoid reasonable criticism, possibly reinforcing the status quo and failing to produce measurable impacts (Grant & Humphries 2006). However evidence from Worcester interventions has been that AI fundamentally challenges the status quo in ways which disarm cynicism and that it is as important for its positive impact on the institutional discourse as for its direct outcomes.

#### **Session Plan**

10 minute introduction & student-led activity: an example of discovery phase activity

10 minute input: The 4D model of AI, discovery, dream, design and destiny

15 minute discussion: what could possibly go wrong?

10 minute student input: an example of discovery findings

10 minute activity: Dream, creating visions of ICED

10 minute student input: Design, drawing out principles

10 minute Q&A witness session: exploring the student experience

15 minute plenary: AI outcomes intended & unexpected

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**Disclosure of Interest:** None Declared

**Keywords:** appreciative inquiry, change management, students as partners, values based educational development

### *03 Scholarship of educational development*

#### **ENABLING TEACHING DEVELOPMENT AT A RESEARCH LED UNIVERSITY: THE UCT CASE STUDY**

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**Abstract Summary:** The case study reflects challenges facing research intensive institutions in promoting teacher development amongst academic staff. Despite substantial investment in educational development facilities and support structures, leadership and academic staff struggle to promote a balance between the research and teaching demands that facilitates investment by academics in their role as teachers.

**Abstract text:** Concerns about the low success rate of students at universities in South Africa have given rise to a growing emphasis on the need for professional development of university academics as teachers. There is also a rising popular discourse highlighting the difficulties academics experience in their role as teachers citing reasons such as the failure of the school system to prepare students for tertiary study, the growing numbers of students and increasing class size, and the increasingly diverse student body with significantly different levels of student performance by race (Scott et al 2007).

This study forms part of a National Research Fund (NRF) project investigating the contextual influences on the professional development of academics as university teachers in South Africa. The NRF project explores the interplay between structure, culture and agency (Archer 1995) in understanding the engagement by academics with teaching development opportunities.

UCT, as an historically white, research intensive, English medium institution, tends to dominate the South African higher educational landscape in terms of research output. The case study draws on interviews with senior management, a questionnaire to permanent academic staff and interviews with academics. It presents an analysis of the environment within which academics make decisions to invest in their role as teachers at UCT.

At the structural level, the historical investment in academic development through the Centre for Higher Education Development (CHED) and its faculty based projects has left a legacy of pioneering work in learning and teaching at UCT. There are also several academic staff teaching development initiatives that have been in place for almost ten years. Much of this work is referred to by both senior management and individual academics in relation to the standing of teaching at the institution. Furthermore the inclusion of teaching criteria in performance appraisal and promotion systems for academics has raised the profile of teaching. However academics are surrounded by mixed messages with the overwhelming dominance of the research discourse requiring them to make difficult choices if they wish to invest in their teaching development.

The UCT case study reflects the challenges facing research intensive institutions in promoting teacher development amongst academic staff. Despite the advantage of the experience, positioning and resources available through the Centre for Higher Education Development, the institution's leadership struggles to promote a balance between its research and teaching imperatives that facilitates investment by academics in their role as teachers.

Scott, I., Yeld. N. & Hendry, J. (2007). A Case for Improving Teaching and Learning in South African Higher Education. Higher Education Monitor No 6. Council on Higher Education. Pretoria.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, professional development,, teaching development

*02 Scholarship of teaching and learning*

**ADAPTING INTERNATIONAL COLLABORATIVE WRITING GROUPS AS AN ACADEMIC DEVELOPMENT APPROACH TO BUILD INSTITUTIONAL COLLABORATIVE PARTNERSHIPS**

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**Abstract Summary:** International collaborative writing groups were piloted in 2012 and evidenced as an effective approach for developing SoTL capacity of participants. In 2015, we will co-lead the second iteration of this initiative in Australia. The presentation will outline the adaption of this approach for academic development at the institutional or disciplinary levels.

**Abstract text:** Academics are undisputed disciplinary content experts. However, many are less knowledgeable of effective teaching practices and this often hinders students' learning. Many academic developers are tasked with helping to prepare academics for teaching and use workshops, seminars and graduate certificates to do so, although these are often poorly attended or simply not effective in transforming academics' teaching (Ling et al, 2009; Weaver et al, 2013). We know new approaches are needed to engage academics in ongoing, capacity-building endeavors to transform how they see themselves as university teachers with direct impact on students' learning. "One of the key ways in which to engage colleagues in their development as critical and reflective teachers, in a way that goes beyond the hints and tips they may need at the beginning of their teaching careers, is ... to stimulate their intellectual curiosity. ... The asking of questions is at the heart of intellectual curiosity and engaging staff in the scholarship of teaching and learning (SoTL)" (Breslow et al, 2004). Like SoTL approaches to academic development (Hutchings et al, 2011), the Australian *Academic Workforce 2020* project is also affirming the discipline-specific, research-teaching link to enhance university teaching (Office for Learning and Teaching, 2012). Within this view of academic development, we become collaborative partners creating communities of academics able to reflect upon teaching practices by drawing on data and literature to enhance the learning of students. Developing capacity for scholarly teaching and SoTL, in collaborative partnerships, can take many forms. One such approach was piloted in 2012, an international collaborative writing group initiative (Healey & Marquis, 2013). I (Matthews) was a group facilitator in that pilot initiative (Matthews et al, 2013), which was evidenced to build the SoTL capacity of the participants (Marquis, Healey & Vine, 2014). In 2015, we will be adapting the international collaborative writing group initiative. The paper will outline the approach of this 'second generation innovation' along with models for scaling this as academic development activity at the institutional and discipline levels.

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**Disclosure of Interest:** None Declared

**Keywords:** Collaborative educational development, Scholarship of teaching and learning

### 03 Scholarship of educational development

#### STEWARDSHIP OF ACADEMIC DEVELOPMENT: CONVERSATIONS ON THE FUTURE OF THE FIELD

Tai Peseta<sup>1,\*</sup> Julie Hall<sup>2,\*</sup> Trevor Holmes<sup>3</sup> Barbara Kensington-Miller<sup>4,\*</sup> Jeanette McDonald<sup>5</sup> Lynn Quinn<sup>6,\*</sup> Jo-Anne Vorster<sup>6,\*</sup> Brad Wuetherick<sup>7,\*</sup> Allan Goody<sup>8,\*</sup>

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**Abstract Summary:** In this Roundtable (a collaboration with the Challenging Academic Development Collective), we work with the notion of stewardship for rethinking the future of the field. We use the three domains of stewardship – generation, conservation and transformation – to open up inquiry about the programs, conversations, and contexts which support those who come fresh to the work of academic development.

**Abstract text:** "Stewards think into the future and act on behalf of those yet to come. A steward of the discipline, then, thinks about the continuing health of the discipline and how to preserve the best of the past for those who will follow. Stewards are concerned with how to foster renewal and creativity. Perhaps most important, a steward considers how to prepare and initiate the next generation of stewards" (Golde, 2006:13).

It is unlikely that Chris Golde had academic development in mind when she argued that the notion of *stewardship* ought to be central to the formation of scholars. Although her mission (with George Walker) was to rethink the future of doctoral education, there is something compelling in the idea that being in academic development might entail a responsibility to care for, and shape, the future of the field. Golde (2006) writes that stewards express care by demonstrating accomplishment in three domains of a field: the first focuses on *generation* – "the ability to conduct research and scholarship that make a unique contribution and meet the standards of credible work" (p.10). The second *conservation* involves "understand[ing] the historical context of the field – how and when important ideas, questions, perspectives, and controversies arose or fell (or were overturned) [in order to] grasp the span and sweep of the field and locate themselves and their work in the disciplinary landscape (p.10). Third Golde suggests, is *transformation* with its emphasis on engaging communication of the field's questions to a range of audiences. Together, these domains of stewardship invite us to revisit our induction practices.

While much has been written about the need to better support new academic developers come to grips with the field (Peseta, 2011; Kensington-Miller et al, 2012; Quinn & Vorster, 2014), less effort has gone into what it is that caring for the future of the field might look like given its multiple entry pathways, underpinning diverse orientations, and political domains of practice. The question of new-ness to the field is awkward. Is it new to the academy; to an academic position; to higher education knowledge; to working with institutional agendas or with staff across multiple disciplines? These multiple entry points pose very real complexities for systematic induction initiatives.

In this Roundtable (a collaboration with the Challenging Academic Development – CAD Collective), we work with the notion of stewardship. We use its three domains – generation, conservation and transformation – to look at the programs, conversations, and contexts which support those who come fresh to academic development. While we each bring a different angle: pathways (McDonald & Stockley, 2008); formal award courses (Quinn & Vorster); knowledge (Peseta); practice (Kensington-Miller); regional/national initiatives (Hall, Holmes, Wuetherick), we have a common interest in examining how stewardship can reinvigorate a commitment to care for the future of the field.

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**Disclosure of Interest:** None Declared

**Keywords:** future of academic development, new academic developers, stewardship



**01 Discipline specific educational development**

**FORMAL TEACHING DEVELOPMENT PROGRAMS: FOLLOWING THEIR FLOW WITHIN ACADEMIC WORKGROUPS**

Tai Peseta<sup>1,\*</sup> John Hannon<sup>2</sup> Graham Hendry<sup>3,\*</sup> Giedre Kligyte<sup>4,\*</sup> Brenda Leibowitz<sup>5,\*</sup> Jan McLean<sup>4</sup> Jan Smith<sup>6</sup> Chris Winberg<sup>7</sup> Gina Wisker<sup>8</sup>

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**Abstract Summary:** This Roundtable invites feedback on a new international study focused on those academic workgroups in which several academics have completed an award course in university teaching and learning. The study profiles how new scholarly knowledge and institutional know-how from a formal course circulates within academic workgroups, and invites critical questions about local arrangements for change.

**Abstract text:** While opportunities for the teaching development of academics have grown worldwide, formal award programs (postgraduate and graduate certificate in university teaching and learning) continue to inhabit a vexed political space. In many universities, these programs are voluntary; attract relatively small numbers of staff; and are considered time consuming, especially as they are usually completed alongside a full academic workload with little or no time release. Despite these ongoing difficulties, the participant experience of completing a formal teaching development course is relatively well researched. Where there are studies evaluating the experience, outcomes and impact of award courses, there tends to be a mixed focus (Trigwell, Rodriguez & Han, 2012; Postareff et al, 2007; Ho, Watkins & Kelly, 2001). One evaluation model developed by Guskey (reported in Trigwell, 2013:258) showcases the different levels of existing research: (i) academics' reaction to the course, (ii) the degree of academics' conceptual change, (iii) the extent of academics' behavioural change, (iv) organizational support and changes; and (v) changes in students' learning. Trigwell (2013) notes that of the five evaluation foci, there has been less focus on organisational support. For academic and educational developers, the meso-level dynamics of teaching, learning and curriculum change has become a fertile site of analysis (Roxa & Martenssen, 2009) – a near impossible site to ignore given what is known about the influence of academic cultures on shaping teaching, learning and curriculum practices (Trowler, 2008). Seizing opportunities to research the local ecologies that enable teaching and learning practices their flow and stickiness, we think, reminds us of the possibilities and limitations of formal teaching development courses in effecting change beyond individual teachers and teaching.

This Roundtable invites feedback on a new international study focused on those academic workgroups in which several academics have completed an award course in university teaching and learning. The study profiles how new knowledge and know-how from a formal course circulates within academic workgroups. Three cognate conceptual frameworks inform the study: first, teaching and learning regimes (Trowler, 2008); second, the critical realism of Archer (2000); and third, socio-material approaches (Fenwick, 2010). By focusing on the minutia and mundane knowledge practices in workgroups, these frameworks – together and separately – enable us to draw meaning about why and how particular knowledge practices stick over others.

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**Disclosure of Interest:** None Declared

**Keywords:** academic workgroups, formal teaching development courses, postgraduate or graduate certificate in teaching and learning

#### **04 Strategic educational development**

### **PRESCRIPTIONS AND PERCEPTIONS OF TEACHING EXCELLENCE – A STUDY OF THE NATIONAL ‘EXZELLEENTE LEHRE’ INITIATIVE IN GERMANY**

Lisa Brockerhoff <sup>1,\*</sup>

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**Abstract Summary:** The Competition for Teaching Excellence in Germany is one example for the increasing number of teaching excellence initiatives in Europe. These initiatives are very diverse in their understanding of excellence. This presentation focuses on how the initiative *prescribed* teaching excellence in advance, and how higher education institutions *perceived* teaching excellence in their applications.

**Abstract text:** The presentation depicts how teaching excellence is understood and defined in practice, and how higher education institutions (HEIs) potentially may change as a consequence of teaching excellence initiatives. In the exploratory case study of the German teaching excellence initiative, Competition for Teaching Excellence (CfTE) documents were analyzed to find out how universities perceived teaching excellence.

During the last decade more attention has been given to the development of world-class universities and the importance of excellence in teaching (Skelton 2007). Whereas the excellence debate was originally linked to research, the link between excellence and teaching and learning is now considered as well. According to Henard and Leprince-Ringuet (2008) the importance of quality teaching is linked to various changes in higher education, e.g. massification, the introduction of New Public Management and growing international competition.

The CfTE was organized as a national competition in which HEIs could apply for additional funding based on both achievements and future plans. Given the rather novel nature of policy initiatives in promoting teaching excellence, the CfTE is an interesting case for analysis as we know fairly little about how policy-makers frame such initiatives both regarding content and process. Even more interesting is how HEIs respond to such initiatives, not least concerning how they profile their applications, and how they, in essence, define teaching excellence.

Many diverse activities which should lead to an increase in quality in teaching can be found in the academic literature. Based on earlier studies (Frost and Teodorescu 2001, Becker et al. 2012), two distinctive ways towards teaching excellence can be discerned, the structural and cultural approach toward teaching excellence. The first approach refers to direct and functional changes in the organization of teaching and learning. The second approach is a more indirect approach; here activities are linked to establish a culture of teaching and learning.

The results indicate that teaching excellence in the competition was expressed through an organizational approach in which the responsibility of the institution was seen as important and where structural and cultural change went hand in hand. Teaching excellence was not only the responsibility of an individual teacher, but rather of the organization and the central leadership. Whereas the combination of structural and cultural approach is seen as a binding element, diversity in the applications is present allowing for institutional differentiation.

Audience will be engaged during the presentation of the analytical framework. All participants will be asked which three activities from their point of view are most important for achieving teaching excellence and which approach towards teaching excellence they find to be most important. Presumably, this will illustrate the diversity in the understanding of what teaching excellence is and how it can be achieved.

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**Disclosure of Interest:** None Declared

**Keywords:** cultural change, national initiative, structural change, teaching excellence



*02 Scholarship of teaching and learning*

**SOUTH AFRICAN HIGHER EDUCATORS RESPONSE TO STUDENTS' PEDAGOGICAL NEEDS USING EMERGING TECHNOLOGIES: AN ETHICS OF CARE ANALYSIS**

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**Abstract Summary:** This paper uses the political ethic of care developed by theorists such as Joan Tronto (1993;2013) to analyse interviews conducted with innovative higher educators who used emerging technologies in response to their students pedagogic and other needs. The moral elements of attentiveness, responsibility, competence, responsiveness and trust are used as categories to interrogate the interview data.

**Abstract text:** This paper is based on a larger national project on how emerging technologies have been used in the South African context to improve teaching and learning in differently placed higher education institutions. The project conducted a survey of higher educators in South Africa who were using emerging technologies to improve their teaching. From this survey, a group of twenty higher educators were selected for indepth interviews on the basis of their responses to the questionnaire. These twenty transcribed interviews of innovative teachers in differently placed South African higher education institutions are analysed in this paper using the moral elements identified in the political ethics of care perspective as developed by the US political theorist Joan Tronto (1993; 2013). These moral elements include attentiveness, responsibility, competence, responsiveness and trust. The findings indicate that what distinguishes these innovative academics from their peers is their close attention to students' learning needs and to their social and economic situations which impact heavily on their ability to learn; the responsibility that they take upon themselves to make their own arrangements for their teaching and use of emerging technologies, the competence which they demonstrate in their teaching and their concern with developing students' competences; their responsiveness to the students' current and future contexts both learning and work environments and the trust that they show in their students that they will be able to take advantage of the learning opportunities which are made possible to them through the affordances of emerging technologies and other pedagogical tools which these lecturers make use of. The political ethic of care is also useful in that caring practices used by these lecturers incorporate their emotional and intellectual responses to their students' circumstances. The binary between affect and rationality is thus avoided. The paper concludes with a reflection on the usefulness of the political ethic of care as a normative framework from which to assess the quality of pedagogical practices in higher education.

**Disclosure of Interest:** None Declared

**Keywords:** emerging technologies, ethics of care, South Africa higher educators , students' pedagogical needs

## *02 Scholarship of teaching and learning*

### “WHAT? CAN A UNIVERSITY TEACHER WRITE ABOUT TEACHING?”

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**Abstract Summary:** We discuss how academic prerequisites and attitudes influence teachers' scholarly writing about teaching. We present the results from a study at a Swedish university. The answers given can be interpreted that the informants experienced no hindrance, but a lack of collegial and managerial interest for writing about teaching was evident.

**Abstract text:** The purpose with this paper is to discuss how academic prerequisites and attitudes influence teachers' scholarly writing, more specifically their writing about teaching. In this paper we present the results from a study at a Swedish university. We asked a number of teachers about which opportunities and hindrances they experienced concerning their individual writing about teaching. Since all the informants in the study had also participated in a course promoting writing about teaching, we also investigated if and how the course supported their writing (about teaching).

As in many countries, the academic culture in Sweden rewards research rather than teaching. When it comes to writing, it is of higher priority to write about your own discipline rather than to write about teaching. University teachers who develop innovative educational ideas seldom spread their ideas outside their close circle of colleagues. One reason for this is heavy teaching workloads (Swedish National Agency for Higher Education, report 2008:22) but also collegial and management expectations. However, if documented and published, the work done by teachers and their experience would undoubtedly be beneficial for others and thus contribute to the pedagogical development of higher education. Scholarly writing on teaching practice is also a way to raise the status and value of teaching at universities. Much has been written about the competencies required in academic writing (Lillis & Curry, 2010; Lee & Boud 2003) while effects of academic culture and the focus on impact factors are very seldom investigated. Another ambiguity is whether the presented research in academic writing in general is applicable to writing about teaching. Murray (2013) conducted a study that showed that teachers had to disengage physically, socially and cognitively from other tasks, including teaching, in order to engage in academic writing. Disengagement in teaching can imply that teachers are focusing on disciplinary research and thus not giving scholarly work in teaching the same attention.

In order to get a rich and multi-faceted description of the teacher's experiences, we conducted a qualitative two-step study. First we conducted a survey using a web based questionnaire. Based on the results from the survey we conducted a semi-structured focus group interview with a selection of respondents from the survey (Kvale & Brinkmann, 2009). The selection of informants was made among teachers who had participated in a writing course. We asked previous course participants about their individual work conditions and the general attitude at their department towards writing about teaching. We also had several questions about if, and in that case what impact and importance the writing course had had for the participants. The results were analysed using content analysis.

Our informants describe the general attitude as relatively positive, although writing research articles in your own discipline was prioritized in most departments. Their answers can be interpreted as that the informants experienced no hindrance, but what was evident was a general lack of collegial and managerial interest for writing about teaching. The impact of the writing course for their own writing about teaching was described as significant. Some of the aspects mentioned were peer response, the importance of deadlines and inspiration from peers and course leaders. The focus group interviews will further investigate and elaborate survey responses.

Although we have a relatively low number of informants, we believe that our study can clarify some the challenges and opportunities concerning the university teacher, their work situation in general and more specifically the possibilities and challenges in writing scholarly about teaching.

**Disclosure of Interest:** None Declared

**Keywords:** attitudes towards teaching, scholarly writing, write about teaching

*01 Discipline specific educational development*

**LEADING AS DESIGNING: HOW EDUCATIONAL DEVELOPERS IN LEADERSHIP AND MANAGEMENT STUDIES CAN USE ARCHITECTURAL DESIGN TO FACILITATE STUDENT LEARNING ABOUT DELIVERING INNOVATION**

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**Abstract Summary:** This paper discusses findings of an observational study of how an action learning based masters programme in leadership for middle managers in health in the UK introduced students (n=89) to aspects of delivering innovation through a formative assignment on architectural design. An activity theoretical approach was used to help students explore leadership roles in more creative, collaborative ways.

**Abstract text:** How do innovative ideas get translated into real-world practice? And, specifically, how are innovative ways of delivering services adopted and successfully implemented? Addressing these questions poses a number of issues for leaders and managers of public sector services and for educational developers planning leadership programmes for them. The intersection of leadership theory, education and real-world practice of individual leaders can be an uncomfortable one. Public sector leaders and managers frequently experience a tension between the instruction to 'win hearts and minds' for a new initiative and the instruction to ensure rapid implementation. Similarly, educators committed to more transformative curricula can be acutely aware of the tension in helping students reconstruct roles and identities when students' host organisations espouse the rhetoric of transformation but do not consistently support the practice of it. In this context, leadership scholars and educators are increasingly turning to designers in the creative industries as inspired models of delivering innovation, improvisational leadership and collaborative, cross-disciplinary ways of learning and working. This paper describes a qualitative observational study of how an action learning based masters leadership development programme for middle managers in health and social care in the UK introduced students to key aspects of delivering innovation, through a formative assignment on contemporary architectural design. An activity theoretical approach was used to enable students to explore common principles of leading innovation, key features of design processes and tools for facilitating implementation of innovation. Assignment tasks included individual research of a chosen example of architectural design, the creation of a dynamic image-based poster displaying findings, group presentation of posters and thematic analysis of these in groups. Between 2003 and 2013 a total of 89 students had completed the assignment as part of their masters programme.

Evaluation data was gained through formative feedback, summative assessments and anonymised post-course questionnaires. Data from an independent evaluation and follow up of the first cohort of students enrolled in the leadership programme was also used to assess the extent to which learning from the assignment was applied. This evaluation, along with other data gathered, did not seek to assess longer term impact of the programme on leaders' practice, and was limited to self-reporting.

Overall, evaluation lent support for the view that the assignment provided a powerful learning experience for many students. It suggests that processes drawn from architectural design can help students in a different field of practice to develop conceptual and applied links between leadership performance, creative collaboration and the goal of delivering innovation. Several students found the creativity, determination and dedication of architects, designers and structural engineers inspirational in their ability to translate a creative idea into a completed artefact, deploy resources and negotiate complex demands of stakeholders. Other students expressed varying levels of self-empowerment as regards their capacity for fostering creativity and delivering innovation. Other theoretical approaches in addition to activity theory, including Engeström's concepts of stabilisation knowledge and possibility knowledge, are discussed to explain these different outcomes and to clarify the challenges and opportunities for educational developers seeking to utilise cross-disciplinary, more creative approaches in curriculum design.

**Disclosure of Interest:** None Declared

**Keywords:** Activity Theory;, architectural design, educational developer, health and social care, Leadership development



#### ***04 Strategic educational development***

### **BUSINESS-UNIVERSITY COLLABORATION: DEVELOPING PRACTICE AND MERGING IDENTITIES**

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**Abstract Summary:** This session explores the complementary practices of developers from the business and higher education sectors. It invites discussion on academic and professional development necessary for successful Business-University Collaborations and considers the strategic impact of the developer role in such arrangements. It draws from a case study involving Atkins Rail and UCL.

**Abstract text:** In 2012, the UK Government published a review of Business-University Collaboration and setting an agenda for change making recommendations for consolidating the subsystems of an already established supply chain eco-system (Wilson Review, p.4). These fragmented practices of the UK HE sector, and the multi-dimensional nature of business-university relationships exemplify the 'supercomplexity' of the merging worlds of Work and Learning (Barnett, 1999). The challenges and opportunities such convergence creates became central to the professional practice of an industrial developer and an academic developer involved in the development of a unique MSc in Rail Integrated Design Management. At the time that the Wilson Review was published, a Memorandum of Understanding was signed between Atkins, one of the world's leading design, engineering and project management consultancies and UCL (University College London), a research intensive university, ranked 4th in the UK (QS Rankings), with campuses across the world. These two multinational companies recognized the benefits of a formal relationship fostered through strategic liaison built over a number of years, although it was the 12 months leading up to this formally recognized relationship that heralded the most significant and strengthening link in this educational partnership. From an initial request from Atkins a new MSc was developed to meet an identified organizational need and to fill a gap in UK provision for senior railway design industry staff. The corporate aim was that this programme would help meet the rail industry's demand for truly integrated design solutions. To this end, and working with all stakeholders the Atkins Project Manager (Industrial Learning Developer) and a UCL Academic Developer, led and supported change by engaging in their own situational learning, and navigating the complex organizational structures and quality systems necessary to realize the aspiration. During 2011- 2012 the programme was designed and programme and module specifications written. Blended and work based strategies for learning were devised, and the teaching team had developed a range of assessments. By September 2012, the first cohort of students were in the seminar room participating in the first module. For busy academics, with the pressures that many teaching colleagues experience in universities nowadays, achieving this would have been ambitious, but more extraordinary is the fact that the MSc had been designed by Atkins employees themselves. Moreover, 16 modules out of 17 were developed, taught and assessed entirely by Atkins employees, under pressure to deliver their 'day jobs' and in many cases unfamiliar with higher education practice. The profile of the participants created some trepidation however, since they were all members of Atkins staff and in some cases senior staff would be 'taught' by their subordinates. However, these initial anxieties were gradually overcome by the participative learning strategy adopted. This hybrid professional team – the 'Atkins' teaching team - rapidly developed the teaching and learning strategy from a traditional curriculum, with discreet content – into a more sophisticated participative approach that explored inter-professional meaning. This inter-professional content was described by the company as 'white space' - unknown knowledge existing between professional groups operating within the rail industry. Moreover, because of the size and nature of the company, unique business practices were used and tacit understanding had to be questioned since it determined the module content. The role of the developer increased in importance as understanding grew and associated challenges emerged. This seminar reports on this partnership, and considers the development practices involved. It invites discussion on the potential impact of a strengthening alliance between the industrial and academic 'developer' communities.

**Disclosure of Interest:** None Declared

**Keywords:** academic competences, developing the developer, Industry collaboration

*04 Strategic educational development*

**TRANSLATING PROGRAMME CORE COMPETENCIES AT THE COURSE LEVEL**

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**Abstract Summary:** In order to verify if the objectives set for a certain study programme is reached, it is necessary to link the objectives and learning outcomes of the study programme on the one hand and the learning outcomes of the individual courses on the other hand. Working with bullets did not give a complete overview of all objectives worked on within a course, which is why we worked out an alternative.

**Abstract text:** Assessment has evolved a lot in recent years. Nowadays it is normal to write out core competencies for a study programme at programme level and to check whether these competencies are reached by the students. In order to verify if each of the objectives set for a certain study programme is reached, it is necessary to link the objectives and learning outcomes of the study programme on the one hand and the learning outcomes of the individual courses on the other hand.

In the past, this link between the objectives of the programme and individual courses was made by adding bullets in a concordance matrix for each of the core competency that was reached and tested in each specific course. This way, we could visualize the build-up of competencies throughout the programme. At the end of the programme, each of the competencies was reached and tested at least once, preferably more than once.

This way of working had its limitations. One could argue that some competencies are initiated in a specific course, but not yet completely mastered. In this case, we could not add a bullet in the table, because this would implicate that the competency was mastered as well as tested in this course. Therefore working with bullets did not give a complete overview of all objectives worked on within a course. This is one of the reasons we introduced a letter code in our table instead of the bullets. This way we could differentiate between competencies which are initiated (I), developed (D) or mastered (M).

By doing this, we gained a much more detailed overview of the build-up of competencies throughout the programme. The system also gives us an opportunity to show that in first year courses competencies are introduced and developed, but not yet mastered. When using bullets no core competencies would be reached in the first year while these subjects are still important for initiating and developing the core competencies which are mastered in later years.

In our paper we will discuss how this system was developed within our faculty and what the implications are.

**Disclosure of Interest:** None Declared

**Keywords:** CONCORDANCE MATRIX, CORE COMPETENCIES, LEARNING OUTCOMES

*02 Scholarship of teaching and learning*

**A COMPARISON STUDY ON TEACHERS' BELIEF AMONG DIFFERENT UNIVERSITIES AND COLLEGES: BASED ON THE SURVEY IN FUJIAN PROVINCE, CHINA**

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**Abstract Summary:** Based on the interview, the “questionnaire for university teachers' beliefs about teaching and learning” were sent to teachers among different universities and colleges in Fujian province. Descriptive analysis, correlation analysis and ANOVA analysis were applied to explore differences and similarities of teachers' beliefs regarding university teaching.

**Abstract text:**

Teacher's belief is teacher's subjective idea and conception towards knowledge, teaching task, teacher's role, curriculum, student and learning in their teaching process. Different teachers might hold different belief from “teacher-centered” to “student-centered”. And teachers from different kind of university might also hold different kinds of belief. However, comparing to the research on “university teachers' belief about teaching” in the western countries, there were less empirical studies in China. Based on the interview with teachers from research university, teaching-intensive university and vocational college, the “questionnaire for university teachers' beliefs about teaching and learning” was improved and sent to teachers among different universities and colleges in Fujian province. 810 questionnaires were sent to research-intensive universities and the recycling ones were 514 (63%). 580 questionnaires were sent to teaching-intensive universities and the recycling ones were 425 (73%). 350 questionnaires were sent to vocational colleges and the recycling ones were 297 (85%). Descriptive analysis, correlation analysis and ANOVA analysis were applied to explore differences and similarities of teachers' beliefs regarding university teaching. Teachers from different universities and colleges had multiple categories of beliefs: knowledge-based, outcome-based, ability-based, interest-based and value-based. Among these categories, no matter which kind of university or college teachers come from, most of them emphasized more on students' ability, interest and value development in their teaching than on knowledge transmission and outcome achievement, which showed that most teachers' beliefs were more on “student-centered” orientation. Comparing to teachers from research university and teaching university, teachers from vocational colleges paid more emphasis on students' interest. And teachers from teaching university paid more attention on knowledge transmission and the outcome of teaching. The results from this empirical study might help teachers from different institutions to have a better understanding about their teaching.

**Disclosure of Interest:** None Declared

**Keywords:** research university, teaching-intensive university, teachers' belief, vocational college

### **03 Scholarship of educational development**

## **CAMPUS SPACE AS A PLACE FOR LEARNING AND IN LEARNING**

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**Abstract Summary:** This paper presents results from a post doctoral project with the ambition to contribute with knowledge on the interplay between space, interaction and learning in higher education. Stemming from a design oriented theoretical perspective the paper argues that space in a higher education campus setting can be important aspects both in designs *for* learning as well as in designs *in* learning.

**Abstract text:** This paper presents results from a post doctoral project with the ambition to contribute with knowledge on the interplay between space, interaction and learning in higher education. Traditionally on-campus education often is associated with lecture theatres and tutorial rooms, and the physical room as such is often taken-as-given. Traditionally, on-campus education is often associated with lecture theatres and tutorial rooms, and the physical room is often taken as a given (cf. Jamieson et al, 2000). But what kind of campus space does higher education offer students? And how can we understand space becoming a place for learning? What kind of rooms do the students meet and how are they designed? How are students and teacher interacting using resources afforded by the room? Closely related to this study is a multimodal studies field that focuses on the interplay between human interaction, space and learning in schools (cf. Bourne & Jewitt, 2003; Kress et al. 2005; Flewitt, 2006). Jewitt (2008) argues that arranging furniture in a classroom can affect the ways a teacher orchestrates verbal interaction among pupils, and Kress & Sidiropoulou (2008) discuss how changing a physical layout affects social relations in a classroom. My own research (Leijon, 2010, 2012, 2013, 2014) connects to the field by discussing space and interaction in a higher education context, where the setting plays an important role.

For theoretical anchoring, this paper draws upon a multimodal design oriented perspective called "Designs for Learning" (Selander & Kress, 2010; Leijon & Lindstrand, 2012). This perspective offers an approach to understand space in relation to the concept of design. Space, as a part of the setting and in the design *for* learning, constitutes an essential element in communication. In this paper I also discuss how space becomes a part of designs *in* learning. Here one could understand space as a resource in the meaning making process; as a learner designs his or her way, choosing apt resources to transform her understanding into new representations. My argument in this paper is that a room and its resources play an important part in these processes.

The study combines video observation, as its main method, with interviews. Both observations and interviews were conducted in two higher education settings: teacher education and specialist nurse education. Both teachers and students participated. Mixing observations with interviews through a joint viewing of the observations offers a way to deepen the understanding of the interaction in the rooms. Video observation affords a multimodal perspective as it combines visual and auditory information and connects to the idea that humans use a variety of semiotic resources, including speech, gesture or text, in order to communicate (cf. Pink, 2007; Rose, 2001). The multimodal analysis is inspired by This article's analysis is, as mentioned, inspired both by Stenglin (2004, 2008, 2009) and by Ravelli (2000, 2006, 2008), who employ the concept of metafunctions to interpret space as three-dimensional texts.

The paper contributes to the field of scholarship in higher education by highlighting how space in a higher education campus setting can be understood as both an important aspect in designs *for* learning as well as in designs *in* learning. The concept designs *for* learning highlights how space *can* be a part of a teacher's conscious didactic design. Space, as designed *for* learning, is something both teachers and students read, transform and re-design in action, designing their paths *in* learning in higher education.

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**Disclosure of Interest:** None Declared

**Keywords:** design, higher education, learning, space

*02 Scholarship of teaching and learning*

**IN GERMANY YOU HAVE NO IDEA WHAT THE PROFESSOR EXPECTS**

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**Abstract Summary:** I will present relevant findings for the enhancement of educational quality in internationalized contexts by adding an intercultural comparative perspective to classroom practices. I will point out the highly problematic 'field of practice' of assignments and grading, and I will also discuss the implications that can be derived from these findings for educational development.

**Abstract text:** What internationalization means for faculty (e.g. new challenges requiring new skills and methods) is, at least in non-anglophone countries, rarely discussed.

International studies focus too much on the integration of foreign students into any given academic culture and the deficit is seen primarily with the student when, in fact, the root cause of problems often requires "a much broader lens" (Ryan, 2013: 2). There is a contradiction between the purported openness of HE to a global perspective, on the one hand, and local and national traditions, on the other (Moosmüller, 2013). This brings about new problems that have intercultural ramifications and, as such, there are still major deficits in the research looking at how to approach a variety of problems, including the high dropout rates of international students in Germany (Heublein et al., 2012), and, more basically still, how faculty teach and students learn. My survey provides relevant findings for the enhancement of educational quality and the improvement of student learning in internationalized contexts by adding an intercultural perspective to classroom practices.

By comparing academic practices in social and cultural sciences of different national HE systems, I have identified cultural divergences in different fields of practice in teaching and learning. My use of the terms 'academic practice' and 'fields of practice' refers to the concepts of action theory, where a 'social field' (Bourdieu, 1972) is "structured by the routines of social practices" (Reckwitz, 2002: 256) which are "largely implicit and largely historically-culturally specific" (ibid., 253). Although the university was originally a European institution, national models developed due to political and religious segmentation and were consolidated during the 19<sup>th</sup> century. Then, national models eventually emerged with their own specific academic practices, with Germany having a special role in generating the first model of a modern research university (Clark, 2006). Of course, these practices were and have always been permeable, hybrid, and influential of one another (Rüegg, 2004). But recent studies show significant differences in the interplay of research and teaching: in scientific styles, in learning and teaching styles, and in interaction between students and professors, even in the same disciplines (e.g. Schumann 2012; Ricken 2010, Hiller 2013).

In my presentation I will point out the highly relevant and problematic 'field of practice' of assignments and grading, especially with regard to the communication of the teacher's expectations regarding assignments and grading criteria. As my qualitative content analysis based study shows, there are diverging practices and expectations concerning how, when and where these expectations are communicated, whether and how criteria are made explicit, and how grading is done. A comparison of corresponding practices in the social sciences in France, Germany and the U.S. makes this clear, and illustrates the potential of frustration for teachers and students when diverging practices lead to poor grades or complaints.

As a reflective critique of my work I will discuss the controversy that surrounds the concept of culture, which ranges from scholars claiming that the gap between disciplinary cultures might be more striking (eg. Liebau/Huber 1985) to those who see HE institutions as "transcultural spaces" (Darowska et al. 2010).

At the end of my presentation I will show how faculty teaching in intercultural contexts can provide a better orientation for students coming from different academic backgrounds, and also what implications can be derived from these findings for educational development.

To keep the presentation interactive, after a first introduction I will encourage the audience to reflect on their own practices concerning the aspects under discussion, moderating a "mini-SoTL-talk" in pairs. The audience will also have the opportunity to share their own experiences.

**Disclosure of Interest:** None Declared

**Keywords:** intercultural, Internationalisation of Higher Education, teaching/learning practices

### *03 Scholarship of educational development*

#### **EDUCATIONAL DEVELOPMENT TO AFFECT CHANGE: THE CASE OF GUGULETHU, CAPE FLATS, SOUTH AFRICA**

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**Abstract Summary:** This paper reports on a study conducted in Gugulethu, one of the Black townships on the Cape Flats during the 2013 academic year. The study resorts under the flagship of an organisation named Women for Peace in the Western Cape Province, South Africa. The objective of the organisation is to educate and empower formerly disadvantaged communities in the larger Cape Flats area, Western Cape Province.

**Abstract text:** The aim of the study was in line with the organisation's mission which is to support residents of the townships through the provision of nutrition, and the provision of educational development and entrepreneurial skills that could lead to employment and/or entrepreneurial opportunities where these communities could become self-reliant and sustainable. These communities have high levels of unemployment and crime, drugs and HIV/Aids, with low levels of healthy lifestyles, nutrition, poor quality health care and limited access to skills development opportunities. Thus, this paper deals with the provision of educational development and entrepreneurial skills to a group of twenty seven men and women from Gugulethu.

The main research question was: How best could the participants be empowered in order for them to become employable and/or self-reliant? Three sub-questions guided the investigation: What are the most pressing needs of the participants? How could these needs be met? What is the long-term plan/strategy for sustainability and overall well-being for the participants?

The theoretical framework used for the study was based on Vygotsky's Social Culture Theory and Max-Neef's Human Scale Development Paradigm. Vygotsky argues that the environment in which human beings operate is the source of development of their personalities and characteristics. He explains that individuals exist as social beings, as members of some social groups within whose context they follow the road of their historical development. The composition of their personality and the structure of their behaviour turn out to be a quantity which is dependent on social evolution, and the main aspects thereof are determined by the latter. Vygotsky's social cultural theory is thus framed within a social justice and social construction paradigm.

Max-Neef's Human Scale Development Paradigm concentrates on, and is sustained by, the satisfaction of fundamental human needs and the generation of growing levels of self-reliance. He acknowledges that due to our common human nature, humans need to satisfy some fundamental needs that are common to all of us, in order to sustain a rich and meaningful life. He further argues that, although there are differences and varying degrees of needs depending on historical, social and culture contexts, in a fundamental way, needs as such are universally felt. Human needs, self-reliance and organic articulations are the pillars on which the Human Scale Development Paradigm is based.

These two paradigms complement each other in that they demonstrate that human development is socially situated and constructed; and that there is communality with regard to human beings' development and overall well-being and that is why they were used as the theoretical framework. The findings showed that poverty, the powerlessness of women, lack of choices and social passivity are among the causes of the HIV/AIDS pandemic in South Africa. It also revealed that more than 60% of the participants had health problems; that the main food was bread and mielies and that most of them lived on R50 per week. When asked what kind of skills they wanted to learn, the majority of men mentioned trades such as carpentry, building and plumbing, whereas the women mentioned sewing and baking. From the findings one can infer that a holistic approach that could address the fundamental needs that disadvantaged communities have, needs to be implemented. In this instance, the Human Scale Development Paradigm advocates a direct, participatory and equal opportunity democracy.

A critical question that needs to be asked and that the audience could engage in, is: how could the gap between the North (developed countries) and the South (developing countries) be bridged or narrowed?

**Disclosure of Interest:** None Declared

**Keywords:** Educational development, Empowerment, Human needs, Poverty, Self-reliance and sustainability

## *02 Scholarship of teaching and learning*

### **RESEARCH-BASED TEACHING AND LEARNING IN HIGHER EDUCATION: THE PERSPECTIVE OF POSTGRADUATE STUDENTS**

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**Abstract Summary:** The paper aims to analyse the research –based education from the perspective of postgraduate students enrolled in Master and PhD programs in five public universities in Romania. We analyse their capacity to transfer and integrate the research results to their educational program and their professional practice. The results showed that postgraduate students act as “mediators” of knowledge.

