

International trends and strategies in educational development at universities

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2 Four points of growth:

Professional formation

- The established academic
- The tutor

Learning outcomes and frameworks

Student learning

Making change in universities

3 Professional formation of new academics, lecturers, faculty, staff

From voluntary to compulsory

- By law?
- By sector agreement?
- By individual institutional regulation?

Educational developers' issue:

Accreditation – but to what standard?

4 Professional formation of the established academic

“Continuing professional development”, or

“Learning at work”

Lots of educational development work going on:

Career progression and reward systems

Expanded qualifications – Masters, Professional Doctorate

New pedagogies associated with reflection, portfolio, mentoring, work-based learning

SEDA's Professional Development Framework – awards (External Examining, for example)

5 Professional formation of the established academic

Critique of university teaching?

It has worked well so far

Training only required for new staff

E-learning makes existing practices more efficient

Excellent reputation of institution, nation

New approaches have to balance effort against benefit

The role of the educational developer in challenging the existing university?

6 Point of growth – the “casual” tutor

- Part-timers (sometimes in two or more places)
- Professionals offering occasional teaching
- University employees – technicians, researchers, librarians
- Postgraduate students

How much teaching work do they do?

What proportion of students' time is supervised by tutors?

How are they prepared?

To what standard?

7 Point of growth – learning outcomes and frameworks

The process of describing higher education, to enable comparability and flexibility.

But - it can invite the scrutiny of quality

But - it can accommodate external pressures for change

Has been difficult for educational developers

8 The development of credit and the use of modular approaches to the shaping of courses:

Attitudes to academic subject ownership

Correcting the impact on learning

The modern graduate

Public and private funding of HE

9 Point of growth – student learning

The relationship between teacher performance and student learning

The role of assessment in student learning

Student engagement and shared ownership

The whole student learning experience through course design – importance of the course leader

10 Point of growth – change making in universities

Role of educational development centres (Gosling)

(1) the professional development of staff relating to learning and teaching and other academic duties, and

(2) a shared strategic responsibility for implementation of the learning, teaching and assessment strategy, encouragement of innovation, and enhancing teaching quality.

11 Gosling’s 2008 survey of UK EDCs showed:

they were small (average 3 academics),

increasingly using “hub and spoke” to link with departments,

and increasingly strategic, reporting to senior managers, and creating policy

12 Holt et al, (2011) surveying Australian EDCs:

Identified four critical factors in whether a centre was recognised and valued:

- Clarity of role and direction
- Shared understanding of purpose
- Capacity and capability to achieve purpose
- Ability to demonstrate value

13 Identified the two areas most in need of improvement:

Academic professional development for sessional and ongoing faculty teaching staff

Academic professional development for leaders in learning and teaching

14 Proposed the paradigm of centres working as networks across the institution using a distributed leadership model.

(To complement the hierarchical model of the faculties.)

Identified 10 “leverage points”

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New visions / new plans

Preparation of new continuing academic staff (compulsory Grad Cert in HE and new pathways for progression)

Compulsory casual teaching development programme

Just-in-time professional development (flexible provision)

Communities of practice

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Strategic funding for development

Supporting teaching excellence through awards and fellowships

Disseminating exemplary practices on-line

Recognition and use of education “experts”

Renewing leadership

Gosling, D (2008) *Educational development in the UK*. The Heads of Educational Development Group.

http://www.hedg.ac.uk/documents/HEDG_Report_final.pdf

Holt, D, Palmer, S and Challis, D (2011) Changing perspectives: teaching and learning centres’ strategic contributions to academic development in Australia, in *International Journal for Academic Development*, Routledge