### Pre-conference Workshops

**June 27th**

<table>
<thead>
<tr>
<th>Panel 1</th>
<th>Panel 2</th>
<th>Panel 3</th>
<th>Panel 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Constructive alignment and assessing excellence)</strong></td>
<td><strong>(Educational development and leadership)</strong></td>
<td><strong>(Academic writing and academic development)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Aligning Competencies, Methodologies and Assessment (Hernandes - Leo, Moreno)</strong></td>
<td><strong>Accelerating Educational Development through Academic Leadership (Martenisson, Roxa)</strong></td>
<td><strong>Consultancy for Educational Change (Wisdom)</strong></td>
<td><strong>The use of participatory learning and action (PLA) techniques in fostering global citizenship (Bozalek and Lebowicz)</strong></td>
</tr>
<tr>
<td><strong>Assessing Excellence in University Teaching (Olson, Rosa, Ahberg)</strong></td>
<td><strong>Leading Change: Symphonic variations for leaders in learning and teaching (Scoulis, Dalton)</strong></td>
<td><strong>Writing Academic Development / Developing Academic Writing (Sword)</strong></td>
<td></td>
</tr>
</tbody>
</table>
Aligning Competences, Methodologies and Assessment

Davinia Hernández-Leo & Verónica Moreno
Teaching Quality and Innovation Support Unit, Polytechnic School, Universitat Pompeu Fabra, Barcelona, Spain

Introduction:
AlineaME is a Spanish project (EA2009-0072) funded by the Ministry of Education (previously the Ministry of Science and Innovation) under the Studies and Analysis Programme for the improvement of Higher Education Quality and University teachers activities (year 2009-2010). The goal of AlineaME (acronym from the Spanish "Alineación de competencias con Metodologías y Evaluación") can be summarized in the study and analysis of how the development of targeted (specific and general) competences is planned according to different educational methodologies (or pedagogical methods) and aligned with the evaluation strategies to be used. In particular the analysis is performed in the area of Information and Communication Technologies (ICT) Engineering Education studies, though the problematic is actually general in higher education. The global objectives of the project are: 1) Study a number of quality competence-oriented experiences and practices carried out in different representative ICT engineering studies in Spain. 2) Identify and evaluate a set of recommendations and techniques to align competences with methodologies and assessment, so as to reflect the alignment in the teaching and learning plans of the subjects.

The project consortium is composed of pedagogues coming from several universities in Spain (Autonomous University of Barcelona, University of Cádiz, University of Valladolid, Universitat Pompeu Fabra) and teachers / professors belonging to different ICT engineering schools in Spain (University of Cádiz, Carlos III University of Madrid, University Ramón Llull University, University of Seville, University of Valladolid, Universitat Pompeu Fabra). AlineaME is coordinated by the Teaching Quality and Innovation Support Unit (www.usquidesup.upf.edu) of the Polytechnic School at Universitat Pompeu Fabra.

Purpose:
The professional development workshop "Aligning Competences, Methodologies and Assessment" is focused on presenting and discussing a set of recommendation and practices useful to design teaching-learning (or lessons) plans whose pedagogical methods and assessment strategies are aligned with the competences to be developed by the students with the intent for the participants to integrate these recommendations and good practices in their own practice.

Scheduling:
A session between 2 and 3 hours on Sunday 27th June 2010 (morning or afternoon)

Description:
- The faculty/educational development theme(s) or skill(s) targeted by this workshop:
  How to align general and specific competences with pedagogical methods and evaluation strategies
- The learning outcomes for participants to this workshop:
  A set of recommendations and good practices to take into account for the alignment of general and specific competences with pedagogical methods and evaluation strategies in the design of teaching and learning (lessons, subjects) plans
- Instructional strategies used in the context of the workshop are in line with the learning outcomes (participants will have the opportunity, during the workshop, to assess if they meet the specified learning outcomes):
  The workshop will be organized in two sessions. In the first session, AlineaME members will present the outcomes (recommendations, practices) of the project and will pose a set of questions and issues for reflection and discussion. During this session the participants will have a template to freely fill in with the recommendations (and their strengths and limitations) that are more significant for their own contexts. Groups of 3-4 participants will be formed so that they discuss and agree on the five recommendations that they select as the more important aspects to consider from the perspective of alignment. The results will be compiled and shared in a common wiki. In the second session, participants will choose one or two of the identified recommendations and design how they will apply them in their subjects. A sketch of the teaching-learning plan illustrating the recommendations and the alignment of competences, methodologies and assessment will have to be incorporated in the design. At the end
of the workshop some of the designs will be presented to the whole group of participants.

- **Follow-up measures will be put in place to ensure that participants benefit from the workshop beyond it:**

Participants in the workshop will have an account at the AlineaME project space available at the Teaching Quality and Innovation Support Unit website (http://www.usquidesup.upf.edu/en/alineame-eng). The results of the workshop (wiki and designs) will be shared in this space together with the documentation and reports of the project. The forum established for the AlineaME project members will be also opened to the workshop participants so that they can follow-up exchanging information, practices, and the evaluation of the application of the recommendations. A public report with the outcomes of the workshop (mainly based in the lists of recommendations in the wiki) will be also written and openly published.
Accelerating educational development through academic leadership

Katarina Mårtensson & Torgny Roxå
Lund University, Sweden

Abstract
Higher education has undergone major changes over the past decades, calling for universities to develop their teaching, learning and assessment practices. A lot of development has been initiated by individual teachers, often supported by educational developers (Roxå & Mårtensson, 2008; Gosling, 2009). Yet, some issues are of such complexity that they reach beyond the space of action of any single academic teacher and calls for attention also to leadership. This workshop investigates how academic leaders (Heads of Departments etc) can be supported for the benefit of educational development.

Background
Most educational development initiatives have focused on improving the teaching practice, laying the full weight of expected improvement on the individual teachers and leaving aside problems and phenomena of more structural nature. Structural issues are often more complex in nature than what an individual teacher can handle. This brings leadership to the fore in relation to educational development.

Leadership does matter, affecting for instance teachers’ approach to teaching, which in turn affects students’ approaches to learning (Ramsden et al, 2007). Gibbs et al (2008) has shown that excellence in teaching and research indeed is related to leadership. They investigated successful teaching/research departments and found a wide variety in terms of how leadership was practiced: “teaching excellence was achieved in entirely different ways involving widely contrasting leadership behaviour” (Gibbs et al, 2008:416). They therefore argue that rather than looking for the general applicability of leadership behaviour, one must pay careful attention to the particular context in which the leadership and the teaching is taking place. Knight & Trowler (2000) also claim that change initiatives, including leadership, must take as its starting-point the local, departmental culture. In two Australian studies (Scott, Andersen) the role of academic leaders (Heads of Departments, Heads of Schools) and their need for support was investigated, concluding that “current approaches to leadership development in higher education need to be radically reconceptualised” (p. 21).

Proposal
This workshop explores in what way leadership matters and in what way leadership is supported in order to make the most out of educational development strategies. Theoretical perspectives on leadership will be explored in relation to results from an institution-wide initiative to support leadership in a research-intensive university (Mårtensson & Roxå, 2010). This initiative consists of an action-research programme to support leaders in their efforts to lead academic teaching/teachers, as well as interviews with leaders (middle-managers). Two cohorts of totally 25 leaders have so far taken part in the action-research programme; and a number of academic leaders from different faculties have been interviewed repeatedly to collect ‘cases’ of leadership and its relation to educational development.