**Abstract text:** We present the results of a research funded by the Romanian Executive Agency for Higher Education, Research, Development and Innovation Funding that aims to analyse how scientific research in education is included on the teaching and learning programs in the Romanian postgraduate education. In this paper we present the perspective of the postgraduate students involved in Master and PhD programs in five public universities in Romania. We questioned about their capacity to transfer and use the research results in their professional practice. The role of postgraduate students in terms of their contribution to the total research activity, the breadth of research undertaken, and the linkage between schools and research is one of particular interest from this study. They are mainly part-time students who work in the education sector as school teachers and administrators or NGO-s practitioners. Recent years have been marked by a revival of interest in research and especially its transfer in the Romanian educational system. Efforts to promote research have been made by national bodies as well as from universities. The interest for the research transfer is even greater as lately there are some voices who believe that educational practices are not long enough based on the research findings. Regarding the research transfer and its implementation in the practice in education, especially teaching, the scientific contributions are numerous. Hoddinott & Wuetherick (2005, p. 32) describe “a continuum between teacher focused research-based course content and a student focused research-based process of learning.” Similarly, in their discussion of “research-led teaching” Holbrook and Devonshire (2005) describe the research-teaching nexus in terms of research-informed teaching – where disciplined-based research informs content – and research skills teaching – where students develop research skills. They add, however, the additional element of research-inquiry teaching, when academics use research to investigate the effectiveness of teaching and learning activities, which Griffiths (2004), in his conception of the research-teaching nexus, refers to as “research-informed teaching.” In this context, our study explore the postgraduate students involved in master and PhD programs in education, about the use of research in their workplace with special focus on how the research affects their practice. Postgraduate students were approached with a detailed questionnaire. A total of 160 responses were received from postgraduate students (Master and PhD) in the advanced research universities in Romania (from Bucuresti, Cluj Napoca, Brasov, Iasi, Ploiesti). The results indicate that while the research topics of the master and PhD thesis arose out of workplace issue, their motivations for postgraduate studies were of a personal nature (intellectual challenges- 93,27% and personal interest 87,62%). A wide majority recognised that research conducted in universities had a personal impact on their works, improving their actions (90%). The participants see their research as having an important basis for new developments introduced in their schools and school systems. Developing research projects at the work place involving both researchers and practitioners or publishing more research findings in the specialized journal and enhance the communication between researchers and practitioners were also reported as useful strategies facilitating the research transfer. When asked about the strategies to make findings known, “free discussions” was ticked as the predominant strategies to do so, while only 7% of subjects reported to use congresses as strategies to make known findings of results. Concluding we can agree that postgraduate students consider their learning process as relevant in order to develop the capacity to use and transfer their knowledge from the university to their work-places.

**Disclosure of Interest:** None Declared

**Keywords:** Higher Education, Postgraduate research, research-based learning

#### *04 Strategic educational development*

### PEER OBSERVATION OF TEACHING AS FORM OF STRATEGIC ACADEMIC DEVELOPMENT

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**Abstract Summary:** This paper reports the findings from an evaluation study to investigate participants' experiences and views of three different forms of peer observation within a Postgraduate Certificate in Academic Practice. We explore how peer observation can be used strategically for developing and enhancing teaching at individual and institutional levels.

**Abstract text:** Peer observation of Teaching (POT) is a reciprocal process involving one peer observing another's teaching and providing supportive and constructive feedback. POT schemes have been shown to lead to a range of benefits including: more public discussion and sharing of good practice in teaching (Blackwell & McClean, 1996; Whitlock & Rumpus, 2004); opportunities for positive feedback as well as dealing with problems within teaching practice (Blackwell & McClean, 1996); enhanced awareness of the content and processes of others' teaching and areas where further professional development support are needed (Cairns et al, 2013). There are also claims that POT can enhance the value of teaching (Gosling, 2005) and can enhance the quality of teaching across higher education institutions (Hammersley-Fletcher & Orsmond, 2004). Many POT schemes aim explicitly to encourage professional academic development in teaching and learning, and it has become common for academic development programmes to include POT.

At the University of Glasgow, the Postgraduate Certificate in Academic Practice (PGCAP) has been a compulsory requirement for approximately ten years for all new academic staff with less than three years teaching experience. The PGCAP includes the requirement for participants to complete three peer observations during the two years of the programme: an observation by a PGCAP tutor from the Academic Development Unit, an observation by a PGCAP peer from a different discipline; and an observation by a colleague from the participants' own subject area/department. This paper reports the findings from an evaluation study to investigate participants' experiences and views of POT within the PGCAP. Questionnaires were emailed to participants (n=107) who had completed the PGCAP since 2008 and responses were collated (n=42). We present our findings from this study. Participants demonstrated a slight preference for observations from PGCAP tutors as they perceived these observers to be more 'professional' or 'expert'. However, respondents were agreed that the most important factor, regardless of which peer was observing, was the quality of feedback they received and that the feedback was given in a constructive manner. Most respondents considered their PGCAP peer and their colleague observer to be a 'peer', whilst many were less sure they regarded their PGCAP tutor as a 'peer'. Participants were also keen to emphasise the value of being an observer in the POT process, which is consistent with other studies of POT (Cairns et al, 2013; Gusic et al, 2013).

We use our study findings to draw some conclusions and raise some questions about how POT can be used strategically as a form of academic development for developing and enhancing teaching at individual and institutional levels. We compare our results with a very insightful recent study by Yiend, Weller and Kitchin (2012) that questions whether peer observers are always in a position to be able to offer the kinds of critical comments on teaching that are likely to lead to transformed teaching practices and argue for the particular value of observations conducted by teaching and learning experts.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, peer observations of teaching, Postgraduate Certificate



### **03 Scholarship of educational development**

## **DRAWING ON PRACTICE THEORY PERSPECTIVES TO ENHANCE THE IMPACT OF ACADEMIC DEVELOPMENT ON ACADEMIC PRACTICES**

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**Abstract Summary:** This roundtable will stimulate discussion on how we can enhance the impact of academic development strategies on academics' practice. Drawing on an examination of strategies taken from different contexts and ideas from practice theories, we invite participants firstly to reconsider common strategies from a practice perspective, and then, how this can inform their own development practices.

**Abstract text:** Academic development works to enhance all aspects of the academic role within complex and ever-changing higher education contexts. Traditionally, this enhancement agenda has been managed internally by institutions offering formal professional development programs for staff. Such programs are often facilitated by central units designed to support the development of department-based academics. Although these programs have been shown to have an impact on individual teachers (e.g. Gibbs & Coffey, 2004; Trigwell, Caballero-Rodriguez & Han, 2012), there have been recommendations for a more integrated approach to development (e.g., Kreber & Castleden, 2009), and an increased emphasis on disciplinary knowledge (Jenkins, 1996). Unsurprisingly, approaches which offer *in situ* educational development are more likely to lead to changes to practice than those which do not (e.g., Blackwell & Blackmore, 2003; Trowler & Cooper, 2002). We take this aim of influencing academics' practice seriously, and propose that developers refocus their work on practice.

Boud and Brew (2013) draw on practice theories to provide a way for educational developers to reconsider their approaches to development and refocus on practice. They note six partly overlapping features of practice: embodiment, material mediation, relationality, situatedness, emergence and co-construction (Boud & Brew, 2013). While some aspects of academic development practices draw on these, we suggest that the full implications for our own practice have not been realised. The presenters will draw on international academic development practices, to highlight evidence of the effectiveness of employing such a practice perspective, and where there is space to enhance academic development by introducing a greater focus on practice. This seminar will start to set the agenda for ways forward in reviewing and investigating educational development practice. Part 1 will critically examine some of the development practices of the presenters to illustrate ways of thinking about academic development from a practice theory perspective. It will then proceed to focus on examining the question of where academic developers can most fruitfully focus their work in order to have most impact on the practices of academics. It will focus on how to make our work less individualistic, more context-specific, more situated and more co-constructed with colleagues.

#### Part 1

In addition to critiquing illustrative examples of development practices from Australia, Germany, Hong Kong and Sweden, we will highlight the complex interactions of perception, policy, global and institutional culture and context, and how these influence the practices of developers and academics. The current and possible impact of a emphasising a practice perspective within mandatory and non-mandatory development strategies, will be reviewed based on the impact of such strategies on changes in academics' teaching and assessment practices, and how academics communicate about their practices within conversations about teaching and student learning.

#### Part 2

In reviewing development practice, we will inquire into how to most effectively influence academics' practice – where should academic developers focus their work and how should they do so? What features of context do we need to examine and respond to? How can the strong relationships with colleagues be taken into account? What is likely to influence changes they make to their practice and what is likely to get in the way? These questions need to be asked in any development intervention, but there are likely to be some common features of many practices that can inform basic development practice. In the seminar we will identify some of the questions that should be asked and provide answers we already have some evidence for.

**Disclosure of Interest:** None Declared

**Keywords:** academic development practices, practice theories, socio-cultural contexts



#### *04 Strategic educational development*

### **KNOWLEDGE WORK PRACTICES IN EDUCATION - TWO CASES OF TRANSFORMING PEDAGOGICAL PRACTICES**

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**Abstract Summary:** Formal education is challenged by emergent trends highlighting students' needs to develop competencies and abilities to use technologies for collaborative knowledge creation and innovation. We present findings from two cases in which teachers transformed their courses towards promoting students' knowledge work competencies by following the design principles of the triological learning approach.

**Abstract text:** Today's students will have to tackle jobs that are profoundly different from existing ones. In order to manage changes in the society and in the work life new types of competencies are needed, such as team work and social skills, self-management and flexibility (Ilomäki et al, 2013). Formal education is expected to support students in acquiring competencies and abilities to use technologies for collaborative knowledge creation and innovation, but research indicates that pedagogical changes have not actualized as expected, and this is a concern for both higher education as well as upper secondary schools. Strategies are needed for introducing pedagogical models addressing the use of information technology into the educational systems.

There is an emergent trend to highlight knowledge creation practices as a basis for understanding modern knowledge work (Knorr-Cetina 2001), but fewer pedagogical approaches for promoting related competencies. Pedagogical methods do not support these new challenges and the focus is still on content learning rather than on fostering higher-order knowledge work competencies. Students are reported to leave higher education with underdeveloped abilities to collaborate, manage their work processes, use computers, or solve open-ended problems (CAHE 2005; Prince et al. 2005; Lindholm 2011). In teaching, technology is still used infrequently, only by some teachers and often for previously established teaching methods but not for transforming practices (OECD 2010). The basic communication tools (e-mail, file sharing) and virtual learning environments which are often used provide only limited support for collaboration (Lakkala et al., 2009). Students need interdisciplinary, goal-oriented projects and cross-fertilization between schools, higher education institutions and professional organizations should be enhanced. Educators need models and support for developing teaching methods with digital technologies which aim at supporting students' innovation skills and digital competence but which are not too challenging to apply.

One starting point is a learning approach called "triological learning" which has the specific aim of emphasizing and supporting knowledge creation pedagogy (Paavola et al. 2011). A primary aim of our study is to investigate and develop pedagogical practices that support students' knowledge work competencies by following the triological learning approach. Initially we aim to describe existing pedagogical models which are used by teachers and to investigate the pedagogical settings and teachers' experiences of these. Results from previous studies (Lakkala et al., 2013) indicate that with some training and support, university teachers changed their teaching towards collaborative knowledge practices, but gradual transformation of course designs is more realistic than attempting to change all at once. Students appear to be relatively flexible; they adopt new practices if appropriately implemented, even if they first have doubts.

We describe two cases in which teachers promote students' knowledge work competencies. The first case is conducted in a Finnish upper secondary school. Three teachers created an integrated course period based on phenomenon-based teaching. A common phenomenon to be examined by students is energy. The second case is project course in health informatics at a Swedish medical university in which students initiate development projects based on authentic health informatics problems.

The data consists of observations during the courses, teachers' plans and teacher interviews addressing knowledge practices in course contexts. We expect that challenges relate particularly to students' collaboration with professionals, combining individual accountability and group goals, and appropriate but easy-to-use technologies that would increase collaboration. Final results of the experiences will be reported in the presentation.

**Disclosure of Interest:** None Declared

**Keywords:** Information technology, Knowledge creation, Knowledge practice, Knowledge work, Triological learning

### *03 Scholarship of educational development*

## **USING A RELATIONAL APPROACH TO CONCEPTUALISE A TEACHING DEVELOPMENT PROGRAM: AN UNFOLDING STORY ABOUT 'BECOMING' AN ACADEMIC**

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**Abstract Summary:** We use a relational approach that explores learning as 'becoming' to reimagine the role teaching development programs play in the 'development' of academics. This offers an alternative to the prevailing model of 'capacity development' that dominates educational development. We explore aspects of learning that this relational view illuminates and discuss implications for educational development.

### **Abstract text: *The story of a teaching development program unfolds....***

*Twenty five academics from diverse disciplines sit quietly waiting. Some have chosen to come, others come to fulfil the requirement of employment as new members of staff, yet others have been 'told' to attend. The air crackles with anticipation – for some it's an opportunity to explore ideas around teaching, for others it's waiting for the facilitators to 'tell them something they don't already know about teaching', others wait to be told how to teach. Some just can't wait for it all to be over. The day starts, discussion begins, the sessions flow, merge and begin to blur.*

*Questions emerge, views are listened to, discussed, explored, challenged, accepted, at times dismissed. As the sessions roll along, connections to day to day experiences – and to each other - start to emerge and the mood in the room seems to shift... Participants discuss that while they are from different disciplines, they 'are all in the same boat' and have 'common challenges'. They discuss similarities along with differences, and some raise concerns about 'not being up to scratch'. At the end of the program many tell the organisers that they've had a good week, that they were surprised that they could learn so much from each other. Some leave glad it's all over and still wondering when someone is going to tell them how to teach. Others talk about confidence gained from knowing they are already doing things that are ok, and about confidence in trying new things out.*

*Something has happened during the program – it is not that the participants 'learnt' how to teach better, but something else, something that is much harder to pin down. This paper is an exploration of what might be going on.*

While this story is a fiction, it is composed from 'real' data emerging from 10 years running a foundational teaching development program for academic staff. It is a composite of the stories we hear from participants, comments and feedback they give us formally and informally, and our own embodied experiences of being in the room when 'something' happens.

Drawing from the case of this program, we use a relational approach that explores learning as 'becoming' to reimagine the role teaching development programs play in the 'development' of academics. We see this as offering an alternative to the prevailing model of improving teaching 'capability' that arises from educational development, which has emerged with the rise of managerial practices of quality assurance and enhancement. Our paper argues that the individualistic focus of this model on 'improving' teaching around the measurable functions of 'doing' academic work limits our understanding of the learning that occurs in these programs.

We aim to explore a richer conceptualisation using the case described above of a teaching development program from our institution. This conceptualisation considers academics (program participants) as selves-in-relation rather than individualised selves, and frames learning more broadly as 'becoming' an academic. In this conceptualisation we draw together Deleuze and Guattari's work on 'becoming' with emerging research around learning and change by Hager and Hodkinson, and research into 'relationality' that highlights the role of relations and intersubjectivities in this 'becoming'. To explore 'relationality' we draw from scholars such as Buber who proposes a relational ontology, and Phillips and Taylor, and Noddings, who place a focus on 'selves-in-relation' and 'fellow-feeling', which they examine through the concepts of kindness and care. We conclude by discussing the aspects of learning that are brought into view by this conceptualisation and the implications this has for educational development work.

**Disclosure of Interest:** None Declared

**Keywords:** Becoming, Relationality, teaching development

*01 Discipline specific educational development*

**THE IMPACT OF CLINICAL MATURITY IN EVIDENCE BASED MEDICINE**

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<sup>1</sup>Medical Education Research & Quality (MERQ) unit, Department of Epidemiology & Preventive Medicine, Monash University, Melbourne, Australia

**Abstract Summary:** This presentation will outline the notion of how clinical maturity may affect medical trainees' ability to use the principles of evidence-based medicine (EBM) in the clinical environment. Competency in EBM was assessed across undergraduate & graduate-entry medical trainees across 4 successive years. It was determined that clinical maturity does not impact upon medical trainees' competency in EBM.

**Abstract text:**

**Background**

Evidence-based medicine (EBM) involves making clinical decisions informed by the most relevant and valid evidence available, integrated with clinical experience and patient values. With many medical schools moving toward a graduate entry model, it has been suggested that the outcomes of teaching EBM skills may differ between undergraduates and graduate-entry students. Previous research has suggested that greater previous clinical experience and refined learning/study techniques may favour graduate-entry medical trainees.

**Objectives**

The objective of this study was to identify whether the clinical maturity of medical trainees impacts upon their competency in EBM.

**Methods**

Undergraduate and graduate-entry medical trainees completed an online assessment of their competency in EBM via the Berlin Questionnaire. The Berlin Questionnaire is a 15-point multiple choice item that has been psychometrically validated to discriminate between learners at novice and advanced levels of EBM competency. EBM competency scores across four student cohorts (years 2010-2013) was analysed using student t-tests.

**Results**

Data on a total of 674 medical trainees was collected over a four year period. Differences in EBM competency was identified in two, out of the four, data collection periods. In both years undergraduate medical trainees had a significantly higher level of competency in EBM – Year 2011 [mean difference (MD)=1.78, 95% confidence interval (CI) 0.39,3.17]; Year 2012 MD=2.12, 95%CI 1.16, 3.09.

**Conclusion**

Clinical maturity does not impact upon medical trainee's competency in EBM. Clinical maturity may only be one factor that may influence competency in EBM. Other predictors of EBM competency may include previous training and exposure to epidemiology, biostatistics and information literacy.

**Disclosure of Interest:** None Declared

**Keywords:** clinical maturity, evidence based medicine

*01 Discipline specific educational development*

**DEVELOPMENT AND VALIDATION OF THE ACE TOOL: ASSESSING MEDICAL TRAINEES' COMPETENCY IN EVIDENCE BASED MEDICINE**

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**Abstract Summary:** This presentation will discuss the development of the Assessing Competency in Evidence based medicine (ACE) tool. In this presentation A/Prof Dragan Ilic will describe the psychometric properties of the ACE tool and demonstrate its effectiveness by engaging with the audience to demonstrate the ACE tool and provide the audience with an assessment of their EBM competency.

**Abstract text:**

**Background**

While a variety of instruments have been developed to assess knowledge and skills in evidence based medicine (EBM), few assess all aspects of EBM - including knowledge, skills attitudes and behaviour - or have been psychometrically evaluated. The aim of this study was to develop an instrument that evaluates medical trainees' competency in the diverse skills of EBM.

**Methods**

The 'Assessing Competency in EBM' (ACE) tool was developed by the authors, with content and face validity assessed by expert opinion. A cross-sectional sample of 342 medical trainees representing 'novice', 'intermediate' and 'advanced' EBM trainees were recruited to complete the ACE tool. Construct validity, item difficulty, internal reliability and item discrimination were analysed.

**Results**

We recruited 98 EBM-novice, 108 EBM-intermediate and 136 EBM-advanced participants. A statistically significant difference in the total ACE score was observed and corresponded to the level of training: on a 0-15-point test, the mean ACE scores were 8.6 for EBM-novice; 9.5 for EBM-intermediate; and 10.4 for EBM-advanced ( $p < 0.0001$ ). Individual item discrimination was excellent (Item Discrimination Index ranging from 0.37 to 0.84), with internal reliability consistent across all but three items (Item Total Correlations were all positive ranging from 0.14 to 0.20).

**Discussion**

The 15-item ACE tool is a reliable and valid instrument to assess medical trainees' competency in EBM. The ACE tool provides a novel assessment that measures user performance across the four main steps of EBM. To provide a complete suite of instruments to assess EBM competency across various patient scenarios, future refinement of the ACE instrument should include further scenarios across harm, diagnosis and prognosis

**Disclosure of Interest:** None Declared

**Keywords:** assessment, evidence based medicine

## *02 Scholarship of teaching and learning*

### **HOW EFFECTIVE IS BLENDED LEARNING IN TEACHING EVIDENCE-BASED MEDICINE?**

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**Abstract Summary:** Evidence-based medicine (EBM) aims to provide clinicians with the tools to access, appraise and integrate evidence into clinical decision making. Yet ironically, the evidence behind how to effectively teach EBM is lacking. In this presentation, A/Prof Dragan Ilic will discuss the effectiveness of utilising a blended learning approach to teaching EBM in a clinical environment.

#### **Abstract text:**

##### **Background**

Evidence-based medicine (EBM) requires mastery of a variety of disciplines including clinical epidemiology, biostatistics, informatics and information literacy. A multifaceted approach to teaching EBM has been proposed in order to accommodate different disciplines and student learning styles. Few studies have been performed to inform how best to teach EBM to medical trainees. Current evidence can only conclude that any form of teaching increases EBM competency, but cannot distinguish which form of teaching is most effective at increasing student competency in EBM. This study aimed to examine the effectiveness of implementing a blended-learning versus didactic-learning approach of teaching EBM to medical students with respect to competency, self-efficacy, attitudes and behaviour toward EBM.

##### **Methods**

A mixed methods study consisting of a randomised controlled trial (RCT) and qualitative case study was performed with medical students undertaking their first clinical year of training in EBM. Students were randomly assigned to receive EBM teaching via either a blended learning approach or the incumbent didactic approach. Competency in EBM was assessed using the Berlin questionnaire and the 'Assessing Competency in EBM' (ACE) tool. Students' self-efficacy, attitudes and behaviour was also assessed. A series of focus groups was also performed to contextualise the quantitative results.

##### **Results**

A total of 147 students completed the RCT, and a further 29 students participated in six focus group discussions. Competency in EBM did not differ significantly between students receiving the blended learning-based course versus those receiving the didactic-based course (MD = -0.68, (95%CI -1.71, 0.34), p=0.19). No significant difference was observed between sites (p=0.89) or by student type (p=0.58). Perceived self-efficacy, attitudes and behaviour toward EBM was significantly higher in students who received the blended learning-teaching model. Qualitative analysis demonstrated a strong student preference for teaching using a blended learning approach, which integrates lectures, online learning and small group activities.

##### **Discussion**

Blended learning is no more effective than didactic learning at increasing medical students' knowledge and skills in EBM. However, blended learning is significantly more effective at increasing student attitudes and behaviour toward EBM and its implementation in clinical practice. A multifaceted approach should be adopted when teaching EBM to medical students. Further research on the cost-effectiveness of EBM teaching modalities is required.

**Disclosure of Interest:** None Declared

**Keywords:** Blended Learning, evidence based medicine

#### **04 Strategic educational development**

### **EDUCATIONAL CHANGES THROUGH POLICY DEVELOPMENT, REVIEW AND IMPLEMENTATION – STRATEGIES TO ENHANCE STAKEHOLDER INVOLVEMENT AND TIMELY CHANGES**

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**Abstract Summary:** The paper aims to: describe traditional methods of initiating and sustaining educational change through policy development and review processes; examine some issues in making policy changes; and propose a strategy for stakeholder participation and timely changes. The study uses grounded theory method (Glaser & Strause, 1999) and Information Communication Technology practices for the new pathway.

**Abstract text:** Background

Educational development activities at a university level are usually initiated and guided by relevant policies and procedures. If the “interaction between sectors that are built on different principles is a fundamental dynamic of policy change” (Gornitzka, 2013), then the development and/or revision of policies should ideally involve all stakeholders. Stakeholder involvement is strategically important to: ensure appropriateness of change, and manage the change process. Stakeholder influence in higher education policy has been widely investigated (Bjorquist, 2009; Benneworth & Jongbloed, 2009). The expectation is that when a change is introduced, it will be appropriate for all key stakeholders, and it can be sustained through meaningful adoption.

Current challenges

Meeting the needs of most stakeholders is a challenge for institutions (Gayle, Tewarie & White, 2003). Academic staff members and their students constitute the biggest stakeholder groups within an educational institution. Yet the interests/needs of each of these two groups is typically presented by representatives in a committee which has oversight over the development or review of a policy, and the representatives may or may not indicate the majority view of the respective groups.

Another challenge is making timely change. While institutions have mechanisms for policy modification, the process to initiate change in an institution tends to be sequential, and proposed changes are considered at various levels of the organisation’s administrative structure, requiring considerable time. It is not unusual that a policy modification may be needed soon after its initial implementation, due to a wholly new circumstance that has arisen during the course of policy consideration.

Future pathway

Traditional institutional change processes may need to become more dynamic, for maximum benefit to the institution and the wider community. Investigating change processes in the Information and Communication Technology (ICT) field may be useful, given that ICT is evolving at a rapid pace. A change in ICT can be propelled from any direction or level in the wide community, and there may be no pre-determined sequence of events. The adoption of such as model will require significant changes in current higher education management processes.

A flexible pathway to modify policies in higher education will generate much discussion among colleagues at many levels of the community, both within and external to an institution. After presenting the findings from the published literature and real-life experiences of the authors, the discussion at the Conference will focus on the feasibility of a flexible model with a much larger ‘grass-roots’ consultation process in policy development, modification and implementation.

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**Disclosure of Interest:** None Declared

**Keywords:** Educational change, higher education policy, stakeholder contribution



*04 Strategic educational development*

**RACE TALK IN THE UNIVERSITY CLASSROOM: LESSONS FROM NORWAY FOR EDUCATIONAL DEVELOPERS ON RACE DISCOURSE IN TRANSITION TO A MULTICULTURAL SOCIETY**

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**Abstract Summary:** How are issues related to race discussed - or silenced - in higher education teaching and learning, and what are the implications for educational development? In this study, we analyze classroom discourse in three university courses in Norway to see how educators and learners take up or avoid difficult topics related to difference and race.

**Abstract text:** How are issues related to race discussed or silenced in higher education teaching and learning, and what are the implications for educational development? In this study we analyze classroom discourse in three bachelor-level courses in Norway to see how educators and learners take up or avoid difficult topics related to difference and race.

The concept of race is an example of the power of language to constitute the social and material world. Although race is not a meaningful *biological* concept, as an idea manifest in language, 'race' has shaped the world we live in, from justifications for genocide and exploitation, to material inequalities in housing, jobs and education, to generative solidarity and creative expression. Thus, it is important to develop critical understandings of how race is talked about and acted on.

Universities are important sites for the study of discourse on race because ideas developed and propagated in the higher education sphere influence the broader social context: students are democratic participants, they go on to take positions of power, and academics help shape public discourse. As educational developers, we care not only about whether students are learning, but *what* and *how* they are learning, including what and how they learn about issues of societal importance across the curriculum. Further, we have a stake in supporting educators in creating inclusive learning environments: how issues related to race are discussed or avoided has particular implications for the learning experiences of racial/ethnic minority students.

Norway is an interesting case example for this project. First, Norway is in an early phase of transition to a 'multicultural' state, but is undergoing rapid change. Second, Norway is one of the wealthiest countries in the world, and provides an opportunity to understand how race – and its connection to the 'threats' of immigration – is constructed in relatively low-stress social circumstances.

We compare classroom talk from 3 university courses, including sage-on-the-stage lectures and dialogue-based seminars and colloquia. We expected that talk about race will be hidden under explicit talk about immigration, religion and nation. However, what was unknown is how issues are discussed, how they are silenced, and how these dynamics vary in different types of classroom situation. Data were analyzed using a critical approach to discourse analysis; we attended to the interplay between micro-issues of language interactions and macro-issues of structure, power and agency. We explored instances where race or related topics were addressed explicitly, as well as instances where these issues would likely arise, but were avoided or silenced. In particular, we paid attention to the use of pronouns ("we," plural "you," etc.). At times, the educator's "we" serves a pedagogical purpose (e.g., minimizes power differences between teacher and students, or delivers a controversial statement about Norwegian society without blaming or alienating students). However, this "we" can also serve to homogenize a group. We find that often the use of collective pronouns homogenizes in a way that is pedagogically strategic and yet, in terms of discourse on race, is problematic.

This paper will be presented through close readings of excerpts of classroom talk as well as a summary of findings. Our intention is that this act of close reading together, will offer not only information about our project's findings, but will introduce the audience to a different approach to "reading" what happens in learning environments. We hope that this will offer a new "pair of glasses" or a new way of interrogating and making sense of educational discourse practices in their own institutions. We will also create space for the audience to ask questions and discuss our findings.

**Disclosure of Interest:** None Declared

**Keywords:** discourse analysis, race, racialization

*01 Discipline specific educational development*

**LEARNING IN PRACTICE THROUGH A CHAT TRANSFORMATORY LENS**

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**Abstract Summary:** This paper involves educational development research into curriculum in Architectural Technology. The research draws on activity theory and in particular Stetsenko's transformative activist stance on learning. The research suggests that community work provides students with a rich learning experience because they are able to exercise agency as young professionals.

**Abstract text:** In this research an educational developer inducted an Architecture lecturer into learning/organizational theory (activity theory) in order to better understand practice-based learning and what benefits may accrue. The purpose of the research was to make suggestions as to how the practice curriculum could best be better designed through exploring the different affordances for learning offered at the different sites of practice.

This paper examines and compares university students' learning in two sites of practice; the traditional office and a community project. The research is situated within an Architecture Diploma course where students are expected to spend a full year out of their three years of study in practice. Though the context of the study is in architectural education the findings of the research can also be applied to learning in practice in a general sense. The theoretical position taken in this research is that for practice to enable learning it needs to offer affordances for significant learning within that field but this alone is not enough. Students also need themselves to be motivated to learn through the exercise of agency; they need to find meaning and intentionality in the work they do. One suggestion put forward in the literature on learning is that the theme of contribution and change to the lives of others through conducting work may provide for just these affordances and motivations. The paper thus draws on activity theory's approaches to systems change and Anna Stetsenko's transformative activist stance on learning. Stetsenko's description of learning through contribution and activism is also useful in this study because it has much in common with Architecture's own professional vision of Architects as change agents for the better.

Students were interviewed about learning at these two sites and their perceptions compared using an activity theory framework, which also allowed for organization and comparison of the data. Our focus was on how the conditions of learning (within each activity system) may lead to different learning outcomes for the office and community work. We found that that office work, though important for learning how to apply knowledge learnt in the curriculum, gave students little room to explore and problem-solve according to others' needs, as compared to community building work.

The research suggests that community work, because it may involve an activist stance towards changing the lives of others, may provide students with a rich learning experience that office work alone cannot achieve. The results of the research have been used to better conceptualize the practice curriculum (and so develop staff) so that attention is not just paid to induction through instruction and application, but also to students' professional development through more overtly contributing to the lives of others.

For those less familiar with an activity approach, there will be opportunity in the presentation to experiment with coding data using an activity system framework.

**Disclosure of Interest:** None Declared

**Keywords:** Activity Theory, community-based learning, practice learning

*04 Strategic educational development*

**CHALLENGES FOR NEW DOCTORAL SUPERVISORS: A STUDY AT THE SWEDISH UNIVERSITY OF AGRICULTURAL SCIENCES**

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**Abstract Summary:** The purpose of this study is to analyze the main challenges for new doctoral supervisors at the Swedish University of Agricultural Sciences. In this presentation we will discuss results from the quantitative part of the study. The main aim of the study is to enhance the quality of the education for supervisors as well as to support the strategic development of the research education in the future.

**Abstract text:** Enhancing the quality of the research supervision is essential in order to develop a successful research education at the university level. Since both new and experienced doctoral supervisors play a central role in this process, it is of pivotal interest to analyze their situation and how the doctoral supervision develops during the whole educational process, leading a doctoral student to a doctoral degree. However, a very few studies have been carried out focusing attention to the new supervisors and their crucial role. As a result, in 2013, the Swedish University of Agricultural Sciences initiated a new long-term project focusing on its newly-appointed doctoral supervisors with the aim of identifying and analyzing the significant challenges they face when supervising their first doctoral students.

The project will be based on a questionnaire to more than 200 new main supervisors that have participated in the SLU supervision course, which corresponds to three weeks of full-time work. Upon taking on their first doctoral student they will be asked to fill out the questionnaire on a yearly basis. At the same time, they and their doctoral students will also participate in semi-structured interviews. In this paper we will primarily discuss some of the results of the quantitative study.

The questions that we will give emphasis to in this paper are:

- What type of challenges do new main supervisors face during their first year in this role?
- What strategies do they use with the intention to make their supervision successful?
- Do female and male doctoral supervisors face different challenges?

Based on these results of the study at the Swedish University of Agricultural Sciences, our ambition is to improve the doctoral supervision and throw light on the challenges in the supervision process. The needs for a specific and targeted training for doctoral supervisors has been pointed out in numerous studies. The results of our research can contribute to further develop the quality in doctoral education.

**Disclosure of Interest:** None Declared

**Keywords:** research education, doctoral supervision, educational development, Supervisor training

*02 Scholarship of teaching and learning***NEGOTIATING THE ROLE OF THE UNIVERSITY TEACHER**Rie Troelsen <sup>1,\*</sup>Jens Tofteskov <sup>2</sup><sup>1</sup>Department for the Study of Culture, University of Southern Denmark, Odense, <sup>2</sup>Copenhagen Business School, Copenhagen, Denmark

**Abstract Summary:** This paper describes and analyses the demands and expectations placed on the university teacher. We report from a research project where teachers' perceptions of the professional university teacher are investigated. Six understandings of the professional teacher role arises; the non-amateur, the student-oriented, the practice-oriented, the researching, the certified and the reflecting teacher.

**Abstract text:** There has been done considerably research into the changing role of higher education teaching during the last decades (e.g. Barnett 2009, McAleese et al 2013). There is a wide agreement that the nature of teaching at universities has changed due to the change in student population, in the general economic and organisational structures in the managerial branch of the universities, and the greater focus on patentable and applicable research. This has of course also changed the role of the university teacher, and there is also a wide agreement here that the new teacher role is that of the professional teacher (e.g. Milliken 2004, Unwin 2007).

We are in this small-scale project interested in examining how teachers themselves perceive the change in teacher role towards becoming a professional teacher. With a phenomenographic approach (Marton 1981) we have in semi-structured interviews asked six university teachers (assistant professors) to describe their teacher role and how they imagine that it will develop. Six understandings of the professional teacher role arises; the non-amateur, the student-oriented, the practice-oriented, the researching teacher, the certified and the reflecting teacher. These six views on professionalism is actually five different perspectives and one overarching understanding of what it means to be a professional teacher. Each of the five perspectives is described within three categories widely used in the field of profession research; knowledge, skills and obligations (Hjort 2006, Carr 2011).

Non-amateur	Knowledge of Not clearly stated	Skills Not invest too much of oneself	Obligation to Oneself
Student-oriented	One's "audience"	Get in contact with one's students	One's students
Practice-oriented	The field of practice	Relate education to practice	The field of practice
Researching teacher	Own research field	Use newest pedagogical technology	The subject
Certified	Pedagogical tools	Not clearly stated	The system
The reflecting teacher	Prerequisite to becoming professional		

These views on what it means to be a professional university teacher are each aspects of the professional practice teachers have. Each practice is accentuated by the teacher's personality, the subject, the students or different institutional frameworks, e.g. number of students or economic structures. There is in other words a negotiation happening between the teacher's inner values and some external expectations and requirements.

The results from this preliminary project can be inspiring to educational developers who plan and conduct some of the activities that university teachers are expected to become professional by participating in. The results are interesting because they can reveal the very varied expectations teachers meet different competence development activities with.

During this session the audience will be asked to reflect on their own view on the knowledge, skills and obligation of the professional teacher by the means of reflective writing exercises and buzz groups.

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**Disclosure of Interest:** None Declared

**Keywords:** professionalisation, teacher role, university teachers

*04 Strategic educational development*

**“DESIGNING ONLINE COURSES”:** INVESTIGATING A SUSTAINABLE FRAMEWORK THROUGH PROFESSIONAL LEARNING

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**Abstract Summary:** This paper reports on the design, development and deployment of a professional learning module intended to guide academics in building quality online courses through a five-stage framework. The module developed provides an example of how professional learning can be tailored to meet strategic university policies while delivering on quality products that align with everyday academic processes.

**Abstract text:** The burgeoning online delivery of higher education requires support and resourcing to be successfully implemented. In this paper, we report on the design, development and initial pilot of a professional learning module intended to guide academics in building quality online courses through a five-stage framework. This module serves as a just-in-time resource to support the academics in the process of converting from a face-to-face delivery mode to an online one. It is intended that by giving the academics a strong pedagogical perspective on the curriculum design process that they will be able to make appropriate technological decisions when implementing the design. It is also envisioned that by completing this module that the conversations with the specialised development teams will be much more meaningful as many of the content and teaching activity decisions will have already been made. As such the overall guiding principle in designing this professional learning module was to ground it in the theoretical frameworks that encompass quality online course design, while making it consumable for the average academic by providing practical examples from their colleagues to illustrate the theory in practice. The guiding pedagogical principles for the development of this module were underpinned by the three frameworks of Community of Inquiry (COI) (Garrison, Anderson, & Archer, 1999), Technological, Pedagogical, Content Knowledge (TPACK) (Mishra & Koehler, 2006) and the Goodyear (2005) pedagogical framework.

This paper will report on the results from a pilot that was conducted with a number of academics that undertook the module as a part of their regular professional development activities for the semester as a four-week online course. Evaluation of the pilot cohort was conducted through two methods. Firstly, participants were surveyed on their experience with the module. Secondly, an analysis was conducted of the course outlines and course design documents that the participants were expected to complete throughout the module to assess whether the key concepts were applied effectively. The results from the initial trial and the formal pilot will be used to reevaluate and adjust the content of the framework before it is opened to the larger academic community within the University.

**Disclosure of Interest:** None Declared

**Keywords:** Higher Education, Learning Design, Online Learning, professional learning

### **03 Scholarship of educational development**

#### **PRIVILEGE WALK - A PATH TOWARDS UNDERSTANDING NORMS AND STEREOTYPES**

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**Abstract Summary:** Privilege Walk is an exercise aimed at visualizing, often invisible, norms and stereotypes in a given context.

Participants of this workshop will try two versions of the exercise, learn more about its background and possibilities, and have the opportunity to start designing exercises in their own areas of interest.

**Abstract text:** In higher education, as well as in other human endeavours, norms, values and expectations affect what is being recognized and accepted. The interplay with such cultural systems can have a critical influence on how people behave and succeed (See for example Steele 2010). However, the social rules and norms are primarily a silent knowledge held and enacted, often unconsciously, by the established members of the context. Active intervention can facilitate visualizing, understanding and transforming such belief systems. This workshop will focus on one such intervention activity - Privilege Walk.

The Privilege Walk is inspired by ideas of Peggy McIntosh (1990) regarding privileges, in particular regarding to race, and their importance for the everyday life of individuals. McIntosh exemplifies this through different statements that are unproblematic for privileged people, but often impossible for those lacking such privileges. This model was developed into an exercise as part of a project to support student diversity at University of California. In this exercise all students are standing side by side at the beginning. Different statements are read, relating to student background as well as different possibilities and opportunities in their everyday situation. Students react upon these statements by moving backwards and forwards. The diversity in the group becomes apparent in a very visual, and often emotional, way as students react in different ways and thereby move apart.

This exercise has spread among teachers and pedagogical developers working with norms, diversity and equal opportunities. The formulation of relevant statements provides the possibility to focus the exercise on different areas, such as race, class age or gender. The directness of the exercise and the active engagement of participants make it a powerful intervention. This provides an effective catalyst for discussion, understanding and transformation.

This workshop will exemplify how this exercise can be used in different ways by educational developers and teachers. The workshop is arranged according to the following schedule, which will be open for some modification depending on participant interest and questions.

1. A short Privilege Walk exercise focusing on participant experiences of diversity related work at their institutes. This will both introduce the participants to each other, the exercise format and their ideas regarding norms and stereotypes. This part will conclude with a general discussion. (20 min)

2. An introduction about the ideas behind Privilege Walk, development of the exercise and possible uses in higher education. (15 min)

3. A longer Privilege Walk exercise, used in courses about academic integration. The purpose and design of this exercise will be used as a starting point for a discussion about possible uses of such exercises in educational development. (25 min)

4. Participants will work together to draft different possible exercises relating to their own interests. The ideas will be discussed among all participants. (25 min)

5. Brief summary by the workshop leader. (5 min)

Previous workshops about Privilege Walk have, according to evaluations, increased participant understanding about the interplay between norms and the diverse background of participants in a given context. Participants have also been inspired to apply the ideas in many different situations, such as the perceived status of different books in popular culture, different partners possibilities in international research collaborations and the ability of different actors to transform academic culture.

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**Disclosure of Interest:** None Declared

**Keywords:** exercise, inclusive education, norms

*02 Scholarship of teaching and learning*

**TRADITION AND INNOVATION: SPECIFIC FEATURES OF TEACHING ENHANCEMENT INITIATIVES IN HUNGARIAN HIGHER EDUCATION**

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<sup>1</sup>Department of Pedagogy, University of Kaposvár, Kaposvár, Hungary

**Abstract Summary:** The presentation summarizes the results of an exploration and analysing process of teaching enhancement initiatives in Hungarian higher education. The specific characteristics of the field outlined by literature review and website analysis will serve as a guide for creating an educational development program hosted by the Centre of Teacher Training at University of Kaposvár.

**Abstract text:** Educational development in higher education has over five decades of history although in Hungarian higher education it has only recently become the topic of discourses. In Hungary the educational development related to tertiary education has a special background: professional and instructional development of academics without clear goals, articulated strategy and development units is incidental, is related to individual pursuits and therefore it needs further development. In the changing context of initial teacher training, the University of Kaposvár had established the Centre of Teacher Training which could be the host and organizational background for various efforts of teaching enhancement activities. Without significant theoretical background and practical experiences in Hungarian higher education the realization of these aspirations faces a great challenge. The current landscape and the reflection on the evolving international trends can give us the professional background for developing supportive programs and services. Therefore the Centre has marked a literature review of the topic in international and domestic aspect as a number one priority, followed by an exploration of the Hungarian experiences.

The presentation provides the results of this exploration and analysing process, and also presents some primary results from a survey currently being conducted at the University of Kaposvár. Through the analysis of the teaching enhancement initiatives we intended to gather information about the types of the programs in practice, the focus of development, institutional context and efficiency issues. In the needs/interest survey we used a questionnaire that was filled out by more than 150 faculty staff with different disciplinary background from the four faculties of the university (animal science, pedagogy, arts and economic science). The empirical research aims to reveal the attitudes, positive experiences, difficulties related to teaching activities and the main patterns of the diverse needs toward professional and instructional development.

The results of the exploration show particular patterns of teaching development efforts which can only be interpreted in the context of the national higher educational traditions and the new demands from the society which urge innovations. At many universities academic staff instruction development programs are fragmentary, poorly designed, or limited in scope; some universities do not even have programs of this nature. The most common type of programs is a workshop; varying between 30 - 60 hours, the theoretical background, content and methodological realization is reflected also by the name of this program: training of trainers. The so-called scholarship of teaching and learning does not seem to be emerging, the programs have only methodological aspects and disciplinary background has a very strong impact on considering teaching and learning issues. These courses usually are connected with the different universities' development projects, and this aspect of delivery unfortunately prevents programmes to become an integral part of the services offered by universities. A professional scholar, but an amateur teacher model has been evolving, however the academy draws up the urge to be responsive to new demands of the Age of The Learner and The Network, as we use the model of Sorcinelli and colleagues (2006). In the domain of this model the teaching development in Hungarian universities has to catch up to the current stage and integrate the achievement of previous stages.

The international context and discourse offered by the conference could be fertilizing for outlining an educational development strategy for the Centre. There is one relevant issue to which I expect proposals from the experienced professionals in audience: based on the results outlined in the presentation which could be the main challenges we have to face in creating a program supporting educational development?

**Disclosure of Interest:** None Declared

**Keywords:** instructional development, literature review, teaching and learning center



*04 Strategic educational development*

**THE TENSION BETWEEN SUPERVISION AND EVALUATION: ARE TUTORS ABLE TO OBJECTIVELY EVALUATE AN UNDERGRADUATE DISSERTATION?**

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**Abstract Summary:** Is it appropriate that the supervisor or tutor is also an evaluator? At Artevelde University College we found a clear effect on the rating given by the assessors by the function of that assessor (mentor or independent). The results provide evidence for the necessary separation between supervisors or tutors and assessors when an objective evaluation of an undergraduate dissertation is required.

**Abstract text: Questions and Rationale:** One of the key questions in evaluating an undergraduate dissertation is whether it is appropriate that the supervisor or tutor is also an evaluator. After an intensive process of coaching, it seems plausible that the supervisor or tutor has a certain relationship with the student that can disrupt his objectivity when assessing a performance or an essay of that student. But is this assumption also true? At the Artevelde University College Ghent (field of education: midwifery) we did a study to determine the impact of coaching and mentoring on the assessment of that student by the mentor himself or herself.

**Methods:** In the field of education of midwifery at Artevelde University College, a bachelor dissertation will be evaluated by three people: an internal mentor, an external mentor and an independent assessor. A score is given for the written essay, the creative process and the oral presentation. All three assessors score the achievement of the student on basis of their intuition and experience. In addition, they receive an evaluation form with clear written criteria that they should judge on a Likert scale. Based on the judgement of these criteria, a more objective and standardized score is calculated. All scores are analyzed and compared.

**Outcomes:** We found a clear effect on the rating given by the assessors by the function of that assessor. We noted a different scoring behavior between the internal mentor (internal coach), the external mentor (external coach) and an independent assessor. We also found a difference between the more objective score based on predetermined criteria and the subjective score that would be given by the assessors based on their personal intuition. The results provide evidence for the necessary separation between supervisors or tutors and assessors when an objective evaluation of an undergraduate dissertation is required.

**Reflective critique** The tension between supervision and evaluation remains a difficult issue because it also has some benefits when an evaluator is also a mentor. It also can be discussed if the personal progress of a student should or should not be taken into account when assessing his achievements.

**Disclosure of Interest:** None Declared

**Keywords:** dissertation, evaluation, mentoring, Supervision

*04 Strategic educational development*

**INTERNATIONALIZATION PROCESS IN A PUBLIC UNIVERSITY IN SAO PAULO STATE/ BRAZIL: A CASE STUDY**

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**Abstract Summary:** This paper presents an analysis of the Institutional Development Plan of Sao Paulo State University (Unesp), one of the most important ones in Brazil. Focusing on its internationalization process this paper presents results concerning strategic and operational actions that have been occurring since 2010 in order to intensify this practice inside the HEI.

**Abstract text:** Innovation, internationalization, interdisciplinarity: three main themes that have been developed in leading universities throughout the world. When applied to the higher education institutions (HEI) in Brazil, not only these but others strategic factors must be part of their Institutional Development Plans (IDP). HEIs are required to carry out its strategic plan and produce this written document as a mandatory requirement for the opening authorization and accreditation procedures, according to Brazilian Decree 3.861/2001. Although each HEI is free to establish its own IDP, legislation predicts some topics considered obligatory including the mission, vision, goals and objectives of the institution; its pedagogical project; pedagogic and administrative organization of the HEI; infrastructure and academic facilities; provision of postgrad, masters and doctorates programs, and demonstration of financial sustainability. Prepared for a period of five years, this Plan can be considered a general guideline to strategic planning of colleges and universities. This paper presents a specific analysis of the IDP of Sao Paulo State University (Unesp), recognized internationally as one of the most important universities in Brazil. Focusing specifically on its internationalization process this paper presents results concerning strategic and operational actions that have been occurring since 2010 in order to intensify this practice inside the HEI, through the mobility of students, staff and/or teachers, the internationalization of curricula and mutual recognition agreements, or international cooperation in researches.

**Disclosure of Interest:** None Declared

**Keywords:** Brazil, Internationalisation of Higher Education, Strategic planning

*01 Discipline specific educational development*

**PROMOTING CROSS CULTURAL COMMUNICATION THROUGH TEACHING ASSISTANT EXCHANGE**

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**Abstract Summary:** We invented 9 tangible board games in five categories to teach business in active learning in Japanese University. We also started regular lectures in Thai University from August 2010. We developed circulation program of teaching assistants in 2013. In August, two Thai TAs and one Japanese TA formed the cross cultural team to maximize the effectiveness of business game.

**Abstract text:** To support and develop students who are expected to become engineers in the near future, we invented some tangible board business games to experience management and accounting of company. We developed nine business games in five categories. This teaching style which uses game in course of business can change an atmosphere of class and promote positive attitude of students. It is strongly appreciated by students.

However, it is not easy to manage class in a limited time for teacher. A teacher has to answer many questions, to correct wrong calculations, while other students are waiting for next step. To accelerate operation of class, we admit teaching assistants (TAs). We have established a path to find future TAs from our lectures in Tohoku University. Based on curiosity on common topic and strong motivations, TAs form interdisciplinary group to improve, develop, or spread our legends.

TAs have limited time, and have to stop group activities before starting their main duty in laboratories. They have to contribute the group in an short time. This program makes TAs grow up rapidly and often achieve amazing works. We worked with 55 TAs over 13 generations from December 2004 to January 2014.

We started regular lectures in Sirindhorn International Institute (SIIT), Thammasat University, in Thailand from August 2010. Japanese TAs were interested in our challenge to spread business games to different country. Two students visited SIIT in 2010 and 2012, and worked as TAs in 2010 and 2012. Thai Students were very surprised at the sudden appearance of a Japanese graduate students.

SIIT appreciated our idea to activate course by foreign TAs and decided to send some graduate students who are interested in learning business games. Two Thai students came to Tohoku University in April 2013 and started working with Japanese members. After they went back to SIIT in June 2013, we had regular lecture in August 2013 and they worked as TAs. One Japanese student has also joined. We had two classes and the number of students was 75. Three TAs worked very hard, their work was strongly appreciated by students. Their efforts significantly promoted cross cultural communications and friendships between students and TAs, and some international communications are still active on Facebook.

In this paper, we introduce some cases to discuss about effectiveness and possibility of circulation program of TAs.

**Disclosure of Interest:** None Declared

**Keywords:** Business game, Cross cultural communication, International collaboration, Teaching assistant, Teaching Assistants circulation

*03 Scholarship of educational development*

**JOURNEYS TO PROFESSIONAL DEVELOPMENT**

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**Abstract Summary:**

This paper develops a tapestry illustrating the learning trajectories that academic teachers take within a small Welsh University in the UK. Firstly, we examine the role of action research as a way of developing teaching amongst early and mid-career staff. Secondly we look at how academics react to being observed as part of a peer observation system.

**Abstract text:** This paper attempts to unpack the multifaceted journeys that academics take towards professional development. It interweaves several separate strands of research to develop a tapestry illustrating and critically evaluating the learning trajectories that new academic teachers take within Aberystwyth University, a small Welsh University in the United Kingdom. Firstly, we examine the role of action research as a way of intervening in and developing teaching amongst early and mid-career staff. We do this through a discourse analysis of a decade of digitised resources of teaching interventions created during a teaching enhancement project (see:<http://cadair.aber.ac.uk/dspace/handle/2160/7138>). Action research is the main vehicle we have chosen for academic development at the University, particularly through the Postgraduate Certificate in Teaching in Higher Education and requires significant commitment, reflection and self-awareness. Secondly we look at how early-career academics react to being observed as part of a peer observation system through a series of semi-structured interviews with early and mid-career staff carried out in 2013 about their perceptions of being observed as part of teaching enhancement agenda.

There have been a number of studies on the effectiveness of educational development in HE and a number of studies on academic identity but few have explored how perceptions of identity change as academics move from postgraduate research, and into academic roles and on onto positions of leadership within academia. Through the two projects outlined above, this paper will present some early findings of a study that tracks this journey.

**Disclosure of Interest:** None Declared

**Keywords:** action research, , discourse analysis, interviews, peer observations of teaching

*04 Strategic educational development*

**SUPPORTING EXPERIENCED ACADEMICS IN OBTAINING A SENIOR TEACHING QUALIFICATION**

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**Abstract Summary:** Currently several Dutch universities develop routes for experienced academics to make a portfolio with evidence of their seniority in teaching in Higher Education. The assessment of the portfolios can lead to awarding the Senior University Teaching Qualification. In this seminar we would like to discuss our experience with ways to support these academics in the process of making a portfolio.

**Abstract text:** Currently several Dutch universities develop routes for experienced academics to make a portfolio with evidence of their seniority in teaching in Higher Education. The assessment of the portfolios would lead to awarding a Senior University Teaching Qualification. The criteria for such a senior qualification are in some universities already quite clearly defined, in other universities they are under development.

For two universities (A and B) we will describe the routes that are being developed to support experienced academics in obtaining a senior qualification. Our question to the audience is to think along with us and to discuss the appropriateness of the programmes for academics at this level.

In university A the criteria are clearly defined. Senior level means involvement in the management of a degree programme, leading educational innovation and working at curriculum level. University B is developing criteria. They would also include teaching excellence in the criteria.

In university A academics usually work independently at their portfolios. In most cases these academics have been for some years involved at curriculum level and in the organization of the degree programme, when their line manager proposes that they make a portfolio ready for assessment. In november 2013 another route started, in which a group of academics work together in the process of making portfolios.

University B organizes a programme in which a group of experienced academics with the ambition to acquire a senior qualification is invited to help define the set of criteria, based on their daily work. The set of criteria should cover the diversity of activities at programme level and engage the academics in the awarding process. During the programme they build their portfolio and design the assessment process.

In this workshop we will present both approaches and our experiences with both activities, and ask participants to think along with us and share your experiences with programmes for experienced academics. How is seniority recognised at universities elsewhere?

**Disclosure of Interest:** None Declared

**Keywords:** experienced academics, professional development,, teaching qualification

#### **04 Strategic educational development**

### **ICED SIG “BOLOGNA”: PROJECT “INCORPORATION OF RESPONSIBLE RESEARCH AND INNOVATION IN HIGHER EDUCATION SCIENCE AND ENGINEERING STUDIES CURRICULA”**

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**Abstract Summary:** The EU has identified the need to modernise science education. The ICED Bologna Special Interest Group is preparing a bid for funding to create an international project. This will be a research project to identify a framework for the development of pedagogic enhancement across a large discipline area. It will explore “Responsible Research and Innovation”. This event will launch ICED’s project.

**Abstract text:** The ICED Bologna Group, initiated in 2012, aims on creating a theoretical and empirical based model of the profession of academic developers. Sub-aims of the project are to

- · synthesise theory on how academic development can (and perhaps should be ) influenced from an organizational perspective / on an organizational level
- · compile strong selection of European (action) research projects in which academic teaching (impact 1) and student learning (impact 2) are being influenced
- · contribute to the integration of European higher education community (impact 3) by organising a inter-institutional, international project
- · lay a foundation to the professionalization (impact 4) of academic teaching by developing institutional means from an organizational perspective

The start up project of the Group is to prepare an application for the Horizon 2020 call on the topic of „RRI (Responsible Research and Innovation) in Higher Education SEAC-2-2014“. The call is focussed on the development of openly available curricula that embed five Responsible Research and Innovation Keys (1. societal engagement, 2. gender equality and gender in research and innovation content, 3. open access, 4. science education and 5. ethics). The aim of the Call is to explore the state of the art and develop a comprehensive methodological approach for RRI curricula in order to start a global debate on the setting of standards for the incorporation of RRI in Higher Education curricula.

To support and to counsel the development, implementation and innovation of curricula that integrate a focus on learning processes and educational goals is a professional field of academic developers. Science and engineering studies are interpreted to be discipline domains to start with in a generic way. So the SIG group decided for itself, that preparing an application for this call in order to get research funding could be a good start for further steps.

A possible theoretical approach is the supposition that curricula are part of the social structure (compare Giddens 2007). The Power of agents is embedded in social structures through resources and rules. Disciplines are supposed to be quite powerful agents within the social structures of curricula (compare Bernstein 1977). Following Giddens’ idea of the dualism of social structures the flexibility of changing social structures by integrating the participation of students and academic teachers ensures that the conditions needed for successful learning processes and educational development within study programmes.

The structure of the research project would be the following:

Team A: core team for the research part. Their task is to manage the entire project and to synthesise literature and data, both old data and data produced during the project.

Team B: These are several teams for the provision of research fields who are engaged in doing (action research) or development projects in respective national and institutional context within science and engineering studies. Their reports are fed to Team A. Teams B function as pragmatic validators of constructed theories.

Within the round table session we would like to focus on two goals

46. Discuss our theoretical suppositions and the research project design
47. Invite academic developers who work with or in science and engineering faculties to engage in the discussion and perhaps later on in the project

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**Disclosure of Interest:** None Declared

**Keywords:** academic development, curriculum reform, educational development, science education

*01 Discipline specific educational development*

**FOSTERING GUIDED LEARNING IN HIGHER BUSINESS EDUCATION – A DESIGN RESEARCH STUDY AT A GERMAN UNIVERSITY**

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<sup>1</sup>University of Paderborn, Paderborn, Germany

**Abstract Summary:** The aim of guided learning is to implement support services in learning environments which help students to organize their learning processes autonomously. Two support services in Higher Business Education will be presented. The empirical effects based on a panel study of these services suggests that it is important to establish support services in coherence to the whole instructional design.

**Abstract text:** Guided Learning is a learning concept that includes support and consulting services in academic learning environments which help students to regulate their learning activities autonomously (cf. Billett, 2001, Vygotsky, 1978). The relevance of this concept can be illustrated by focussing on the current study situation in academic learning environments: students often use receptive knowledge promoting learning strategies (cf. Euler, 2005) and thus perceive active regulation of learning activities as rather challenging. Primarily, undergraduate students mention an increase in performance requirements and like to be provided with more support services for the regulation of their learning processes (cf. Taylor, March & Euler, 2014, Bargel et al., 2011). However, it is important to design learning environments which sensitize students to take responsibility for their learning processes. Therefore, services should be offered which support students to organize their learning processes autonomously.

The support services in Higher Business Education presented here were offered to Bachelor students of Business Studies at the University of Paderborn. For the modules in the assessment period (first and second semester), two support services were developed: Firstly, self-learning material was designed in which the modules are processed in a newspaper-like layout called *Learning News*. These are text-based and visually appealing to motivate students to discuss matters. The Learning News are enriched by the section 'Five Minutes for Reflection' in which questions are asked to encourage the intentional use of cognitive, metacognitive and motivational strategies based on the contents of the Learning News (cf. Gerholz 2012). Secondly, a *Business Studies Coaching* in the form of peer learning was implemented in which older students (peer coaches) help younger students to solve problems through asking questions and reflecting their learning processes (cf. Gerholz, Fuge & Sloane, 2013, Herrington & Herrington, 2005).

The research project is based on an Educational Design Research approach that is perceived as the systematic study of designing, developing and evaluating (design cycles) educational interventions. Based on the design cycles design-principles will be produced (cf. Plomp, 2010, McKenney & Reeves, 2012). In the presentation, the focus is on the results of the evaluation: During the first and second design cycle, a panel study (winter and summer term) was carried out in order to describe the learning behaviour of the students and the effect of the implemented support services. The questionnaire is an adaptation of the LIST ('Inventory for description of learning strategies in Higher Education') (cf. Wild & Schiefele, 1994; Boerner et al., 2005). In the analysis of the student inquiries, students were divided into two groups: Group A (regular or occasional use of the support services) and group B (single or no use of the support services). A factor variance analysis shows that there are effects between the groups (e. g. the meta-cognitive strategies in the winter term:  $F_{(1,145)} = 17,36, p < .001, \eta^2 = .11$ ) as well as over time (e. g. meta-cognitive strategies:  $F_{(1,142)} = 15,63, p < .001, \eta^2 = .10$ ) but in a two-way variance analysis with repeated measures, interaction effects couldn't be founded (e. g. meta-cognitive strategies:  $F_{(1,142)} = 0,75, p = .52, \eta^2 = .02$ ). Thus, the empirical results suggest that those students who already have well-developed abilities in the regulation of their learning behaviour also use the support services and make a profit of them. However, the implication of the presented study for the design of guided learning will be discussed in the plenum. As one design-principle can be mentioned that support services might become successful tools if the general teaching and learning culture within a study programme changes in coherence to the overall instructional design of the modules.

**Disclosure of Interest:** None Declared

**Keywords:** Design Research, guided learning, self-regulated learning



## *02 Scholarship of teaching and learning*

### **FROM INFORMAL TO NORMAL FORMAL: PEER-COLLABORATION (PECO) AS A TOOL FOR PROFESSIONAL DEVELOPMENT FOR UNIVERSITY TEACHERS**

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<sup>1</sup>Unit for University Pedagogy, <sup>2</sup>Medical Education Research and Development Centre (TUTKE), University of Turku, Turku, Finland

**Abstract Summary:** For university teachers everyday conversations with peers are an important way of learning. The “Peer-collaboration experiment” (PeCo) combines informal and formal development methods such as conversations and observations. In the experiment three pairs (six persons) of university teachers training are collaborating for 4 months in a PeCo. The collaboration is documented in online learning log.

**Abstract text: Rationale.** The majority of workers’ learning occurs in the workplace itself (Eraut 2007). According to full-time and part-time teachers learning by doing the job was the main influence on their general professional formation (Knight et al.2006). For university teachers everyday conversations with peers are an important way of learning (Roxá & Mårtensson 2009). For educational developers the informal occasions and discussions are an important way to promote development (Quinsee 2011). In recent research the possibilities of informal conversations have also noted as a part of formal training (Thomson 2013). This presentation will highlight the area between informal and formal professional development.

Higher education teacher training and even compulsory professional training for higher education teachers is a hot topic among educational developers. The presentation will introduce an alternative and more informal combination of development methods to be used beside other forms for the scholarship of teaching and learning. Even if the experiment is made in the Faculty of Medicine, the results can be utilized across disciplinary areas.

**Methods.** The “Peer-collaboration experiment” (PeCo) combines different development methods utilizing the real-life setting of university teachers. In the experiment three pairs of university teachers are collaborating for 4 months in a PeCo. The pairs are given written guidelines to structure collaboration. The experiment consists of a mandatory peer observation and pair discussions carried out monthly. The guidelines also describe some optional elements such as shadowing. The idea is to leave space for professional autonomy and invention. The participants are reporting all activities in online learning log. In the end all participants are interviewed.

All the participants have completed a 10 ECTS higher education teacher training course. This background will give a fruitful opportunity to compare the experiences of PeCo-experiment to formal educational training.

**Outcomes.** Our former results (Lappalainen et al. 2000, 2012) have evidenced the need for and the power of this kind of “light development tool”. This kind of a method is an important addition to educational developers’ toolbox. The new findings will be presented in detail in the presentation.

**Reflective Critique.** The PeCo-model is meant to utilize eg. the power of informal conversations. When these conversations are structured and formalized, there is a danger to lose valuable aspects of spontaneous collaboration. Will this threat ever to be realized during the experiment, will be discussed in the presentation.

**Audience Engagement.** The audience will have an opportunity to share their experience concerning informal learning and peer collaboration.

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**Disclosure of Interest:** None Declared

**Keywords:** informal learning, peer enhancement of teaching, professional development

### *03 Scholarship of educational development*

#### **EDUCATIONAL DEVELOPMENT AND ACADEMIC BILDUNG IN NET-BASED HIGHER EDUCATION**

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**Abstract Summary:** Round table led by editors of a coming anthology on Academic Bildung in net-based higher education. The discussion focus on two questions: 1. Is it possible to talk about a specific Scandinavian approach to net-based higher education and Academic Bildung? 2. (How) Will our efforts within educational development change if Academic Bildung is our lens for viewing courses in higher education?

**Abstract text:** The round table is led by three editors (also authors) of a coming anthology on Academic Bildung in net-based higher education. We give a joint 15 minutes presentation, followed by a 25 minutes discussion. Content of the presentation: Trine Fosslund connects our theme of Academic Bildung in net-based higher education to the conference theme "Educational Development in a Changing World". She presents thoughts on educational development following from our project, and give a brief overview of findings from the coming anthology "Academic Bildung in Net-based Higher Education", reporting from net-based studies in Norway, Denmark, Sweden and Canada. Mariann Solberg presents the 'double-tracked' Bildung-concept in our anthology, and gives reasons why this is a relevant concept for higher education. Helle Mathiasen elaborate further on the conceptual basis of the project and discuss premises for communication in net-based higher education. The concept of net-based teaching environment is of particular importance. Scholarly basis of the proposal: Academic developers need to be more involved in questions related to net-based higher education. The organisational frames for net-based teaching and learning may range from 100% net-based through a combination of net- and campus-based to almost 100% campus based in some courses. These different kinds of organisational forms include a variety of ICT-tools, learning resources, and types of communication forums that needs to be organised and followed up in a more systematic manner. Academic development has become an important aspect of quality enhancement in higher education. Recent theorizing and discussion concerning conceptions of teaching and learning confirms that the task of achieving change is still perceived as a personal and private affair, rather than being professed as a question of professional faculty development of academic staff. When teaching and learning take place in a net-based environment, new conditions for teaching and learning apply. We argue that the development of Academic Bildung must be planned for and facilitated in a more systematic manner in net-based higher education. But what is Academic Bildung? In our perspective Academic Bildung is a concept describing a developmental process toward something better - a normative ideal, value or vision of ethical, existential or aesthetical quality - in an educational setting. The concept is 1. connected to critical thinking, society-oriented reflection and autonomy, 2. connected to ethical dimensions of human formation and self-formation, existential- and being-oriented reflection and authenticity. The strive for autonomy concerns the independence, creativity and thinking skills and graduate attributes that is to be expected of any university graduate. The strive for authenticity is connected to the identity formation and 'meaning making' and 'meaning receiving' processes that are specific for teaching, learning and research in higher education. Connected to the cultural and geographical scene of Scandinavia: The Scandinavian concepts of folk enlightenment and life enlightenment stem from the public education tradition. Through the democratization project of folk enlightenment Bildung is an egalitarian project in Scandinavia. The main question of our project is: "How can we educate students through net-based education and still facilitate academic Bildung?" What possibilities are precluded? What new possibilities open up? What are the didactical challenges? The discussion: Is it possible to talk about a specific Scandinavian approach net-based higher education and Academic Bildung? If so: What is it? If not: Why not? (How) Will our efforts within educational development change if Academic Bildung is our lens for viewing courses in higher education? The discussion will be led by a moderator, in the form of a Philosophy Café, in a spirit of tolerance and openness, but with a concern for accuracy and philosophical rigor.

**Disclosure of Interest:** None Declared

**Keywords:** Academic Bildung, Net-based higher education, Scandinavian approach to education

*05 Educational leadership/ Academic leadership*

**HOW TO MAKE THE STUDENT VOICE HEARD - SFS ON TEACHING AND LEARNING IN HIGHER EDUCATION**

Erik Arroy 1,\*

<sup>1</sup>Chair, Swedish national union of students - SFS, Stockholm, Sweden

**Abstract Summary:** The Swedish National Union of Students, SFS, has been of the opinion that the perspective of students has been missing from the debate concerning quality in higher education. When asked to rank the most important factor impacting quality in higher education, SFS member unions stated clearly that teaching and learning and educational development is the most important aspects of quality.

**Abstract text:** How to make the student voice heard

How can a student organization put the issue of educational development in higher education on the political agenda? The Swedish national Union of students, SFS, managed to bring the issue of teaching and learning in higher education to life by communicating clearly articulated demands for reform in the national political debate. SFS's held a conference on the subject where decision makers were forced to take a stand and the issue was given attention in national radio and TV media.

The political debate on higher education in Sweden has revolved around the term quality for many years. The question of how educational quality can be defined and increased has been widely debated. The students' opinions on educational quality has not however been given much attention. SFS therefore decided to investigate what the student unions thought of as the most important factor to create an education of high quality. SFS conducted a survey among its members asking them to rank what is the most important quality factor in higher education and what issues are the most urgent to improve. The student unions found pedagogy – the way teaching and learning is designed to support student learning - to be the most important quality factor and the second most urgent factor to improve.[1]

SFS studied reports and research written in the area of educational development of higher education and interviewed key actors in the sector. A reference group of students from different HE institutions and scientific areas was also put together to bring their perspective on the issue. The overall picture was that the teaching in many parts of the academic education is not based on educational methods that have support in research. Even though student activating methods have great support in educational research[2] it is not widely spread or implemented at Swedish universities. It also became obvious that being an excellent teacher is not in any way as qualifying as being an excellent researcher. Based on this information SFS articulated a number of suggestions for reforms.[3] Among other things SFS asked the government to:

- Create a national strategy to develop the teaching in higher education.
- Earmark funding for research about teaching and learning in higher education and for educational development.
- Reintroduce the rule demanding university teachers to go through a course of at least 10 weeks about teaching and learning in higher education.
- Reform the Quality Assurance System for higher education to consider learning processes instead of only looking at results.
- Give a national agency the responsibility to support HE institutions to work with educational development and to give funding for research about teaching and learning in higher education and for educational development.
- Give a national agency the responsibility to support HE institutions to introduce qualification system that rewards pedagogical merits.

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[1] Sveriges förenade studentkårer (2012)

[2] For example Biggs J & Tang C (2007) , Lassesen B (2011), Gibbs G (2010) ,Ramsden, P (1992)

[3] Sveriges förenade studentkårer (2013)

**Disclosure of Interest:** None Declared

**Keywords:** policy, quality policy, student focussed teaching, students as partners, students' pedagogical needs

## *02 Scholarship of teaching and learning*

### **EXPLORING FEEDBACK PRACTICES AND EXCHANGING EXPERIENCES**

Inger-Marie Falgren Christensen<sup>1</sup>\*Rie Troelsen<sup>1</sup>

<sup>1</sup>Centre for Teaching and Learning, University of Southern Denmark, Odense, Denmark

**Abstract Summary:** Feedback has been identified as an important aspect of the learning process, but how do you design effective feedback activities for students? This workshop gives you the opportunity to explore and share feedback activities by discussing these two questions: Who can give the feedback? In what context – type of activity – can you integrate feedback?

**Abstract text:** Feedback has been identified as an important aspect of the learning process (Gibbs & Simpson 2004, Hattie & Timperley 2007, Irons 2008, Nicol 2007, Hounsell et al. 2008), but how do you design effective feedback activities for students? This workshop gives participants the opportunity to explore and share feedback activities by discussing these two questions: Who can give the feedback? In what context – type of activity – can you integrate feedback?

The workshop is based on the experiences and results of a sub-project on Assessment, Feedback and Learning which took place in 2013 at the University of Southern Denmark as part of the Students in Focus project ([http://www.sdu.dk/en/Om\\_SDU/Organisationen/destuderendeicentrum](http://www.sdu.dk/en/Om_SDU/Organisationen/destuderendeicentrum)).

During the Assessment, Feedback and Learning sub-project, a Tool for developing feedback activities was created with the aim of providing an overview of existing feedback activities that support active teaching and learning which is the underlying principle of education at the University of Southern Denmark and also with the aim of showcasing examples of good practice and inspiring lecturers to design and implement feedback activities in their own teaching.

The tool is available online in both a Danish and an English version which means that after the conference, participants can use both the matrix and the workshop format outlined below to support their own colleagues in exploring, sharing and designing feedback activities.

The tool contains the following horizontal dimension: **Who gives the feedback** which consists of the following options: Self-assessment, peer assessment, lecturer, supervisor, tutor/instructor, external party and automatic feedback.

The tool contains the following vertical dimension: **Type of activity** which consists of learning activities such as: Academic writing, writing articles, solving assignments etc. See [www.sdu.dk/vuf](http://www.sdu.dk/vuf) for the Danish version.

#### **Workshop agenda:**

#### **10 minute introduction to Tool for developing feedback activities and to the workshop format**

**Group session 1** (groups of 6-8 participants). (25 minutes)

#### **Explore the Tool for developing feedback activities:**

- Where would you place yourself in the matrix?
- Mark the cell(s) relevant for you with an X.
- Take turns explaining how you make use of feedback in your teaching practice.
- Take a moment for individual reflection: what cell(s) would you like to explore and why? What feedback activities would you like to experiment with?
- Take turns sharing your reflections with the other group members.

**Introduction to group session 2.** (10 minutes)

Does the Tool for developing feedback activities consist of the right dimensions or could it be redesigned to better reflect your teaching context?

**Group session 2** (groups of 6-8 participants). (25 minutes)

Discuss the dimensions in the Tool for developing feedback activities and redesign as you see fit according to your context. The following additional dimensions might inspire you:

- Size of class
- Qualification frame work – learning outcomes
- Location – on/off line
- Nature of feedback (written, oral, video, audio etc.)
- Workload – time needed for activity, for whom and when?

**Plenum session to capture main points and conclusions from the group sessions.** (20 minutes)

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**Disclosure of Interest:** None Declared

**Keywords:** contexts, designing activities, exchanging experiences, exploring, Feedback

#### ***04 Strategic educational development***

### **INTERNATIONAL COLLABORATION (UK-PAKISTAN): SUCCESS, FRUSTRATION AND INSIGHT FROM ACADEMIC DEVELOPMENT SPANNING INSTITUTIONAL, INTERPERSONAL AND INDIVIDUAL LEVELS**

Ian Willis<sup>1,\*</sup>

<sup>1</sup>Educational Development, University of Liverpool, Liverpool, United Kingdom

**Abstract Summary:** International collaborations are a growing field for academic developers. This paper presents a case study and a three level model that illuminates the critical factors for success. Along with this analysis of success, reflection on the frustrations will help provide a rich picture that is likely to resonate with other developers' experiences.

**Abstract text:** Improving quality in higher education provision is a worldwide challenge that often involves a synthesis of international input and local adaptation. Along with many developing countries, Pakistan is determined to improve the learning and teaching in higher education.

Educational developers from the University of Liverpool have worked with colleagues at the University of Health Sciences, Lahore, to enhance learning and teaching in medical education in the Punjab province (population 80million). UoL and UHS have collaborative partnership and our project is supported by an INSPIRE grant from the British Council (International Strategic Partnerships In Research & Education).

UHS has considerable influence in that it sets the examinations for 40 affiliated medical and dental universities and colleges across the Punjab. It can use its influence to prompt or require changes to teaching practices. In general terms, medical education in Pakistan can be characterised as traditional in the sense of being lecturer centred, didactic, exam centred and slow to change (Khan, 2013). This overall claim masks a desire for change amongst many teaching staff and a willingness to innovate, where innovation can mean making quite significant changes to practice despite the traditional setting.

Over four years we have worked together to develop local solutions to local problems with international input. International experiences must be reshaped and the 'wheel re-invented' to suit the local context if innovations are to be locally owned and sustained (Trowler, 2004).

In working together we have been able to demonstrate significant tangible outcomes:

- · workshops delivered on a variety of topics throughout the Punjab
- · design, development and accreditation at UHS of programmes in medical education
- · numbers of staff graduating from these programmes
- · a cadre of trained facilitators and
- · a range of small scale research projects including projects presented at international peer reviewed conferences and their associated publications

As well as being delighted with tangible outcomes we have learnt a great deal about the processes that enable this type of success to be achieved in a limited time and on a limited budget. These include the quality of interpersonal relationships that have been fostered and the outstanding commitment and enthusiasm of local staff. We will outline these critical process factors and suggest that they are often overlooked in developing and reporting on funded projects.

We have established a model that allows us to pay attention to the various levels of interaction

- · the individuals involved,
- · the interpersonal interactions in the shared social space
- 

We argue that all these levels are critical for success. Gajda (2004) claims that 'the personal is as important as the procedural' and that in analysing collaborations attention is often directed toward the organisational level this can eclipse the contributions of crucial individuals. Collaboration is by nature social (Walsh and Kahn 2009) and so fostering the shared social space, its stated goals and emergent activities is a fundamental factor. Finally attending to overall structures (Archer 2003) and institutional engagement is essential for enduring results.

Not surprisingly, there has been frustration as well as success. Both of these contribute to a richness of experience beyond models and reports that is potentially of value to others engaged with similar endeavours.

In this session, we will invite the audience to add their own experiences and comments in order that the model of international collaboration can be tested and refined.

**Disclosure of Interest:** None Declared

**Keywords:** British Council, innovation, institutional change, model of international collaboration, structures





**04 Strategic educational development**

**HIGHER EDUCATION AND COACHING – WHAT ARE THE EFFECTS OF DIFFERENT COACHING FORMATS ON THE SELF-CONCEPTION OF HIGHER EDUCATION?**

Sabine Marx <sup>1,\*</sup>Jochen Spielmann <sup>1,\*</sup>Thomas Müller <sup>1,\*</sup>Jens Krey <sup>1,\*</sup>

<sup>1</sup>Center of Excellence in Lower Saxon Higher Education, TU Braunschweig, Braunschweig, Germany

**Abstract Summary:** Coaching as an integral part of programmes in Higher Education will be discussed in connection with the outcomes of an online survey conducted by the Center of Excellence in Lower Saxon Higher Education. All findings of the online survey and the workshop will be published online for everyone interested. The aim is to initiate distinguished research and publication on this topic.

**Abstract text:** Coaching has become an integral part in programmes in higher education and academic staff development. For nearly every target audience from students to academic staff and professors at almost every university an own coaching-programme exists. Formats are reaching from personal to group or team coaching. Actually, the term coaching is being used for multiple forms of advisory services and has different predefined goals – for example individual, faculty or academic staff development.

The Centre of Excellence in Lower Saxon Higher Education at the University of Braunschweig (KHN - Kompetenzzentrum Hochschuldidaktik für Niedersachsen, <http://www.tu-braunschweig.de/khn/>) offers many forms of coaching, runs multiple coaching programmes, develops own special coaching programmes for Universities in Lower Saxony and enhances all shapes of coaching. In addition to that personal, group, and team coaching is performed with focus on teaching, leadership, and the university as an organization. Thus, the KHN has accumulated a wide expertise on coaching and made positive experience integrating coaching in qualification programmes in higher education and academic staff development.

We assume that it is essential and necessary to clarify what could be an agreed meaning of 'coaching in higher education and academic staff development'. Of course, national coaching systems, discourses, and traditions of coaching concepts have to be considered. As there are hardly any publications on this topic, we are trying to start a discussion which could lead to research in the field of coaching in higher education and academic staff development.

Within the framework of an online survey our aim is to enquire two main aspects:

48. Which differences or similarities exist within coaching formats in different countries/cultures (formats/terms/audience/goal/etc.)?
49. How coaching is being integrated respectively conducted in qualifying programmes in higher education and academic staff development (funding/frequency/structure/organization/etc.)?

The outcomes of the online survey will be portrayed in the context of ICED 2014. We would like to have a timeslot for a workshop in which we will discuss the topic with the attendant experts and participants of the online survey. It is our aim to initiate an international discourse on the impact of coaching in higher education which could lead to distinguished research and publication.

All findings of the online survey and the workshop will be published online for students, academic staff, coaches and everyone interested.

The time planning is as follows:

Introduction: ~5 min.

Presentation of the survey's outcomes: ~10 min.

Discussion: ~ 45 min.

Documentation of results: ~15 min.

Prospect: ~15 min.

**Disclosure of Interest:** None Declared

**Keywords:** coaching, Higher Education, Research, self-conception, survey

### ***01 Discipline specific educational development***

#### **EXPERT WAYS OF THINKING & PRACTISING IN THE DISCIPLINES: A FRESH STARTING POINT FOR CURRICULUM DESIGN**

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**Abstract Summary:** This highly interactive workshop will explore a number of recent ideas in higher education relating to the ways experts think and practice in the disciplines. We will introduce these ideas, together with general characteristics of expertise, and discuss how they might be used with faculty to design or develop curricula for both vocational and academic courses.

**Abstract text:** Over the last decade there has been a variety of interest in exploring the pedagogical characteristics of the disciplines; for example, Threshold Concepts (Land et al, 2008), Ways of Thinking & Practising (Hounsell & Anderson, 2005), Decoding the Disciplines (Pace & Middendorf, 2004) and Signature Pedagogies (Gurung et al, 2009). As faculty developers we often focus on approaches to learning, teaching and assessment; leaving faculty to consider the details of the curriculum content. However, the way the content is conceptualised is fundamental to good design for effective learning, for example, whether it is thought of as content to 'get across' or ways of thinking and practising to be developed.

Increasing emphasis on graduate attributes, particularly for students going into jobs outside of their degree, means the transferability of learning outcomes is important. By introducing the concept of ways of thinking and practising, and embedding these skills within the curriculum (Jones, 2009), students may be better able to articulate the transferable outcomes of their higher education (such as systems thinking, big picture versus detail, critical thinking, qualitative problem solving).

Furthermore, engaging faculty in professional development for learning and teaching continues to be a challenge but one that needs to be addressed as higher education rapidly changes and student expectations become more important. It is argued (e.g. Knight, 1998; Healey, 2000) that working with colleagues in their context (their department or discipline) is more effective for engaging them in development activities. By starting from the discipline and supporting faculty to articulate their expert ways of thinking and practising, they may be more willing to engage in discussions about learning and teaching. In addition, this articulation has the benefit of making tacit skills and knowledge more explicit, thereby enabling faculty to better communicate their discipline with their students.

This highly interactive workshop will draw on a literature review of 'disciplinary thinking' to engage participants in considering how these ideas might be used to enhance discipline-specific, generic and interdisciplinary faculty and curriculum development. Participants will experience a mini-version (30 minutes) of the disciplinary thinking sessions run for new lecturers at the authors' institutions; and a 'world café' style activity (30 minutes) will provide opportunities for exploring how this approach might be used for curriculum design, faculty development, and for considering our own practice as faculty developers.

#### **Outcomes:**

- An awareness of various frameworks for considering disciplinary ways of thinking and practising;
- Example activities that might be adopted or adapted;
- Ideas for how the concept of ways of thinking and practising might be used for curriculum and faculty development.