Educational development theme
The educational development theme addressed in this workshop is enhancing strategies (for quality learning). The enhancing strategy in this case concerns how to support academic leaders in educational development quests for the benefit of both academic teachers and student learning.
Consultancy for Educational Change

James Wisdom
Visiting Professor in Educational Development, Middlesex University

Keywords: Consultancy, educational development

Abstract
A lot of our work as educational or faculty developers is "consultancy" in one form or another - requests from colleagues or from senior managers to give advice, or academics and faculty bringing problems for us to solve.

This is a workshop for people who want to improve their consultancy skills. It is designed to be valuable for both new and experienced faculty and educational developers.

As we get more experienced in educational and faculty development, we often see that the "issue" which is presented to us is not the real difficulty which our colleague will need to tackle. But it requires great skill to interpret the underlying situation, and to properly help the person with the problem.

This workshop has been tested in practice and evaluated. It is based on four real-life scenarios (short accounts which set the scene for a problem) which are typical of the tasks we often face, and there is scope for participants to offer their own scenarios as well. The core of the workshop is discussion around the question - how would you respond to this event? Throughout the workshop we will be generating the principles and the protocols behind good consultancy work.

The format of the workshop makes it useful no matter how many years of experience the participants have as developers. It will be especially exciting to test various scenarios with international participants.
The use of participatory learning and action (PLA) techniques in fostering global citizenship

Vivienne Bozalek & Brenda Leibowitz
University of the Western Cape South Africa

Theme or skills targeted by this workshop
This workshop will address the theme of global learning, particularly the subtheme addressing the learner as whole person, working across cultural differences, and engaging in learning with each other. The focus will be on participatory learning and action (PLA) techniques, which have been found to be productive in encouraging critical engagement with issues of difference, marginalization and learner identities.

Learning outcomes for the participants
1. A basic knowledge of the potential of PLA techniques in educational development, research and teaching in higher education, based on the experience of using these techniques in small groups:
   - an understanding of the potential of how visual representation and collaborative discussion emanating from these techniques can encourage reflexivity and criticality in professional practice
   - an understanding of the potential of PLA techniques to incorporate a holistic educational experience, incorporating the intellectual and affective
   - an understanding of how to facilitate the use of PLA techniques to subvert traditional power relations between educator and participants, and between participants themselves in contexts of difference.
2. The skill to employ three different PLA techniques in professional practice.

Instructional strategies
Brief introductions - 10 mins

Introduction to workshop (context and background to use of PLA) - 15 mins

First PLA exercise (one hour)
Community Mapping, involving the following steps:
1. Draw a picture/map of your home and neighbourhood including the resources that are there.
2. Identify and label three things that you would like to change (could be physical or relate to attitudes, social issues). Put these in order by choosing to give the one you feel is most important the most tokens.
3. Share in your group, explaining your picture/map and the reasons for wanting things to change.
4. Plenary Debriefing on experience of community mapping

Second PLA exercise: (40 minutes)

The use of Venn diagrams
1. As a group draw a Venn diagram of the different actors/ influences in the institution/higher education sector which affect your practice in teaching and learning or academic development
2. Indicate the relative importance of each influence/roleplayers by using different circle sizes
3. Debriefing on the use of Venn diagrams.

Input on the use of PLA techniques (15 minutes)

Assessment of learning outcomes, using PLA methods (wall of positives and negatives) (30 minutes)

Post network exchange
Sharing post-workshop plans (10 minutes) in which they will be invited to share their experiences and resources on the CSI website and fill in questionnaire on website
Assessing excellence in university teaching

Thomas Olsson, Torgny Roxå & Anders Ahlberg
Lund University, Sweden

Pre-conference workshop proposal

In this workshop we will examine what constitutes excellence in university teaching and how it could be assessed. Participants will share their ideas with each other and contrast them with findings from the higher education research literature. This literature shows that excellent teachers should be able to use their disciplinary expertise within a teaching practice based on relevant pedagogical understanding. It is not enough for an excellent teacher to be an excellent lecturer in the classroom (Magin, 1998). An excellent teacher should be proficient within a variety of competencies focusing on the student learning process and a scholarly approach to teaching and learning (Trigwell, 2001). A systematic and scholarly assessment of teaching excellence requires relevant criteria on which the assessment is based, evidence showing that the criteria are met, and standards to judge the evidence against the criteria. Appropriate standards are of vital importance in the assessment process. However, surprisingly little is written about this in the literature (Ramsden & Martin, 1996; Chism, 2006).

During the workshop actual teaching portfolios will be analysed and assessed. Participants will use and discuss a comprehensive model (Olsson et al., 2010) of teaching excellence, which is based on Kolb’s (1984) principles of experiential learning. Even though the focal point is the actual teaching practice as it supports student learning, it is assumed that improvements in teaching are dependant on the teacher’s ability to observe teaching and learning, to understand observations made, and to plan for further development. These three latter aspects – observe, understand, and plan - support and initiate development in the first aspect - teaching practice.

Furthermore, participants will be given the opportunity to use a two-dimensional model for analysing scholarly approaches to teaching and student learning (Antman & Olsson, 2007; Kreber, 2002). This model makes it possible to evaluate the complexity of teachers’ pedagogical reasoning and understanding in relation to their ability to reflect scholarly on their teaching practice. The model can be used qualitatively in the assessment process and it defines overall standards for what can be regarded as teaching excellence. During the workshop we will also discuss an extension of the model where observed evidence of student learning is incorporated as a third dimension. Through this third dimension we discuss the possibilities to distinguish between unreflected (or no) observations of student learning, reflected observations of student learning, and systematic investigations and analyses of student learning. The lowest levels represent at best a tacit knowledge, but without a necessary alignment with teaching strategies, whereas at the higher levels teachers, through reflected observations, demonstrate increased awareness and strategic approaches that continuously influence their teaching practice.

Finally, workshop participants will discuss cultural and organisational consequences of what is regarded as teaching excellence - especially the importance for tenure and promotion. A successful strategy could be to influence the local academic culture towards a scholarly approach to teaching and learning (Olsson & Roxå, 2008). Interesting questions include: Who are being considered as excellent? How are their careers affected? How are researchers engaged? How are university policy levels affected? Are there any connections to funding and distribution of resources? Do teachers regarded as excellent by the university really organise and conduct high quality teaching?

The most important goals and learning outcomes the participants should have reached after the workshop include a more multifaceted understanding of what might constitute excellence in university teaching, a practical assessment experience using research-based models for judging evidence against criteria, and an increased awareness of the cultural and organisational aspects of teaching excellence. Workshop participants will be invited to continue discussions, exchange of ideas and benchmarking together with the workshop leaders, and also the Swedish national project on Teaching Excellence (Olsson et al., 2010), through e-mail and visits.

References


Leading change: symphonic variations for leaders in learning and teaching

Michele Scoufis, The University of Sydney, Australia
Helen Dalton, The University of New South Wales, Australia

Keywords: leaders in learning and teaching, academic beliefs, sustainable change

This workshop will provide a space for participants to share the challenges they face as leaders in learning and teaching. Drawing upon the experiences of participants and recent research by the facilitators, the workshop will provide an opportunity to further develop personally relevant/authentic responses to these challenges.

This workshop is intended to enable participants to explore the implications of two research projects (one on leadership in learning and teaching: Cultivating the roles of the Associate Dean (Teaching and Learning) and the Course Coordinator, Southwell, West and Scoufis, 2008, and one on leading change in learning and teaching: Understanding academic staff beliefs about graduate attributes, de la Harpe, Dalton and Thomas, 2008) on the effectiveness and sustainability of strategic learning and teaching initiatives. Through this exploration participants will identify the challenges and enablers that impact on their roles as leaders in learning and teaching, examine commonalities between their experience and that of others in leadership roles in learning and teaching in their institution, and identify alternative ways of working with and supporting other leaders in learning in teaching in their institution.