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**Disclosure of Interest:** None Declared

**Keywords:** curriculum design, disciplinary thinking, Faculty development

*04 Strategic educational development*

**A PROCEDURE FOR ANALYSING THE IMPLEMENTATION OF HIGH LEVEL EDUCATIONAL AMBITIONS IN CURRICULA**

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**Abstract Summary:** We present a methodological framework for assessing how educational ambitions are executed on the programme and course levels. Do we actually assess on the course level what the highest level ambitions claim are the intended learning outcomes? We discuss the limitations, generalizability and practicality of the proposed methodology.

**Abstract text:** There are several ways of implementing curricular elements, but fairly few procedures for determining the success of the implementation. This study presents a methodological framework for describing and assessing how educational ambitions in relevant policy documents are handled on programme and course level. The central question is whether the student eventually has mastered the desired set of skills and the expertise that fulfil the ambitions of the original policy documents. This paper presents a procedure for analysing how high level educational ambitions are implemented in educational programmes, i.e., how political ambitions are cascaded down to the level that the student meets in the courses. The methodological framework is based on analyses of how these ambitions are handled in texts in relevant documents at different levels and the relation between these. Documents that have been identified as relevant for an analysis of the chain of implementation in a Swedish higher education setting include the national degree ordinance, university policy documents, programme curricula, intended course learning outcomes, and learning assessment texts. While the specific example discussed in this paper is focused on the embedding of education for sustainable development in engineering education, the presented procedure should be general enough for application to any studied aspect of skills in a programme, in particular when this skill is developed in several different courses. The assessment procedure is based on the development and use of criteria for determining how a studied aspect of a programme is described and implemented. Emphasis is placed on how the aspect and different notions of it are visible in documents at different levels relevant for the particular curriculum. The method allows for an analysis not only of how policy ambitions at national level are or are not cascaded down to course level but also for a separate analysis on all levels in order to reveal where new notions of the aspect may appear, although not mentioned in binding policy documents. We discuss the limitations, generalizability and practicality of the proposed methodology. The described procedure can also be used to monitor changes over time.

**Disclosure of Interest:** None Declared

**Keywords:** curriculum design, curriculum development, curriculum mapping

*05 Educational leadership/ Academic leadership*

**CONCEPTUALISING ACADEMIC MANAGEMENT FOR THE DEVELOPMENT OF AN MBA IN ACADEMIC MANAGEMENT AT THE UNIVERSITY OF BASEL**

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**Abstract Summary:** This paper reports the research process which reconceptualised the traditional assumptions of an MBA into one conceived by and suitable for academics moving into leadership roles. Management tasks planning, steering, controlling are reintegrated into the academic questions of vision/development, communication/interaction and quality/modulation. The process is built upon a design-thinking approach.

**Abstract text:** In the 1990's the role of the state and the role of public bodies have been key themes at universities. Along with this development higher education governance changed in many countries from a mainly state regulated form to an increasing autonomy in the governance. As the first university in Switzerland, the University of Basel became autonomous in 1996. Since then the roles of university managers are newly and differently defined, which remains a challenge. Usually management concepts for universities have been either taken from an economical approach or haven't been adopted at all, which means that traditional forms of university governance had not been changed. Both solutions have not been satisfactory to the University of Basel. Therefore the University Chancellor and President of the Rector's Conference of Swiss Universities, Professor Dr Antonio Loprieno, has authorised a project team to develop an MBA in Academic Management. At the forthcoming conference we would like to present the programme elucidating the processes and the theoretical framework.

The process of the programme development was structured as follows:

50. Developing the underlying educational philosophy framework
51. Undertaking a world-wide research of management and governance programmes
52. Identifying those programmes with interesting and relevant factors and the potential to serve as reference points
53. Developing an own contrastive or adapted model
54. Discussion of the own model with representatives from the management level of the University of Basel, selected scholars, international experts and the possible target group of participants using the design-thinking approach as a method

Unlike a market analysis the design-thinking approach involves interdisciplinary stakeholders into the development processes. In close cooperation with stakeholder groups, a prototype is being developed.

Related to this research process two existing contrasting models have been considered for a closer look, which both excel in their field: A joint EMBA run by the universities of Berne and Rochester and a MAS in Health Administration also by the University of Berne.

This EMBA is in many parts characterised as a traditional management programme focused on a business environment. The overarching goal of the management model taught in this programme is set and to be reached by optimising strategies. Management is concentrated on homogenization of internal resources towards the goal of the business and decision making processes run linearly at their best.

Contrastingly to this approach the MAS in Health Administration has an underlying hermeneutic structure in the decision making processes. The main idea of this curriculum is to enable validating any decision made against an overarching value. This value is being reflected from the perspectives of relevant players and academic disciplines.

The hermeneutic based decision making approach is more suitable for academic organisations as it supports the creative potential of an expert organisation.

The research process reinforced the comprehension that academic management would need a profound understanding of scholarship and teaching by reintegrating knowledge from different academic disciplines and perspectives.

The applied methodology of the design-thinking approach already includes at its core a critical reflection. It has the potential to promote change processes and enables to address the learning agility of future academic managers.

The outcome has been received with enthusiasm internally and among experts and scholars internationally. The university is proud to be able to starting with the first round fall 2014.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic leadership, Curriculum development, Educational leadership, MBA Academic leadership, Programme development

## *02 Scholarship of teaching and learning*

### **PROFESSIONAL SUPERVISION OF RESEARCH-BASED TEACHING AND LEARNING PROJECTS IN HIGHER EDUCATION – HOW DO LECTURERS DEVELOP THEIR SELF-CONCEPTION?**

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**Abstract Summary:** Integrating Research-based Teaching and Learning (RBTL) projects in the university's curriculum is a challenge. How do lecturers change and develop their self-conception? And how can professional supervision support academic staff in this process? A series of didactic workshops at the University Nürtingen-Geislingen will be presented as a case study.

**Abstract text:** When Lecturers want to start their own Research-based Teaching and Learning (RBTL) projects they are soon confronted with different questions: What is my role as a lecturer in a RBTL project? How does that role change in regard to my role in other courses? What do I have to learn and how can my experience help to lead to a successful outcome for my project?

Beside these personal questions, surrounding conditions have to be considered: What are the goals/aims of my project? Which circumstances are restricted, capable of change or unpredictable? What does RBTL mean to the subject of the course? How does the content of teaching change? Which aspects become more important, which less? Which institutional framework do I have to fit my project in (number of teaching units, group size, assessment, etc.)?

Interaction becomes much more important in RBTL courses. How can interaction and exchange between teachers and students be accompanied and fostered, without losing a professional distance?

At the ICED 2014 we want to present a concept we invented on "How to Teach RBTL". The Concept consists of the following elements:

- The Research Cycle
- Higher education methods, strategies, and modes of working
- Reflecting the different processes included in a RBTL project (both the research process and the process of learning)
- Theme Centered Interaction (TCI) as a model of group development based on humanistic psychology, founded by Ruth C. Cohn

While integrating RBTL into their lectures, seminars or courses, these elements help teachers to find own ways of adjusting research methods or questions. The degree of integration is spread widely between the usage of small parts of the research cycle (for example: Encouraging first term students to formulate a research question) and realising complete undergraduate research projects. Schemes like the research-teaching nexus developed by Healey [Healey 2005:70] can assist the process of decision. During the implementation, the teachers own role is reflected and it can be found that some of them change from an "omniscient narrator" to a learning facilitator. To illustrate the aforementioned aspects in this contribution, a range of didactic workshops will be displayed as a case study, which were evolved and conducted by the authors. In addition, RBTL projects will be presented that resulted from this series of workshops. It was attended by professors of the University Nürtingen-Geislingen and took place in spring 2013 within the framework of the project "Willkommen in der Wissenschaft" ("Welcome to Science") funded by the Baden-Württemberg Ministry of Science. The workshops' goal was to introduce the concept of Research-based Teaching and Learning to professors and to develop RBTL-related made-to-measure teaching projects. The projects were directly implemented in the summer term and accompanied by the authors through following workshops and peer consultancy.

It will be reported on the experience which was made during the series of workshops and the following supervision, as well as the experience made in the teaching projects. This will be done on the the basis of the following questions:

- How were the workshops, coaching, peer consultancies been utilised by the professors?
- Which special challenges can be found during the implementation of RBTL-related projects at Universities?
- How were the projects implemented in the university's curricula? What were terms of success or obstacles?
- What was the student's feedback?

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**Disclosure of Interest:** None Declared



**Keywords:** professors development, research-based learning, research-based teaching, self-conception, Supervision

**04 Strategic educational development**

**THE GROWTH OF EDUCATIONAL DEVELOPMENT IN RUSSIA**

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**Abstract Summary:** The session will focus on recent developments in Russian Higher Education, especially the growing interest in educational and academic development. With presenters from the University of Tartu in Estonia and Pro-Rectors from Russian universities, it will be an opportunity for members of ICED to support the growth of a national network within Russia.

**Abstract text:** In addition to Herzen University, which is being represented by the International Relations Pro-Rector, Professor Sergei Shilov, we are being joined by the National University of Pskov International Relations Pro-Rector, Professor Marina Makhotaeva. We have also asked the rector of one of the Federal universities which is situated far in Yakutia, Professor Javgenia Mihhailova, to join us.

Russian Universities are experiencing both significant expansion and internal reform. Many universities are making partnerships with universities outside Russia. There is a growing interest in educational development, the creation of new courses, new methods of teaching and learning, and the professional pedagogic development of the university teachers.

Participants at this round table will hear about the actions which are being taken to promote educational development work within Russia, and the partnership between institutions in Estonia and St Petersburg. Participants will be asked to deploy their experience of developing educational and academic development in their country within the particular circumstances of the Russian Higher Education system. It will also be an opportunity to use the ICED international survey of the training of teachers in Higher Education and the 2013 RED-U monograph on the teacher training of university teachers to set the context for the future development of Russian educational development. One of the aims of ICED is to help countries develop their own national network, and this round table will be an event in support of that aim.

ICED (in preparation) The ICED International Survey of the Training of Teachers in Higher Education, Professor Kristine Mason O'Connor, University of Gloucestershire.

RED-U (2013) Formación docente del profesorado universitario, in Revista de Docencia Universitaria, Oct - Dec 2013. <http://red-u.org>.

RED-U (2013) Teacher training of university teachers, the RED-U Journal Oct – Dec 2013, online, at <http://red-u.net/>

Web-sites are: <http://s-vfu.ru> and <http://en.pskgu.ru/>

**Disclosure of Interest:** None Declared

**Keywords:** Academic development, Educational development, Partnerships, Russia, Teacher training

#### **04 Strategic educational development**

##### **TRANSITIONS, CHANGES, AND OPPORTUNITIES: SUSTAINING A CAREER IN EDUCATIONAL DEVELOPMENT**

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**Abstract Summary:** Educational developers face numerous transitions, changes, and opportunities throughout their careers. In this workshop, we will lead participants through an exploration of their own career paths, reflecting on their experiences at different career stages, and strategizing ways to meet challenges and opportunities presented by each stage.

**Abstract text:** Educational developers face numerous transitions, changes, and opportunities throughout their careers. Unlike other academic disciplines, our field is one in which practitioners are often creating their own career paths. Many of us started out in a discipline other than Education and transitioned into faculty development. Some of us are new to the field, and others have been working in it for many years and are looking for new challenges and ways to grow. All of us need to find ways to make our work continue to be effective, enjoyable, and sustainable.

In this workshop, we will lead participants through an exploration of their own career paths, reflecting on their experiences at different career stages, and strategizing ways to meet challenges and opportunities presented by each stage. The workshop will be guided by literature on the profession of academic development and on career stages in academia, but the focus will be on interaction among the participants. The goal is for participants to leave with a framework for understanding their own career development and an agenda for their future growth. They will record their reflections, ideas, and plans in a personal guidebook we will provide.

The session will be structured according to career stages, roughly dividing the 90 minutes into thirds, and will involve a number of interactive activities.

1. After a brief introduction, we will begin with an activity in which participants will share their “origins” stories in small groups or pairs....telling their educational and professional backgrounds and how they entered the field of educational development.
2. Using these stories as a basis, we will debrief and then provide a structure of questions to think about, such as how they connect their current work to their “home” discipline and ways early-career developers can set goals for their own development.
3. We will then move on to discussion of mid-career issues and challenges, such as the need to seek new challenges and to expand beyond their own institution and region. We will share stories of making major job transitions at mid-career, and have an activity that helps participants develop strategies for preventing burn-out and continuing to grow as a developer.
4. Finally, we’ll address the needs of senior developers, focusing on ways they can leaving a legacy and provide leadership to the profession.

Our hope is that we will have participants from all career stages, so that we can have inter-generational sharing and discussion.

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**Disclosure of Interest:** None Declared

**Keywords:** Career stages, Educational development, professional development

*01 Discipline specific educational development*

**PARTNERSHIP WITH AND EMPOWERMENT OF LOCAL EDUCATIONAL DEVELOPERS: ILLUSTRATED IN THE CASE OF TEACHING ASSISTANT TRAININGS**

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<sup>1</sup>Educational Development Unit, KU Leuven, Leuven, Belgium

**Abstract Summary:** The difficult central-local and generic versus discipline-specific juggling act will be discussed. Experiences, reflections and challenges of local, discipline-specific initiatives, in the case of teaching assistant's trainings, will be shared by the Educational Development Unit of the KU Leuven. We aim to outline a model of empowerment of the stakeholders involved.

**Abstract text:**

Hicks (2006) uses a framework for analysis of educational development along two dimensions: a local-central dimension and a generic versus discipline-specific dimension. The Educational Development Unit of the KU Leuven (a central unit) opted for an integrated model that combines central generic initiatives with local discipline-specific initiatives. When it comes to our training of teaching assistants (TA's) we aim, as stated by Chadha (2013), for a focus on discipline-specific cohesion (e.g. subject-specific teaching skills).

Keeping this in mind, our unit recently developed various general scenarios and learning materials for thematic TA's trainings (e.g. themes like activating students, assessment, etc.), which need to be tailored to the specific context of each faculty. Focusing on our central-local partnership with the faculties, we use a model of empowerment in which we gradually reduce our support, so local educational developers can grow in their development as provider(s) of the TA's trainings. The model has three stages: "we do it for you", "we do it together" and "you do it with our support". Within this process the central educational developer acts as a mentor, his role evolves over different levels towards independency of the local educational developers. This approach can be linked to the statement that Quinn and Vorster (2013) make about the necessity of a more systematic development of educational developers. In our case we try to enable the local educational developers through the model of empowerment to design appropriate initiatives for the TA's within their faculties. Although this isn't through a formal course in which we prepare them for their broad tasks as local developers, we try to equip them with the skills required to initiate trainings.

Besides the discussions, which reflect upon the difficult central-local and generic versus discipline-specific juggling act, the different roles of the stakeholders involved will be discussed. Therefore, at first, we will present the local discipline-specific initiatives and experiences in the case of teaching assistant's (TA's) trainings. Secondly, the 'model of empowerment' that is used in the Educational Development Unit of the KU Leuven will be shared. A discussion on: how can we support faculties in this matter, how can we provide a service for faculties, how can we create partnerships with faculty members, and how can we try to create ownership of the TA's trainings, will be held. Future opportunities and challenges will be discussed.

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**Disclosure of Interest:** None Declared

**Keywords:** Discipline-specific, Educational Development, Empowerment, Integrated Model, Teaching Assistants

*01 Discipline specific educational development*

**GEPROS - DEVELOPMENT OF A VIRTUAL CLASSROOM FOR TEACHER TRAINEE COURSES**

Daniel Al-Kabbani <sup>1</sup> Sebastian T. König <sup>2</sup> Hanna S. Müsche <sup>1</sup> Katrin B. Klingsieck <sup>1</sup>

<sup>1</sup>University of Paderborn, Paderborn, <sup>2</sup>Katana Simulations GmbH, Regensburg, Germany

**Abstract Summary:** Based on virtual classroom simulations in diagnostic settings, lecturers of the University of Paderborn aim to develop a virtual environment for teacher students in the course “Diagnostic and Support”. This environment bundles a pool of learning materials and self-assessment tools concerning basic knowledge. Further it enables students to practice diagnostic actions in a true-to-life scenario.

**Abstract text:** School teacher trainees are supposed to gain at least basic diagnostic skills for their profession. All human beings are liable to perceptual errors, cognitive biases and inadequate reasoning. This is even true for diagnostic professionals. However, such experts usually are highly aware of diagnostic risks. So what is the best way to convey a responsible use of diagnostic skills to teacher students? How can university lecturers best support their students in systematically reflecting initial judgments in diagnostically relevant situations?

According to Biggs’ constructive alignment approach (Biggs, 2003) the optimal strategy for teaching basic diagnostic skills to teacher trainees is: a) repetitive practice of diagnostic procedures, b) frequent reflection of assumptions and decisions, and c) constructive feedback about the trainee’s performance. However, avoiding cognitive biases and teaching adequate diagnostic strategies in the classroom is both, challenging and time-consuming for lecturers and teacher trainees alike.

The Psychology teaching staff of the University of Paderborn is facing this challenge in a stepwise process. Firstly, we developed a pool of case studies in accordance with the didactic framework of problem-based learning (PBL) (Reusser, 2005; Zumbach, 2003).

Furthermore, several series of video lectures, self-assessment tools, web link collections and publications were produced. Our aim was to enhance self-directed learning among students (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

In a second step, we are now developing a web-based virtual school setting which includes a virtual classroom, schoolyard, and teacher’s office. This virtual platform aims to bundle the developed learning materials and bring the case studies to life. A main advantage of such virtual interactive approach to paper-based case studies is the potential to observe and evaluate children’s behavior. The virtual scenarios will provide ample opportunities for students to practice diagnostic abilities in more or less complex similar-to-life scenarios. The virtual environments will support the following functionality:

- · interact with pupils, parents, teacher colleagues or the school psychologist
- · conclude a diagnostic estimation
- · compare assumptions and observations with objective statistics

The design of the virtual school scenario is based on existing virtual environments used for cognitive rehabilitation and neuropsychological diagnostics (Koenig et al., 2011). Moreover, prior implementations of virtual classrooms suggest that such scenarios can be successfully utilized as diagnostic tools, e.g. for Attention Deficit Hyperactivity Disorder (Rizzo et al. 2000, Rizzo et al, 2006).

Based on these existing successful implementations of virtual training scenarios and our expertise in PBL and simulation development, we strongly believe that virtual school scenarios can be a powerful asset for teacher trainee education. As part of our submission and subsequent presentation at ICED, we aim to discuss the content and development of the gePros virtual school scenarios, provide a demo of the existing simulation, and present preliminary results of a classroom evaluation of the simulation system.

*Acknowledgement*

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**Disclosure of Interest:** None Declared

**Keywords:** teacher training, virtual classroom

## *02 Scholarship of teaching and learning*

### THINKING ABOUT OUR TEACHING – NECESSITY OR WASTE OF TIME

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**Abstract Summary:** Teaching approaches, knowledge about teaching methods, and actual teaching behavior of university lecturers are examined. Further, the self-reflection and insight scale is used to measure whether the teachers tend to self-reflect. The question is if there is a connection between self-reflection and the teaching approaches as well as to the discrepancy between teaching approaches and behavior.

**Abstract text:** What do teachers think about their teaching? Teachers' attitudes and teaching approaches are topics in the field of instructional design. Results so far showed that teachers do have opinions about what their teaching approach should be like. Kembers meta study (1997) identified five different teaching beliefs along a one-dimensional scale. This scale is set between two contrasting poles: (1) Either teachers consider their role as being the transmitter of knowledge and the students as being passive receivers, or (2) they assume that they are only facilitators for the students' learning activities. Trigwell and Prosser (2004) developed the Approaches to Teaching Inventory (ATI), which has become a frequently used tool to measure high school teachers' beliefs. In opposite to Kember, the ATI allows high scores at both, the "Information Transmission/Teacher Focused" subscale (ITTF) and the "Conceptual Change/Student Focused" (CCSF) subscale. There is evidence that teacher training courses can support the development towards a student oriented approach (Gibbs, G. & Cofey, M., 2004).

However, the influence of teaching approaches on the actual teaching is unclear. Over the last two decades, different studies have focused on the correspondence between teaching approaches and actual teaching concerning school teachers as well as university teachers (e.g. Johannes & Seidel, 2012; Lindblom-Ylänne et al., 2006; Seidel et al. 2002; van der Schaaf, et al., 2008). An unclear picture is shown: on the one hand, there seems to be a kind of influence while on the other hand, it doesn't seem to be very strong. The research question: Why don't teachers transfer their beliefs into matching actions? A lack of knowledge about instructional design and corresponding skills might be one answer – a teacher who doesn't know any student-focused teaching methods cannot use them in the class room, even if he wants to. McLean und Bullard (2000) showed that especially teaching beginners fail to translate their beliefs into fitting actions.

Furthermore, it's not clear if most teachers are aware of the discrepancy between their beliefs and their actions. There is evidence that teachers tend to rate their own teaching as more student-focused than their students and experts do (Johannes, 2011). It is likely that some teachers don't reflect their beliefs in reference to their teaching practice or rather don't reflect in an effective way.

This study aims to investigate the connections between teaching approaches and teaching practice as well as the congruence of these two factors. Furthermore, we assume that the level of self-reflection has an impact on the factors mentioned above. With the self-reflection and insight scale (SRIS) by Grant (2002), it is possible to differentiate effective reflection strategies from pondering or even not reflecting. In a longitudinal study, the ATI and SRIS are presented to a sample of university teachers at three measurement points over eight months. Some of them participated in the university's teacher educational program.

In addition to the questionnaires, another tool was designed to measure their knowledge of teaching methods. Professional observations with a subsample of those teachers will add data about their actual teaching practice.

We assume that teachers with high scores at the SRIS-IN (in other words: effective reflectors) are more likely to detect discrepancies between their approaches and their teaching actions. Additionally they are more likely to spot a lack of knowledge about teaching methods. In addition, a higher score at the SRIS-IN scale is estimated to correlate with the CCSF-subscale of the ATI or with a more likely change towards student orientation.

A first set of data will be presented at the ICED, further the used tools and methods can be discussed.

**Disclosure of Interest:** None Declared

**Keywords:** self-reflection, teaching approach, teaching behavior

**01 Discipline specific educational development**

**SUSTAINABLE, DISCIPLINE-ORIENTED TRAINING FOR TUTORS AND DEMONSTRATORS AT A NEW ZEALAND UNIVERSITY.**

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**Abstract Summary:** This seminar focuses on the tension between general and discipline oriented provision of tutor training. Based on Glassick et al's scholarly standards, our programme aims to provide support for tutors from various disciplines. Developments which address the unique mix of challenges faced by tutors in differing disciplines while maintaining a sustainable university-wide programme will be discussed.

**Abstract text:** Part-time paid tutors undertake a large percentage of undergraduate teaching in many universities worldwide. In New Zealand, these tutors work with groups of students to facilitate learning in a variety of environments from seminars to studios. In our university centralised training for all tutors and demonstrators is compulsory. The programme through which this training is provided is founded on Glassick, Huber and Maeroff's (1997) scholarly standards and has been described in detail by Hall and Sutherland (2013). Our tutors and their training have been the subject of a longitudinal survey study since 2000 which has examined, among other things, the tutoring population (Sutherland, 2009), perceptions of scholarly development and tutors' academic aspirations (Sutherland and Gilbert, 2013).

Although the surveys show that tutors themselves generally value highly the training they receive, some academic staff have expressed concern that the training will not be relevant to their tutors. With approximately 400 new tutors and demonstrators being appointed university-wide each year and most training provided by a single academic developer, we have had to address the tension between centralised provision and discipline oriented training. During the past two years a series of collaborative projects with lecturers in different disciplines has led to a hybrid model which includes team-teaching, on-line provision and methods-based approaches. The implications of these changes are being explored further in the current iteration of the tutor survey.

In this round-table session I will be exploring this tension in more depth and considering the ways in which the unique mix of challenges (Young, 2010) faced by tutors in any discipline can be catered for while still providing a sustainable and scholarly programme.

Glassick, C., Huber, M. & Maeroff, G. (1997). *Scholarship assessed: Evaluation of the professoriate*, Jossey-Bass, San Francisco.

Hall, M. & Sutherland, K. (2013). Students who teach: developing scholarly tutors. In Beaton, F. & Gilbert, A. (eds.), *Developing effective part-time teachers in higher education: new approaches to professional development*, Routledge, London, 82-93.

Sutherland, K. (2009). Nurturing undergraduate tutors' role in the university teaching community. *Mentoring & Tutoring: Partnership in Learning*, 17(2), 147-164.

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Available at: <http://ro.uow.edu.au/jutlp/vol10/iss3/7>

Young, P. (2010). Generic or discipline-specific? An exploration of the significance of discipline-specific issues in researching and developing teaching and learning in higher education, *Innovations in Education and Teaching International*, 47(1), 115-124, DOI: 10.1080/14703290903525887.

**Disclosure of Interest:** None Declared

**Keywords:** Discipline specific, Sustainable provision, Tutor training

## *02 Scholarship of teaching and learning*

### **CAN SOTL THRIVE IN A RESEARCH-INTENSIVE UNIVERSITY? CHALLENGES AND REFLECTIONS ON A FIVE-YEAR STUDY.**

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<sup>1</sup>Teaching and Educational Development Institute, The University of Queensland, Brisbane, Australia

**Abstract Summary:** This paper examines the experiences of Teaching Focussed (TF) academics and how we support their careers. A 2009 survey found a need to promote the understanding of SoTL. This evidence guided the establishment of professional development activities, especially regarding research training. This paper reflects on the struggles still faced by the TF role despite the valuing of teaching excellence.

**Abstract text:** Twenty-four years after Boyer wrote "Scholarship Reconsidered" (Boyer 1990), we are still asking questions about the relationship between the Scholarship of Discovery and the Scholarship of Teaching and Learning.

In 2009, The University of Queensland, a top tier, Australian research-intensive university, introduced a new category of academic to foster the Scholarship of Teaching and Learning, and build on the university's record in teaching excellence. This new category, Teaching Focussed (TF) academics, provided a career-path for academics with a passion for teaching, parallel and equivalent to the traditional Teaching and Research (T and R) academic. The TF academic undertook teaching, research and service activities similar to the T and R academic; however the research of a TF academic was focussed on the Scholarship of Teaching and Learning (SoTL). Healey (2011) wrote "If SoTL is to match... research there needs to be a comparability of rigour, standards and esteem." But is this truly achievable within the context of a research-intensive university? The Scholarship of Teaching and Learning is understood to improve the quality of learning in universities (Poole, Taylor and Thompson 2011), but what of improving the environment for those who are tasked with the responsibility of undertaking the SoTL research? What esteem does SoTL hold within an environment focused on the Scholarship of Discovery?

This paper examines the experiences of TF academics and the institutional structures and programs that support their careers and reflects on changes over time in all of these. An online survey, aimed to monitor TF experience and inform ongoing policy and practice, has been used in 2009, 2012 and 2013 and this paper analyses and compares the responses of academics over this period. The survey highlighted many changes in SoTL related activities and outcomes between 2009 and 2013. The 2009 survey, conducted two years after the introduction of TF positions, found a need to promote a better understanding of SoTL among TF academics and to support their participation in SoTL activities. This evidence guided the establishment of professional development activities to support TF academics in their role, especially regarding their research outcomes. A comparison of responses (2009 to 2013) revealed an increase in the intentions and achievements of TF academics in their publications, participation in research grants and presentations at conferences - all measures of impact and scholarship.

Despite these findings, the TF role still struggles to achieve a strong, clear identity and maintain a sense of academic career equity within a research-intensive university, despite the valuing of teaching excellence within the university. As the momentum of quality frameworks and performance indicators increases within the Higher Education sector, measures associated with SoTL, teaching excellence and student satisfaction will increase in value to the institution. By catching this wave, SoTL may be able to achieve increased esteem in a research-intensive environment.

Participants in this session are invited to share experiences from their institutions and be challenged to discuss the topics "Is a research-focussed university conducive to SoTL?" and "What can we do to increase the esteem of SoTL in a research-intensive context?"

Boyer, E. (1990) *Scholarship reconsidered: Priorities for the professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Healey, M. (2011) *Excellence and scholarship in teaching: some reflections*, in I. Hay (Ed.) *Inspiring Academics*. Open University Press.

Poole, G., Taylor, L. & Thompson, J. (2007) *Using the Scholarship of Teaching and Learning at Disciplinary, National and Institutional Levels to Strategically Improve the Quality of Post-secondary Education*. *International Journal for the Scholarship of Teaching and Learning*, 1(2): 1-16.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, Research and scholarship, Scholarship of teaching and learning



#### **04 Strategic educational development**

### **PROBLEMATIZING COLLEGIALITY AND ITS USEFULNESS FOR EDUCATIONAL DEVELOPMENT**

Giedre Kligyte <sup>1,\*</sup>

<sup>1</sup>UNSW Australia, Sydney, Australia

**Abstract Summary:** Through an examination of three cases of recent public debates this paper explores how the notion of collegiality circulates in various academic discourses, and in doing so, produces things: practices, subjectivities, materialities. The unfolding micro-powerstruggles around collegiality shape academic practices in unexpected ways and present significant implications for educational development.

**Abstract text:** Collegiality is one of the most enduring ideas underpinning academic work (Macfarlane & Cheng, 2008; Spiller, 2010), and its importance is well recognized in educational development contexts, for instance, in relation to mentoring, peer review of teaching, supportive leadership, and so on. A deeper exploration of the academic collegiality landscape, however, reveals paradoxes. There is much complexity in the way collegiality is discussed in the literature, which is examined in detail elsewhere (Kligyte & Barrie, 2014). Drawing on this work, I propose that collegiality is not an uncontested and unproblematic fundamental value. It is more usefully explored as a slippery 'tactically polyvalent' notion (Foucault, 1976/1981, cited in Yates & Hiles, 2010), that circulates in various academic discourses, and in doing so, acts and produces things: practices, subjectivities, materialities. Building on this theorization I examine how the notion of collegiality complicates discourses around academic work, and shapes practices in unexpected ways.

I illustrate these ideas by considering three cases of recent public debates that raise questions about academic work, where collegiality is evoked or called on in paradoxical and contradictory ways:

- 1) collegiality as a criterion for tenure and promotion decisions in the US
- 2) collegiality and open access publishing
- 3) collegiality and Massive Open Online Courses (MOOCs)

The examination of the cases reveals that the idea of collegiality in academic discourses is used tactically by a variety of differently positioned actors. The discourses around collegiality are manipulated to 'act upon the actions of others, (...) aiming to guide and structure their "possible field of actions" (Yates & Hiles, 2010, p. 59). The very meaning of collegiality is continually inverted and subverted, which makes it impossible to use collegiality for instrumental ends. I argue that when evoked, collegiality pulls together a string of powerful associations resulting in a multiplicity of subjectivities, enactments and practices. Through these cases, I demonstrate how micro-powerstruggles around collegiality unfold in indeterminate ways enabling academics to negotiate and maintain favorable power relationships in the changing higher education landscape.

The three case studies indicate that the notion of collegiality is too complex to be utilized in educational development initiatives in unproblematic ways. By calling on 'collegiality' educational developers might find themselves entangled in tricky micro-battles over the very meaning and purpose of academic work. I conclude by considering the implications a more complex understanding of collegiality has for educational development and those practicing in the field.

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Macfarlane, B., & Cheng, M. (2008). Communism, universalism and disinterestedness: re-examining contemporary support among academics for Merton's scientific norms. *Journal of Academic Ethics*, 6, 67-78.

Spiller, D. (2010). Language and academic leadership: exploring and evaluating the narratives. *Higher Education Research and Development*, 29, 679-692.

Yates, S., & Hiles, D. (2010). Towards a "Critical Ontology of Ourselves"? Foucault, Subjectivity and Discourse Analysis. *Theory and Psychology*, 20, 52-75.

**Disclosure of Interest:** None Declared

**Keywords:** academic work, collegiality

**04 Strategic educational development**

**PREPARING THE 'VERSATILE' PHD: ISSUES FOR EDUCATIONAL DEVELOPERS**

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**Abstract Summary:** This presentation invites educational developers to critically consider the popular notion of a versatile PhD as it relates to our programs and services and the realities of today's job market.

We will consider questions such as, Do our current programs reflect the changing landscape of academic and non-academic marketplace? To what extent do they meet the needs of our doctoral students?

**Abstract text:** North American educational developers who work with graduate students are currently faced with an important question of how they can help to prepare graduate students for an increasingly saturated academic labour market and address calls for professional skills needed to secure post-graduation employment. Current trends within academia, such as the diminishing number of professorial jobs and concomitant concerns among PhD students about their employment prospects (Schuman, 2014), call for reexamination of the types of teaching development programs offered to doctoral students. Further, critical scholars in educational development draw our attention to the ways in which current educational development programs for graduate students are embedded within the neo-liberal ideology that shapes today's academic environment (Vander Kloet & Aspenlieder, 2013).

This presentation invites educational developers from different countries to critically consider the popular notion of a versatile PhD as it relates to our programs and services and the realities of today's job market. We will consider questions such as, Do our current programs reflect the changing landscape of academic and non-academic marketplace? To what extent do they meet the needs of our doctoral students? How can we help our students develop professional skills by participating in teaching development activities? What types of partnerships in higher education might help educational developers meet the needs of graduate students? How can our programs engage graduate students in critical analysis of higher education and their role in it?

The session will include a discussion of a recently launched initiative involving seven research-intensive universities in Ontario, Canada to develop a series of online professional skills modules aimed at graduate students.

The goal of this session is to take a critical look at the current issues and dilemmas facing educational developers who work with graduate students on the development of transferable professional skills and share best practices and approaches that worked at different institutions. Schuman, R. (January, 2014). Hanging up on a calling. *The Chronicle of Higher Education*. Available online. Vander Kloet, M. & Aspenlieder, E. (2013). Educational development for responsible graduate students in the neoliberal university. *Critical Studies in Education*, 54 (3): 286-298.

**Disclosure of Interest:** None Declared

**Keywords:** academic labor market, graduate student development, graduate students, TA development;

*05 Educational leadership/ Academic leadership*

**TOOLS AND TIPS FOR LEADING OR GUIDING ACADEMIC NETWORKS**

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**Abstract Summary:** An important mechanism to exchange knowledge and insights operates through academic networks. To date, the techniques and principles that underpin successful collaborative networks has been little understood or examined. This workshop offers participants an opportunity to explore how they might lead, support or encourage academic networks. It will benefit existing or aspirant network leaders.

**Abstract text:** Academic networks are a cornerstone of academic activity: providing an important avenue to collaborate, learn from each other, build collective effort and escalate academic voice across the sector. Networks vary significantly in structure, size, function and effectiveness. Essential to a network's success is good leadership, though for many network leaders, the process of guiding their network may be more through intuition than science.

This workshop will focus on three key elements of network leadership. Drawing on a recently published guide called *Leading Academic Networks* (Author, 2014, Publisher), participants will be introduced to some useful models to review the efficacy of their networks and will then explore their own leadership effectiveness using an evaluative tool developed for the publication. This part of the workshop will offer participants an opportunity to think about their personal leadership approach and the degree to which the network is fit for purpose.

Participants will then identify some key challenges they experience in sustaining their networks, and will explore one challenge with other interested colleagues. These discussions will be debriefed, offering participants an opportunity to review some good practice strategies that will assist them in addressing those challenges.

The workshop will then conclude with reflections on the qualities that make a successful network leader.

After attending this workshop participants will have developed:

- · A more informed understanding of networks, effective network leadership strategies and some of the issues that are likely to emerge;
- · A stronger awareness of their own network leadership approaches and their effectiveness;
- · An increased insight into the ways networks can be led and enhanced;
- · Growing linkages with other network leaders and
- · Enhanced capacity to support other network leaders or aspiring network leaders.

**Disclosure of Interest:** None Declared

**Keywords:** Academic Networks, Leading academics, Network leadership

#### *04 Strategic educational development*

### **COLLABORATIVE ASSESSMENTS OF LEARNING OUTCOMES: GENERATING POSITIVE INSTITUTIONAL CHANGE**

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<sup>1</sup>Australian Council for Educational Research, Melbourne, Australia

**Abstract Summary:** Insight into the development of higher education assessment collaborations in two fields is presented. These collaborations aim to improve and share assessment and assessment practice in order to enhance educational outcomes of students. This model is efficient and effective, can be applied nationally or internationally, and can generate positive institutional change around the globe.

**Abstract text:** This paper will provide an overview of some recent higher education assessment collaborations. Each collaboration was managed by the Australian Council for Educational Research (ACER). The projects presented respond to many international pressures in the higher education sector. As the sector continues to grow in significance and scale, there is a clear rationale for ensuring quality outcomes. There is a push for increased levels of regulation, with more regulatory bodies requiring more quantitative evidence that university graduates are reaching minimum standards. The prospect of 'top-down' approaches, whereby certain practices are enforced on institutions is unpalatable to many. Collaborative efforts aim to provide a valid and reliable evidence base for institutional quality monitoring, while also maintaining ownership of the processes within the institutions themselves. With this 'bottom-up' model, data which is useful at the regulatory level can be generated through assessment initiatives, with the added benefit of improving the way that assessment is both developed and reported.

The main case study will be a collaboration between 16 of the 19 medical schools in Australian and New Zealand. The Australian Medical Assessment Collaboration (AMAC) was instigated as a way of improving the quality of medical education through the recognition of the need for tools for comparison and evaluation of learning outcomes, and acknowledgement of the need for high quality assessment, and to share expertise in these areas. The collaboration offered powerful benchmarking potential between medical schools through de-identified reporting. This meant that schools were given a valid and reliable evidence base to investigate whether they were meeting certain standards in the quality of their graduates, without this processes becoming one of naming and shaming. By breaking down the reporting into disciplinary areas, schools could also determine whether there were gaps in their programs relative to the other schools. At the same time, the results from the assessment were reported to individual students across a wide range of categorisation, allowing students nearing the end of their degree some valuable feedback to aid their learning.

Another example of collaborative initiatives between engineering faculties across a number of countries will also be highlighted. These are the Assessment of Higher Education Learning Outcomes (AHELO) OECD project and the Cross-Border Learning Outcomes Collaboration in Engineering (CLOCE). These two collaborations were governed in differing ways and the benefits and disadvantages of both models will be discussed.

Key findings and recent developments will be presented in the context of assessing higher educational learning outcomes in cross-institutional and cross-border education environments. This model of collaboration has proven to be highly efficient and effective. Efficient in that by working together, institutions could pool resources and achieve a large number of quality assessment items with minimum financial and time input. Effective, in that the student feedback was overwhelming positive due to the assessment aiding their learning, and because institutions acquired valuable data on learning outcomes of their graduates. Some initial resistance from institutions offered an important lesson for future collaborations, as collaborating on the assessment of graduates does not always align with cultural or ideological constraints at the institution level. However, when institutions began working together, they found a great deal of commonality in the problems they face every day. By taking ownership of the collaborations, and by showing academic leadership, these higher education assessment collaborations have been a resounding success. The methods and outcomes presented have the potential to generate positive institutional change around the globe.

**Disclosure of Interest:** None Declared

**Keywords:** Assessment, Assessment quality, Collaborative educational development, institutional change, learning outcomes

#### *04 Strategic educational development*

### THE VANISHING UNIVERSITY TEACHER AND THE ALIBI OF THE EDUCATIONAL DEVELOPER

Kim DeBacco<sup>1,\*</sup>Trevor Holmes<sup>2,\*</sup>Giedre Kligyte<sup>3,\*</sup>Sheryl Narahara-Hathaway<sup>4,\*</sup>Gail Rathbun<sup>5,\*</sup>Helen Sword<sup>6,\*</sup> and Challenging Academic Development (CAD) Collective

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**Abstract Summary:** Does a professor who was “sage on the stage” and now “guide on the side”, risk becoming a “face in a crowd”? With the “learnification” of higher education comes the alleged disappearance of the university teacher. Developer, are you an innocent bystander, witness, accomplice, or perpetrator? Forensic investigation: authenticity and ethics in the scholarship and practices of academic development.

**Abstract text:** Academics are bearing the brunt of significant changes in higher education, at a time when the brand and public discourses of the corporate university are unapologetically learner-centered. Appealing images of flexible, well-connected students lounging on sandstone walls, bent over laptops on the lawn, leaping in the gymnasium, and graduating in the sun loop across the homepage of Global University 24/7. Back in the lecture hall, the lecturer, they say, has shifted from being “sage on the stage” to “guide on the side”.

Witness the “learnification” of higher education (Biesta, 2012) and the concomitant disappearance of a certain understanding of teaching and the teacher. This “new language of learning” arises out of postmodern critiques of authoritarian forms of education, the infiltration of neo-liberal management regimes in universities, and the persistence of student-centered theories of learning. A fourth factor is the Internet, for it renders schooling and teachers outdated and superfluous: who needs a teacher when almost anything can be found and “learned” online? “As teachers move from traditional to online classrooms, they face constant challenges of finding their teacher-self (Baran, Correia and Thompson, 2011)”. McShane (2006) documents the online teacher, “a machine, ethereal, out there on the Internet”, whose online teaching (“facilitation”) is archived for an unknown future.

Academic developers are not immune to learnification which also finds expression in the learning outcomes we tout. As “critical friends” we audit colleagues’ online course sites, or help them interpret and report on students’ course evaluations. Called upon repeatedly to enable such performative displays, are academic developers innocent bystanders, witnesses, accomplices, or perpetrators to the alleged disappearance of the university teacher?

In this workshop, we take up the metaphor of a crime scene. First we review the scholarly (forensic) background to the crime: the teacher’s disappearance (DeBacco, Rathbun). We will then present incriminating evidence - case studies from their university contexts. Suspicion centres on online learning projects that purport to offer access and flexibility, yet undermine local teaching cultures (Narahara-Hathaway). Do developers render the teacher superfluous when undertaking curriculum mapping in the name of quality learning (Holmes, Kligyte)? The lecturer with poor student evaluations is made over with a teaching portfolio or development plan, yet the cover up is arguably superficial (Sword). Participants will be invited to interrogate these developer witnesses/suspects.

Discussion will turn to the scholarship and practices of educational development, with a critical exploration of underlying moral and political tensions. If authenticity lies at the intersection of scholarship, teaching and practice (Kreber, 2013), how do we explain our alibis, shape-shifting and complicity? What is strategic academic development in an era of learnification? If we developers adopt resistance as a strategy, might we, too, disappear?

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**Disclosure of Interest:** None Declared

**Keywords:** authenticity, educational developers, 'learnification'

#### **04 Strategic educational development**

### **THE GAMES WE PLAY: A SITUATED APPROACH TO ENGAGING DISCIPLINARY ACADEMIC TEAMS FOR THE INTERNATIONALISATION OF THEIR CURRICULUM**

Craig Whitsed <sup>1</sup>Wendy Green <sup>2</sup>\*Rhonda Breit <sup>3</sup>\*

<sup>1</sup>Centre for University Teaching and Learning, Murdoch University, Perth, <sup>2</sup>The University of Queensland, <sup>3</sup>School of Journalism and Communication, University of Queensland, Brisbane, Australia

**Abstract Summary:** Drawing on Deleuze and Guattari's notions of space, as well as Freedman's reconceptualisation of strategy, and Leask's (2012) *Internationalisation of the Curriculum (IoC) in Action Framework*, we present an approach to IoC within disciplines in two Australian universities. A comparison of two case studies highlights the possibilities this approach opened up for strategic curriculum change.

**Abstract text:** In the era of the global multiversity (Collini, 2013) university education is an evolving game with new rules requiring new strategies. Rapid technological change and international commodification of education mean that geographical, spatial and temporal boundaries of the University must be continually renegotiated. While many universities have embraced internationalisation at the policy level, gaps between rhetoric and practice are commonly observed (Childres, 2009). Indeed, 'internationalisation of the curriculum' (IoC) (Leask 2009) is unlikely to occur unless academics are engaged, as situated disciplinary communities, in the conception, implementation and evaluation of the processes of teaching and learning (Leask 2013).

New strategies are needed to support academics' professional development for IoC. Freedman (2013, p. 21) suggests strategy is about 'a balance between ends, ways, and means; and about the resources and methods available for meeting such objectives'. Thus understood, strategy is fluid and flexible, governed by the starting point rather than the end game.

This paper discusses a *strategy* to cultural and institutional change for IoC in two Australian universities. Drawing on Deleuze and Guattari's notions of space, we conceptualise IoC as a situated, participatory process of opening spaces in a procedure of *detritorialization*. In *A Thousand Plateaus* (1980), the hierarchical imposition of change was likened to the strategic games Chess and Go. In each game the intrinsic qualities of the pieces regulate the organization of space and determine the possibilities for play. Chess is a game of closed space and territorialisation; where each piece is coded with pre-determined and hierarchically organised roles/functions. In contrast, Go pellets are defined situationally and movement is relatively free. Pieces operate in an open, non-striated space where power is fluid rather than hierarchically fixed. During the course of the game, the 'identity' of the disk changes depending on its relationship to other discs. Thus, the disc/individual is always in a perpetual state of becoming.

Deleuze and Guattari's illustration informed our project 'Extending Internationalisation of the Curriculum (IoC) in Action', which enabled us to extend Leask's work. Following Leask, our central research question continued to be: How can we internationalise the curriculum in particular discipline areas, in particular institutional contexts, and ensure that, as a result, we improve the learning outcomes of all students?

Our approach was critical participatory action research in that it was cyclical, participatory, reflective and on-going (Kemmis 2007). The strategy involved working with disciplinary teams within their own contexts rather adopting more centralized, generic approaches to IoC. A diverse range of disciplinary teams have participated in the project. Evidence has been collected throughout the project in the form of surveys, interviews, observations and reflections. This paper discusses two case studies to exemplify the impact of this strategy.

Comparing the two reveals insights into the operationalisation of IoC across different disciplinary and university settings. Common factors emerged as essential ingredients to IoC success, yet the process in each discipline was very different. The project enabled each team to conceptualise how IoC looks in their discipline. At the same time, periodic meetings between disciplinary teams involved in the project opened up 'critical interdisciplinary spaces' (Rowland 2006).

As project leaders, disciplinary academics and educational (academic) developers, we critically reflect on our various roles in the IoC process, particularly in relation to issues of identity and power. We conclude with recommendations on how universities might better support IoC at a situated disciplinary level.

Audience engagement will be encouraged, with opening and closing questions used to stimulate discussion.

**Disclosure of Interest:** None Declared

**Keywords:** academic development, critical interdisciplinary spaces, critical participatory action research, internationalisation of the curriculum, Strategic development



*01 Discipline specific educational development*

**SPACES DRIVING CHANGE: IMPACT OF THE TRANSITION TO TRANSDISCIPLINARY LEARNING SPACES ON SCIENCE EDUCATION**

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**Abstract Summary:** Space is viewed as an agent of change; innovations in spatial design promulgate innovations in curriculum, culture and practice. We have developed an instrument for evaluation of complex learning environments and their impact on curriculum transformation. Outcomes from this project will demonstrate how transdisciplinary, multi-faculty education spaces enable and drive curriculum transformation.

**Abstract text:** There is significant impetus for science, technology, engineering and mathematics (STEM) research and higher education to become transdisciplinary in an effort to contextualise innovations so that they are sustainable and scalable. As research leads the way in transdisciplinary, integrated practices, it is clear that education practices and the curriculum must respond accordingly. One set of strategies for achieving these goals in the higher education sector is in the use of “space”, both physical and virtual, in curriculum design and enactment. Spaces are themselves agents for change and changed spaces will change practice. The development of multi-faculty, transdisciplinary research and education spaces at The University of Sydney, Australia, has provided an unprecedented opportunity to evaluate the transition from traditional, discipline-specific learning spaces to innovative, technology-enhanced, transdisciplinary learning environments; with reference to the impact on STEM, and particularly science, education. Evaluation of flexible, “next generation” and collaborative learning spaces has previously been undertaken, with studies showing that such spaces increase interaction and engagement between students in tandem by enabling diverse learning activities (Wilson and Randall, 2012). Such spaces increase options for choice of teaching and learning strategies and prompt or encourage curriculum renewal (Wilson and Randall, 2012). Collaborative learning spaces have also been shown to increase peer learning (Wilson and Randall, 2012). In general, however, research into the way space affects learning, pedagogy and curriculum is relatively new. Moreover, evaluating the use of space for transdisciplinary practice is rare. We have developed an evaluation tool based on two theoretical frameworks:

Pedagogy-Space-Technology (Radcliffe et al., 2009); and the architecture for the analysis of complex learning environments (Goodyear and Carvalho, 2013). These frameworks permit evaluation of relationships between key design elements in the environment and the emerging activities of students, academics and others. A mixed methods approach is being applied including questionnaires, interviews and ethnographic observation to examine the impact of learning spaces on curriculum, learning and teaching experience, and practice for both staff and students. Our preliminary observational findings confirm that teaching and learning in traditional, discipline-specific learning spaces is less conducive to collaboration and serendipity. Where islands of competence and innovations in practice are evident, their reach and longevity is uncertain - absent is a strong sense of agency in both students and staff. A comparison of these data with innovative, technology-enhanced, cross-disciplinary learning spaces is anticipated to demonstrate space as an agent for change in curriculum and in the perceptions and practices of staff and students. This study provides a framework for evaluation of the learning space in supporting STEM education which will, in turn, impact curriculum design and design practices.

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**Disclosure of Interest:** None Declared

**Keywords:** complex learning environments, learning space, science education, transdisciplinary

#### ***04 Strategic educational development***

### **ADVANCING ACADEMIC PROFESSIONALISATION: NATIONAL BENCHMARKING OF GRADUATE CERTIFICATES IN HIGHER EDUCATION**

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**Abstract Summary:** A changing higher education sector in Australia has prompted a benchmarking activity for Graduate Certificates in Higher Education or Academic Practice across the nation. This Round Table session will seek input into the development of the template and will share the findings of an initial pilot. The session will end with a discussion of possible future directions and collaborations.

**Abstract text:** This Round Table seeks international feedback into, and possible collaboration with, a project that aims to develop a benchmarking template and approach, to comparing graduate certificates in Higher Education, University Teaching or Academic Practice across the Australian higher education sector. The template will facilitate a summary of current, and explore future, approaches to professionalising the academic workforce.

A number of significant changes have contributed to Australian Higher Education institutions rethinking their approach to the provision of Graduate Certificates of Higher Education, University Teaching or Academic Practice that are offered to their academic staff. These changes include a new regulatory environment, and a number of recent national discussions on enhancing the skill set of the academic workforce in an increasingly complex environment including two Professionalising the Academic Workforce projects commissioned by the Office of Learning and Teaching (OLT) and Grattan Institute reports exploring the development of teaching focused academic roles (Probert, 2013; Norton, 2013).

In broad terms, graduate certificates focus on enabling academic staff to improve their work performance through the pursuit of learning about learning and teaching in higher education, academic practice or both. In addition, they serve a strategic purpose for institutions: by improving the academic practice of employees, these programs aim to bring about improvements to student experience and outcomes and the progress of the university in achieving its mission (Knapper, 2003, Hanbury, Prosser and Rickinson, 2008). The project aims to deliver:

55. A benchmarking template and approach to compare graduate certificates, focussing on learning outcomes, assessment and achievement standards. The development will draw on recent funded projects.
56. An initial pilot of the template in partner institutions followed by a survey of institutions across Australia, producing a current snap shot of approaches and future intentions of institutions for the development of their academic workforce.
57. A list of common elements in graduate certificates and other accreditation schemes to inform the future collaborative development of modules, resources and assessment approaches that could be shared and customised across the sector.

This interactive session will be delivered in three sections:

#### **1. The framework: background and context**

- A presentation covering a short summary of the Australian context and the development and format of the benchmarking framework.
- Small group work critiquing the framework
- Synthesis of small group comments

#### **2. Findings to date**

- A short presentation on the findings of the pilot use of the template
- Small group work discussing the findings, feedback for the national use of the template and possible core elements
- Synthesis of small group comments

#### **3. Future directions**

- Discussion of future directions and possible collaborations.

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**Disclosure of Interest:** None Declared

**Keywords:** benchmarking, postgraduate/graduate certificate in higher education , professional development

*05 Educational leadership/ Academic leadership*

**A GROUNDED THEORY STUDY OF ETHICAL DECISION MAKING: RESPONSES FROM EDUCATION LEADERS IN SAUDI ARABIA TO ETHICAL DILEMMAS**

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**Abstract Summary:** The purpose of this study was to examine responses from Saudi education leaders to ethical dilemmas during the decision-making process experienced during their professional career. This study used qualitative research methodology with the grounded theory research design based on a systemic process to analyze data

**Abstract text:** The purpose of this study was to examine responses from Saudi education leaders to ethical dilemmas during the decision-making process experienced during their professional career. This study used qualitative research methodology with the grounded theory research design based on a systemic process to analyze data. I were base my study's framework on Starratt's (1994) and Shapiro & Stefkovich's (2011) multiple ethical paradigms models of the ethic of justice, the ethic of care, the ethic of critique and the ethic of profession. Semi-structured interviews will provide the core data collection, preceded by a pilot study. My study took place at the General Department of Education in the eastern regains within the Ministry of Education in Saudi Arabia and will use a purposeful sample to interview Director of the Office of Education. The findings of the study begged to fill the gap in education leadership research in Saudi Arabia by providing an understanding of the decision-making process during ethical dilemmas.

**Primary Question**

***How does Director of the Office of Education describe their decision-making process when facing ethical dilemmas?***

Sub Questions

- · In what ways does Director of the Office of Education decide how they will respond when facing ethical dilemmas?
- · What individual characteristics, including, but not limited to, values, race, cultural background and past experience, influence the way Director of the Office of Education respond to ethical dilemmas?

**Statement of the Problem**

The struggles that Director of the Office of Education sometimes face include ethical issues which will lead to dilemmas for those making decisions. The high level of importance in many of their decisions, which is the result of having a great impact on so many people, increases the complexity of the decision-making process. The pressures exerted on the Director, in addition to the dynamics of the job, change almost daily. These factors support and confirm the need for my examination of Director of the Office of Education' responses to ethical dilemmas as experienced in their current position when making decisions.

**Disclosure of Interest:** None Declared

**Keywords:** decision-making, education leaders , to ethical dilemmas

#### **04 Strategic educational development**

### **THE PROFESSIONAL DEVELOPMENT OF TEACHERS: FROM TEACHERS' PRACTICES AND BELIEFS TO NEW STRATEGIES AT THE UNIVERSITY OF PADUA**

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**Abstract Summary:** This paper presents the first part of a research project developed by Padua University, which aims at developing strategies to *support academic teachers* to enhance their teaching competences. PRODID will reach this goal through a preliminary analysis of practices in the professional development of teachers as well as a local analysis relating to teachers' practices, beliefs and needs.

**Abstract text:** Nowadays universities are faced with the challenge of continuous curricular change and improvement and with the development of a better educational offer for young people.

In this context, teaching activity plays a relevant role and its qualification largely affects the achievements of universities; therefore, the issue of *teachers' support* is an important aspect in which the most prestigious universities in the world are investing and creating new opportunities.

Literature on teaching in higher education has developed specific research fields concerning *teachers' conceptions of teaching* (Gow and Kember 1993; Trigwell et al. 1994; Kember, 1998) and teachers' *pedagogical training* (with a particular focus on teaching and learning methods) and their *effects* (Gibbs and Coffey, 2004; Postareff et al. 2007; Light and Calkins 2008).

Moreover, in literature, there is an important field concerning the *quality of teaching* from the students' perspective (SET – students' evaluations of teaching): there is wide consensus in involving students as relevant legitimated stakeholders (Svinicki e McKeachie, 2011; Theall & Franklin, 2007) in higher education to collect information about teaching performance and effectiveness.

The University of Padua has a long teaching tradition (since its foundation in 1222) and a large number of students. During this centuries-long history many reforms, changes and innovation occurred and the *role of academic teacher* became more relevant but *more complex*, requiring subject-specific, pedagogical and organisational competences. There is no formalized training for teachers, therefore, recently the Management of the University recognised the need to develop new strategies to *support academic teachers*. For this reason a two-year project recently started, which is a new experience in the University of Padua and in Italy as well, with the aim to build an academic *Teaching and Learning Centre* (TLC). The Research Group will develop project activities through 4 specific *research units*, in a multidisciplinary approach, with continuous supervision by an external Scientific Committee of experts: methodologies for teaching and learning, teaching innovation and technologies, evaluation and evaluative research in education, organizational models for teaching quality.

This paper presents the first part of the project (year 1), which is devoted to map best practices in Europe and US in existing Teaching and Learning Centres as well as to conduct a *local context analysis* at the University of Padua. This aims to identify teachers' current practices and desires for their future professional development. A *mixed methods approach* has been chosen in this part of the study: a questionnaire has been drafted taking into account tools noted in literature (Prosser & Trigwell, 1999; Gow & Kember, 1993; Kember, 1998; Tigelaar et al., 2004), which will be administrated to the 2109 teachers with permanent positions at the University of Padua. A qualitative best practices analysis, based on interviews and focus groups, will follow.

In the meantime, the Research Group is analysing the *SET teaching evaluation data*, considering teaching dimensions present in many tools in literature (Marsh, 1987; Kember & Leung, 2008; Mortelmans and Spooren, 2009).

At the end of the current academic year the Research Group expects to have a full picture of the practices, beliefs and needs of academic teachers at the University of Padua as well as a more in-depth understanding of possible key actions towards enhancing innovation and teacher professionalism.

During the second year, the planned activity is to support teachers by promoting training as well as tutorship/counselling especially for new teachers. PRODID will hopefully lead to the beginning of a new development of *pedagogical thinking* and concepts in order to develop *reflection* as a key vehicle for the construction of more permanent teacher knowledge and effective and meaningful teaching practices.

**Disclosure of Interest:** None Declared

**Keywords:** academic teachers' training, pedagogical competences, quality of teaching, reflection in teaching practices



### *03 Scholarship of educational development*

#### **DEVELOPING INTEGRATED HIGHER EDUCATION SUPERVISOR TRAINING. A VIDEOGRAPHIC APPROACH.**

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**Abstract Summary:** This paper exemplifies how videographic approach may be used in developing supervisor training activities that use the everyday work of supervisors as a resource in their professional development. Based on findings in a pilot study in my ongoing PhD project, I invite to a discussion on the possibilities of using the perspectives and methods of videography in pedagogical development programs.

**Abstract text:** The need for supervisor training within universities and colleges is stated in national and institutional policies and initiatives. Supervision of PhD and master candidates' thesis work is a task that most qualified academic staff is expected to take on and master more or less intuitively as a part of their expertise.

This paper will discuss, and show examples of, the use of videographic methodology (Knoblauch et al. 2006) in developing learning activities within programs for supervisor training, based on the findings in a pilot study in my ongoing PhD project on MA supervision. Videography in social science refers specifically to interpretative methods for video analysis that deals with video recordings of social interaction. The researcher enters the field in an ethnographic way, to study interaction in naturally occurring situations (as opposed to experimental situations created by the researcher) (Knoblauch 2012).

Videography is a methodology that we typically find in projects aiming to develop practice within a professional field, e.g. within workplace studies, professional education and studies on technology mediated interaction (see e.g. Heath et al. 2010). The analysis is often directed to determining institutional or situational patterns in the sequences studied, and identifying the implicit, embodied knowledge in interaction of professionals. The purpose is often to raise awareness of what we do in interaction, but also to explore what is possible to do.

In the pilot study I try out and develop methods for collecting and analysing video material of naturally occurring supervision situations in the field. That includes ethnographic fieldwork. Ethnography is central in order to "acquire sufficient knowledge, particularly those elements of knowledge, partly embodied, relevant to the activity on which the study focuses" (Knoblauch et al. 2006: 79). But what is sufficient, and what is relevant knowledge of the context? And how do we make use of this knowledge in the interpretation of the video material?

One way to meet these questions is to apply triangulating analysis, across data sorts and the contextual data. In the pilot study I explore the triangulation of video data from the supervision situation, video elicitation interviews with the supervisors, document analysis of curriculum and supervisor regulation.

In this paper I show an example on one way this approach may be used in developing supervisor training activities that use the everyday work of supervisors as a resource in their professional development process. Based on findings in the pilot study in my ongoing PhD project I hope to engage the audience in a creative and critical discussion on the possibilities of using the perspectives and methods of videography in pedagogical development programs in higher education.

The focus in my PhD project is MA supervision as an educational practice within the cultural and institutional field of higher education, and the significance and concept of academic formation. The theoretical and methodological base is in sociology (Berger/Luckmann 1966; Schütz 1982) and ethnography (Goffman 1963).

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**Disclosure of Interest:** None Declared

**Keywords:** Interaction analysis, Supervisor training, Videography

*02 Scholarship of teaching and learning*

**CAN WE FIND NEW CREATIVE USES AND DEVELOPMENTS OF OUR CLASSROOMS ? DISCUSSIONS AND DEMONSTRATION OF ACTIVE LEARNING CLASSROOMS (ALCS)**

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**Abstract Summary:** In addition to leading reflective discussions of our learning environments in Higher Education, we will demonstrate activities designed for Active Learning Classrooms (ALCs) and together live through how changes to the physical environment may impact on learning.

[1] Akademiska Hus is the state-owned real estate company that owns and manages the majority of university properties in Sweden.

**Abstract text:** What do we really know about the effects the design of our classrooms have on students' learning? In what ways can physical space determine students' sense of belonging – or of not belonging – in our classrooms? These questions apply as much to traditional classrooms as they do to the modern learning spaces we plan for the future.

Active Learning Classrooms (ALC), the Flipped Classroom and Flexible Learning Environments are some of the terms used to describe modern spaces designed to encourage students' active learning. One example of such classroom design is when the teacher occupies the centre of the classroom rather than the more conventional spot in front of the class. Since late 2012 the incorporation of ALCs at the Swedish University of Agricultural Sciences (SLU) at Ultuna has generated a great interest in the benefits and challenges of such learning spaces from both the university and Akademiska Hus.[1] Thanks to the current commitment to cutting-edge classroom design at SLU, Uppsala University and Örebro University, and an investment by these institutions in developing teaching practice that both encourages and takes advantage of classrooms designed to stimulate active learning, the three speakers took part in a study visit and conference on ALCs at the University of Minnesota at Minneapolis, USA, in August 2013.

Our experiences from Minnesota have inspired this workshop on ALCs. We want to think around how current learning spaces at our universities can be adapted and tweaked to enable and strengthen students' active learning. Is it at all possible to adapt classrooms to suit a student-centred teaching practice, or do we need to adjust our pedagogical approach according to existing physical and technological facilities? How innovative can and should we be at a time when resources are often scarce or unknown?

In addition to learning from the research presentations at the conference itself, our visit to Minneapolis also gave us the chance to try out and live through teaching sessions in classrooms purpose-built to stimulate active learning. We want to draw on our experiences from these extraordinary spaces and invite focussed discussion around how the design and use of physical and virtual spaces in higher education influence university teachers' opportunities for promoting students' learning.

We hope that, together in the workshop, we can begin to identify creative new uses and developments of our classrooms – both traditional and new, virtual and physical – and how tradition and innovation, technology and materiality, interact to create inspiring spaces for learning. In addition to leading reflective discussions, we will demonstrate activities designed for ALCs and together live through how changes to the physical environment may impact on learning.

[1] Akademiska Hus is the state-owned real estate company that owns and manages the majority of university properties in Sweden.

**Disclosure of Interest:** None Declared

**Keywords:** Active Learning, Active Learning Classroom, Flexible Learning Environments, Flipped Classroom, Physical and virtual spaces in Higher Education



#### *04 Strategic educational development*

### INTERNATIONAL COLLABORATION FOR LONG-LASTING EDUCATIONAL DEVELOPMENT: SLU (SWEDEN) AND MAKERERE UNIVERSITY (UGANDA)

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**Abstract Summary:** The purpose of this seminar discussion is to present the on-going collaboration between SLU and Makerere University in the area of educational development, providing an opportunity to critically discuss both the internationalization of doctoral education and how to build mutually-enriching and long-lasting partnerships.

**Abstract text:** In 2013, the Swedish University of Agricultural Sciences (SLU) launched the two-year project *Innovative Doctoral Education for Global Food Security*, an initiative that seeks to develop new forms for internationalization of doctoral education, both at SLU and at its East African partners, namely in collaboration with its main partner in the region: Makerere University in Uganda. Led by the SLU Global office, and part of the Swedish Government's special focus on global food security, the project's main aim is two-fold: to advance the internationalization of doctoral education, while also training PhD students in transferable skills, ultimately leading to a strengthening of those higher education institutions (HEI) involved.

The critical importance of transferable skills within doctoral education has become an important policy issue. There is an increased focus on postgraduate studies so that doctors will be prepared for tasks in research, education, and management not only at universities but also in industry and in the public sector – both nationally and internationally. As the Roberts Report was key in pointing out, researchers today need skills relating to communication, problem-solving, team-working and networking, and business and management know-how (HM Treasury, 2002; OECD, 2012). Likewise, PhD education has by nature a certain global dimension, both due to the international nature of research and a high proportion of international students.

Centered on the convergence of internationalization and transferable skills, the project is designed around SLU and its African partners' joint development of doctoral courses, workshops and teacher exchanges. Vital to the long-term impact of this initiative is the **training and development of those involved with teaching and learning** at the participating universities. The pedagogical component is indeed a cornerstone of this project and includes 1) training the skills of research supervisors, 2) improving the competencies of teaching staff, and 3) investing in the teaching development of doctoral students, tomorrow's future professors.

Participants in these activities will come from one main partner (Makerere University), from satellite universities in the region (Sokoine University in Tanzania, Kenyatta University in Kenya, and National University of Rwanda in Rwanda), and from SLU. The rationale behind strengthening a regional hub, which will further spread its competence and know-how to the partnering satellites, is that experience shows that actively involving a local and qualified center as an equal partner, responsible for implementation, increases the sustainability of activities in the region.

This roundtable will focus on the ongoing work and lessons learned from engaging in such a partnership:

- How to jointly design courses/workshops in teaching and learning to serve differing needs?
- What are the main interests and challenges faced by instructors in the East African region versus Sweden?
- What are the main interests and challenges faced by doctoral supervisors in the East African region versus Sweden?
- What are the ingredients of mutually-beneficial partnerships in the area of educational development?

The session will also draw on the experience of SLU as a pilot institution within the project Framework for the Internationalisation of Doctoral Education (FRINDOC), which seeks to develop criteria for the assessment of internationalization of doctoral education.

**Disclosure of Interest:** None Declared

**Keywords:** doctoral education, East Africa, International collaboration, Internationalisation of Higher Education, transferable skills

### ***03 Scholarship of educational development***

## **AN INTRODUCTION TO THE STAR FRAMEWORK FOR TEACHING, LEARNING AND EDUCATIONAL DEVELOPMENT**

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### **Abstract Summary:**

*An introduction to the STAR framework* will provide educators with a scholarly approach to educational development and delivery. The workshop will include an in-depth commentary on the theoretical underpinnings of the STAR Framework and its evidence base, followed by collaborative work around creative approaches and lesson plan creation.

### **Abstract text:**

*An introduction to the STAR framework* will provide educators with a scholarly approach to educational development and delivery. This may include curriculum choices focused on strategies for engaging, activating and deepening transformative learning in students. The workshop will include an in-depth commentary on the theoretical underpinnings of the STAR Framework and its evidence base, followed by collaborative work around creative approaches and lesson plan creation in order to demonstrate its applicability in a range of higher education contexts.

Educators may be faced with educational dilemmas that, unless approached in a systematic manner, can contribute to lower work satisfaction, burnout and limited student learning outcomes. Examples include tensions between: the imperative to cover growing content and at the same time encourage independent and deep thinking on issues of central importance; building new cognitive skills in students whilst also assisting them to unlearn habits of mind that impede learning; and developing a work-ready graduate that is also an empowered citizen.

This workshop will offer educators a background into the important premises of transformative learning and its relevance for today's learners. Today's learners are seeking learning experiences that are powerful, moving and technology-rich and society needs graduates who are committed to taking action on critical issues. Educators can use the STAR framework to foster a scholarly approach to teaching, learning and educational development that would allow them to become catalysts for transformative learning.

Based on over a decade of independent research, the results of two educational research projects, and consultations with educators from varied disciplines, this workshop will introduce a scholarly educational framework – STAR. The acronym summarises elements important to transformative teaching: Sensitize students, encourage students to Take Action, and promote Reflection for learning.

The content included in the workshop will cover:

- An explanation of the main elements of the STAR framework
- The theoretical underpinnings of the STAR framework
- Evidence supporting the STAR framework effectiveness
- Discussion of creative teaching ideas for use in a range of contexts with specific examples from public health and nursing
- Development of lesson plans using the STAR framework

Applicable to a range of disciplines, this workshop can benefit both expert and beginner educators.

**Disclosure of Interest:** None Declared

**Keywords:** curriculum, educational development skills, framework, Scholarship of teaching and learning, transformative learning

*01 Discipline specific educational development*

**INFORMATION LITERACY AS AN INTEGRAL PART OF STUDENT SCIENTIFIC DEVELOPMENT: TWO EXAMPLES FROM THE NURSING AND MEDICAL SCHOOLS AT KAROLINSKA INSTITUTET**

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<sup>1</sup>University Library, Karolinska institutet, Stockholm, Sweden

**Abstract Summary:** Information literacy is a key skill in higher education and of essential importance for the students' future professional life. The strategy of the University Library at Karolinska Institutet is to integrate the information literacy learning activities into the general curricula. Two examples of how this has been effectively done in Nursing school and Medical school are discussed.

**Abstract text:** Information literacy is considered one of the key skills in higher education (Bologna Working Group on Qualifications Framework, 2005). One definition of information literacy is "the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively use that information for the issue or problem at hand" (Association of College and Research Libraries. American Library Association, 1989). Developing information literacy skills aids the students to become self-directed and lifelong learners; abilities that are crucial both during their education and in their future professional life (Association of College and Research Libraries. American Library Association, 2000). Information literacy cannot be taught as a separate set of skills but needs to be placed in a fitting context (Bruce, 1997). In order to create a motivational context for learning, it is important that the learning activities are seen as valuable by the students (Biggs & Tang, 2007). Students seem to value information literacy teaching more if it is connected to the overall topic of the course and it is well integrated in the curriculum (Hansson & Rimsten, 2005). The integration of information literacy into the general curriculum is best accomplished if there is collaboration between faculty and librarians (Hansson & Rimsten, 2005). Integration and collaboration with faculty are key aspects in the strategy of the University Library at Karolinska Institutet (KI). The objective of the paper is to demonstrate how we have implemented our theoretical standpoint into practice in the nursing and medical schools at KI.

Information literacy education is well integrated in the scientific theory and methods courses of both nursing and medical schools at KI. Our teaching perspective is based on the theory of constructive alignment and outcomes-based education (Biggs, 1996; Biggs & Tang, 2007). When planning our classes in information literacy our aim is that the learning activities, the assessment tasks and the intended learning outcomes will be closely linked. We put a lot of effort into aligning the lessons to the subject of the course that the students are engaged in at the time. As Biggs and Tang argue, constructive alignment encourages deep learning which means that the students will not only memorize and comprehend a topic, but will also be able to explain, relate and reflect on it and apply the knowledge to problems near and far at hand. In order for deep learning to take place, the learning activities must be designed in a way that encourages the students to reflect, theorize and apply their knowledge. The assessment tasks should test those same skills (Biggs & Tang, 2007). Adhering to the strategy of constructive alignment, our pedagogical methods are adjusted to the intended learning outcomes of these diverse courses. In the first semesters, the learning outcomes are centered on the importance of developing a scientific approach.

In the nursing school, there is a compulsory self-test assessing information literacy skills in which students have to demonstrate the ability to search for information in medical sciences databases and explain the scientific process. The test is part of the general course examination. In the medical school, students write a scientific project in a course with heredity as main theme. To accomplish the assignment they need to demonstrate, through their writing, that they are capable of searching for information and using relevant sources in a way that enhances their understanding of the subject.

From our experience of teaching in the different schools, we have seen that integration with the general course curriculum is a prerequisite to motivate students in developing and achieving long-lasting information literacy abilities. However, we are now trying to improve our methods for measuring the effects of information literacy education on overall study results.

**Disclosure of Interest:** None Declared

**Keywords:** Constructive alignment, Information literacy, Librarian-teacher cooperation, Medical school, Nursing school

#### **04 Strategic educational development**

### **TOOLS FOR INTEGRATING THE CURRICULUM PERSPECTIVE IN PROFESSIONAL DEVELOPMENT INITIATIVES FOR NEWLY APPOINTED FACULTY AND PROGRAM LEADERS**

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<sup>1</sup>KU Leuven, Leuven, Belgium

**Abstract Summary:** The KU Leuven has developed a conceptual scheme on curriculum design. This scheme is integrated in professional development initiatives for program leaders and newly appointed faculty members through different strategies. The session discusses the resulting effects and challenges, e.g. *Should all novice faculty members be involved in curriculum design?*

**Abstract text:** Since 1977, has a long tradition of academic development to improve the quality of teaching at this research-intensive university.

The curriculum reforms induced by the Bologna declaration and the introduction of the quality assurance system revealed the need for a tool to help design curricula (program level). A conceptual scheme on curriculum development was created (Huyghe et al., 2009), that provides a common “language” and can be used as a mindmap by all stakeholders working on curricula (program leaders, teaching staff, students, representatives of the discipline and labour market,...). Key elements on curriculum design and the relationships between them were identified and visualized. The scheme essentially emphasizes coherence and consistency between courses of a curriculum.

In the initiatives for program leaders they analyse their curriculum related issues while using the conceptual scheme. Questionnaire results indicate that the scheme is a useful tool to gain full insight in the complexity of the curriculum and can be used for decision making in curriculum development (Totté et al., 2013).

Whereas the program leaders are explicitly confronted with the conceptual scheme, the newly appointed faculty members work implicitly with the scheme. They participate in a training focusing on course design and carry out several assignments (regarding course design) in their workplace. Some of the assignments invite the faculty to implement their ideas at the curriculum level, e.g. in a module “research teaching nexus” the assignment was “to align research related tasks from several courses in the same program”. Focus groups revealed that although faculty found it very time-consuming, some participants were able to make significant changes on the level of the curriculum in cooperation with peers (e.g. better alignment of courses in the program, optimizing learning outcomes of the program,...). (Creten & Huyghe, 2013).

In this session the conceptual scheme is discussed as well as the different strategies used. Assignments for the two target groups and scenarios for strategic use are shared. A short video testimonial of a participating program leader is shown and the results of semi-structured interviews with newly appointed faculty member are presented.

Not only positive effects but also the challenges are discussed. E.g.: ‘Should all novice faculty members be involved in curriculum design?’, ‘How can program leaders be stimulated to implement the holistic and long-term approach represented by the conceptual scheme instead of making small changes in individual courses?’

The workshop will be highly interactive and invites participating colleagues to share their ideas and experiences.

Creten, S., & Huyghe, S.. Teaching at the University of Leuven: a case of Teacher Training in Higher Education in Flanders, Belgium. REDU. Revista de Docencia Universitaria, Norteamérica, 11, dic. 2013. Disponible en:

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Totté, N., Huyghe, S., & Verhagen, A., (2013, June). *Building the curriculum in higher education: a conceptual framework*. Paper presented at ‘Enhancement and Innovation in Higher Education: International Enhancement Themes Conference’, Glasgow.

**Disclosure of Interest:** None Declared

**Keywords:** curriculum development, professional development

#### ***04 Strategic educational development***

### **A NEW QUALITY FRAMEWORK FOR DEGREE PROGRAM REVIEW - CAPABILITY BUILDING FOR SUSTAINABLE PROGRAM QUALITY ASSURANCE**

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**Abstract Summary:** This Round Table session presents a new framework for degree program quality and review, and seeks critique and feedback from participants. Results of a project trialling the framework will be described and resources developed will be shared. Issues arising during the evaluation of the trials and support needed for program leaders will be discussed.

**Abstract text:** Australian universities are operating in an environment with significant regulatory changes, aimed at improving students' experience of Higher Education and ensuring comparability, quality and accountability across the sector (Wheelahan, 2011).

The degree program is fast becoming the focus of quality control in the Australian higher education sector. Consequently, institutions need to be doing everything that they can to assure themselves and their national and international communities that their programs are of the highest possible quality, that they deliver appropriate student support and that student learning outcomes meet the national standards. Program leaders need to be equipped to meet the challenges of this new environment.

This Round Table session reports on the findings of a project that developed a framework and process for program quality and review at Griffith University. It is through engagement in program review processes that the quality of programs is monitored, assured and documented, and that needed innovations in program development can be identified and planned. The framework was developed to support a more robust and systematic program review and development process for the university, and to develop staff capacity in conducting program reviews (especially that of program leaders). An important aspect of the project was to use a participatory evaluation approach (Cousins et. al., 1992) so that multiple stakeholders (including teaching team members, industry / employer partners, alumni, students and university personnel) were all engaged. A further reason for choosing participatory evaluation as a guiding methodology was to develop capacity in staff in the conceptualisation and conduct of program review and development. The project has tested the framework and the participatory evaluation approach through two key phases. Phase one involved wide consultation with a broad range of staff to determine whether the framework would pass the tests of readability and usability and whether there were key omissions or contradictions. A revised framework was used in Phase Two, which saw the trial of the revised framework, participatory evaluation approach and a model review process in seven program reviews across two Groups (Faculties), using an action learning approach. Program review panels in both phases were supported by a project officer and were provided with new summary reports of program-related data. The development of those data reports developed strong partnerships across different elements of the university.

Evaluations were conducted during both phases of the project. The evaluation of Phase One was focused on the face validity of the framework and involved extensive consultations with a range of stakeholders. The findings indicated that those consulted considered the framework to be a suitable tool to help review panels undertake a robust and systematic review process. The evaluation of Phase Two involved a survey of, and semi-structured interviews with, review panel members. The findings from the evaluation show that the framework was very well received and the participatory approach to review is considered an effective method of conducting a meaningful and rigorous review of a program's performance. A number of issues were raised during the evaluation, specifically around data for review and the time and resources required for a rigorous and effective review to occur.

This Round Table session will briefly present the findings of the trials, share resources developed and engage participants in discussions of the framework and the development needed for program leaders.

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**Disclosure of Interest:** None Declared

**Keywords:** participatory evaluation, program leadership, program quality, program review

#### **04 Strategic educational development**

### **TOWARDS A COMMUNITY OF PRACTICE FOR UNIVERSITY TEACHERS**

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**Abstract Summary:** The project aimed at, from a bottom-up perspective, creating a natural learning environment for a group of teachers in support of their course development. We designed a development-oriented course evaluation questionnaire, intended to stimulate dialogue, learning and development based on their existing practice. The concept was very appreciated and perceived as non-threatening and fun.

**Abstract text:** Many university teachers feel that they are on their own in developing teaching. Teaching has been described as a "private activity" (McNaught & Anwyl, 1993) and a culture of non-communication and solitude is common. This research project was initiated aiming at exploring and testing a strategy to establish a well functioning and sustainable community of educational development practice (starting from Lave & Wenger's theories on community of practice) for a larger group of teachers (~35) at KTH. In doing so we aimed at creating a natural critical learning environment for the teachers (Bain, 2004). Significant for a natural learning environment is among other things that we tend to learn more effectively if we collaborate with others in a meaningful way. The strategy was to introduce a new contextual meta-level that all teachers, regardless of previous experience and practice could relate to and develop from. This meta-level consists of a more holistic perspective on teaching and learning focusing on factors identified in what we know from research on what promotes deep learning (Marton & Säljö, 1976) among students. The overall aim with the project is that:

58. the teachers felt that they are a part of a community of practice which stimulates dialogue, learning and development based on existing practice,
59. there is a structured way of working that supports the sustainability and development of the community after the project is ended, and

In the project two different teacher teams was involved: initially one Master of Science in Engineering program (team 1) and after some time also a Bachelor of Science in Engineering program (team 2) wanted to join in. Both teams volunteered to enter the project. The collaboration in team 1 started with preparations through individual reading assignments followed by a series of workshops were a common ground for what makes for high quality, deep, learning was established and a course evaluation (Learning Experience Questionnaire, LEQ) aiming at supporting educational development in the direction of deep learning was created. The specific goals were formulated in close dialogue with the project group. The course evaluation that was designed and successively developed was used at 20 courses. The evaluation results were then the starting point for a workshop where need for development was identified and strategies to follow through on the development ideas were discussed.

We have found that the LEQ and the structured way of working with it has enhanced the exchange of ideas and contributed to course development in a significant way. The bottom-up approach is very appreciated, and seems to be a way of introducing and discussing pedagogical change that feels meaningful, non-threatening and fun for the teachers involved. Future research involves a conceptual paper on the LEQ and a study validating the questionnaire where all schools at KTH are invited.

During our paper presentation session we will have a couple of buzz groups to discuss for example: I: How could this model be adapted to your context? II: Ideas for improvement or evaluation of the model?

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**Disclosure of Interest:** None Declared

**Keywords:** community of practice, learning experience questionnaire, natural learning environment

#### ***04 Strategic educational development***

### **EDUCATIONAL DEVELOPERS WORKING STRATEGICALLY – DILEMMAS AND CRITICAL PERSPECTIVES**

Gunnar Handal <sup>1,\*</sup>Katarina Mårtensson <sup>2,\*</sup>Tai Peseta <sup>3,\*</sup>Torgny Roxå <sup>4,\*</sup>

<sup>1</sup>Department of Education, University of Oslo, Oslo, Norway, <sup>2</sup>Centre for Educational Development, Lund University, Lund, Sweden,

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**Abstract Summary:** This workshop explores dilemmas and critical perspectives for educational developers working strategically. A case will be discussed, where EDs worked strategically with the implementation of a national qualifications framework into their institutional context. Different perspectives will be explored, and participants will be encouraged to contribute and reflect on their own experiences.