References
ALTC Caught between a rock and several hard places: cultivating the roles of the Associate Dean (Teaching and Learning) and the course coordinator. 2008. http://www.altc.edu.au/
Writing academic development / developing academic writing

Helen Sword
The University of Auckland

Keywords: academic writing, academic development, higher education research, publication

Abstract:
This workshop will explore two related issues: How can we, as academic developers, write more effectively and engagingly about our practice, and how we can help colleagues from other disciplines develop their own academic writing skills? Participants will discuss, debate and deploy practical strategies for invigorating the language of higher education research.

Description:
In a global academic marketplace, the ability of educational developers to write clearly and persuasively about our work becomes more crucial than ever. Yet higher education research remains a domain largely dominated by impersonal, stodgy, jargon-laden prose (Sword, 2009). How can this situation be improved?

This workshop aims to highlight, probe and help narrow the gap between what academics typically say good writing is and what most of us actually produce and publish. Drawing on a detailed stylistic analysis of 1,050 peer-reviewed articles from across the humanities, sciences, and social sciences, the workshop will take participants through a series of exercises aimed at helping them break free of the conventional strictures, often self-imposed, that militate against effective academic writing.

On completion of the session, participants will be able to:
- identify the key features of lucid, lively, engaging academic prose;
- diagnose their own writing (on a scale ranging from 'stodgy' to 'stylish') and plan targeted improvements;
- deploy strategies for developing the academic writing skills of colleagues, particularly in the field of higher education research.

Delegates are encouraged to bring along a page or two of their own academic writing for analysis. There will be opportunities following the workshop for online networking and further discussion.

References:
## Proposals

June 28th

<table>
<thead>
<tr>
<th>Type</th>
<th>Presenter</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Selahidza Gichu Outlaw</td>
<td>Future trajectory of faculty development in Osaka University</td>
</tr>
<tr>
<td>Seminar</td>
<td>Muncha Nafta Javis</td>
<td>Multidisciplinary approaches between construction and structural subjects as an innovative teaching methodology for the acquisition of professional skills of the future architects</td>
</tr>
<tr>
<td>Seminar</td>
<td>Jane, Ana</td>
<td>It is not bad to be excited. Experiences of academic life in poetry</td>
</tr>
<tr>
<td>Seminar</td>
<td>Leonard, Peter</td>
<td>Going into the intellectual life and achievement of John Bunyan's Pilgrims</td>
</tr>
<tr>
<td>Seminar</td>
<td>Rolf Sterns</td>
<td>Academic Literacy: A strategy for enhancing quality learning</td>
</tr>
<tr>
<td>Seminar</td>
<td>Ananda, Melvin</td>
<td>The effectiveness and bureaucratic procedures of teaching and learning in the University of South Africa assessment training experiences</td>
</tr>
<tr>
<td>Seminar</td>
<td>Anitha Yoshina</td>
<td>Confrontation of a University Network in Bangalore Higher education: A good scenario</td>
</tr>
<tr>
<td>Seminar</td>
<td>Morni, Napoleon</td>
<td>Improving the effectiveness of 3 day's workshop</td>
</tr>
<tr>
<td>Seminar</td>
<td>Musa Cheng</td>
<td>Understanding the class between Academic and Student Definitions of Quality</td>
</tr>
<tr>
<td>Seminar</td>
<td>Hall, John</td>
<td>Working with students to understand more about quality learning outcomes. Plans to explore the perceptions of Black and minority ethnic students in a London University</td>
</tr>
<tr>
<td>Seminar</td>
<td>Swenson, Delfi</td>
<td>The role of academic development centres in refining teaching development in institutions: Impact on quality learning</td>
</tr>
<tr>
<td>Seminar</td>
<td>Delfi, Stephen</td>
<td>Development of a new lid for the observation of teaching in LDUPEL as a strategy for quality assurance</td>
</tr>
<tr>
<td>Seminar</td>
<td>Kington Miller, Boris</td>
<td>The role of non-education learning by large factors</td>
</tr>
<tr>
<td>Seminar</td>
<td>Kington Miller, Boris</td>
<td>The role of education learning by large factors</td>
</tr>
<tr>
<td>Symposia</td>
<td>Jerry Geng</td>
<td>Improving the quality of education learning by large factors</td>
</tr>
<tr>
<td>Symposia</td>
<td>Donner, Madh</td>
<td>Reflecting on teaching and learning outcomes: A two-generation graduate students</td>
</tr>
<tr>
<td>Symposia</td>
<td>Kipler, Allen</td>
<td>Developing a strategic plan for quality learning in a University</td>
</tr>
<tr>
<td>Symposia</td>
<td>Jane, James</td>
<td>Developing graduates' attitudes and implementation of education</td>
</tr>
<tr>
<td>Symposia</td>
<td>Tom, Fin</td>
<td>Comparative studies of student development between Chinese and European universities: Based on multiple-scholarly, internationalized, and nationalized students</td>
</tr>
<tr>
<td>Symposia</td>
<td>Neathings, Catherine</td>
<td>The political geography of academic development: Understanding the role and impact of academic development</td>
</tr>
<tr>
<td>Symposia</td>
<td>Felton, Ray</td>
<td>Changing students' perceptions of teaching and learning in design studies and teaching approaches</td>
</tr>
<tr>
<td>Workshop</td>
<td>White, Peter</td>
<td>Student response systems implementation and priorities in large research: Student surveys in a large research: A case study</td>
</tr>
<tr>
<td>Workshop</td>
<td>Doubtless, Peter</td>
<td>Faculty development in the last decade: lessons learned</td>
</tr>
<tr>
<td>Workshop</td>
<td>Sten, Amy</td>
<td>Which the growth of institutional development for teachers in higher education affects its impact? Pittfalls and gains of attention to keep in mind when designing an international research project</td>
</tr>
<tr>
<td>Workshop</td>
<td>Koster, Richard</td>
<td>Academic Development as an Emerging Discipline: Strategies of Professionalization</td>
</tr>
<tr>
<td>Workshop</td>
<td>Lee, Virginia</td>
<td>The Dynamics of International Engagement between Established and Emerging Academic Development Networks</td>
</tr>
<tr>
<td>Workshop</td>
<td>Helen, Robert</td>
<td>Working for quality: Academic development between coherence and resistance</td>
</tr>
</tbody>
</table>

**Readiness of the change**

- Teaching urban culture: How can academic developers help to enhance the quality of educational development in international research trends?
- Developing a strategic plan for quality learning in a University.
- Developing graduates' attitudes and implementation of education.
- Comparative studies of student development between Chinese and European universities: Based on multiple-scholarly, internationalized, and nationalized students.
- The political geography of academic development: Understanding the role and impact of academic development.
- Changing students' perceptions of teaching and learning in design studies and teaching approaches.
- Student response systems implementation and priorities in large research: Student surveys in a large research: A case study.
- Faculty development in the last decade: lessons learned.
- Which the growth of institutional development for teachers in higher education affects its impact? Pittfalls and gains of attention to keep in mind when designing an international research project.
- Academic Development as an Emerging Discipline: Strategies of Professionalization.
- The Dynamics of International Engagement between Established and Emerging Academic Development Networks.
- Working for quality: Academic development between coherence and resistance.
Future trajectory of Faculty Development in Osaka University

Ghosh Dastidar Debashrita & Arikawa Tomoko
Osaka University, Osaka, Japan

Key words: Workshop, Faculty development, Student-centered, e-Learning

This paper aims to evaluate the Course Design and Teaching Workshop for faculty development using the learner-centered approach organized by the Global Faculty Development Project at Osaka University. This workshop has signaled a new emphasis on faculty development and marked a steady progress with regards to the participation and involvement of the faculty members. Japan is experiencing an evident shift from the traditional teacher-centered to a more dynamic student-centered teaching and learning. Since the 1990’s there is a nation-wide movement in Japan to build world-class universities with top-level faculty, researchers and scientists. To meet the global standards the professors are more willing to experiment with their style of teaching, and apply new methods to refine teaching practices.

The concept of Faculty Development is relatively new to Japan. Teacher’s training is offered only to school teachers, not to the university professors. The system is still struggling to deal with the needs of imparting professional guidance with regards to course design and teaching to university professors.

Even though the workshop has been organized since the last six years there is still a lot of scope to cover more territory and reach out to more faculty members. Therefore, it is critical to examine the past workshops, analyze the needs of faculty development and how the workshop can play an active role in promoting teaching and learning.

In order to understand the context of the workshop the discussion would be divided into three stages namely, planning, implementing and sustaining.

The workshop has been organized by the International Student Center from 2003-2007 and 2007 onwards it is being held by the Global Faculty Development Project. In the first stage we will discuss the various aspects of planning the workshop and reflect on the challenges related to it. In this section we will concentrate on funding, availability of professional staff, publicity and collaboration, participation and timing. The second section, implementing, we will concentrate on the actual workshop and how we could further improvise it to accommodate more faculty members from various fields. And, the third section, sustaining, we will consider the aspects of future support in terms of providing resources, consulting and networking.

Besides the FD workshop, we will discuss the process of creating the e-Learning material of the FD workshop, reviewing the material and how it could be made accessible to the faculty members. The main purpose of the e-Learning module is to encourage the faculty members to re-consider and analyze their teaching methods. The purpose is to offer a combination of both practice (self-learning) and theory (workshop). We encourage them to attempt both as self-learning takes place on a surface level and not on a deeper level. To develop a deeper understanding the participants need to join the workshop. This is the third year of the five year project and hopefully we would be able to achieve the mentioned goals in the coming years.

References:
Saroyan A. and Amundsen C. (editors), Rethinking Teaching In Higher Education, Stylus Publishing, Virginia, 2004
Multidisciplinary workshops between construction and structures subjects as an innovative teaching methodology for the acquisition of professional skills of the future architect

Mónica Mateo García, Beatriz Piedecausa García & Carlos Perez Carramiñana
Universidad de Alicante

Keywords: construction, workshop, multidisciplinary, innovative methodology,

The aim of this paper is to present, analyze and discuss the development of multidisciplinary workshops as a new teaching methodology used in several technological subjects of the new Architecture Degree in the University of Alicante. Workshops were conceived with the aim to synthesize and complement the technical knowledge acquired by the students during the Degree and to enhance the skills and competencies necessary for the professional practice.

The implantation of the new Architecture Degree and the important normative changes in the building sector imply the need to use new teaching methodologies that enhance skills and competences in order to response to the increasing requirements demanded by society to the future architect. We have developed workshops between Construction and Structures subjects, dissolving the traditional boundaries between different areas of the Degree. This multidisciplinary workshop methodology allows the use of all the global knowledge acquired by students during their studies. It also increases their capacity of self-criticism, and it foments their ability to undertake learning strategies and research in an autonomous way.

The methodology used is based on the development of a practical work common to these subjects of different knowledge areas within the "Technology Block" of the future Architecture Degree. Thus, students work approaching the problem in a global way discussing simultaneously with teachers from different areas.

By using these new workshops we stimulate an interactive class versus a traditional lecture. Each professor evaluates aspects related to his subject, but also evaluates the relationship of these aspects with the correct global resolution and structural and constructive coherence. Work is evaluated continuously. The students work in groups in class time, transmit their ideas and defend in public their technical resolutions to peers and teachers (Peer Reviewing).

In the last multidisciplinary workshop, students have shown their majority preference for this teaching methodology offered, which allows to link knowledge from different architectural disciplines, with very satisfactory academic results.

In conclusion, it can be verified nowadays the viability of the introduction of new contents and new teaching methodologies necessary for the acquisition of the skills in the future Architecture Degree, through workshops between these subjects that have had a great acceptance in students and positive contrasted academic results.
It is hard not to be excited: Exploring academic life through poetry

Anna Jones

King’s College London

Keywords: academic practice, poetry, teaching

This paper uses poetic transcription to examine the nature of academic practice, in particular teaching. It uses this relatively new approach in order to consider the complexity of academic life. Poetry presents a rich and nuanced picture that can inform the work of academic developers.

Abstract

Academic practice is a highly complex proposition. This paper explores teaching in higher education through poetic transcription (Bochner 2001, Cahnmann, 2003, Glesne 1997) in order to illustrate the range of influences that shape teaching. Through using poetry derived from direct transcription of conversations with academic staff, this paper examines dimensions such as the past, emotion, humour and uncertainty, which are important aspects of teaching that are sometimes sidelined by more traditional research methods. The paper evokes the richness and complexity of academic life through placing the personal and the particular at the centre in a way that highlights complexity. In this way it invites participation in the lives of others through providing a new window into the academic experience.

The present study was based on interviews with academic staff across five disciplines (physics, history, economics, medicine and law) in two Australian universities. Interviews were semi-structured and participants were asked open questions and frequently these questions were answered with a narrative in different forms. All interviews were transcribed in full. The words presented in the poems are the participants’ own but are pared down to present a rhythmic narrative flow. Thus what is presented is filtered through the researcher and involves word reduction while illuminating the wholeness and interconnection of thoughts (Glesne, 1997). It is, in the words of (Cahnmann, 2003, p. 35), it is ‘a fresh language to describe the indescribable emotion and intellectual experiences in and beyond classrooms’.

The poems illustrate the interwoven influences on teaching and this encompasses moral, aesthetic, religious and even escapist elements. When drawing all this together with teaching the picture presented through poetry is a rich one and one that adds a new dimension to our understanding of the work of academic developers.
Going Solo: the intellectual life and scholarship of John Burville Biggs

Peter Kandlbinder
University of Technology Sydney and Tai Peseta, La Trobe University

Keywords: intellectual history, SOLO Taxonomy, Constructive Alignment

Abstract
Every discipline produces a set of standard texts that shape the foundations of its ideas. Within higher education the student learning research community has had a global impact on ideas of effective university teaching and learning. The outcomes of this research community have come to have a major influence on the conceptual architecture of development programs for university teachers as well as institutional mechanisms for quality assurance and enhancement in Australia and the UK (Kandlbinder & Peseta, 2008).

A key scholar in the Australian context often identified as having a significant impact on the field of higher education teaching and learning is John Biggs (Kandlbinder, 2006; 2007). Biggs spent most of his career researching the link between psychological theory and educational practice. Drawing on an interview with Biggs, and complemented by a close reading of his key texts, this presentation traces the development of his intellectual journey from his early studies in information processing (Biggs, 1971) and it relationship to his 3P model of learning (Biggs & Telfer, 1987), SOLO taxonomy (Biggs & Collis, 1982) and constructive alignment (Biggs & Tang, 2007). The presentation tracks the collaborations, central moments and conceptual shifts in Biggs work and it elaborates the lines of inquiry that were prominent at the time in which he wrote.

A central goal for many courses in higher education teaching and learning is to develop an appreciation of these ideas so that academic staff have a set of conceptual strategies for achieving quality student learning. We follow the story of a specific scholar in order to elucidate the context that resulted in a particular legacy for researching the student learning experience.