**Abstract text:** Educational developers are increasingly working strategically (Gosling, 2008, 2009; Roxå & Mårtensson, 2008). Not only is focus on the development of individual teachers but also on programme development, leadership support, development and implementation of teaching and learning strategies; activities arguably aiming at organisational development. Educational development thus can potentially contribute to organisational learning. Gibbs (2012) points out, after observations across countries and institutions, shifts in educational development that involve “increased sophistication and understanding of the way change comes about and how it becomes embedded and secure within organisations” (ibid p. 2). As educational developers, working strategically, we might find ourselves in situations where conflicting loyalties between for instance imposed policies and our professional knowledge create dilemmas that need to be solved.

van Maanen (in Ancona et al, 2009) describes three different lenses useful while analysing or understanding an organisation: 1) the *strategic design lens*, in which the organisation is described as it is supposed to work, 2) the *political lens*, which highlights various interest groups and stakeholders, allies, opponents etc, and 3) the *cultural lens*, which foregrounds the values, habits and norms in the organisation. van Maanen stresses that all three perspectives are important in order to fully understand the organisation at hand. For educational developers these perspectives might be fruitful when working strategically.

In this workshop a case will be presented, as experienced by educational developers in Norway (Handal et al., 2014). The case concerns the implementation of a national (and European) qualifications framework. Actions taken and challenges/dilemmas faced at both national and organisational university level will be described, discussed and analysed. The experience from the case and its critical conceptual perspectives used for analysis (following Schmidt, 2008 who distinguishes between levels of ideas, types of ideas, and types of discourses) will provide other educational developers with the opportunity to discuss their own experiences from working strategically with the aim of contributing to organisational learning.

#### **Outline**

- Introduction: Organisational culture and educational development (15 min; Mårtensson & Roxå)
- Individual reflection and group discussion (15 min)
- A case of strategic educational development (20 min; Handal)
- Group discussion of dilemmas encountered (20 min)
- Academic developers engaging in organisational politics (10 min; Peseta)
- Individually and shared: implications for educational development in different contexts (10 min)

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**Disclosure of Interest:** None Declared



**Keywords:** dilemmas, implementation , organisational culture, organisational development, organisational politics

*01 Discipline specific educational development*

**POSSIBILITIES AND CHALLENGES OF DEVELOPING A WORK-LIFE ORIENTATION COURSE IN GENERALIST EDUCATION**

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**Abstract Summary:** This paper discusses the practices of facilitating work-life skills and general theological expertise of theology students, and reflects the forthcoming and shortcomings through reflection and theoretical framework of integrative pedagogy (Tynjälä P.2008, 2011, Virtanen, A., Tynjälä, P. & Eteläpelto, A. 2013) and identity (Harre, 1983; Savicas, 2005, 2010) as well as students feedback.

**Abstract text:** Faculty of Theology in the University of Helsinki has an intake of approximately two hundred students. Theology students have the opportunity to choose between three different curricula of which two are professional programs and one more general. Professional programs offer either teacher education (Curriculum B) or qualifications to become pastors (i.e. Evangelical-Lutheran church) (Curriculum A1). General program (Curriculum A2) does not give any specific qualification but the idea is to facilitate students' process of becoming an academic expert on theological and religious issues in the societal context. It seems that the presence of two strong professions in the same faculty poses strong challenges for the developing of professional identity among students on the general theology curriculum.

One of the ways to resolve this challenge, the Faculty of Theology has included compulsory work-life orientation studies in the A2 -bachelor curriculum and work-life training period in the A2-master's curriculum. The work-life orientation courses starts in the third study-year, however, the process of personal study planning, starts already in the beginning of the theological studies.

The faculty has also developed support measures as more explicit learning outcomes for all the courses and a short work-life practice period. However, according to our investigations (Hirsto, L & Buchert, M. 2013, Buchert, M. 2013) that didn't seem to be enough. It still was seen that the theoretical studies and practical experience often remained quite distant to each other and that they didn't integrate well enough to facilitate students' processes to become experts.

The development of a work-life orientation course has been deeply embedded in the theological context and has been supported by a central career development unit of the university. It is argued that dialogical development where general expertise can be used to support the solving of contextual problems seems to be a fertile approach.

Integrative pedagogic offers a theoretical model to build work-life orientation courses (Tynjälä P.2013, Virtanen, A., Tynjälä, P. & Eteläpelto, A. 2013). A central idea in the model is that in order to develop students' expertise the learning environment should support reflection between theory, practice and self-regulation as well as transforming theory into practice and conceptualizing practice into theory through a variety of tools (e.g. writing, discussing, collaborating). This model was presented to students during the course in order to help student to understand in what kinds of process they should engage and what happens in the process where they are growing to become experts. Another important theoretical viewpoint is the idea of constructing the identity of a theologian. Identity has two dimensions: individual and social (Harre, R. 1983) and constructing one's career is an identity project where individual needs to make connections between these two dimensions (Savicas, M. 2005, 2010). General theologians need support for this process (Hirsto, L & Buchert, M. 2013, Buchert, M. 2013).

Hirsto & Buchert (2013) found four different kinds of career narratives among theology students: Students struggling with adversity, Searchers, Rejecting and rejected, and General theological degree as a possibility. According to our investigations students of general theology need support for building their social and personal identity, but also on theoretical substance. We provide the general theology students a learning environment which supports their social, personal identity work, process of self-regulation, and the dialog between theory and practice in accordance with integrative pedagogy model. This model is applied in different phases of the course. The intention is to provide students' more concrete tools to build up their own expertise and transfer their knowledge into practice for work-life trainings.

**Disclosure of Interest:** None Declared

**Keywords:** integrative pedagogy model, theology students, Work life integration,, worklife competence, work-life orientation

### *03 Scholarship of educational development*

## **INVESTIGATING A MODEL FOR LECTURER TRAINING THAT ENABLES LECTURERS TO PLAN AND CARRY OUT MEANINGFUL E-LEARNING ACTIVITIES**

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**Abstract Summary:** This presentation reports on the effect of an instructional model for lecturer training that enables teachers to plan and carry out meaningful e-learning activities. The model, which has been used for 4 years, draws on knowledge from research on adult learning, work-based learning and development in higher education. Findings indicate that the model motivates and engages participants.

### **Abstract text: Introduction**

The purpose of this paper is to present the results of a survey that examines the effect of an instructional model for lecturer training that enables teachers to plan and carry out meaningful e-learning activities as a means of supplementing face-to-face lessons. The instructional model draws on knowledge from research areas such as adult learning, work-based learning and on research and development in higher education in order to reach optimal conditions for lecturer training. The effect of the model is evaluated by studying the lecturers' learning experiences with the e-learning project. The instructional model has now been used for more than 4 years and preliminary examinations of the model show positive results for both the lecturer training program and the planning and application of e-learning activities. In addition students have often provided positive feedback regarding the e-learning activities.

### **The instructional model – part of the Lecturer Training Program**

At the University of Southern Denmark all participants in the Lecturer Training Programme must complete an e-learning project. The specific task is for participants to design and deliver an e-learning activity with one of their classes and prepare a short report that describes the activity they have designed, explains the pedagogical rationale and contains both the lecturer's and the students' evaluation. Support activities include introduction to the e-learning project, open courses and workshops on various aspects of e-learning and individual training, coaching and feedback.

Perspectives on participant motivation from the field of adult learning (Illeris 2004) and ideas from work-based learning such as the necessity to support the participant's integration of work and learning via reflective activities (Boud & Solomon 2001, Boud et al. 2006, Høyrup & Elkjær 2006) have informed the presented model for lecturer training.

### **Method**

The aim of the study is to obtain knowledge on participants' experiences of the e-learning project as faculty development and the effectiveness of the support activities included in the e-learning project. Key questions are:

- What are participants' overall experiences of the e-learning project as a lecturer training activity?
- What support activities do participants use and which do they evaluate as the most effective?
- What role does reflection and feedback play?
- Do participants who participated in previous programmes still use e-learning in their teaching?

The study will be based partly on desk research of e-learning reports written by participants and partly on a questionnaire sent out to all lecturers who have participated in the Lecturer Training Programme and completed the e-learning project. Furthermore, interviews will be conducted to obtain qualitative data that allow an in-depth exploration of the topics.

### **Initial findings**

E-learning reports and coaching activities indicate that participants value the e-learning project as a lecturer training activity. It supports them in designing and delivering meaningful e-learning activities that support the learning of their students.

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**Disclosure of Interest:** None Declared

**Keywords:** Adult Learning, E-learning, Lecturer Training, reflection, Work-based Learning

*04 Strategic educational development*

**A TOOLBOX FOR ENTREPRENEURIAL LEARNING**

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**Abstract Summary:** Higher education must prepare students for a future of unknown requirements. At Karolinska Institutet, a three-year strategic project aims to implement elements of entrepreneurship in the undergraduate education. One of the outcomes is the need for an entrepreneurial toolbox. How should such a toolbox be designed? How can the toolbox itself be a tool for further implementation of entrepreneurship?

**Abstract text:** Universities are facing major challenges. In recent years, the service content of Swedish companies has increased significantly. Within healthcare the market is changing with more private actors. How do we train the students to be able to meet the needs on this new market? Higher education must prepare students for a future of unknown requirements. To be able to do this, we need to review and develop our learning activities. In addition to independent and critical thinking, the skills for taking initiative, problem-solving and the capacity to implement change need to be strengthened.

At Karolinska Institutet (KI) in Stockholm, the Unit for Bioentrepreneurship is responsible for a three-year strategic project with the purpose of implementing elements of entrepreneurship in the undergraduate education. The aims of the project are to create strategic actions plans for implementation for each of the eleven participating study programmes and to create a working model for implementation of entrepreneurship.

The process is focused on interactive working groups with representatives from the educational programmes, teachers, students, industry and representatives from professional societies. The process (working model), based on design thinking, can be described by four steps; explore, define, development and deliver. The discussions start out by asking the participants one question: What is entrepreneurship? The design thinking process then paves the way for the next steps to be taken.

One of the outcomes of this process is the need for an entrepreneurial toolbox, that can be used by teachers, students, educational developers, anyone interested in making their educational activities more creative and explorative.

This round table will start with a presentation of the KI 2.0 project. A discussion will follow, focusing on the entrepreneurial toolbox. How should such a toolbox be designed? How can the toolbox itself be a tool for further implementation of entrepreneurship and inspire innovative thoughts and learning. We think that this could be one of the solutions that will make the KI 2.0 project efforts sustainable on a strategic level once the project is finished.

**Disclosure of Interest:** None Declared

**Keywords:** entrepreneurial learning, strategic project, toolbox

#### **04 Strategic educational development**

##### **THE CORE PRINCIPLE: BOLOGNA THOROUGHLY THOUGHT THROUGH**

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**Abstract Summary:** With the creation of the "CORE-Principle" (CORE= Competence orientated research and education) as study system consequently aligned to the idea of constructive alignment, the SRH University in Heidelberg started a deep organizational change process aligning the study structure and the organization as a whole to the requirements of an optimal environment for learning and teaching.

##### **Abstract text:**

##### **"The CORE Principle": Bologna thoroughly thought through**

The Bologna Process launched in 1999 aims to standardise the system of study across Europe. In addition, under the slogan "*Shift from teaching to learning*", it promotes the required improvement in teaching quality and better interconnectedness between course content and the requirements of business. However, its implementation in German universities has concentrated almost exclusively on the external switch of the course structure to Bachelor's and Master's degree courses and has completely neglected the necessary reforms to the teaching and learning culture. General insights from educational psychology and neuroscience, such as the effect of empowering methods on promoting learning instead of classic lecturing, the enabling of self-efficacy and the interconnection of different learning areas are still being consistently ignored on a daily basis in German universities. Constant complaints from business about the lack of competences in graduates call into question the compatibility of the German educational structure with our economy. On the one hand, as a private university, the SRH University Heidelberg competes with a growing state education system with significantly lower fees. From 2015, there will also be the challenge of the demographic change and the associated declining number of students starting university in the traditional target groups. On the other hand, private universities have more flexible structures and closer contacts with business, giving them a greater potential to develop innovative and market-orientated models of studying.

##### **Development of the CORE Principle**

Against this background, and in order to give their students the best possible preparation for business life, the SRH University Heidelberg has developed its CORE Principle since 2011 to find an answer to the unresolved questions of the German educational system and to work on developing a clear unique selling point for itself in the German education market. CORE stands for **C**ompetence **O**rientated **R**esearch and **E**ducation, and the courses are consistently aligned to the requirements of subsequent business life through competence-orientated learning. With this in mind, we have developed the required competences for a graduate in close cooperation with representatives of business.

##### **The CORE Principle (Competence Orientated Research and Education):**

**Best Employability:** The design of the course structure and the individual modules concentrates consistently on conveying the competences required by the labour market.

**Constructive Alignment:** In all modules, learning objectives, forms of testing and forms of learning are interlinked in such a way that the students can demonstrate in the exams, and achieve in the learning stages, the outcomes they should have acquired at the end of the course.

**Competence-orientated and continuous forms of testing:** Just like the forms of teaching, the use of different forms of testing aim to test the actual action competence acquired. They are tailored to the relevant learning objective and module. Continuous testing prevents bulimic learning, encourages sustainable learning and improves mapping of the actual performance level.

**Empowering teaching and learning methods:** Traditional lectures are only one element in the range of teaching methods. Depending on the learning objectives, a wide range of empowering methods are used in order to guarantee an optimal learning process.

**Five-week blocks:** Instead of treating different subject areas theoretically, the old subject structures have been linked together by means of practical issues within five week blocks.

**Excellent and continuous educational training for the teachers:** Since 2009, the SRH Academy for University Education has been designing and organising intensive teacher training on subjects such as innovative teaching methods and competence-orientated testing, understanding roles.

**Disclosure of Interest:** None Declared

**Keywords:** Competence orientation, constructive alignment, organizational development



### *01 Discipline specific educational development*

## **DISCIPLINE-BASED STAFF DEVELOPMENT COURSES TO PROMOTE A SUSTAINABLE SOTL ENVIRONMENT: AN EXAMPLE FROM SCIENCE AND ENGINEERING AT UPPSALA UNIVERSITY**

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**Abstract Summary:** Discipline-based courses are a part of the strategic educational development at the Faculty of Science and Technology, Uppsala University, Sweden. A factor contributing to the success of these courses is that the instructors are colleagues, sharing competence and interest in the discipline. This, as well as a strong research foundation, establishes the relevance and legitimacy of the courses.

**Abstract text:** The Scholarship of Teaching and Learning (Boyer 1990, Trigwell & Shale 2004) is an important part of creating a constructive educational environment. One of the many reasons for this is the extended perspective on what it means to be a successful academic. Many studies have shown that one of the largest obstacles to educational transformation is the existing beliefs of academics. Effective strategies for educational development must address these beliefs and often aim to transform them (Henderson, Beach & Finkelstein 2011). A common strategy for such staff development is pedagogical courses. In presentation we discuss how discipline-based faculty-development courses can be used to facilitate the building of a community of scholarly practice in higher education teaching and learning.

Academic teachers are generally required to take a least one basic academic teacher training course. Subsequent courses often address areas such as supervision and academic leadership. However, many faculty also express a need for professional development courses closer to their own disciplinary practice. Three such courses have been developed at Uppsala University, Sweden. *Scholarly Teaching in Science and Technology* focuses on acquainting participants with the major findings of discipline-based education research and its' implications for teaching and learning. The course *Scholarly Teaching and Learning in Engineering* discusses educational philosophy and approaches to learning from an engineering perspective. Participants of the *Advanced Discipline-based Methodology Course* explore questions from their own teaching environment with research-based methods.

The courses have different content and aims, but share a set of important basic principles:

- The courses are closely connected to the disciplines and the teaching practice of participating teachers.
- The content of the courses draw heavily upon discipline-based education research and the instructors on the courses are in most cases active in discipline-based education researchers.
- The courses take their point of departure in real teaching challenges. These questions are then discussed in the light of theories of teaching and learning relevant to the disciplinary context of the participants. This provides a broader perspective, supported by literature, whereupon the insights and proposed changes gained from the courses can be brought back to the situation from which they stemmed.
- The main outputs of the courses are projects defined by the participants, each of which focuses on the application of new insights to learning challenges encountered by the participants. These projects are peer-reviewed by participants and commonly presented at educational conferences.
- The courses collect a mixed set of participants, from the different subject areas of the faculty, but, maybe more importantly, of different levels of seniority, from PhD students in their last years of studies to full professors. As a result, discussions become vivid and diverse.

The discipline-based courses are an integral part of the strategic educational development in the domain of science and technology. One important factor contributing to the success of these courses is that the instructors are colleagues, sharing their competence and interest in the subject area. This, as well as the strong research foundation, establishes the relevance and legitimacy of the courses, which we find to be important for the transformation of faculty beliefs. As an example, our survey on approaches to teaching (Pears and Sheard, 2012) demonstrates that the participants from these courses to a greater extent than other teachers apply student-centred teaching strategies.

**Disclosure of Interest:** None Declared

**Keywords:** Scholarship of teaching and learning, Staff development courses, Subject area based courses in teaching and learning





#### **04 Strategic educational development**

### **IMPLEMENTING NEW STRATEGIC PLAN FOR EDUCATIONAL CHANGE IN A COLLEGE OF ENGINEERING**

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**Abstract Summary:** In this paper a new strategic plan for educational change in a college of Engineering; its mission, vision, aims will be discussed. This strategic plan is implemented using Rogers model (2003) "Diffusion of innovations". In our presentation we will elaborate on advantages and difficulties in implementing educational change at the institutional, faculty and student's level.

**Abstract text:** With the goal of integrating innovative teaching approaches and promoting meaningful students' learning, the management of an academic engineering college in Northern Israel decided to integrate new strategic plan for educational development.

In this paper the strategic plan, mission, vision, aims and implementation process will be discussed.

#### **Mission and Vision**

**Mission:** The College is a higher education institution of engineering, technology and related fields, whose goal is to promote equal opportunities in Israeli society through education and professional training.

**Vision:** To firmly establish the college among the leading institutions that grant engineering degrees in Israel.

#### **The strategy aims in the educational development aspect:**

- a) To promote innovative and pioneering teaching methods and quality of teaching. The faculty members will be "Teachers for life", continuing to inspire their students even after graduation, up-to-date in their professional field.
- b) To encourage faculty to motivate their students, stimulate their curiosity, and create relevant and up-to-date connections.
- c) To educate graduates to be multidisciplinary engineers who possess: broad-based and in-depth knowledge, critical thinking skills, a creative, innovative and entrepreneurial approach and ability to work independently and as part of a team.

#### **Diffusion of innovation at institutional level**

The process of introducing innovation in teaching and learning approaches at institutional level is a long and complex one (Dori et al., 2003; Dori & Herscovitz, 2005; Pundak et al., 2010). It is difficult to introduce innovations even when this would clearly be advantageous and beneficial (Rogers, 1995).

The implementation of this new strategy in the college relates to the model of Rogers (2003) "The diffusion of innovations". Rogers claims that there are five stages in the Decision Innovation Process: knowledge, persuasion, decision, implementation and confirmation.

#### **Implementation of the new strategic plan at the college, faculty and students level:**

The process of the strategy implementation is monitored by a steering committee headed by the College President.

Implementing the strategy involved several stages so far:

- a) A "Faculty Day" held by the TLC aiming to spread the strategy principles across the faculty members.
- b) Discussions in round tables on various issues such as: engineering education, the intellectual engineer, ethics in engineering studies, Encouragement of curiosity, active learning, critical thinking etc.
- c) The College has set, as a strategic goal, the ABET accreditation criteria for all its engineering programs in order to turn candidates with moderate starting point into first-order students and (later) excellent engineers.
- d) The first move within the engineering departments was to review the current curriculum and to identify the gaps (as suggested by Felder and Brent, 2003), to be followed by a revision plan. Toward this end each academic department nominated an ABET trustee, who will be able to guide and facilitate the process.
- e) Within the framework of the Teaching and Learning Center (TLC) several actions were done:  
Formulating an outline for mapping the learning outcomes of the various curricula and the instructional objectives for each course;  
Initiating a forum of community-of-practice of lecturers ("Pioneers") who implement innovative teaching methods;  
Developing a framework of new workshops for training faculty how to promote critical thinking skills, Project-Based Learning (PBL), teamwork and self-directed learning.

In our presentation we will elaborate on implementation stages, discuss the advantages and the difficulties in implementing educational change at the institutional, faculty and students level.

We would ask the audience to participate in the session talking in pairs and share their thoughts how to advance this strategy implementation.

**Disclosure of Interest:** None Declared

**Keywords:** Strategic educational development, strategically planning for change, Educational development

#### ***04 Strategic educational development***

##### **CHANGING CULTURE, CHANGING PRACTICE: A FACULTY APPROACH TO ENGAGING STAFF**

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**Abstract Summary:** A review of student learning experience in Social Sciences showed the need for a Faculty approach to assessment design. The success of any such initiative hinges as much on the contributions of staff as on its rationale. A framework for improving engagement in educational development projects will be explored.

**Abstract text:** The University of Kent is currently engaged in an assessment reflection process to explore the student experience of assessment and feedback within Schools in the Social Sciences Faculty.

By participating in a Higher Education Academy change initiative (EQUIP), the project team aims to address common assessment design themes identified as problematic during previous learning and teaching enhancement initiatives (such as Transforming the Student Experience of Assessment – TESTA). A particular focus is coherence and consistency of assessment within Social Sciences to address principles of assessment for learning as discussed by Gibbs and Simpson (2004), and Gibbs and Dunbar-Goddet (2007).

Of interest to Educational Developers is not only the rationale behind such an enhancement drive at Faculty level, but also how to target common sources of failure in such change initiatives, particularly those associated with the engagement of staff.

By applying insights from Communities of Practice literature (e.g., Lave & Wenger, 1991; Fontaine, 2001; Wenger, McDermot & Snyder, 2002; Schenkel & Tieglund, 2008; Agterberg, van den Hooff, Huysman & Soekijad, 2010), the team targeted issues of engagement. This discussion will show how the collaboration across discipline areas within the Faculty of Social Sciences was established by identifying and acknowledging levels of community activity and by facilitating individual participation within various layers of the larger community.

Participants will also be able to discuss the implementation of our assessment reflection process, including how staff and students have worked together, and how an alignment with institutional strategic goals (University of Kent's Institutional Strategic Plan (2012-15) and Learning and Teaching Enhancement Strategy (2012-2015) was 'layered' to promote staff engagement.

Each short topic will be introduced by one presenter with the opportunity for participants to share experiences and discuss their own projects. In particular, presenters' experiences will be examined from the perspective of how the project has been managed, adjusted, developed and promoted to staff and students in order to maintain engagement with the design of assessments in the Faculty of Social Science at the University of Kent.

Lessons from this project will be considered in terms of Communities of Practice theory in order to develop a framework for educational developers to reflect on their own practice in relation to engaging wider university staff and students with curriculum enhancement projects.

**Disclosure of Interest:** None Declared

**Keywords:** assessment practice, community of practice, staff engagement, student experience

*02 Scholarship of teaching and learning*

**EMBEDDING FORMATIVE FEEDBACK WITHIN MODULE DELIVERY: EXPERIENCES OF A CYCLICAL APPROACH**

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**Abstract Summary:** Centred on the pioneering efforts of a UK based University, this paper outlines and evaluates attempts to embed formative feedback provision as a recursive process with a cyclical approach to module design. This approach provides frequent opportunities for students to receive and apply formative feedback and facilitates the realignment of teaching in response to the learning needs identified.

**Abstract text:** There is no escaping the idea that providing opportunities for students to receive meaningful formative feedback is considered advantageous (Boud and Falchikov, 2007; Fisher et al, 2011; Gibbs, 2006; Irons, 2007; Yorke, 2003). However misjudged perceptions that students can and will easily engage with and transform such feedback into pertinent action (Nichol and Macfarlane-Dick, 2006) can present challenges. Module design might be suggested as an important vehicle for overcoming such challenges, however the clarity of the link between module design and formative feedback has been cited as an area of concern (Yorke, 2001). Such concerns are echoed by the Quality Assurance Agency for Higher Education (QAA, 2012), who highlight the need for module design to incorporate feedback that is detailed, timely and facilitates student response. To achieve these objectives, it is considered that formative feedback must become integrated as a gradual recursive process (QAA, 2007; Bartram et al., 2010) within module design. Problematically however, such endeavour can be impeded by a dissonance between the rationale for embedded formative feedback and the 'traditional' lecture-seminar approach which still holds a central position in UK higher education. This paper outlines and evaluates how heavily embedding the provision of formative feedback (and feed forward) through module design has been achieved through the implementation of a 'cyclical approach' within the context of a stage one undergraduate business module, at a university in the North East of England. The cyclical approach enables formative feedback to become an iterative process in which students are actively involved (Jenkins, 2010; Kift and Moody, 2009; Liu and Careless, 2006) as well as a vehicle through which learning needs are identified and teaching realigned in response to these needs (Nicol and Macfarlane-Dick, 2004). To provide a comprehensive overview of this approach's effectiveness, this paper draws upon the perspectives of former and current module participants as well as the module delivery team. Focus groups were employed as the prime method of data collection. This enabled the acquisition of in-depth, qualitative insights grounded in the lived experiences of module stakeholders. In addition this approach also contributes to much needed qualitative insight about how students perceive, engage with and respond to formative feedback (Yorke, 2003).

Findings suggest students welcome frequent opportunities to obtain formative feedback. With one in four sessions devoted to dissemination, discussion and application of formative feedback, students enjoyed and utilised opportunities to engage with and digest the feedback provided. These sessions were found to support the consolidation of learning and the identification, acquisition and development of any deficient skills needed for summative assessment. Although the general consensus amongst staff and students was positive insights from the module delivery team highlighted the resource intensive nature of this embedded approach, thus rendering it less appropriate within certain frameworks.

This research will interest any HE practitioners seeking to manage the demands of embedding formative feedback within module delivery, in a way which meaningfully engages the student as part of an integrated and dialogic process. The paper also serves to further highlight the complexities of balancing the educational effectiveness of formative feedback provision and resource limitations within the HE sector (Higgins, Grant and Thompson, 2010).

**Disclosure of Interest:** None Declared

**Keywords:** Cyclical Approach, Embedded Formative Feedback

#### ***04 Strategic educational development***

### **IMPROVING THE ASSESSMENT OF TEACHING SKILLS – EXPERIENCES FROM A NATIONAL COURSE FOR PROSPECTIVE ASSESSORS OF PEDAGOGICAL QUALIFICATIONS**

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**Abstract Summary:** In this paper we share experiences from a national course for assessors of pedagogical qualifications at HE institutions in Sweden. We will discuss definitions of and assessment criteria for pedagogical qualifications based on common perspectives on the Scholarship of Teaching and Learning. We will also present results from a study of the course participants' views on the impact of the course.

**Abstract text:** Appointment and promotion of academic teachers in Sweden is regulated by the Higher Education Ordinance, together with local appointment rules at University level, and complementary instructions at Faculty level. Universities have local definitions of pedagogical qualifications and local assessment criteria. External experts are used regularly in the assessment procedure but the routines, and therefore the prerequisites for assessment, vary considerably between universities.

As the autonomy of Swedish universities has increased during recent years, local appointment rules have been renewed and the procedure for assessing pedagogical qualifications has been much debated. The role of external experts, and how teacher appointment committees use expert assessments, has been analyzed in a report from Uppsala University (Ris, Hartman & Levander, 2011). Education of external experts, especially assessors of pedagogical qualifications, is highlighted as a priority.

We present a national course for assessors of pedagogical qualifications that has been given on four occasions in Sweden. The aim of the course is to enhance the ability to assess pedagogical qualifications at universities locally by offering support and education at a national level. Assessments by experts could potentially act as drivers for quality enhancement if they contain constructive developmental feedback. This aspect is a fundamental part of the course.

The course was developed as cooperation between universities that previously have collaborated in a major project about the Scholarship of Teaching and Learning in Swedish HE (Ryegård, Apelgren & Olsson, 2010). During the course, each participant assesses teaching portfolios and writes assessments. Experienced assessors serve as mentors during the entire process.

We have analysed the impact of the course on the basis of a questionnaire to earlier course participants of whom 88 % responded. It turns out that 60 % of the course participants have acted as external experts assessing pedagogical qualifications after the course, most of them at several occasions. A majority of these commissions have been outside the external expert's own specific subject area. In this sense the assessment of pedagogical qualifications differs from that of scientific qualifications, which normally is done by experts within the same field.

Those who have acted as external experts believe that the course has been very useful for their own ability to assess pedagogical qualifications. They highlight that the course gave them functioning assessment methods and models to structure their reports. They also gained a deeper understanding of Scholarship of Teaching and Learning and of different aspects of pedagogical competence.

On the strategic level, the views on the effects of the course are more varied and seem to depend on the position of the individual course participant within the institution. Some say that the course has helped them to raise awareness among colleagues in discussions of pedagogical qualifications. Others claim that the course has been one factor behind strategic improvements, such as the development of pedagogical career paths within their institution. A few also suggest that the very existence of the course in itself is strategically important for the value of pedagogical competence in Sweden.

During the session we will broaden our experiences from local arenas and the national Swedish perspective to an international level. Although local definitions and assessment criteria differ, a common perspective based in the Scholarship of Teaching and Learning is evident.

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**Disclosure of Interest:** None Declared

**Keywords:** Assessment criteria, Assessment of teaching competence, Pedagogical qualifications, Scholarship of teaching and learning

*01 Discipline specific educational development*

**“QUIZZICAL”: A STUDENT-AUTHORED, ON-LINE, MULTIPLE CHOICE QUESTION WRITING AND LEARNING ASSESSMENT TOOL**

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**Abstract Summary:** This project focuses on the implementation of a web-based tool to assist students in authoring strong multiple choice questions that also provides a secure interface for student practice tests. Dashboards for instructors and teaching assistants facilitate course management and grading, and statistical packages enable all stakeholders to chart class and student engagement and subject mastery.

**Abstract text:** Experiential learning is one of the most effective methods that instructors may implement, but is a challenging endeavor in large classes, wherein student assessments often consist of multiple choice format examinations. We have developed a student authored, on-line multiple choice question writing assignment and testing tool, called Quizzical, which was well received by students and increased exam performance. Quizzical engages students in becoming part of the testing process and in doing so, it affords an opportunity for ownership while promoting critical reasoning skills. Importantly, all answers (the correct answer as well as the distractors) must be justified, so that students can visualize connections and understand how distractors fail to satisfy the question. Student authored questions that are approved by teaching assistants move to a test bank, and students have unlimited access for taking practice quizzes. An instructor’s dashboard enables charting the progress of the entire class, of teaching assistant activity, of individual questions or of single students, informing decisions on class management, subject presentation and assisting in student advising. Question quality is gauged statistically by employing a point biserial analysis and more anecdotally by student ratings. Students receive immediate feedback upon completion of a quiz and can view their progress and engagement through a graphical interface. End-of-term course evaluations revealed that students attached significant value to Quizzical. We highlight the benefits of Quizzical for instructors, teaching assistants/graduate students and undergraduates.

**Disclosure of Interest:** None Declared

**Keywords:** Experiential learning, Multiple choice questions, On-line testing, Practice-based contexts, Student Engagement



### *03 Scholarship of educational development*

#### **AN HOLISTIC APPROACH TO SCAFFOLDING PEDAGOGIC EXCELLENCE**

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**Abstract Summary:** Promoting pedagogical excellence is a multifaceted challenge calling for an holistic perspective. We adopt the framework proposed by Henderson et al. as a means to articulate a strategy promoting the emergence of a community of scholarly educational practice. This article describes the strategy and how Boyer's four categories of scholarship can be applied to the analysis in this endeavour.

**Abstract text:** Promoting pedagogical excellence is a multifaceted challenge. While high level policy statements and strategic decisions are important components of the reform of higher education, engagement at many organisational levels; ranging from lecturers in the disciplines to educational leaders, academic boards and teaching and learning units, are needed to realise this vision. The Faculty of Science and Technology at Uppsala University has developed a systematic model for change. The goal is a community of scholarly practice, where students, teachers and educational leaders work as true partners to effectuate an excellent learning environment. The council for educational development, TUR, gathers senior staff and students to coordinate initiatives within the model. Each member embodies multiple missions, e.g. higher education research in the disciplines, educational leadership, educational development and education.

The framework of Henderson et al. (2011) provides support for evaluation of strategies for change.

Category one focuses on the individual and prescribed outcomes. Examples of this type of intervention include TUR hosted seminars, workshops, and conferences. Through these directed efforts TUR achieves dissemination of educational research results, and provides strategic initiatives promoting exchange of educational practice and ideas, with the explicit expectation that they be put into practice.

Category two focuses on the individual and emergent outcomes. Teachers are empowered to develop their pedagogical philosophy and conceptions of learning. TUR provides continuing development courses which support improved scholarly approach and reflective practice. Competitive funding of development projects stimulates innovation, and promotes reflective practice through a network for grant holders.

The creation of TUR is an example of category three, which focuses on environment and prescribed outcomes. Being created by the Faculty Board, TUR has been influential in formulating subsequent policy documents including requirements for grading criteria and support for analysis of educational programs, clarification of the mandate of educational leaders, and instituting individual pedagogical development plans for teachers.

Category four, focusing on environmental focus and emergent outcomes, constitutes a challenge; a shared vision cannot be compelled. Instead, a spectrum of approaches is needed. Providing opportunities for engaged teachers to meet each other enables the formation of a community of scholarly practice. Individual pedagogical discussions and plans promote active dialogue, even among the less interested. Networks for educational leaders provide a forum for strategic discussions.

The Uppsala model is internationally recognised as highly successful, and occupies a natural place within the faculty and university, serving as a model for other development initiatives. By situating our practice in the framework presented by Henderson et al., we emphasise that the most important factor for success is systematic endeavour within all strategic categories. Where Henderson et al. recommend closer cooperation between different change agents, we emphasise the importance of a holistic perspective based on empowering all agents involved.

This implies that achieving change requires activity in all of Boyer's four categories of scholarship within the field of higher education. Change agents should take part in investigations and research in higher education, engage in interdisciplinary studies and transfer between subjects and areas of research, apply educational theory into practice and live as we speak and have the same scientific foundation and scholarly approach towards our activities as we expect of any other colleague.

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**Disclosure of Interest:** None Declared

**Keywords:** Boyer's four categories of scholarship, Holistic approach, Scaffolding Pedagogical Excellence

## 02 Scholarship of teaching and learning

### ENHANCING THE LEARNING ENVIRONMENT BY LEARNING ALL THE STUDENTS' NAMES

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**Abstract Summary:** This paper describes how the teaching environment can be enhanced significantly by a simple method: learning the names of *all* the students. The method is time-efficient: In a course with 33 students I used 65 minutes in total. My own view of the effect was confirmed in a small study: The students felt more valued, secure and respected. They also made an effort to learn each other's names.

**Abstract text:** In high school teachers know the students' names very soon - anything else is unthinkable (Wiberg, 2011). Not so in universities where knowing the names of *all* the students is the exception. Most teachers get to know the names of the most active students. Many teachers feel bad about this and would love to know all the students' names, but the task seems insurmountable. Over the years I have developed a simple, systematic and time-efficient method to learn the names of *all* students that can be communicated to others. The method consists of eight steps:

This method can be supported by many types of theory, e.g., psychological theories of human acceptance, but suffice it in this educational context to mention one: The authentic teacher (Cranton 2001). Some key features are

- *Make your visions explicit:* I publicize my intention to learn all the students' names.
- *Show yourself as a person:* This seems fulfilled as the students haven't seen anything like this before.
- *Demonstrate that you take the students seriously:* I show respect for the students as individuals.
- *Avoid having favourites among the students:* I learn the names of *all* the students, not just the most active handful.

The task may seem daunting, but in my experience the method is time-efficient and effective. In a course last term with 33 students I used 65 minutes in total, i.e., 2 minutes per student and 4 minutes per week.

I investigated the effect in a small email-survey, mailed to 50 Diploma students I taught in 2011. I received 19 answers (38%), not impressive, but a good indication.

The results showed a marked positive bias: 55 positive items mentioned and only 3 negative. The most frequent answer was the feeling of being welcome, accepted and respected (11). The atmosphere in class was more positive and the students felt more secure (9). It supported socialization (5) and better dialogue (5). They felt I was being serious, professional and committed (4). In addition, it gave respect among the students (3).

Some other surprising points emerged. Firstly, the students felt much more encouraged to learn each other's names (6). One student mentioned that my use of the method was a "live presentation" of the systematic use of method, a cornerstone in academia - indeed an unexpected side effect!

As to caveats of the method, people differ substantially in their ability to remember names and faces (Woodhead & Baddeley, 1981). Hence my results do not generalize. Even a committed colleague will probably not be able to achieve optimal performance initially, but should be able to do so after some trials.

In summary, using the method to learn *all* the students' names enhances the learning environment substantially.

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**Disclosure of Interest:** None Declared

**Keywords:** Learning environment, Method, Student names

*05 Educational leadership/ Academic leadership*

**TRUST, TRUSTWORTHINESS AND DISTRUST IN EDUCATIONAL DEVELOPMENT AND LEADERSHIP**

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**Abstract Summary:** The role of educational developers includes leadership and institutional change. The development of trust is critical for these roles. This workshop will engage participants in discussions of new research on trust and trustworthiness that has practical implications for professional and personal development and that contribute to the success of educational developers.

**Abstract text:** The role of educational developers has been evolving to include positions of leadership and institutional change (Gibbs, 2013; Gosling, 2009). Necessary for the effective achievement of these roles is the development and management of trust and trustworthiness (Green, 2012; Dirks & Ferrin, 2002). Research on the importance of trust for leadership and organizational change has been expanding rapidly (Galford & Drapeau, 2003), but has yet to gain prominence in the field of educational development. As a result, there are few theoretical models to guide the promotion of trust and trustworthiness in the work of educational development, or an understanding of how these constructs manifest and influence these evolving roles.

Trust is core element in all forms of human interaction. Recent research has explored both its fundamental nature as well as the complexity of its influence on interpersonal relationships and societal structures such as governments and legal institutions. Researchers have identified different forms of interpersonal trust that can influence relationships between individuals, leaders and institutions. For example, emotional-based trust can engender anticipation of benevolence and good will, rational based-trust has expectations of competency and integrity, while values-based trust assumes shared morals and beliefs (McMurphy, 2013).

Basic research on the physiology of trust has identified that these different forms of trust activate separate regions of the brain which may contribute to variation in our response to relationships which engender diverse forms of trust (Kreuger, et al, 2007). Moreover, these studies have also noted the different physiological responses between forms of trust and distrust, implying that we may be able to trust and distrust simultaneously and that efforts to increase trust or regain trust may be hindered without a coordinated effort to reduce or address co-occurring distrust (Dimoka, 2010). Finally, the importance of trustworthiness and the characteristics which promote the justification of trust is another area of inquiry. The recognition of these three separate constructs - trust, distrust and trustworthiness - and the fundamental influence on human environments has contributed to the development of a dynamic model of trust (McMurphy, 2013) which could contribute to the field of educational development.

In this workshop, we will present recent research on trust and how frameworks of trust, distrust and trustworthiness can contribute to understanding and exploration of the influence of these constructs on educational development and academic leadership.

After a brief summary of recent research on trust, trustworthiness and distrust and current frameworks and models, the workshop presenters will engage participants to critically reflect on the ways in which these constructs are relevant to the work of educational developers. Participants will examine the relationships which engender emotional or rational based trust and behaviours that signal trustworthiness. Participants will also explore the ethical issues embedded in distrust and re-establishing lost trust as well as empirical indicators of these constructs that can be utilized in future research and evaluation projects specifically in the area of educational development and leadership.

The overall goal of this session is to introduce a new model of trust for educational development that has practical implications for the success of educational developers and their evolving roles of leadership. It is also an opportunity to integrate research on trust into the discourse of educational development.

**Disclosure of Interest:** None Declared

**Keywords:** Leadership and management practices, Organizational change, Trust, Trustworthiness

### *03 Scholarship of educational development*

#### **ADVANCING SOTL BIT BY BIT – 360 PEDAGOGIC PROJECTS IN 18 MONTHS AT UPPSALA UNIVERSITY**

Svante Axelsson <sup>1,\*</sup> Geir Gunnlaugsson <sup>1,\*</sup>

<sup>1</sup>Quality Enhancement and Academic Teaching and Learning, Uppsala university, Uppsala, Sweden

**Abstract Summary:** The paper presents the impact of 360 small-scale pedagogical development projects produced at Uppsala University, a categorization of content, comparative study of results and follow-up interviews with the authors. The results demonstrate the value of the projects in building SoTL among new staff, as well as capturing the practice of teaching in a large university environment.