References
Academic I(IT)eracies: A strategy for enhancing quality learning

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Keywords: quality learning; academic I(IT)eracies; e-learning;

In examining quality as transformation, this paper draws on theoretical resources offered by the scholarship of reading and writing in the online higher education - academic I(IT)eracies - and the scholarship of critical academic development in redefining the relationship between the academic and the academic developer. The focus is on wr(IT)ing online (Durrant & Green, 2000), as a new form of wr(IT)ing that academics with expertise of writing in the tradition of their academic discipline and professional activity, through the mode of alphabetic writing particularly in the western education tradition are experiencing. The sense in which wr(IT)ing is being used here is not as a conduit through which meaning is made prior to writing and transported through language. In this view effective communication is not just measured by the demonstration of the appropriate skills of grammar and the use of technology, but through the efficacy of the communication. In this focus on wr(IT)ing, wr(IT)ing is positioned as a sociocultural process of meaning-making enabled by, and at the same time constrained through, social conventions and the technological practices. In this tradition reading and wr(IT)ing can be understood and acquired only within the context of the social, cultural, political, economic, historical and technological practices to which it belongs (Lankshear and Snyder with Green, 2000, p. 28). Writing is not a process of transporting meaning, but of making meaning. Wr(IT)ing as the new form of making meaning is also called multimodal writing (Baldry, 2000) and is a very different form alphabetic writing.

In wr(IT)ing conceived as meaning-making, the resources available have expanded beyond alphabetic meaning-making practices to include: visual meaning being made through a visual mode of still or moving images; audio meaning can now be made through recordings and audio-visual; gestural meanings can be made through video clips; and spatial meanings can be made through visual images as well as through the spatial use of current virtual learning environments. These meanings can be made directly through the appropriate mode of communication rather than only conceptually through the alphabetic mode. These differences are not just additional ways of making meaning, but qualitatively different, or epistemologically different, as ‘digital epistemology’ (Colin Lankshear, 2003).

Wr(IT)ing quality educational material online requires new transformational quality procedures. It points to practices beyond the limit, a relationship between the academic and the academic developer as beyond the limit, expanded beyond parachuting in pedagogy (Lea, 2007; Manathunga, 2006), but learning to re-make disciplinary and professional ways of making meaning (Barnett & Coate, 2005), rather than just managing learning (Lea, 2007, p. 22).

References


Enhancing the quality of teaching and learning through assessment - the University of South Africa assessor training experience

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Keywords: Teaching learning quality assessment

Abstract

This paper focuses on the role of assessment in providing quality educational experiences. It reports on a study which aimed to investigate the impact of an assessor training course on the teaching and assessment practices of academic staff in a higher education institution. The study examined lecturers' perceptions and experiences of the assessor training and the effectiveness of the training in addressing the unique needs and requirements of quality teaching and assessment. The study was conducted against the background of ongoing debate regarding norm-referenced (traditional, measurement) versus standards-based (criterion-referenced, outcomes-based) assessment systems. The study revisits the well-known taxonomies of learning outcomes and addresses critical issues in outcomes-based assessment and in constructively aligning teaching, learning and assessment to enhance educational experiences. Attention is paid to the cognitive complexity of learning and the evolution of learning, from learning as a quantitative increase in knowledge, to learning as becoming structured in qualitatively more complex ways (Biggs 2007).

The ultimate goal is a teaching and learning system termed "constructive alignment" as a system, "from objectives through teaching to assessing the outcomes, is aligned on the basis of learning activities embedded in the objectives" (Biggs 2002). Review studies used by Cowdroy and Williams (2007) informed the constructive alignment approach followed in the assessor training course. These studies showed that "institutional reforms including, inter alia, new teaching methods intended to achieve greater relevance, new assessment methods intended to meet accreditation and quality assurance requirements, and organisational restructuring intended to achieve 'efficiencies', have all failed to achieve sustainable benefits. If the assessment and teaching methods are not aligned to precisely the same expected outcomes, then the very best teaching methods are rendered ineffective, wasteful of lecturers' skills and efforts, and expensive. Attempts at reform have mostly been uncoordinated interventions in only one operative component of the teaching cycle (curriculum, teaching or assessment) at a time" (Cowdroy and Williams 2007).

Findings obtained from focus group discussions, questionnaires and semi-structured individual interviews showed that the course managed to qualitatively enrich existing assessment approaches; inform teaching, learning and assessment practices in the higher education context; and put together a stimulating and challenging learning experience for the academic staff and their academic activities in a broader constructivist framework.

References

Competitive or Cooperation: Network in Hungarian Higher education
A good example

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**Keywords:** lifelong learning, cooperation, networking, competition, good practice, exchange of experience

Teaching in European universities has experienced many pressures over the past decade. Amongst these, universities have been encouraged to increase their student numbers (generally with limited additional financial support); to increase the vocational content of their courses; to reduce their course lengths; and to increase their 'European dimension'. Universities also have to survive in a world where increased competition has arisen both from greater student mobility and from the major technological developments that are currently taking place. Most of the changes require a move towards increased lifelong learning provided by universities. To make the changes, clear policies need to be widely agreed and professional management methods will be required to implement them. Making these changes while maintaining the best of the present university tradition (teaching based on high quality scholarship and research, and high levels of academic integrity, for example) present a major challenge to Europe's universities.

Throughout this brief introduction of the place of higher education in lifelong learning, the obvious theme is more cooperation. Educational institutions cannot function any more in an isolated way: they are in a competitive world which they cannot face alone. The solution is that they have to work together. There is a need for greater cooperation between university staff and the new learners, cooperation with their employers in some cases, and with their professional bodies. There is also a greater need for more cooperation between the national university bodies and national governments and between European organizations and Commission. The need for cooperation at all levels and between all the higher education stakeholders may seem obvious. The strength of the huge body of higher education providers in Europe working together must be greater than the combined strengths of the individual institutions. This collaborative model, however, is not one which is widely found at present. The challenge to us is to find how this can be achieved. Five features are particularly important in developing university lifelong learning:

- Effective management structures
- More, and more effective, marketing
- Effective quality control
- Effective financial control
- Effective and experienced senior managers

To contribute to the enhancement of such development, EULLeaR, the European University Lifelong Learning Network, has been contributing to the initiation, setting up, development and operation of National LLL Networks. One of the "success stories" of this initiative at European level has been the setting up of MELLeaR, the Hungarian Higher education lifelong learning Network. MELLeaR was officially established in 2002 by 13 Hungarian Higher Education Institutions with the support of the European Commission and the European SOCRATES Lifelong Learning Network. The legally registered MELLeaR - representing over 70% of the Hungarian public Higher Education establishments with currently 21 member institutions - initiate and co-ordinate educational, learning, research and other scientific activities of public interest. MELLeaR serves as a core of Hungarian and European cooperation in developing LLL through: identifying strategies and practical measures to foster LLL, exchanging and sharing ideas, experiences, good practices and actions, and finally developing the European dimensions of LLL.

MELLeaR aims and objectives are:

- cooperation in activities and agreement on the key issues:
- definition and implementation of Lifelong Learning in Hungary
- building up an institutional LLL background
- establishing communication channels
- working and recruiting students together
- researching and developing opportunities in the field of LLL
- building a dissemination and counselling organisation
- assessing the needs and expectations of society and the economic world
- establishing a common interest group to share tasks
Using characteristics to improve the effectiveness of a 2-days workshop

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Keywords: instructional development, short training course, educational development, teachers

Abstract
In the literature short training courses, such as workshops, are often referred to as ineffective and unproductive. Nevertheless workshops seems to fit well into the time-schedule, preferences and working context of teachers. In this study we used characteristics, derived from the literature, to adapt a well-respected 2-days workshop. Although the participating teachers were less satisfied with the adapted course, it was more effective concerning the learning, behavior and the learning climate.

Objectives and learning
Instructional development does not always have the desired impact. Menges et al (2001) and Weimer and Lenze (1997) concluded in their reviews that the research evidence to support the impact of short courses on teaching practices was very weak. On contrary more recent reviews such as Steinert et al (2006) and Stes et al (2010) seem to find effects of those short courses. Short courses, such as workshops, are the most common format of instructional development in higher education and they seem to fit well into the time-schedule, preferences and working context teachers. It would be interesting to study this format in more detail in order to see how this short courses could be improved, without directly changing the format of the course.
In this research we adapted a successful workshop (train-the-trainer, Leiden Medical Center), using characteristics that were derived from the literature in order to improve upon its effectiveness.

Outcomes
Sixteen characteristics, derived from the literature (Guskey 2003; Steinert et al. 2006) were used to adapt the successful 2-days workshop. This adapted format will be described in the presentation in more detail. It included for example more follow-up, more room for reflection, more interaction between participants and more emphasis on experimenting in practice.
The new course was found to be more effective on three out of the four levels of Kirkpatrick (Kirkpatrick and Kirkpatrick 1988): only for the level of satisfaction the adapted program did score less high. The characteristics seem to be a helpful framework to be used in existing instructional development to improve upon its effectiveness. It is also expected to be useful in the design of new instructional development.

References
Understanding the Gap between Academic and Student Definitions of Quality

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Keywords: quality, quality enhancement, transformative learning, perception

Abstract

In order to improve the quality of university teaching and learning, a shift of emphasis has taken place in England in the way that quality is defined from 'fitness for purpose' during the 1990s to one focused on 'student transformation' in the 2000s. Quality as transformation highlights the importance of students taking a leading role in assuring the quality of their own education (Harvey, 2006). Transformative learning is linked to a confluence of post 60s radicalism, critical pedagogy theories (Shor, 1996; and Giroux, 2001) and a new interest in adult education as part of social welfare (Mezirow, 1991, 2000). However, problems of measuring quality as transformation have led to difficulties in its practical application, because this notion does not have clearly stated purposes (Harvey & Knight, 1996).

The pressures to enhance the quality of teaching have also led to attention being paid to ways of rewarding good teaching practice (DFES, 2003). There is research on the evaluation of national teaching awards schemes across the UK (Skelton, 2004; Trowler, et. al, 2005). However, very few studies have focused on the schemes within the institution, and few have examined the notion of quality from the perspective of the award winners and their students. In order to cover this gap, this project adopts Appreciative Inquiry interviews (Ludema et al., 2001) with 14 Teaching Excellence Awards winners and 8 students undertaking Masters programmes at a post-1992 university in the UK. It explores how the awards winners and their students understand quality of teaching and learning. These academics were drawn from five different schools. They represented a range of seniority from lecturer to professor.

The research suggests that academics and students held different understandings of quality. 10 academic interviewees related quality to students' learning experience. They emphasised the learning benefits to students and ways to improve student learning, in order to empower the student as a learner and as a person. In contrast, most student interviewees doubted the feasibility of developing transformative learning, and they defined quality as a knowledgeable tutor delivering a good teaching session. They judged teaching practice according to academics' knowledge of the subject area, the way academics organised the lectures, and the amount of hand-outs academics provided. The requirement for hand-outs to contain detailed information indicates students' dependence on academics and their focus on existing knowledge in their study, which explains why the notion of transformative learning was not widely accepted among students.

References


44
Working with students to understand more about quality learning - outcomes of a project to explore the perceptions of Black and minority ethnic students in a London University

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Keywords: Attainment, minority, student, Black, appreciative enquiry

Abstract
This paper forms part of a national project exploring attainment issues for Black and minority ethnic (BME) students across the UK. BME students constitute almost 40% Roehampton University’s undergraduate population. Data indicate that in 2007-2008 as in other UK universities these students were less likely to gain a good degree than white students. Through appreciative inquiry (AI) and with a sample of 60 students, we have identified factors linked to quality teaching, learning and assessment which have contributed to improving the attainment of students across 4 disciplines (Computing, Psychology, Education and History). One aspect of our project involved asking groups of BME students to visually represent their ideal university. This could be done via a visual, annotated map of their learning journey or a mind map. These pictures have provided rich data for analysis, as the students depicted aspects that had not arisen in interviews and questionnaires. We will explore these with the audience, asking them to contribute their understanding and analysis of the pictures to the debate. In doing so we will discuss some of the issues in providing quality learning for Black and minority ethnic students, the use of appreciative enquiry and how a project like this can be used to facilitate thinking about quality learning amongst academic colleagues and students.

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The role of academic development centres in fostering teaching development in professors: Impact on quality learning

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Keywords: Academic development, Scholarship of teaching and learning, scholarly teaching

Summary: Six Canadian universities examined how professors learn to teach and what activities they engage in to support their teaching practice. This session will examine the implications of the findings that most of the 876 respondents learned to teach “by doing” and reported taking a learner or student centered approach. Over 85% were satisfied with the resources they received from academic development offices although only half of them had used the services within the past year and many sought quick solutions to complex pedagogical issues.

Objectives: (A) To provide an overview of the key results of a qualitative and quantitative study of how 876 professors learned to teach and the current activities they engage in to improve their teaching practice (B) To reflect on how the results of this study might be useful in enhancing the impact of academic development work (C) To critique the model of Arreola, Theall and Aleamoni (2003) regarding the role of academic developers in enhancing professors’ career development

Overview: Arreola et al. suggest that the professoriate has become a meta-profession in which individuals to be successful at university teaching must gain skills and knowledge beyond their “base profession”. They suggest there has been a shift in the role of academic developers moving from working to support the teaching needs of individual professors to supporting these more multi-dimensional roles. In addition to responding to development goals of individuals, the centres also have started to respond to organizational goals, such as providing training for chairs and assisting administrators with responding to institutional problems and needs (Fletcher & Patrick, 1998).

According to Sorcinelli and her colleagues (2006) we have moved in higher education into the "Age of the Network". It is now more likely that academic developers work with a diverse cross section of individuals within the university. As academic developers, we are expected to provide not just solutions to problems of individual faculty members but to assist with solving teaching and learning challenges at the institutional level. Fletcher and Patrick (1998) proposed that in higher education there is an increased focus on accountability and a need to shift the academic culture to one that is more student rather than teacher focused. They believe that faculty developers have a unique role to play in managing these changes within the institution.

Based on a review of the literature (Evers & Hall, 2009) and focus group research with 75 award winning academic staff a survey was conducted at six Canadian universities to examine how staff learn to teach and what activities they currently engage in to support their teaching practice. We also sought to determine how often and for what purpose they sought resources offered by teaching and learning centres. It was discovered that most reported taking a learner-centered or student-centered approach to teaching (Akerlind, 2007)). However although this might suggest that they engaged in reflective practice most sought a quick solution from teaching and learning centers to complex pedagogical problems. Furthermore although over 85% of academic staff were satisfied or very satisfied with the services/resources they received from academic development offices only half of them had made use of the services within the past year.

Outline: We will present the results of the research and the theoretical models behind it and use pair-share activities to discuss: (a) strategies on how academic developers can ensure that professors receive the support they need for the multi-dimensional roles they possess in a time in which research rather than teaching is often the focus of the career; (b) strategies for facilitating participation in the scholarship of teaching and learning to enhance quality learning on our campuses and how to increase mentoring programs for staff across their career lifespan.