**Abstract text:** During the last 18 months 360 new pedagogic small-scale projects have been performed within the framework of the pedagogic teacher training courses in higher education at Uppsala University. In the presentation we focus on the following questions. What interests in developing and exploring teaching and learning in HE do our new teaching staff have? How are the new findings and results from the projects received in the faculties? Does the process of working with pedagogic development have any impact on our new teaching staff?

A dominant element in the central pedagogic teacher training course, a basic course for the university teaching staff, is the planning and execution of a small-scale project which focuses on scholarly and reflective pedagogic development. The course participants are encouraged to select a topic based on their own teaching and educational experiences which they would like to explore and develop. The project work load is six to seven days, including readings and planning, and is assessed on the basis of predefined evaluation criteria as well as by a structured peer and facilitator feedback procedure. Approximately 360 new projects have been produced during a period of 18 months.

The conference audience is introduced to the framework and goals of Uppsala University's pedagogic teacher training course. This is followed by examples from selected projects in order to demonstrate the richness and depth of the work performed by course participants. The focus is on the topic areas, especially motivations behind selections, methodology, as well as theoretical basis, implementation and evaluation blueprints. The topics are systematically categorized on the basis of specific variables that were identified through a combination of previous published models and the findings in the process of analysis

In the analysis of the project topics important questions regarding the relevance of university teacher training courses and the impact of the course structures and content arises. What is received and retained by participants and how are results transferred to the actual teaching and learning activities across the university? A number of previous project authors are interviewed in order to follow-up the implementation and impact of the projects both regarding the teaching and learning and on the teacher/author.

The presentation argues that organized training courses and projects are powerful, yet under-utilized, tools to enhance a SoTL-aware approach to teaching and learning as well as a motivational factor for the new teaching staff to engage in research and development in a reflective, scholarly fashion as framed by Boyer (1990). Furthermore that the engagement level of the participants generally supports a relatively high level of scholarship quality in the actual projects, besides a high level of practical value, and encourages a scholarly approach to the art and craft of teaching. There is, however, an inherent conflict in that there is a tendency to view course projects as less scholarly, a view we object to, as there is a risk that quality contributions to SoTL do not receive the attention they deserve. We propose that such work contributes significantly to engaging those involved in all three approaches to teaching as described by Kreber (2002) and should be firmly supported by pedagogic and quality-management leaders in higher education.

Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching

Kreber, C. (2002) Teaching Excellence, Teaching Expertise, and the Scholarship of Teaching, *Innovative Higher Education*, Vol. 27, No. 1, Fall 2002

Schön, D. (1995). *The reflective practitioner: how professionals think in action*. London, UK: Ashgate

**Disclosure of Interest:** None Declared

**Keywords:** Project, SoTL, teacher training

*05 Educational leadership/ Academic leadership*

**PARTICIPATION AS A MANAGEMENT MODEL FOR IMPROVING THE TUTORIAL TO UPF WHAT FORM WOULD THE IMPROVEMENT TO THE TUTORIAL ACTION PLAN HAVE TAKEN IF IT HAD BEEN PROPOSED BY THE VERTICAL STRUCTURE OF THE UN**

Lucía Gil <sup>1,\*</sup> and Center for Quality and Innovation

<sup>1</sup>Universitat Pompeu Fabra, Barcelona, Spain

**Abstract Summary:** We present a case study on the importance of the participation by the subjects of an organization as a model of development for a higher education organization.

The case study presented here takes the form of the pilot conducted among the academic administrators, who among other tasks are responsible for managing the personalized tutorials of the students in their faculty.

**Abstract text:** We are currently in the third year of implementation of the tutorial action. Over the last year, we have attempted to make the managers participate and take responsibility for their changes and modifications of the tutorial action.

a) Objectives

Our primary objective is for the academic managers in each faculty to consider themselves *the true owners* of the changes taking place in their faculty as regards the tutorial action, so they accept their decisions and interests and feel responsible and satisfied with the changes they want to make.

We take the "participation" of the people involved in a project and/or affected by it to mean a flexible model for teaching organization. Changes are not determined by the decisions made by the central services, but instead by the proposals of those involved in the action themselves.

In this paper, we discuss our pilot experience which involved the participation of the academic managers responsible for the tutorial action plan.

b) Method used

The method we used at the session was a participative format which is quite unusual in our university in order to know the level of satisfaction and commitment.

c) Results and/or conclusions

The results and conclusions can be seen from two perspectives - the perspective of the day sessions and the perspective of the response to the question in our article: *What form would the improvement to the tutorial action plan have taken if it had been proposed by the vertical structure of the university rather than by the managers of the tutorial action?*

**The results of the sessions:**

The most noteworthy results of these sessions are:

- There is a lack of standardization on the basic concepts of the tutorial action plan, so that they are specified according to the structure and organization of each faculty.
- The tutorial action is rated very positively but some aspects need to be improved.
- There is a clear need for communication and exchange of experiences between the tutor coordinators in different faculties to understand the practices properly.

To perform the analysis, the results are grouped into two points of view; The points of convergence between the coordinators, tutors and students that can facilitate the work of the coordinators and also provide their faculty with appeal, and the points of divergence that are obviously liable to being changed, modified or removed.

*Points of convergence*

Points of convergence are those regarding which coordinators, teaching staff, students and tutors agreed upon as facilitating their work, in addition to making the tutorial action plan appealing to their faculty. This convergence points are: Utility and functions of the tutor, Tutors' motivation, Assignment of students –tutor, Resources, Types of tutoring, Inventory of best practices.

*Points of divergence*

The points of divergence are the points where students and tutors differ and which make the work of coordinators and tutors more difficult and the tutorial action plan less appealing for their faculty. Those points are; tutor interaction, Students' motivation and attendance, ACTE-PAT Application, Tutors Training, Organization, Dissemination

**The results which answer our question in the article**

*What form would the improvement to the tutorial action plan have taken if it had been proposed by the vertical structure of the university rather than by the managers of the tutorial action?*

We can answer this question with actions and perceptions that the coordinators mention to us: proposals from a further best practices day session that was arranged at the end of the session, and which took place a month later. The level of satisfaction was very high as it was an opportunity to give opinions and receive ideas from other colleagues.

***Would this have been the case if the mandate for change had been the result of the imperatives of a vertical structure?***

**Disclosure of Interest:** None Declared

**Keywords:** Development organizations, Participation, Structuring

#### ***04 Strategic educational development***

### **STRATEGIC EDUCATIONAL DEVELOPMENT: MEASURING QUALITY TEACHING - USING STUDENT'S CONCEPTIONS OF QUALITY TEACHING IN EDUCATIONAL DEVELOPMENT.**

Elva Björg Einarsson<sup>1</sup>\*Guðrún Geirsdóttir<sup>1</sup>

<sup>1</sup>University of Iceland, The Teaching Centre, Reykjavík, Iceland

**Abstract Summary:** At the University of Iceland several measures have been taken to explore student attitudes towards quality of teaching. Although those measures provide common overall results, their underlying conceptions of quality teaching are embedded within different discourses. If such findings are to be meaningful for educational development those underpinnings need to be critically acknowledged.

**Abstract text:** The Centre of Teaching was founded at the University of Iceland in 2001. From its establishment its main goal has been to enhance the development of teaching and learning at the university, providing pedagogical as well as educational technological service to the teachers within different schools and departments.

#### **Questions and Rationale**

Like similar establishments worldwide, the Centre finds itself caught in turmoil of different institutional as well as departmental discourses and practices of teaching that need to be acknowledged in educational development. One of the Centre's activities is its involvement in a new quality enhancement framework established by a national Quality Board in 2011, introducing a framework focused on the learning experience of students and enhancement of quality. To account for the student experience, various methods have been applied at institutional as well as departmental level. The Centre's staff has taken an active role in the evaluation process, gathering information from student focus groups, worked with different departments on creating self-evaluation reports and as members of the quality board of the university.

The quality process has provided ample information on student's experience of teaching and learning within the university but also raised problematic questions: 1) how can data from different sources be understood and interpreted? and 2) how can such data be applied to improve educational practices?

In this presentation, the focus is on the first question i.e. how can data from different sources be understood and interpreted?

#### **Theory/Methods/Framework/Models**

As a part of the quality enhancement procedure at the University of Iceland, several measures have been taken to explore the student attitudes towards the quality of teaching. Central administration has provided annual digital surveys carried out by the Social Science research institute since 2012; 15 of the 27 faculties within the university have written reflective self-review reports focusing on the student experience and often including additional means to explore students' conceptions of teaching. Finally, the Centre has conducted interviews and focus groups with students of six departments.

The analysis of this data shows a common thread and demonstrates that students share certain ideas about quality in teaching and how it affects their learning. Teacher's competence in interaction and their attitudes towards students is seen as an important factor. Quality teachers are helpful, accessible, and clear in expectations. They are good hearted, show keen interest in the subject, care about their teaching, and are reasonable and consistent. Quality is also seen as reflected in a clear structure of lessons and programs, the use of active teaching methods, in adequate workload within courses, fair assessment and constructive and timely feedback on student work.

Although the three 'instruments' provide common overall results, their underlying conceptions of quality teaching are embedded within different and even conflicting discourses. If such findings are to be meaningful for educational development within different levels and contexts of the university, those underpinnings need to be critically acknowledged. In the presentation the three data sets will be analysed from three theoretical standpoints: 1) organisational perspective i.e. how the concept of quality teaching is portrayed in the university student survey (Fanhangel, 2012); 2) departmental/cultural context i.e. how do different departments define quality teaching within their departmental context? (Guðrún Geirsdóttir, 2012, Havnes and Stensaker, 2006) and finally 3) student perspective i.e. how is student experience influenced by personal, contextual and cultural factors? (Entwistle, 2009).

I welcome participants' discussion on how to use the outcome of this analysis in educational development at the University of Iceland and the centre's role in that development.

**Disclosure of Interest:** None Declared

**Keywords:** educational development, Measuring quality teaching

*01 Discipline specific educational development*

**BELONG AND ENGAGED? FIRST YEAR STUDENTS' EXPERIENCES OF DISCIPLINE-FOCUSED RETENTION AND SUCCESS INTERVENTIONS**

Jennifer Jones <sup>1,\*</sup>Rachel Masika <sup>1,\*</sup>

<sup>1</sup>Centre for Learning and Teaching, University of Brighton, Brighton, United Kingdom

**Abstract Summary:** This paper provides opportunities to share practice in building student engagement and belonging in higher education. It provides insights into students' experiences of starting their degrees and interventions in 3 disciplines at the University of Brighton. It is based on findings from an ongoing qualitative study, which is part of the HEA-led 'What Works?' Student Retention and Success Programme.

**Abstract text:** Student retention and success are at the heart of higher education policy discourse at a time of profound sector-wide change. Developing effective HE student retention interventions is crucial and such interventions must be underpinned by evidence of what facilitates student engagement and success both in terms of their learning and their socialisation (Thomas, 2012). This paper aims to contribute to the growing body of evidence on building student engagement and belonging in higher education (Wenger, 2009; Thomas, 2012; Yorke, 2013). It provides some insights into first year students' early experiences in different disciplines, and is based on a University of Brighton (UoB) qualitative study that compliments an institutional and UK-wide survey, providing a rich and detailed overview of student experiences. This study is part of the HEA-led 'What Works?' Student Retention and Success Programme, in which several UK universities are participating. The UoB study aims to investigate students' perceptions of success and retention interventions initiated in three disciplines, where specific issues in relation to student engagement exist: Business Management, Digital Media and Applied Social Science (UoB, 2013).

Drawing on Wenger's (2009) 'Communities of Practice' and Yorke's (2013) 'Belonging' conceptual models, we are applying an Appreciative Inquiry research approach during 2 stages of focus groups in 2013/14 with first year students in the three disciplines. Appreciative Inquiry was adopted enabling participants to build on positive experiences of interventions as a means to explore possibilities for future development (Fitzgerald, Murrell and Newman, 2002). Ongoing analysis has provided beneficial insights into learning, teaching, assessment and support practice; and 'what works', which can help to inform international educational development practice. Four key themes have emerged that play an important role in enhancing students' early experiences of starting their degrees, and in the disciplinary interventions. Supported by Wenger (2009) and Yorke (2013) these include: belonging to the university; belonging to the course; engagement through subject enjoyment and lecturers' teaching styles; and confidence gained through early success. The key themes incorporate varied discipline specific examples.

Participants across focus groups appear engaged with their learning, courses and being at university with the data suggesting that the key dimensions of Wenger's (2009) social learning theory (meaning, identity, community and practice) are in place for most learners. Participants have developed a strong identity as students in their disciplines, an area also identified by Thomas (2012) as important for retention. Participants' sense of belonging on their course and their membership of a peer community of practice is another strong emerging theme, emphasised by Wenger (2009) and Tinto (2003) as important in enhancing student success and retention.

Supported by Yorke's (2013) conceptual thematic categories, our research to date suggests that participants' mainly beneficial experiences when starting their degrees, engaging in interventions and settling in to university appear to enhance their motivation, sense of belonging, confidence and engagement. Participants' sense of being accepted, valued, included and encouraged by teachers and peers (Thomas, 2012) is evidenced by their comments.

However, participants also mention some discipline specific challenges they experienced. In these cases, participants discussed ways in which challenges can be overcome, leading to positive change.

The session will provide opportunities for sharing practice and discussion. Ways in which challenges can be addressed in disciplinary HE contexts, will also be debated. At regular intervals examples of data relating to key findings will be used as a focus for questions and discussion. Time will be provided at the end of the session for questions.

**Disclosure of Interest:** None Declared

**Keywords:** belonging, community of practice, Engagement, retention





**04 Strategic educational development**

**INTRODUCING GRADUATE STUDENTS TO CAREERS IN EDUCATIONAL DEVELOPMENT**

Svitlana Taraban-Gordon <sup>1,\*</sup>

<sup>1</sup>Centre for Teaching Excellence, University of Waterloo, Waterloo, Canada

**Abstract Summary:** The poster will present ideas on how we can introduce graduate students to the field of educational development through formalized initiatives (e.g. part-time employment or internships in educational development centres), career presentations and informal mentoring. Resources that could be used by developers to do this kind of work will be provided.

**Abstract text:** As the field of educational development continues to grow and the new areas of specializations emerge in our field, many graduate students participating in our programs become curious about educational development work as a valuable experience during graduate studies or even as a possible career choice. In response to the growing interest in the field among graduate student population, many educational developers particularly those involved in TA and graduate student development engage in formal and informal conversations with graduate students about educational development work, available career options and pathways into the profession. Recent international research on pathways into the profession has confirmed what many of us working in the field have known for a number of years: there is no clear path into educational development and no formal graduate programs that prepare one for a career in educational development (McDonald & Stockely, 2010).

The poster will present ideas on how we can introduce graduate students to the field of educational development through formalized initiatives (e.g. part-time employment or internships in educational development centres), career presentations and informal mentoring. Resources that could be used by developers to do this kind of work will be provided.

McDonald, J., & Stockley, D. (Eds.) (2010). Pathways to the profession of educational development. *New Directions for Teaching and Learning*, 122.

Vander Kloet, M. & Aspenlieder, E. (2013). Educational development for responsible graduate students in the neoliberal university.

*Critical Studies in Education*, 54 (3): 286-298.

**Disclosure of Interest:** None Declared

**Keywords:** educational development careers, graduate students

*04 Strategic educational development*

**PEDAGOGICAL PORTFOLIO IN THE CLINICAL SETTING**

Elisabeth Liljeroth <sup>1,\*</sup>Ann-Charlotte Falk <sup>2</sup>Kristina Hambraeus-Jonzon <sup>1</sup>

<sup>1</sup>ANOPIVA, Karolinska University Hospital Solna, <sup>2</sup>Neurobiology Care Sciences and Society, Karolinska Institute, Stockholm, Sweden

**Abstract Summary:** The Healthcare system has a growing need for teaching skills to meet the demands of the future supply of educators and teachers in universities as well as in clinical training. An educational qualification portfolio for the clinical setting has been developed. The portfolio can be seen as a tool for professional development and reflection.

**Abstract text:** Background

The healthcare system has a growing need for teaching skills to meet the demands for the future supply of educators and teachers in universities as well as in clinical training. A teaching portfolio is a structured compilation of selected materials that together provide a picture of educational excellence (Oermann, 1999), but has yet not been designed for health-care personnel in Sweden. In order to clarify the pedagogical expertise an inter-professional project was initiated with the purpose to create a multi-professional teaching portfolio for clinical staff in the Department of Anaesthesiology, Surgical Services and Intensive Care Medicine (ANOPIVA-department), Karolinska University Hospital, Solna.

Method

A peer group of pedagogical active nurses and doctors in the ANOPIVA-department developed a qualifications portfolio and defined assessment criteria. An executive group of three experienced educators, two nurses and one doctor, compiled and developed the qualification portfolio, along with consulting expertise regarding teaching portfolios at the Karolinska Institute. The development of the qualification portfolio was inspired by the teaching portfolio for academics at the Karolinska Institute, and was revised according to the different teaching skills required in a clinical setting in a university hospital.

Based on the teaching portfolio an assessment tool was developed, including comprehensive criteria for theoretical pedagogical training, teaching assignments within the department and the university, as well as educational development and research. An initially devised qualification portfolio and assessment criteria were presented at the clinic's research and educational meeting in the autumn of 2013. After feedback from the clinic's employees, the portfolio and assessment criteria were revised, and will be implemented as a pilot study in the spring of 2014.

Conclusion

An educational qualification portfolio can be seen as a tool for professional development and reflection. A first version of a teaching portfolio and assessment criteria for clinical active doctors and nurses will be presented.

**Disclosure of Interest:** None Declared

**Keywords:** Assessment criteria, clinical teaching, educational portfolio, pedagogical values

*01 Discipline specific educational development*

**EXPERT IN MY POCKET: A MOBILE-ENABLED REPOSITORY OF LEARNING RESOURCES FOR THE DEVELOPMENT OF CLINICAL SKILLS IN STUDENT HEALTH PROFESSIONALS**

Florin Oprescu <sup>1,\*</sup> Bill Lord <sup>1</sup> Nigel Barr <sup>1</sup> Teresa Downer <sup>1</sup> Irene Visser <sup>1</sup> Margaret McAllister <sup>2,\*</sup>

<sup>1</sup>University of the Sunshine Coast, Sippy Downs, <sup>2</sup>Central Queensland University, Noosa, Australia

**Abstract Summary:** Mobile communications technology can provide 'just-in-time' support for students in the health disciplines to learn and practice specific clinical skills. We created a standardised repository of learning resources comprising video vignettes produced from a first person point of view and supporting materials to enhance student development of psychomotor clinical skills.

**Abstract text:** Many education researchers, including those in the health and social care professions, see the potential of wireless mobile devices for large-scale impacts on learning because of their portability, low cost and array of communication features.

However, technology alone does not guarantee a quality learning experience and it must be used "in theoretically [pedagogically] sound ways" and "by the student rather than the teacher" (Herrington & Kervin 2007 p. 219)". Its use must be underpinned by appropriate educational design principles.

Studies have shown that student nurses and paramedics benefit from m-learning through improved lecturer and peer support, better access to information and resources, and the ability to record and reflect on their clinical experiences in real time (Dearnley et al., 2009; Taylor et al., 2006; Williams & Bearman, 2008).

Student health professionals must become competent in many psychomotor skills such as pulse-taking, clinical examinations, intravenous cannulation and giving injections. These skills are traditionally learned in training laboratories with mannequins or via multimedia artefacts such as presentation slides, images and 'offline' videos. From the student's perspective, the artefacts commonly have a 'non-authentic' feel, may be from a wide-angle or distant view, or use still images or drawings.

Videos can facilitate narrative visualisation, dynamic modelling, simulation and observational learning, which may produce teaching and learning outcomes superior to those of text-based options (Shephard, 2003).

We would like to propose a round table discussion about our experience with first person point of view videos for clinical skills development. The discussion will cover theoretical and practical considerations, learnings from teachers' perspective and student responses to this educational approach.

For example, our project indicate the first person point of view video resources could (1) alleviate pressure on staff by being available for use 'just-in-time', in convenient locations and without an educator present; (2) provide a more effective way for students to learn essential clinical psychomotor skills (3) aid skills acquisition during clinical placements or work integrated learning; (4) enable students to prepare in advance for simulation activities to improve learning outcomes; and (5) form part of the teacher's toolkit to improve the quality of in-class teaching .

**Disclosure of Interest:** None Declared

**Keywords:** clinical teaching, health sciences, information and communication technology, skills development, Video

#### ***04 Strategic educational development***

#### **WORK AND EVALUATION PLAN: A TOOL TO IMPROVE THE PRIMARY CARE FOR ELDERLY IN MARANHÃO - BRAZIL**

Cristina Maria D. Loyola <sup>1</sup>Sebastião Rocha <sup>2</sup>Ana Emilia F. Oliveira <sup>3</sup>Márcia Maria P. Rendeiro <sup>4</sup>Paulo Roberto V. Dias <sup>4</sup>Mariana F. L. Maia <sup>5,\*</sup>

<sup>1</sup>UNICEUMA, São Luís, <sup>2</sup>Popular Centre for Culture and Development, Belo Horizonte, <sup>3</sup>UNASUS/UFMA, Sao Luis, <sup>4</sup>UNASUS/UERJ, Rio de Janeiro, <sup>5</sup>UNASUS/UFMA, São Luís, Brazil

**Abstract Summary:** By using Distance Education, the Open University of the Brazilian National Health System (UNA-SUS/UFMA) qualifies healthcare professionals through continuing education to better treat specific audiences, such as the elderly. One of the innovative educational tools used by the institution, the online book Work and Evaluation Plan (PTA), focused on the elderly public, will be presented in this work.

**Abstract text:** The segment of individuals with older age has expanded considerably over the years and, with it, comes a number of specific requirements that must be met, especially in the field of Health. To supply these new demands, professionals must be adequately trained to know this new audience and to develop better practices with it. For this reason, The Open University of Brazilian National Health System (UNA-SUS) develops a project of continuing education for the qualification of professionals working in public health care, aiming to improve their practices according to the specific needs of various segments of society, including the elderly. It is important to notice that this governmental initiative develops through Distance Learning, enjoying advantages such as flexibility regarding time and displacement that individuals involved in this type of education have. Especially in healthcare, projects of this nature are crucial, because of the unfeasibility of the remoteness of professionals who already work in this field for insertion into continuing education projects, which can somehow hamper the fulfillment of their routine work. In Maranhão, in partnership with the Federal University of this State (UFMA), UNA-SUS has worked intensively in the education of health professionals working in this region, updating and presenting them to new conceptions of public health care besides the best techniques, methods and tools to assist the population. One of the tools that UNA-SUS/UFMA have passed to their professional-students is the Work and Evaluation Plan (WEP), constructed by the anthropologist and educator Sebastião Rocha and adapted by the institution to integrate the courses, in order to train professionals-students to meet specific audiences that need special care. Hence, the UNA-SUS created six WEPs following the same model, but with unique information for each group: Child; Man; Adolescents; Pregnant, Puerperal and double Mother-Baby, Woman and Elderly, which is highlighted in this work. The educational tool Elderly WEP was made available to students from the Specialization on Family Health in online book format, to guide the actions of professionals who treat this population and need effective planning to do so. In this sense, WEP is helpful to present in a single document the planning stage, which includes an object, which leads to an objective, dimensions, important questions, activities, indicators, target audience, time and person responsible for the activities, and evaluation stage, which ascertains whether a plan of action has achieved what was desired, following the topics described above in reverse order, checking, therefore, if the responsible for the actions has managed, in a timely manner, reach the target audience indicators, that represent the results to be achieved with the activities, determined by the important questions, arising from needs that each dimension has regarding certain objective. By understanding that is mainly through education that it possible to transform the global reality in various fields, especially in the healthcare, this study was conducted, showing how the Elderly WEP tool, inserted in an educational context, can benefit an unlimited group of individuals. It has the potential to change the way actions are developed in this field, always seeking to better assist the population, respecting the peculiarities of each group.

**Disclosure of Interest:** None Declared

**Keywords:** Distance Education, Eldery, Primary health care

#### **04 Strategic educational development**

### **STRATEGIC EDUCATIONAL DEVELOPMENT: MAKING USE OF QUALITY ASSURANCE PROCESSES AND OUTCOMES**

Guðrún Geirsdóttir <sup>1,\*</sup>Elva B. Einarsdóttir <sup>1</sup>

<sup>1</sup>Centre of Teaching, University of Iceland, Reykjavík, Iceland

**Abstract Summary:** Participating in the implementation of new quality processes at the university the Centre of Teaching has gathered ample data on student experience. Concurrently, the Centre has been transforming its practices towards more strategic approaches. Here, analysis of the outcome of the process is used to reflect on strategies to enhance educational development

**Abstract text:** The Centre of Teaching was founded at the University of Iceland in 2001. From its establishment its main goal has been to enhance the development of teaching and learning. It is a small centre with staff of only eight, centrally located and providing pedagogical as well as educational technological service to the teachers within different schools and departments.

#### **Questions and Rationale**

Like similar establishment worldwide, the Centre finds itself caught in turmoil of different institutional as well as departmental discourses and practices of teaching that need to be acknowledged in educational development. One of the Centre's activities is its involvement in a new quality enhancement framework established by a national Quality Board in 2011, introducing a framework focused on the learning experience of students and enhancement of quality. To account for the student experience, various methods have been applied at different organisational levels. The centre's staff has taken an active role in the evaluation process, gathering information from student focus groups, worked with different departments on creating self-evaluation reports and as members of the quality board of the university.

The quality process has provided ample information on student's experience of teaching and learning within the university but also raised questions: 1) how can data from different sources be understood and interpreted? and 2) how can such data be used to influence educational practices?

Here the focus is on the latter question i.e. how can different sources of data be used strategically by the Centre to enhance educational practices within the university? The question will be addressed and discussed in relations to the Centre's recent attempts to transform its practices towards a more sustainable strategic approach.

#### **Theory/Methods/Framework/Models**

As other educational centres around the world, the Centre has from its establishment both grown in scale and taken on more complex activities. International development and trends of centres such as described by Gibbs (2013) and Gosling (2009) are also experienced at our site. As a small establishment with an ambiguous role, we need to 'work on multiple levels with multiple approaches' (Blackwell and Blackmore, 2003) but often find us in 'squeeze' between policy and practice (Palmer, Holt and Challis, 2011), debating the morality of our stance and loyalty (Gosling, 2007).

In creating theoretical frameworks and strategies for our practices the following approaches have been prominent: 1) Increased organisational focus i.e. how can we be more strategic in regards to resources, influences and implementation? (Blackmore and Blackwell, 2006; Palmer, Holt and Challis, 2011); 2) Cultural/disciplinary awareness i.e. how can we appeal to different academic cultures? (Havnes and Stensaker, 2006); 3) Contextual and constructivist focus on learning and thus educational development i.e. how can learning be supported in the broader working context of academics? (Asmundsen and Wilson, 2012; Mårtensson, Roxå and Stensaker, 2012) and 4) Scholarly and reflective practice i.e. how is reflective and critical inquiry stressed in our practices).

#### **Outcomes**

In the presentation a recent analysis of data gathered as a part of a quality enhancement process at the University of Iceland (see Einarsdóttir, 2014) will be used to introduce and critically reflect on the theoretical strategies and possibilities of an educational centre to institutionally enhance educational development.

#### **Audience Engagement**

In the presentation audience will be encouraged to critically engage in a dialogue on the issue/outcomes

**Disclosure of Interest:** None Declared

**Keywords:** organisational development, Quality processes, Strategic development

## 02 Scholarship of teaching and learning

### BREAKING THE MOULD: TOWARDS ARTS AND HUMANITIES SHAPED SOTL.

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**Abstract Summary:** This roundtable considers how discipline based Scholarship of Teaching and Learning can empower those working in the Arts and Humanities to undertake more authentic and meaningful research, to engage more deeply with educational development and to enhance their teaching practice. We will explore how academics can forge enduring relationships with SoTL by developing authentic research paradigms.

**Abstract text:** This roundtable marries two of the conference themes to address Discipline Specific Scholarship of Teaching and Learning. The scholarship of teaching and learning is assuming an increasingly significant role in the academic lives and professional development of staff working in UK higher education. Arts and humanities academics are compelled to engage with and undertake SoTL research as part of PG Certs. Yet encounters with SoTL are often brief, and pragmatic academics resist long-term commitment. This roundtable will explore how academics can forge more enduring relationships with SoTL by embracing research methodologies which are more authentic representations of their disciplinary world.

The power and promise of SoTL lies in its specificity, empowering practitioners to ask questions about student learning that emerge from their disciplinary practice, using methods adapted from their disciplinary research. However, evidence suggests that SoTL research tends to be led by epistemologies, methodologies and paradigms from the Social Sciences (Chick, 2012). Co-extensive (even codependent) to educational research, SoTL has adopted the dominant methodologies of the field: survey-based multivariate analyses, documentary analyses and interview-based studies (Trowler, 2013) which alienate academics from other disciplines.

We offer views from academics whose SoTL work has drawn upon arts and humanities modes of inquiry, methods, theoretical approaches and cultures.

Nancy Chick, Vanderbilt University, has written how the marginalisation of discipline based practices has impacted SoTL. Her work has pressed 'an ear against the hive' to model how the methods of her own discipline, literary study, can be used to examine pedagogical processes (2009).

Daphne Loads, University of Edinburgh, has advocated for methods and strategies borrowed from and inspired by the creative arts in her work in Educational Development to break academics through the 'wet woolly wall' of educational literature (Loads, 2013).

Catriona Cunningham and Jennie Osborn currently manage a UK Higher Education Academy strategic project examining how the distinctive features of arts and humanities disciplines can be used in SoTL. Their own work in educational development uses critical engagement with metaphor, poetry and images to translate the everyday experiences of arts and humanities practices into discipline-friendly 'data' and to cultivate emergent SoTLers.

Delegates will discuss the challenges and opportunities for educational development presented by arts and humanities-based SoTL, examining key questions such as:

- · What arts and humanities methods have been used in SoTL?
- · What counts as 'evidence' or 'data' in arts and humanities SoTL?
- · How might a body of arts and humanities based SoTL literature facilitate engagement with educational development?

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**Disclosure of Interest:** None Declared

**Keywords:** Arts & Humanities, arts-based enquiry



**04 Strategic educational development**

**HOW DO UNIVERSITIES INTERPRET THE CONCEPT OF LEARNING ENVIRONMENT?**

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**Abstract Summary:** This presentation offers a theoretical and analytical framework for investigating the logics that inform universities' approaches to learning environments, grounded in an institutional perspective. Three categories of logics are suggested as the main components of the framework provided. The presentation provides an empirical example which examines the suggested logics.

**Abstract text:** A global trend within higher education is an increased emphasis on the significance of learning environments. Within policy documents and research, learning environments are increasingly seen as an instrument to improve quality in higher education, especially related to massification, internationalisation and globalisation. However, theoretically, the concept has multiple manifestations within academic literature. Moreover, while empirical research has focused on students' perceptions of learning environments, little is known about how HEIs themselves interpret and develop their learning environments. This presentation summarizes the findings of literature review on the concept of learning environment, and offers a tentative theoretical framework for investigating the logics that inform universities' approaches to learning environments, grounded in an institutional perspective. Three categories of logics are suggested as analytical focal points for investigating how HEIs interpret learning environments. The first category is suggested as *"the academic logics"*, pointing to how the characteristics of academic disciplines and academic conventions are likely to be an important component in how universities are responding to the changes and demands introduced to them concerning their learning environment. The second category is the 'administrative logics', pointing to how the basis of administrative arrangements and leadership in universities are likely to influence their approach to learning environment. The third category is the 'strategic logics', emphasizing how the strategies through which universities are addressing current and potential changes constitute an important part of how they design their learning environments. The presentation provides empirical example where these logics have been examined on the ground. The example is based on a field study of how Norwegian universities interpret the concept of concept learning environment.

**Disclosure of Interest:** None Declared

**Keywords:** higher education, institutional strategies, learning environment, Quality Enhancement, university

*01 Discipline specific educational development*

**THE ELON STATEMENT ON WRITING TRANSFER AND ITS IMPLICATIONS FOR TEACHING WRITING ACROSS DISCIPLINES**

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**Abstract Summary:** Developed by 45 international participants in the Elon University Research Seminar on Critical Transitions: Writing and the Question of Transfer, the *Elon Statement on Writing Transfer* synthesizes the seminar's research about writing and the transfer of learning. This paper examines 5 essential principles from the Statement and their implications for teaching writing across the disciplines.

**Abstract text:** Developed by 45 international writing researchers participating in the 2011-2013 Elon University Research Seminar on Critical Transitions: Writing and the Question of Transfer, the *Elon Statement on Writing Transfer* summarizes and synthesizes the seminar's meta-level discussions about writing and transfer, not as an end-point, but in an effort to provide a framework for continued inquiry and theory-building. Briefly, writing transfer refers to a writer's ability to repurpose or transform prior knowledge about writing for a new audience, purpose, and context. Writing transfer research builds on broader studies in educational psychology and related fields on transfer of learning (e.g., Salomon & Perkins, 1989; Perkins & Salomon, 1988, 1989, 1992; Beach, 2003; Tuomi-Gröhn & Engeström, 2003), and many of the terms used to describe writing transfer are borrowed from these other realms.

In the United States, higher education writing curricula are constructed under a foundational premise that writing can be taught – and that writing knowledge can be “transferred” across critical transitions. First-year composition is often a required course for all students with the assumption that what is learned there will transfer to other coursework and throughout students' educational careers. Senior capstone courses often integrate writing instruction that is intended to transfer to post-graduation writing in new workplaces or graduate or professional programs. Arguably, all of modern education (worldwide) is based on the broader assumption that what one learns *here* can transfer over *there* – across critical transitions. But what do we really know about transfer, in general, and writing transfer, in particular? Is “transfer,” and all of the assumptions that tag along with it, the best term to use to understand, enhance, and found writing education?

The Elon University Research Seminar participants conducted 10 multi-institutional research projects and additional institutional projects to examine these assumptions about writing transfer. The seminar fostered discussions across these projects about recognizing, identifying enabling practices for, and developing working principles about writing transfer.

In this paper presentation, one of the seminar leaders examines five essential principles from the Elon Statement and their implications for teaching writing across the disciplines:

- Successful writing transfer requires transforming prior knowledge.
- Writing transfer is a complex phenomenon.
- Students' identities inform the success of their writing transfer experiences.
- University programs can “teach for [writing] transfer.”
- Recognizing writing transfer requires using mixed [research and/or assessment] methods.

The principles are intentionally framed for higher education stakeholders whose disciplinary expertise is outside writing studies, and the presenter will give examples of how educational developers can use these principles to inform their work with faculty/academic staff who want to enhance their support of students' development as writers.

Throughout the presentation, the speaker will include informal polls about the teaching of writing at audience members' colleges and universities. The presenter also will provide opportunities for audience members to reflect on the application of the essential principles, especially the last two listed above, to their institutions' teaching and assessment of student writing.

Full citations for all references will be provided during the presentation.

**Disclosure of Interest:** None Declared

**Keywords:** transfer of learning, writing



## 02 Scholarship of teaching and learning

### A MASTERS' PROGRAMME IN MEDICAL EDUCATION AS A STRATEGY FOR IMPLEMENTING SCHOLARSHIP OF TEACHING AND LEARNING

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**Abstract Summary:** This paper reports on a strategic approach to enhance faculty development when starting a master's programme in medical education. A core of the approach was to apply a model of Scholarship of Teaching throughout the programme. The outcomes in terms of learning, professional and educational development and dissemination were examined. The results indicate that this approach can be successful.

**Abstract text:** Increasing interest is directed towards strategic educational development, where a longitudinal and organizational approach to education is taken (Gibbs 2013). At the Unit for Medical Education, Karolinska Institutet, a strategic approach to enhance faculty development was taken when starting a new master's programme in medical education in 2009. A core of the strategic approach was to apply a model of Scholarship of Teaching and Learning, SoTL, developed at the centre (Bolander Laksov et al 2010). The SoTL model forms the basis for the first year in the programme and promotes an inquiring approach to local practice from micro level (pedagogical encounters, courses) to macro level (educational leadership, organizational learning). This means that during the programme the participants study educational problems in their own practice, explore existing knowledge within the area of medical education, investigate and develop their practice, document the development process, get feedback from peers and make the results public to others. The participants come from different professions, like physicians, nurses, physiotherapists and represent different nationalities. The programme is international, runs halftime mostly online and is planned to stimulate participants to engage in learning processes of students, academics, professionals and patients. The start of the programme has been described in Bolander Laksov et al (2014).

#### Aim and methods

This paper examines the outcomes of the master's programme in terms of learning, professional development and dissemination. Students from the first two cohorts (n=25) were approached with an open-ended questionnaire regarding their perceptions of what they learned and how they had made use of their learning from the programme in the organization where they work. 18 students were included in the study. How students had contributed with scholarly work in terms of presentations, publications, submissions to conferences were mapped. The data was analysed through qualitative content analysis (Graneheim and Lundman, 2004).

The results showed that all students in the study changed their educational practice in some way and they mentioned the scholarly approach as a benefit to their work. The possibility to examine their own practice, relate to theory and compare to other contexts was mentioned as important to the development of knowledge and confidence for change. They used what they have learned in their daily work in different ways and five (n= 25) had got a new position related to education. The mapping of scholarly work, including all student who have finished the first year showed that many (n=18) have or are in the process of developing their project from the first year, seven articles have been published/submitted based on the developmental work in the programme and 21 poster/oral presentations have been conducted.

These results indicate that the master's programme can be important in the development of educational practice. This study is the first step aiming to understand the impact of a master's program, based on the idea of promoting SoTL, as a strategic approach enhancing educational and faculty development.

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**Disclosure of Interest:** None Declared

**Keywords:** Faculty development, Master's programme, Scholarship of teaching and learning

### **03 Scholarship of educational development**

#### **WHO NEEDS EDUCATIONAL DEVELOPERS ANYWAY? MAKING YOURSELF REDUNDANT WHILE REMAINING EFFECTIVE.**

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**Abstract Summary:** In 2013 the context of the University of Leuven changed due to a merging process with 12 university colleges. The Educational Development Unit was challenged and invested in new strategies for professional development: learning in a blended formule, engaging peers, self-study materials and workplace learning. This session analyzes and discusses experiences and results.

**Abstract text:** The University of Leuven has a long tradition of educational development to improve the quality of teaching at this research-intensive university. Since 1977 the Educational Development Unit (EDU) organizes a wide range of professional development activities for teaching staff.

In 2013 the context in Leuven changed substantially: 12 university colleges merged with the university. The academic staff has grown with 450 faculty members and 15 000 students (before: 1000 professors (post-docs and doctoral students not included) and just above 40 000 students). Besides the significant change of faculty staff, the university now has 11 campuses. The farthest apart campuses are 170 km away from each other.

No need to say that this new situation challenged EDU to come up with strategies to engage the new faculty members in the activities the (centrally located) unit organizes. It is difficult and inefficient for both faculty and educational developers to travel for every initiative. And how to cope with the growing amount of participants without an increase of developers? We concentrated on initiatives with a low impact on mobility. One of the final questions was: 'How can we make ourselves redundant and remain effective?'

The session focuses on strategies used in the 'Teaching at the University of Leuven' training for newly appointed faculty members. One of the key elements of this training format is 'learning in the workplace' (participants transfer and implement what has been learned to their own workplace and curriculum). This approach is highly valued by the participants, according to an in-depth evaluation[1] set up in 2012. The evaluation also revealed the appreciation for 'the facilitation by the course leaders: personal approach, individual feedback and openness to discuss'.

The adaptations made to the training are (cfr. e.g. Avalos 2011[2], Borko et al. 2010[3]): 1. development and use of self-study materials, 2. optimization of learning in the workplace, 3. implementation of a blended module (face-to-face and distance learning), 4. use of peer observation of teaching. These strategies are tested in three different modules of the training (February to May 2014).

Participants and course leaders will participate in semi-structured interviews. How will the participants respond to the new strategies when they imply that there is a decrease of individual approach and feedback by the course leaders (identified strength)? What happens if the educational developers are less prominent and visible, to what extent can we be redundant? Evaluation will focus on the following aspects: 1. Will faculty members still be able to make concrete changes and improvements to their own teaching practice? 2. To what extent is peer learning in the live sessions replaced by peer learning in the workplace? 3. Is this approach experienced as an efficient way of professionalization for both faculty members and course leaders?

This workshop will be highly interactive and invites participating colleagues to share their ideas and experiences. The results of the interviews will be critically analyzed, materials of the strategies will be shown. How can these practices be optimized and possibly implemented in the context of the participants?