References

Staff perceptions of the role of peer observation of teaching as a strategy for quality enhancement

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Keywords: Peer-Observation, Teaching, Feedback, Enhancing

Abstract
Peer Observation of Teaching ('POT') has long been valued as a mechanism for the development of teaching quality in Higher Education Institutions because it can lead to both individual and collective improvements (Bell, 2001; Brown, 1993; Hammersley-Fletcher and Orsmond, 2004). However POT is often associated with a culture of 'managerialism' and performance appraisal. As a group of institutional Teacher fellows convinced of the potential of POT as a driver for quality enhancement of teaching and the establishment of learning communities, we set out to change that culture. We developed a POT strategy based on mutual support, sharing of best practice and as a mechanism for identifying developmental needs. Our implementation tool was to conduct a series of workshops across all faculties within the University. We wanted to gain insight into the barriers preventing teaching staff engaging in POT and in particular, to explore the situations that colleagues felt would make the process daunting. We found that there is a broad consensus on areas of teaching that are relatively easy to provide POT feedback on, and areas which were more difficult. We developed a tentative framework for classifying these as red amber and green (the traffic light system). We were concerned that a 'red' flag may mean the withholding of feedback despite the fact that these issues may have the biggest impact on reflective practice and student learning. Whilst it is important that the observed remains 'in control', we have identified the need to sensitively address the more difficult 'red' areas if POT is to unlock reflective practice and so systematically enhance teaching quality. The proposal also suggests areas for further research on the relationship between POT feedback and the student learning experience. Do the proposed traffic light classifications on teaching correspond to those that might be used by students for example?

References
The role of questions in undergraduate teaching for large lectures

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Keywords: Undergraduate lectures; tertiary students; questioning framework; socio-mathematical norms.

Abstract: There is a high need for mathematical content in many university undergraduate courses, which means that large numbers force the delivery via large lectures. However, literature concludes that in general students become passive listeners, they cannot maintain attention throughout, and the lectures are often not understood (Johnson, Kimball, Melendez, Myers, Rhea & Travis, 2009).

This study seeks to investigate the use of lecturer questioning or other strategies to engage students to think mathematically. It draws on the theory of social and socio-mathematical norms (Yackel & Cobb, 1996), and first examines the existing norms in a traditional undergraduate mathematics lecture. Questions are designed and categorised with the lecturers through an iterative process, developing a framework for questioning (Cobb, 2003). Findings are then cross-referenced with the student data from surveys and focus groups for triangulation and verification.

The research is in the early stages of implementation. Preliminary results show students are both open to interaction in the lectures, but like predictability, and having opportunity for discussion, but confidence is an issue. They perceive more benefit in practicing examples, rather than developing a deeper conceptual understanding. They also perceive no value in being encouraged to question as this distracts from the real function of ‘getting through’ the lecture. The students believe it is the lecturer’s job to have all the answers and that they have all the authority. Class discussion is perceived as a waste of time and likely to be met with resistance. Any discussions would need to be short, well controlled and focused only on small groups.

The results so far indicate that student and lecturer roles are well entrenched. These roles are ‘safe’, and trying to change them for both will be a challenge. Developing the framework will be complex as it involves consideration of different teaching and learning styles.

References:


Quality dimensions of higher education learning: 
the case of Montpellier Business School

Cáin Gurău

Keywords: higher education learning, quality dimensions, business school, evaluation framework

Summary:
The multiplicity of definitions regarding education quality indicates the complexity and the multifaceted nature of this concept (Adams, 1993). This variability can be determined, among others, by the education level, the specificity of specialisation, and the perception of various stakeholders (Motala, 2000; Benoliel, O’Gara & Miske, 1999). Taking into account these elements, this study attempts to identify and evaluate the various dimensions of education quality in Montpellier Business School, France, as perceived by various stakeholders.

Abstract:
The main purpose of this study is to identify and investigate the variability of key stakeholders’ perceptions regarding the main dimensions which define quality learning in Montpellier Business School, France. Although the definitions of quality learning can vary significantly (Adams, 1993), previous studies have indicated a strong consensus in relation to several quality dimensions (UNICEF, 2000): learners, learning environments, content, teaching processes, and learning outcomes.

However, the quality perception of key stakeholders, such as professors, students, parents or employers, may be different considering their specific perspective and interests (Motala, 2000; Benoliel, O’Gara & Miske, 1999). In order to identify this variability, both secondary and primary data have been collected and analysed. In the first stage of the research process a series of relevant publications have been accessed and analysed, in order to identify the main quality dimensions identified in the higher education environment (Hill, Lomas & MacGregor, 2003; Lagrosen, Seyyed-Hashemi & Leitner, 2004; Owlia & Aspinwall, 1996). In the second stage, a series of face-to-face interviews have been realised with the main education stakeholders of Montpellier Business School: professors, students, parents and employers. The collected data was analysed using both quantitative and qualitative methods, in order to identify the quality dimensions considered by each category of stakeholder, their order of priority, as well as the specific evaluation of the school activity in line with these quality dimensions. The interviews also indicated specific propositions for quality improvement.

The results showed that quality indicators considered by various categories of stakeholders are seldom similar. Even when there is a certain overlapping of specific quality indicators, their interpretation can often be different. On the other hand, by combining the specific perspective of various categories of stakeholders it is possible to develop a more complete framework for evaluating quality in higher education institutions. Based on these findings, an evaluation framework is proposed in this study, and is then compared with the indicators presently used in France by several specialised publications to evaluate and rank the institutional quality of Business Schools.

References
Lessons learned: the use of e-portfolio in a postgraduate business program

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Keywords: academic competences, e-portfolio, assessment criteria, success factors

Abstract:
The development of and reflection on academic competences in a postgraduate program can be stimulated by the use of e-portfolio as well as a learning as an assessment tool. 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 clear assessment criteria.

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 will count for 4 ECTS out of 60 ECTS for the full program. The main question for the curriculum committee was 3 years ago 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 and action plan. In this plan they indicate 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 portfolio 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 the postgraduate program students are supported in filling their portfolio. On a regular basis meetings are organized in subgroups in which students learn how to reflect on their developments and to acquire feedback from relevant others like peers and teachers. In the presentation the focus will be the use of e-portfolio as well as a learning and assessment tool, the support students receive during the master program (as well in small groups as individual), the procedure and criteria for assessment, the role of the teacher as a coach and the lessons learned after two 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.

References:
Enhancing learning through reflective teaching portfolios

Susan McMillen
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Keywords: teaching philosophy, student ratings

Learn about "Reflecting on Teaching," a successful series of faculty workshops focused on creating a reflective teaching portfolio as a means to improve the quality of instruction. The participants spent a total of nine hours learning about and reflecting on teaching philosophies, responding to student ratings, gathering feedback from students and then connecting them in the creation of a teaching portfolio as a way to both foster and document improvements in their teaching. Suggestions for gathering both formal and informal feedback from students at mid-semester or other times during the semester will be shared. Explore the typical contents of a reflective teaching portfolio and understand how the portfolio's narrative should include and connect these items. Discuss the benefits of using teaching portfolios as a way to document changes to one's teaching practice. Explore research findings on common misconceptions about student ratings of teaching.

References
Conceptions and approaches of doctoral supervision: How to help doctoral supervisors improve their supervision skills?

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Keywords: Doctoral supervision, supporting supervisors

Doctoral supervision is increasingly recognised as an area of importance for the establishment of the European Higher Education and Research Area. In line with that, the skills of doctoral supervisors are targeted by academic development efforts in many European countries. Yet, the empirical literature on the conceptions and approaches of doctoral supervisors remains scarce, in particular in non-Anglo-Saxon higher education systems. Therefore, the overall aim of this research project is to expand on the existing empirical literature and broaden its cultural/national reach to provide a model that might be more representative of doctoral supervision outside of Anglo-Saxon countries.

Data were collected with supervisors in Belgium, Switzerland, and France using semi-structured interviews. Analysis is conducted with the help of an emerging coding approach. Preliminary results point to variations in conceptions and approaches along disciplinary, institutional, and cultural/national contexts.