[1] Full description of the training format and evaluation: Creten, S., & Huyghe, S. Teaching at the University of Leuven: a case of Teacher Training in Higher Education in Flanders, Belgium. **REDU. Revista de Docencia Universitaria**, Norteamérica, 11, dic. 2013. Disponible en: <<http://red-u.net/redu/index.php/REDU/article/view/734>>

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**Disclosure of Interest:** None Declared

**Keywords:** Blended Learning, peer observations of teaching, professional development, workplace learning

*01 Discipline specific educational development*

**CHALLENGING WORLD VIEWS: WHAT CAN NARRATIVES OF LEARNING AND TEACHING TELL US ABOUT ACADEMIC DEVELOPMENT?**

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**Abstract Summary:** In order to produce high quality research ontologies, epistemologies and methodologies called for more authentic arts-based and humanities-based approaches to the Scholarship of Teaching and Learning (SoTL). This paper employs close textual analysis to explore the 'world view' of academics in the humanities and what these narratives can tell us about learning and teaching.

**Abstract text:**

In order to produce high quality research ontologies, epistemologies and methodologies called for more authentic arts-based and humanities-based approaches to the Scholarship of Teaching and Learning (SoTL) – and indeed our own voices have been heard amongst the crowd. However, should not our starting point be consideration of our paradigmatic position, a position co-extensive with our disciplinary identities, to establish our view of the world to which we can anchor our methods? If we fail to establish our worldview are we not cast adrift, without mooring, bobbing with the ebb and flow, washing in and out with the tide?

Following the model offered by Bass and Linkon (2008) we employ close textual analysis to explore the 'world view' of academics in the humanities and what these narratives can tell us about learning and teaching. The term 'world view' is taken from the Canadian author Nancy Huston (1997) who uses it to encapsulate the plurality and complexity of being 'in-between' languages and cultures. We use it to explore the plurality and complexity of our own work, caught in-between our desire to speak the language of our disciplines and the alien research culture of the Social Sciences.

In the textual analysis of four academic narratives and memoirs (Conway, Huston, Kaplan and Williams), the aims of this paper are twofold. Firstly, we will demonstrate what an arts and humanities approach may look like in action and secondly we will how examine how narratives of learning and teaching can indeed represent 'act[s] of pedagogy' (Cantiello, 2009) and the implications for SoTL and in academic development.

Like Anna Jones (2012), our 'data' makes no pretence at being an objective, scientific body but represents instead our search for an academic identity and ultimately a home in the scholarship of learning and teaching. Just like the 'fuzzy boundaries' of academic identities (Barnett and Di Napoli, 2008), there is no attempt to contain the language of our quest but to explore instead the ambiguity, and the world view we can offer which begins to unpack the 'professional values' (HEA, UKPSF) of those working in higher education.

We will engage the audience by inviting them to offer their own 'narrative', and to consider how this reflects their teaching 'world view'.

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**Disclosure of Interest:** None Declared

**Keywords:** Academic identity, arts-based enquiry, professional values, Scholarship of teaching and learning



#### **04 Strategic educational development**

### **THINKING BIG ABOUT TEACHING BIG: A STUDY ON LARGE ENROLMENT COURSES**

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**Abstract Summary:** The goal of this study is to identify key pedagogical components of a model developed by the United Kingdom Open University. Using the identified pedagogical components, and Luhmann's System Theory (1995) *the aim of this project is to extend our understanding and knowledge of effective teaching and learning in large classes (90-120+ students per course).*

**Abstract text: We stack 'em deep and teach 'em cheap (Gibbs & Jenkins, 1992, p. 11)**

For most academics the demand to teach large enrolment courses is an overwhelming experience. Alongside a lack of information about how to facilitate meaningful learning activities with large groups of students is an inability to provide assessment practices that evaluate more than just how well the students can memorise the course material – and at a time when society is demanding to know not only how much University students have learned, but what they can do upon graduation (e.g., employable competence). Additionally, research has shown that large enrolment courses often create barriers to learning for students (e.g., student anonymity, passivity) resulting in difficulties for students to engage in their learning (Exeter et al., 2010); we also know there is an inverse correlation between engagement and attrition (Tinto, 1993). There has been no shortage of solutions offered for high enrolment courses, especially within the educational technology community (e.g., blended learning, flipped classes, student response systems) aiming to compensate for the larger societal issues (e.g., reduced funding, differential tuition and increasing enrolments). However, large enrolment is a complex phenomenon with no ostensible quick and/or simple fix. For reasons noted above, large enrolment classes are a high risk for students, instructors and institutions. As funding by governments to postsecondary institutions nationally and internationally seems destined to continue to decrease for the foreseeable future, alongside imposed tuition increase restrictions or freezes, large(r) enrolment courses will continue to characterise at least the introductory courses in undergraduate programmes in most publically funded universities.

A noteworthy exemplar of an effective response to large enrolment is the model developed by the UKOU. With an intake of approximately 250,000 new students every year, the UKOU has consistently been ranked as one of the top universities, nationally and internationally, through student ratings in the National Student Survey. The UKOU is one of the few universities that has the ability to teach at scale as well as provide students with one of the highest ranked student experiences. This is even more remarkable given the UKOU has an open entry policy.

The UKOU model used in this study and its subsequent evaluation adopts a holistic approach to enhancing the experiences of students in high enrolment classes. Working with instructional staff of large enrolment classes (principle instructors, TAs and tutors), the model addresses three central components of the teaching and learning preparation programme proposed for this study:

- a) *Learning design:* how to design the teaching and learning process to scale, safeguarding against the key pedagogical components required for a *successful* learning experience that are often compromised in large enrolment courses.
- b) *Teaching beliefs and practices:* using learning-centred approaches, adopting practices that align the assessment and instructional strategies, ensuring key pedagogical components necessary for a *quality* learning experience are present.
- c) *Teaching excellence:* how to design instruction to scale so students continue to receive meaningful instruction and learning activities, timely feedback, and support in their progress and development, resulting an *engaging* learning experience.

In this first phase of this longitudinal study we will present the design for the teaching programme for course coordinators and associated TAs/tutors using the pedagogical components of the UKOU model, constructive alignment principles, and Luhmann's (1999) systems theory. The outcomes of this first phase of the study provides a unique experience for graduate students with respect to teaching and learning based on learning theory and the research known to provide successful, engaged and quality learning experiences.

**Disclosure of Interest:** None Declared

**Keywords:** Large enrolment courses, Learning Design

*04 Strategic educational development*

**TEACHING RENEWAL FOR MID-CAREER FACULTY**

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**Abstract Summary:** Teaching Renewal for Mid-Career Faculty

This paper will outline a successful model for mid-career faculty teaching renewal. It will provide the research on mid-career faculty needs, and offer substantive and detailed program design suggestions for meeting those needs either within an institution or across institutions. Faculty perceptions and feedback on the program's efficacy will also be shared.

**Abstract text:** In light of research on the distinct needs of midcareer faculty and the pressures they face, we offer an example of a faculty development effort that looks at teaching renewal through the lens of renewing the whole person in his/her academic roles. Opportunities for midcareer faculty to focus on renewal in a holistic way are few, so this model was designed and developed as an annual event for faculty from diverse institutions and disciplines.

The idea of creating a retreat that embeds reflection time and opportunities to explore contemplative practices as well as the more typical teaching workshops, comes from the work of Laura Rendon (2009), "sentipensante: (sensing/thinking) pedagogy". Rendon makes the case that "we need a refashioned dream of education based on wholeness, consonance, social justice, and liberation." (2009, p. 2). She argues that educators are increasingly unhappy with a system that promotes "the separation of teacher and learner" and claims that the loss of passion for teaching is a direct result of the loss of a "relationship-centered essence of education" (2009, p. 2). Her arguments are similar to those in Palmer (1998), where he refers to the "outer landscape" of academic life, i.e., the visible work commonly associated with faculty roles: grant writing, research, etc. which is juxtaposed with the "inner landscape" described by Rendon as "subjectivity, intuition, emotion, and personal experience, the very parts of us that define our sense of self, and ignite our passion for a purpose that gives our lives meaning." (Rendon 2009, p. 7). Their arguments are supported by the research on both faculty career cycles and adult developmental models that found that caring and renewal were critical elements of both mid-career and mid-life success. (Erikson, 1969; Baldwin et al, 2005)

Based on this research, faculty development must evolve in the direction of helping mid-career faculty navigate both the inner and outer domains of their lives in a way that promotes renewal. The model we present provides such an opportunity by incorporating several key elements: 1) attention to the physical space where the retreat is held, 2) creating safe spaces for tough conversations by putting faculty in groups with peers from other institutions and other disciplines to remove the threat of judgment, 3) providing just enough actual teaching support to improve their self-efficacy in the classroom but not so much that they are too busy to reflect, process and engage with each other, 4) using contemplative practices to engage the faculty in doing developmental work, and 5) providing a framework which allows them to view their career as a whole and see renewal as a normal, necessary component for a vital academic career.

**Disclosure of Interest:** None Declared

**Keywords:** contemplative, mid-career, renewal, teaching

#### ***04 Strategic educational development***

### **STUDENTS' TEXTCOMPETENCES AND THE GUIDANCE TOWARDS ACADEMIC LITERACY**

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**Abstract Summary:** The focus of this paper is academic literacy. Research has revealed that both students and lecturers meet great challenges when it comes to academic writing. There is a need of change - what can the institution do to facilitate the students' writing process? We conclude that pedagogical development projects are necessary and a suitable method in this process.

**Abstract text:** The paper compares the results of a pedagogical presents the results of a pedagogical development project, carried out at Oslo and Akershus University College (HiOA) and an ongoing research at two upper secondary schools (16-19 years). The focus of the two projects is academic literacy. What is the demands of the University College, the academic literacy amongst the academic staff and the students' preparedness for meeting the demands.

A pedagogical development project was carried out in spring and autumn 2013, at the Faculty of Nursing. The project aimed to raise the consciousness of the academic staff when it comes to academic literacy, and to highten their knowledge and skills in guiding students in academic writing. We also focused on what the academic staff require of the students and why, as well as how they teach, support and guide the students in their academic writing. Through the spring we carried out 5 workshops together with the lecturers responsible for the first year students. The workshops were followed up with a writing seminar for all the fresh students and a final workshop.

The knowledge gained from this project is compared to the results from an ongoing research in upper secondary school, during the students' last year. The study investigates the students' work with written texts, as well as their learning outcome. The sample consists of 52 students and their teachers in Norwegian and History. The ability to write is a key competence in Higher Education.. The aim is to shed light upon *who* the new students in Higher Education are, *how* they are prepared for meeting the demands of academic literacy in Higher Education and *what* their text competences consists of. A lot of research is done on writing in primary and secondary school (6-15 years) in Norway. However, little empirical research exists concerning the transition from upper secondary school to Higher Education. Consequently there is a need of knowledge in order to meet the needs of student's in Higher Education, to build upon their competencies and bridge the gap between the different levels of education.

The research reveals that what is emphasized in upper secondary school matches the demands of academic writing in higher education. Why is it then, that the students meet great challenges when it comes to academic writing in higher education? Through the pedagogical development project, we learned the students' lecturers find academic writing difficult, and that the challenges correlated to the students' challenges. Thus It seems to be a mismatch between what is emphasised and expected in Higher Education and the teaching and guidance which is offered students during the process of writing. There is a need of change - what can the institution do to facilitate the students' writing process? We conclude that pedagogical development projects are necessary and a suitable method in this process.

**Disclosure of Interest:** None Declared

**Keywords:** critical thinking in academic writing, Meeting the demands of new students, Writing and reading for accademic purposes

### *03 Scholarship of educational development*

#### **CREATING THE OPEN COURSE FLEXIBLE, DISTANCE AND ONLINE LEARNING (FDOL) - A COLLABORATION BETWEEN EDUCATIONAL DEVELOPERS IN THE UK AND SWEDEN.**

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**Abstract Summary:** Development of a design for collaborative open online learning based on PBL will be presented. Collaboration between educational developers from two countries, creating an open online course has been the vehicle for investigation. A model COOL FISH will be presented as well as experiences of learners, facilitators and course designers and how these have influenced the evolution of the design.

**Abstract text:** We would like to share our experiences from the development of course-based non-accredited open Continuing Professional Development (CPD) for teachers in Higher Education (HE). The course aimed to extend learning opportunities, build bridges for wider collaborations beyond institutional boundaries and connect teachers in HE to share experiences, ideas, develop their understanding around innovative teaching and learning practices in the digital age. The open course Flexible, Distance and Online Learning (FDOL) became the vehicle of investigation. FDOL was a collaborative experiment by educational developers from two countries to put group-based learning in an open learning context to the test.

Flexible, Distance and Online Learning (FDOL) <http://fdol.wordpress.com/> is an open course for course designers, Educational Developers, Learning Technologists and Teachers in Higher Education. FDOL aims to enable learners to develop an understanding of the benefits and challenges learners and facilitators are facing in online, flexible and distance learning.

The design was developed out of an MA research project, by one of the researchers (Nerantzi, 2011), using Problem-Based Learning within open academic development that brought together academics studying towards their teaching qualification in HE at various institutions in the UK. The concept further evolved through collaborative development and the creation of the FDOL course. Three iterations of FDOL during 2013 (FDOL131 followed by FDOL132) and in 2014 (FDOL141) have been offered. Collaborative Open Online Learning or COOL in the context of the FDOL course is a pedagogical design based on Problem-Based Learning adapted for open courses. As a part of the COOL design a model named FISH; Focus, Investigate, Share was developed for individual and group inquiry (Nerantzi & Uhlin, 2012). The FISH design is based on Mills (2006) 5-step model and has been simplified further.

A do-it-yourself open course was designed, a course that anybody could create using freely available technologies and without relying on technical expertise and support resources that would place the learner at the heart of their learning. The focus is how available digital technologies underpinned by a pedagogical design, can support, extend and provide new opportunities for connection, engagement and collaborative learning beyond institutional, disciplinary and geographical boundaries. In this context, FDOL has provided a space to experiment with alternative ways to engage individuals and groups in open and collaborative educational development activities.

In the poster we will present the COOL FISH design in the context of creating the FDOL course. Experiences from learners, facilitators and course designers will be shared and how these have guided the evolution of a sustainable model for collaborative open online learning. Lessons learnt have relevance for open course designers as well as to encourage educational-/academic developers to collaborate online over the borders.

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at <http://www.flickr.com/photos/chrissinerantzi/9963707266/in/set-72157632690605470/> and a FISH description available at <http://fdol.wordpress.com/fdol131/design>

**Disclosure of Interest:** None Declared

**Keywords:** collaboration, Continuing professional development, Open Distance Learning, problem-based learning

*04 Strategic educational development*

**ADDRESSING THE PROFESSIONAL EDUCATION NEEDS FOR THE CHANGING AND COMPLEX ROLES OF EDUCATIONAL DEVELOPERS**

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**Abstract Summary:** This roundtable discussion invites insights on the changing roles of educational developers as agents of change and on the identification of the skills and education necessary to fulfill their varied and complex rolls. Discussion will focus on the professional development needs of educational developers that are necessary for professional effectiveness.

**Abstract text:** At a recent educational developers' regional summit meeting representatives of 21 Canadian universities met to discuss university faculty members' engagement in educational development. One of the liveliest discussions revolved around the question of mandatory educational development for new faculty members as a condition of employment and before taking on teaching responsibilities. It was ironic that such a debate would have been initiated by a group of un-credentialed professionals, many of whom find themselves in their educational developer role by sheer happenstance and themselves with little or no training for the roles they play (Manathunga, 2007; McDonald, 2011). Moreover, the field of educational development seems currently to be in a state of flux. There has been a change in focus from individual instructors, classrooms and instructional strategies to working more broadly with institutional leaders to effect policy change and strategic directions for campus-wide teaching and learning initiatives (Boud & Brew, 2012; Gibbs, 2013; Manathunga, 2001). Even the most experienced and successful developer may now find him- or her-self lacking some of the fundamental skills and theoretical background to deal effectively with the changing and wide-ranging demands they face.

Peseta (2011) suggests that we, as practitioners, have a professional and even an ethical obligation to newcomers to the field to ensure their preparedness. But what skills, knowledge, attitudes and training are required for effectiveness and success? Quinn & Vorster (2014) suggest that mentoring, apprenticeships and workshops may not be enough to help new developers prepare for and fulfill the varied and complex roles that they are now expected to fill. So, how can we best induct newcomers and (re)educate current developers so that they are able to maintain the level of professionalism and academic rigour required? This roundtable discussion invites discussion about the emerging and varied roles and expectations for educational developers as agents of institutional change and on the identification of the skills and education necessary to fulfill those roles and to maintain status as professionals.

**Disclosure of Interest:** None Declared

**Keywords:** professional educational development, professionalization in educational development

### **03 Scholarship of educational development**

#### **INVESTIGATING THE EDUCATIONAL DEVELOPER'S PORTFOLIO: A WORLD CAFÉ EXPERIENCE**

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**Abstract Summary:** The Educational Developer(ED) portfolio is growing in importance. A Canadian group is researching use of the portfolio and developing a guide. We invite international developers in various ED roles to a World Café discussion. Join the investigation of a resource to support our profession using the as we exchange ideas, frameworks, and questions.

**Abstract text:** The Educational Developer (ED) portfolio is becoming increasingly important to document and situate ED practice, and to facilitate hiring and promotion decisions as higher education evolves. A Canadian action group, part of the Educational Developers Caucus, has begun to research use of the ED portfolio and to develop a guide, building on the work of Wright and Miller (2000), Klenowski, V. et al. (2006), Seldin and Miller, (2009), Trevitt et al. (2012), Holmes, and Timmermans, J. (2012); and others. In the spirit of engaging the ED community in the investigation of a resource to support this profession, we invite international developers in various ED roles to join us for a World Café (Brown, 2005) discussion as we present ideas and frameworks, and explore questions such as:

- How might we use an ED portfolio?
- What models may shape the design?
- What challenges and opportunities are associated with their design/use?
- How might we imagine the ED portfolio to be different in 10 years?

This session will build on discussions that took place at the Educational Developers Caucus Conference in Calgary, AB, Canada, and will broaden the ED Portfolio Project, by including an international perspective. Results from data collected using the World Cafe at both EDC and ICED will be supplemented by surveys and follow-up interviews in 2015. We hope to generate ideas, and participation to shape the design and development of the portfolio, and to engage developers in conceptions of documenting their own practice. Participants will be actively involved in a structured World Café session. They will be asked to review, reflect upon, and even to bring materials to the session: job posting announcements, position descriptions, centre mandates/mission statements, interview questions/documents, teaching/developer portfolios, and so on. Participants will discuss targeted questions in groups, rotating groups every 15 minutes.

Outcomes of this session will include characterizing the important and defining components of ED practice; engaging and discussing representation of various components of Educational Development practice, conceiving of various forms and formats to characterize ED work and experience, and finally, participating in the experience of a World Café.

The World Café format fuels discussion as we collectively form a richer conceptualization of the form and implementation of the ED portfolio and our practice.

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**Disclosure of Interest:** None Declared

**Keywords:** framework, models, portfolio, World Cafe



*05 Educational leadership/ Academic leadership*

**NEUROSCIENCE AND EDUCATIONAL DEVELOPMENT: ACADEMIC LEADERSHIP THROUGH COLLABORATION**

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**Abstract Summary:** This workshop will examine the rise to prominence of the field of neuroscience and examine implications for academic leadership and collaboration in higher education. It will examine both the criticisms of neuroscience as a field of enquiry, as well as the potential it may have for optimising organisational learning and leadership in Higher Education contexts.

**Abstract text:** It might be argued that the study of governance of behaviour has taken a 'neuroscientific' turn. (Jones, Pykett, and Whitehead, forthcoming, 2013). Whilst commentators have been critical of this approach to leadership as manipulative, we can also see a more positive version of neuroscience research. Concurrently we are seeing the rise of the study of the neuroscience behind effective leadership and collaboration in both executive and educational contexts. Leadership is not simply, she argues about 'a will to power', but rather an 'affective' holding space through which others can flourish. Through her practical experience and training in personal and educational coaching Dr. Maddern will make a case that we should pay more attention to the underexplored 'affective' and neurological states involved in effective leadership and authentic collaboration. She will look critically at models and images of effective leaders. By drawing on key literatures from the coaching world, (not least, Nancy Klein's 'Time to Think'), this interactive workshop will examine how we can trigger the neurological states best suited to effective collaboration and leadership increasingly pressured neoliberal university environments. Finally, it will consider how the adoption of these alternative modes of leadership at a collective and institutional level can engender rapid organizational learning.

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**Disclosure of Interest:** None Declared

**Keywords:** Coaching , Collaboration , Leadership , Neuroscience



*03 Scholarship of educational development*

**OFFERING A CONTINUING PROFESSIONAL DEVELOPMENT COURSE FOR TEACHERS IN HIGHER EDUCATION (HE) BY USING AN OPEN COURSE AS THE FRAME**

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**Abstract Summary:** This seminar aims to share and discuss experiences from using existing open courses for specific continual professional development purposes for teachers within Higher Education institutions. Findings are that the open learning environment collaboration with colleagues from other countries can give new dimensions to teachers professional development.

**Abstract text:** There is currently an increasing “market” of freely available courses online; MOOCs and other kinds of open courses. There is a variety in content and quality of the open courses, a number of courses on the subject teaching and learning can be found and some of them contain nicely packaged and produced content and open educational resources. Experiences from open courses reveal that there is a high dropout rate, this could be because of many reasons and the lack of collaborative learning might be one of them. It has been shown that to learn in collaboration with others is valuable in the learning process and that participants don't drop out as easily. The fact that there are available open courses and that participants tend to drop out inspired us to use an open course as the frame for Continuing Professional Development (CPD) for teachers at our department. To offer teachers at our University the possibility to attend an open course with addition of collaboration with colleagues and support from facilitators would give the participants additional values, as compared to the open learners.

The course which has served as the frame has been the Flexible Distance and Open Learning (FDOL) <http://fdol.wordpress.com/>. Basically the outline and content, including suggested units, assignments and suggested resources, of the open FDOL course was used for “our” course with only minor changes. The participants in our course studied in PBL groups with learners from across the world as part of the open course. We created a course description, building on the instructions for FDOL, to be used for our course including criteria for passing the course. The latter was not included in the open course, since it was not possible to be accredited anything else than a certificate of participation. The intended learning outcomes, amount of study hours and final examination in our course were estimated to correspond to either five or two weeks of studies depending on the degree of participation. Our institution accredited Certificates for accreditation of Higher education pedagogy for participants fulfilling the specific course requirements.

We would like to share and discuss our experiences and findings from using an existing open course for institutional accreditation. We will describe the participants' experiences from studying in an open environment, how we designed for facilitation and support and how participants were assessed. Our findings are that the open learning environment collaboration with colleagues from other countries can give new dimensions to Continuing Professional Development, often offered as courses isolated within a specific context. We believe that there is a high potential in opening up the practice of CPD for teachers in Higher Education and there are many ways how to use existing open courses. We hope that our seminar will open up for a creative discussion of possibilities.

**Disclosure of Interest:** None Declared

**Keywords:** Continuing professional development, Open Distance Learning

#### **04 Strategic educational development**

### **THE USE OF DESKTOP CONFERENCING IN DISTANCE HIGHER EDUCATION**

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**Abstract Summary:** In recent years, desktop conferencing tools with video and audio have emerged, e.g. Skype and Adobe Connect. In order to get an overview of the use of desktop conferencing, a national whole population survey was conducted in higher distance education. The results indicate that amazingly few teachers have experience of using desktop conferencing, but those who use it, utilise its special features.

**Abstract text:** One challenge with distance education is to provide communication and interactivity among students and between students and teachers in spite of geographical distance. Discussion forums have been used for a long time and this focus on written asynchronous communication in distance education has its roots in the early stages of distance education – the correspondence courses. However, the conditions for modern distance education have improved as technological development provides both faster communication and communication and interactivity among students and not only between teacher and students as before, but written communication is still dominating. With the development of the Net, this could be changed as it is now possible to also communicate synchronously with video and audio by using, e.g. desktop conferencing/web conferencing[1], e.g. Skype, Adobe Connect, and Google Hangout. These tools provide oral communication and create a social learning environment, in which students can participate from home and which resembles the classroom situation on campus. Knowledge of the use of desktop conferencing in distance education is lacking and research is therefore needed.

To get an overview of the use of desktop conferencing, a national whole population survey was conducted in Swedish higher distance education in 2009, directed towards all course coordinators with a course registered as a distance course. Topics of investigation are *experience of desktop conferencing, how much it is used, how and why it is used, and reasons for not using it*. The response rate is 50 % and the result includes 750 course coordinators and 850 courses/programmes.

The TPACK framework (Technological Pedagogical Content Knowledge) is a useful tool for analysing results from a variety of perspectives; pedagogical, content, technological perspectives, and contexts, which can influence the teachers' use of technology, e.g. desktop conferencing. There are three main perspectives in the framework; Pedagogical Knowledge, Content knowledge, and Technological Knowledge. There are also intersections between these perspectives, which means that several perspectives are combined; Pedagogical Content Knowledge, Technological Pedagogical Knowledge, Technological Content Knowledge, and finally Technological Pedagogical Content Knowledge, which includes all three perspectives. The perspective of Contexts refers to conditions and frames that influence the use of technology.

The survey results indicate that amazingly few course coordinators have experience of using desktop conferencing in teaching. Those who use desktop conferencing, utilise the specific features of desktop conferencing as it is typically used for seminars, possibilities for students to ask questions, and tutoring. This can be compared to the results regarding video conferencing, which also provides video and audio, but is mostly used for lecturing.

When analysing the arguments for *using* and *not using* desktop conferencing through the TPACK framework, possible issues for development can be identified. Arguments for *using* desktop conferencing are found in several perspectives; within Contexts; e.g. that teacher and students can be in different locations at the same time, within Pedagogical Content Knowledge; that desktop conferencing makes it possible to carry out teaching in several locations at the same time, and within Pedagogical Knowledge; e.g. that it is an alternative to written communication and provides better opportunities for collaboration between students at a distance. However, *reasons for not using* desktop conferencing is typically found within Contexts; e.g. lack of time, nobody has requested it, and it is difficult to find a time that suits all students.

At the conference, we will discuss different aspects of using desktop conferencing in teaching.

[1] Both terms desktop conferencing and web conferencing are used in literature. From now on, only desktop conferencing will be used in this text.

**Disclosure of Interest:** None Declared

**Keywords:** desktop conferencing, distance education, Distance Learning, higher education, learning environment

*02 Scholarship of teaching and learning*

**FOSTERING SCHOLARLY TEACHING AND REFLECTIVE PRACTICE AMONG FACULTY THROUGH COURSE PORTFOLIOS**

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<sup>1</sup>Center for Teaching Excellence, The College of Saint Scholastica, Duluth, United States

**Abstract Summary:** The session describes a scholarly teaching program in which faculty develop course portfolios on their instructional design, delivery, and assessment in a single course. Participants will review portfolio excerpts using tools provided for recognizing and analyzing reflection. Discussions focus on how scholarly teaching and reflective practice develop among faculty and how they can be enhanced.

**Abstract text:** At this roundtable session, participants will hear a brief report on a scholarly teaching program intended to foster scholarly teaching among faculty through their development of course portfolios. The program is structured around the definition of scholarly teaching offered by Potter and Kustra (2011) that includes teaching grounded in critical reflection. Course portfolios form the framework for this recently-developed Scholarly Teaching Module, in place for the past two years at a small, private university in the U.S. for faculty new to the university. Faculty write and receive feedback on four reflective memos on their teaching practices in a single course over the course of four months and meet four times as a cohort.

Session participants will receive an overview of the course portfolio structure, which is based on the Benchmark Portfolio model described by Bernstein et al (2006) in *Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching*, and in the Peer Review of Teaching Project ([www.courseportfolio.org](http://www.courseportfolio.org)). This course portfolio model structures course portfolios according to three basic competencies of college teaching: instructional design, instructional delivery, and instructional assessment.

Participants will also be provided with tools for recognizing and analyzing reflective practice in reflective texts, based on Schon's (1983, 1987) concept of reflection-in-action and reflection-on-action and Hatton and Smith's (1994) definitions of descriptive, dialogic, and critical forms of reflection. The facilitator will illustrate these concepts through text excerpts from faculty course portfolios. The facilitator will offer a critique of these analytical tools, based on evidence from the sample course portfolios.

Key issues will be selected for discussion by the facilitator based on participant interest and experience, from among the following topics: what reflective practice looks like at different stages in faculty careers and faculty members' development as teachers; whether critical reflection can best be understood in terms of developmental stages or levels of reflection, or alternatively through a taxonomy of forms or types of reflection; the strengths and weaknesses of course portfolios as a means of fostering reflective practice; and how best to support faculty in learning to become reflective practitioners—whether through course portfolios or otherwise. Participants will be encouraged to share their own campus experiences with fostering faculty critical reflection on teaching, as well as their perceptions of the value of this reflection for enhancing teaching and learning. The role of feedback and options for providing it in course portfolios will also be discussed.

Based on participant interest in program details, the facilitator can also provide a critical review of the existing Scholarly Teaching Module and course portfolio framework, including a discussion of the rationales for modifications to the program made between its first and second years and options for future modifications. These include shifting access by peers to the online course portfolios by using the Journals tool instead of the Blog tool in the Blackboard learning management system, a change in frequency of feedback, a potential shift of the module from the first semester to the second semester after the faculty hiring, and potential expansion of the program beyond first year faculty.

The discussion and feedback gained through this roundtable will support the facilitator's development of a framework for a coding scheme to be used for the analysis of reflection and reflective practice in faculty course portfolios. The facilitator will use this scheme and other input from participants in a formal research project on course portfolios to be implemented in the 2014-15 academic year, and for the continued improvement of the Scholarly Teaching Module.

**Disclosure of Interest:** None Declared

**Keywords:** course portfolio, faculty development, reflection, scholarly teaching, SoTL

#### **04 Strategic educational development**

### **TO INCLUDE INTERPROFESSIONAL EDUCATION AT A STRATEGIC AND OPERATIVE MANGEMENT LEVEL TO PROMOTE QUALITY OF FUTURE HEALTHCARE**

Anna Kiessling <sup>1,\*</sup>Lena E. Boman <sup>2</sup>Margaretha Forsberg Larm <sup>3</sup>Margaretha Risén <sup>1</sup>Lars-Arne Haldosén <sup>4</sup>

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**Abstract Summary:** We aim to describe management implementation of healthcare interprofessional education. Previously interprofessional education of healthcare students has been dependent on individual enthusiasts. The last years The Board of Higher Education at Karolinska Institutet has taken strategic steps. All organizational levels have been involved to include IPE as a corner stone in healthcare education.

**Abstract text:** Karolinska Institutet (KI) offers more than 25 undergraduate and master's programmes leading to professions in health care and medicine. In most higher education in health and medicine, the students are trained separately within their own profession with minimal interaction between different professions. To enhance the students' ability to collaborate with other health professionals to promote quality of future health care, interprofessional education (1) has been introduced at KI. Clinical Training Centres and Clinical Trainings Wards were established at the four university hospitals in the Stockholm area as early as in 1998. The main aim was to facilitate clinical interprofessional education (IPE) and collaboration between both students and teachers. However, the IPE development has over the years been dependent on the work of pioneers and enthusiastic teachers and on supervisors among health care professionals.

The aim of this presentation is to describe how support of implementation of IPE in education programmes now is included at management level.

The last years The Board of Higher Education has taken several strategic steps to formalize and strengthen IPE as an essential part of each programme.

Shared interprofessional learning outcomes at three taxonomic levels have been stated. These are now implemented in the curriculum of all undergraduate programmes.

Each programme has assigned an IPE promoter to facilitate development of IPE activities and assessments.

A robust strategic organisation with an IPE working group at board level has been established. To succeed with the implementation of IPE and make it sustainable, all levels within an organisation need to be included in the process (2) Therefore, the group works in close contact with the working groups for both clinical education and pedagogic development as well as with the Centre of Clinical Education, with the purpose to develop interprofessional education and faculty development in health care settings, and with the Unit of Medical Education running faculty development courses.

Further the IPE working group supports competence development and network for the promoters and also evaluate IPE issues in the programmes' management plans and supports IPE elective courses.

Our conclusion is that it is time to include IPE as a corner stone in healthcare education rather than as a "Turkish delight" on the top.

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**Disclosure of Interest:** None Declared

**Keywords:** health and social care, implementation strategy, Interprofessional education, management

**05 Educational leadership/ Academic leadership**

**EUROPEAN PHD EDUCATION REFORM – IMPLICATIONS OF DIVERSIFIED DISCIPLINARY ORIENTATIONS?**

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**Abstract Summary:** This paper analyses how recent European PhD Education policy reforms, intervene in disciplinary organisations of the PhD knowledge curricula. Three orientations, approaching competence, outreach and university organisational forms differently were found and reflected onto Educational Science in Sweden. The aim is to discuss the standardizing and diversifying powers, and their implications.

**Abstract text: A**

As a part of the current transformations of higher education systems, PhD Education has come under scrutiny during the latest decade. PhD education for example is a part of the European Commission's recent agenda (e.g. EC, 2011) and the Bologna project since 2003, but also in European university and non-governmental collaborations. An important part of the reform agenda is the programmatic, standardised and often thematical forms suggested, i.e. the Doctoral or Research School, which also has been monitored and concluded to be the dominating re-organising principle throughout Europe (European University Association, 2013). In different ways, these reforms also intervene in the disciplinary organisation and orientations of the PhD knowledge and competence curricula. This paper offers a critical disussion of the recent European reforms by presenting threedifferent disciplinary orientations of the PhD manifested in recent European policies: *thedisciplinary/traditional*, *the industrial/professional* and *the trans/interdisciplinary*. The first decribed as inward-looking and problematic, the latter orientations illustrating closer and better relations to professional, industrial and innovative knowledge demands. The three orientations also relate differently to the academic institution and outreach. Thus,their organisational form is a part of how it is socially constructed, e.g. the first associated with the research-intensive university, the second the networked Doctoral School and collaborations with regional stakeholders and professional practice, and lastly, the competitive, international research excellence centre. These orientations will also be reflected onto the Swedish reforms of Doctoral Schools initiated by research foundations and similar in the 1990s. In particular, the consequences of the disciplinary re-organization of Educational Science will be used as an example, and reflected relatively European and similar international reforms. The contribution is inspired by policy network ethnographic and power-discursive analyses (Ball & Junemann, 2012) and focuses on emerging and performed policies in social practices. It should complement other recent higher education research on PhD Education reform (Kehm, 2009; Nerad, 2010; Kottman, 2011).

The paper should inform and evoke discussion around standardizing and diversifying powers, where PhD Education form a part of influential international systems and governance at the moment. In particular, the paper should engage educational developers involved in PhD supervision management, but also stakeholders and researchers in the emerging field of PhD Education as the disciplinary re-organisation raises questions on the implications for practice, as well as for research agendas and where analyses of processes of power-knowledge of PhD Education still is quite rare (Jonas, 2013).

**Disclosure of Interest:** None Declared

**Keywords:** Disciplinary culture, European reform, PhD Education

*01 Discipline specific educational development*

**EMPHASIS ON FORMATIVE FEEDBACK: HOW CLINICIANS DEVELOP AN UNDERSTANDING OF MEDICAL STUDENTS' REFLECTIVE LEARNING PORTFOLIOS**

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**Abstract Summary:** An important part of socializing students into medical professionals, is to foster their ability to reflect on their experiences in clinical practice, and give them constructive criticism, which may be supported by learning portfolios and mentors. The challenge for us as educational developers is to present the learning portfolio and to discuss the meaning of formative feedback with mentors.

**Abstract text: Learning portfolios for personal and professional development in medical education:** The role of medical professionalism has shifted toward patient-centeredness, interprofessional collaboration, and the ability to feel empathy and emotional engagement in patients (1, 2). An important part of the socialization process, is to foster students in to a climate of constructive criticism and reflection on their experiences in clinical practice (3). Learning portfolios are being increasingly used for stimulating reflection and assessing professional skills in medical education (4). Students are stimulated to reflect upon what they have and have not yet accomplished, and to set up goals for their near future. Mentors (professional physicians) may guide and support students by providing feedback on their learning portfolios.

**Learning portfolios and mentors at Medical School, Örebro University Sweden:** The learning and assessment portfolio at Örebro Medical School is used throughout the programme. At the end of each semester, students compile their portfolios containing i) reflections on their progression, ii) identified areas for further development, as well as iii) specific learning goals for the coming semester. Students receive feedback from mentors.

**Educational development of clinicians to develop their understanding of reflective learning portfolios, and how to provide formative feedback:** The mentors in our programme are physicians with a broad experience of clinical work, with an interest in supporting students' personal and professional development. Mentors are recruited either from the university hospital, smaller hospitals or from a primary care setting. Most of the mentors graduated from Medical Schools decades ago, and very few of them have earlier experiences of learning portfolios. The challenge for us as educational developers is to present the underlying thoughts of the learning portfolio, and to make the mentors realize that it is the personal reflection of the student that is in focus. A supportive formative feedback should be grounded in the important aspects from the student's point of view. In our programme, we provide introductory meetings, workshops on learning portfolio and feedback, as well as mentor meetings each semester. We also problematize the dual role of mentors as being supporting, future colleagues, as well as assessors. We face a situation where many clinicians are unable to join the meetings aimed for educational development and peer support.

**Relevance:** Formative feedback on portfolios is seen as crucial for valid and durable learning. A sustainable educational development frame, providing and maintaining arenas for discussions of formative feedback on student's reflections discussion is important. It is our belief that many of our colleagues meet the same challenges in other areas in the academic and work place setting, which could provide fruitful discussions on this topic.

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*05 Educational leadership/ Academic leadership*

**JOINT SCHOLARLY LEADERSHIPS: A KEY TO IMPROVEMENT OF HOSPITAL-BASED LEARNING AT A MEDICAL SCHOOL**

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**Abstract Summary:** We aim to put light on a hospital case that used a joint scholarly leadership approach to handle quality deficits to improve medical students learning.

Charting of educational resources identified unused funding. Structured collaboration between course directors and heads of healthcare departments enabled redistribution of resources in favour of education, and thereby improve educational quality.

**Abstract text: Background:** The teaching hospital is a unique learning environment for medical students, with its pulse and activity 24 hours a day, its extensive variety of patients and professional experts continuously ready to solve difficult tasks and handle emergency events. At workplace learning medical student are able to participate in practice with support of a supportive and challenging physician preceptor to develop their professional skills (Dornan et al., 2007). However, workplace learning has not always had the highest priority, and several prerequisites have to be fulfilled to support high-quality learning in this context. Further, management of education within the healthcare system is a task of great complexity. This paper put light on a case that used a novel approach to handle quality deficits in order to improve students learning. The aim was to discuss the development strategy from several angles and link the case report to theory.

**Methods:** This teaching hospital had problems with low learning fulfilment among medical students, and course directors that were unsatisfied with working conditions. Traditional problem solving had been unsuccessful. The course directors hypothesized that educational resources were not used in an optimal manner. *Presages, processes* and *products* were defined from the perspectives of medical students, physician preceptors, and course directors respectively heads of healthcare departments.

**Results:** Charting and benchmarking of the use of local educational resources identified unused funding. Structured recurrent interdisciplinary collaboration and negotiation was established between course directors and heads of healthcare departments regarding resource utilization. In the table we have applied the multidimensional model by Trigwell et al. (2) of scholarship of teaching including information, reflection, communication, and conception.

**Dimensions of scholarship at leadership level**

Information	Reflection	Communication	Conception
<b>Heads of healthcare department</b>			
Be informed on pedagogic techniques that facilitate workplace learning	Why perform education here?	Include education results in annual reports and management discussions	See clinical education at the department as an investment and an activity promoting health care quality
	How do students' results impact the healthcare today and tomorrow?	Negotiate regularly with course directors	See student learning as a guarantor of future competence
<b>Information</b>			
<b>Course directors at medical school</b>			
Be informed on laws, allocation of resourcee and actual education costs	Who are the consumers of the results of education?	Report own results at local and national meetings	See clinical education as an essential activity of high quality healthcare
	What do really matters to them? How can we use the available resources to maximize learning outcome?	Negotiate on a regular basis with heads of healthcare departments	See student – patient meetings as a corner stone of student learning

By use of identified assets it was possible to reorganise the course, create constructive alignment, and increase assigned preceptor time. This resulted in a sustainable improvement of the learning quality.

**Conclusion:** By structured collaboration and a joint scholarly leadership approach it was possible to redistribute resources in favour of medical education, and thereby improve educational quality in a way that could be transferable to other contexts. Faculty leaders besieged with similar problems should consider the benefits of interdisciplinary collaboration at leadership level.

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