At the end of this session, participants will be able to:
1. Describe the conceptual framework used in this research on doctoral supervision
2. Describe the methodology used to collect and analyse data in this project
3. Describe the variations in conceptions and approaches to doctoral supervision identified in the project
4. Relate findings from the project to their own academic development practice with regards to supporting the development of doctoral supervisors
5. Become involved in the research project by collecting data with doctoral supervisors at their own university

Two types of activities will be used in the context of this presentation. First, a mini-lecture will be used to present the conceptual framework, methodology and preliminary results of the research project (learning outcomes 1, 2 and 3 above). Second, discussion will be used to clarify implications of these findings for academic development and to identify potential partners for the expansion of this research project throughout Europe (learning outcomes 4 and 5).
Exploring experiences of international doctoral students and supervisors in cross-cultural supervision: sharing strategies for good practice

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**Keywords:** Cross-cultural, supervision, challenges, strategies

PhD students face challenges in achieving conceptual, critical and creative levels of doctoral work. Such challenges can be exacerbated if they are international and in cross-cultural supervisory relationships. Two research projects will be shared, augmented by literature, experience and the good practice of colleagues to identify successful strategies in cross cultural supervision for the benefit of students and supervisors and the sustainability of the research community.

**Abstract**

Literature and experience suggest that PhD students can face challenges in crossing conceptual thresholds (Meyer and Land, 2003). The latter relate to the students' need to develop doctoral learning approaches, complete research, write theses to an appropriate level to achieve a PhD, and enhance skills sufficient for post doctorate research (Wisker, 2008). In this context, international PhD students face additional challenges in adjusting to new cultural and learning environments, related to varied cultural factors which can affect supervisory relationships (Evans, Grant, Knowles, Manathunga and Wisker, 2008). Universities can better support international postgraduate students through effective cross-cultural supervision, sensitive research development programmes and community building (Evans et al. op cit.). Research, and the sharing of good practice, is needed to identify, and develop strategies for enhancing the quality of supervision and support. In turn, this can further enhance the international doctoral student experience across the HE sector. Two qualitative research projects have been conducted, one long term and one recent, which explore the experiences of international doctoral students and supervisors in cross-cultural supervision in two different contexts, the former, at Anglia Ruskin University, and the latter at the University of Brighton. Both identify, firstly, cultural factors which are significant in influencing cross-cultural supervisory relationships; secondly, ways in which these factors can affect supervision and student progress; and thirdly, good practice and strategies which can help address related issues, and better support supervisors, programme directors, research communities and students. The latter can enable students to flourish in their research achievements and skills development.

The findings of both projects will be presented. A discussion will then be opened which will consider questions which arise from this research and the applicability of the identified strategies (and any others which emerge in discussion). Such questions include: do international PhD students' and supervisors face challenges which are really different to those faced by all PhD students? And if so what are they? How can international students as a set within postgraduate students more generally be enabled and empowered to cross conceptual thresholds and achieve conceptual, critical and creative research outcomes? How could research studies such as ours be developed further? Colleagues will be invited to share experiences, concerns and strategies. This seminar is intended to contribute to the debate in the context of cross-cultural learning and teaching; and to international students' achievement of a high quality doctorate, and research skills transferable to future contexts.

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Preventing student plagiarism: Did teaching development workshops help?

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Keywords: Student plagiarism; academic integrity; teaching development workshop; impact evaluation; university teaching; assessment of student learning

Abstract
The efficacy of teaching development courses or workshops in changing university teachers' beliefs and practices in facilitating student learning has been an issue of growing interest (e.g., Coffey & Gibbs, 2000; Gibbs & Coffey, 2004; Layne, et al., 2004; Reid, Stritter & Arndt, 1997). This paper reports a study on the impact of previous attendance in teaching development workshops on teachers' perceptions and understanding of, as well as their practices in dealing with, student plagiarism in one university in Hong Kong. All full-time academic staff of the university (n=1,532) were invited to participate in the study via campus email with an electronic survey form attached. A total of 114 valid responses were received, making up a response rate of 7.4%. The survey instrument asked respondents to indicate whether they thought plagiarism had been committed in 18 hypothetical scenarios, and with regard to 6 examples of student writings based on the same original source constructed by the researchers. Respondents were also asked to indicate how they would deal with the 18 suspected plagiarism cases, and the measures they had employed to deter student plagiarism in their actual teaching practices. Demographic data about the respondents such as their disciplinary backgrounds, years of teaching experience, positions and previous attendance in teaching development workshops on student plagiarism issue were also collected.

The impact of previous attendance in teaching development workshops on teachers' perceptions and understanding of, and their practices in dealing with, student plagiarism was examined by cross-tabulations and chi-square tests. Results showed that workshop attendants tended to be (a) more stringent in defining what constitutes plagiarism, (b) more accurate in distinguishing between plagiarism and poor referencing skills, (c) more likely to take preventive actions to raise students' awareness and understanding, and (d) apply sanctions in student plagiarism cases, although only some of the differences were statistically significant at .05 level. No significant differences were observed between workshop attendants and non-attendance in terms of barriers to their efforts in deterring student plagiarism. Limitations and implications of the study will be discussed.

References


How do teachers' self-reports of their teaching correspond with their teaching practices?

Liisa Postareff

Keywords: approaches to teaching, constructive alignment, self-reports, observation, pedagogical awareness.

The most important current challenges in higher education in Finland focus on cutting down the study years needed for graduation and on improving the quality of teaching and learning. In order to support students to improve their learning outcomes and graduate in expected time, attention should be paid to the quality of teaching and of the learning environment.

Several studies have explored teaching in higher education contexts. Biggs (2003) emphasises that good teaching is based on constructive alignment, meaning that the teaching and assessment methods are in line with the learning objectives and activities. A number of other studies have explored the ways teachers approach their teaching. These studies have identified two broad categories, the student- and the teacher-centred approaches to teaching (e.g., Kember & Kwan, 2000; Postareff & Lindblom-Ylänne, 2008; Prosser & Trigwell, 1999). However, studies on approaches to teaching are based on the teachers' self-reports since the data collection consists of inventories or interviews. Thus, there is a lack of objective research based information on teachers' approaches to teaching.

In this study, the aim is, firstly, to analyse how reliable teachers' self-report materials (inventory and interview results) are when exploring teachers' approaches to teaching by comparing the self-report results with observation and video data from a series of lectures. Secondly, the aim is to analyse how aware the teachers are of the alignment of their courses (pedagogical awareness). The participants are six university teachers from the University of Helsinki. Three teachers come from the Faculty of Behavioural Sciences and three teachers from the Faculty of Bio- and Environmental Sciences. From each teacher, one bachelor level course is selected for this study. The data consists of the teachers' interviews before and after their courses, observations and video-recordings of the courses and inventories.

Interviews at the beginning of the courses focus on the teacher's intentions to teach the specific course and more generally, on his/her conceptions of teaching. Interviews after the courses focus on teacher's own evaluation of his/her teaching during the course. Furthermore, the interviews concentrate on analysing how aware the teachers are of the alignment of their courses. The Approaches to Teaching Inventory (ATI-R; Trigwell, Prosser & Ginns, 2005) will be collected from the teachers before the courses. The inventory measures student- and teacher-focused approaches to teaching in a specific course. All lectures of the selected courses are observed and video-taped. Observations of the lectures are used to analyse how teachers' descriptions of their teaching in the interviews and the results of the ATI are manifested in practice. This provides information about the compatibility between teachers' self-reports and real teaching practices.

The results of the study will be presented at the conference. Implications for theory and practice concerning quality teaching and student learning in higher education will be discussed.

References:
Connecting educational development and institutional quality assurance (1):
The educational development perspective

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Keywords: Quality assurance, educational development, teaching and learning

Educational development (ED) in (West-) Germany has its roots in the reform movement of the ending 1960ties. From the beginning on its aim was to enhance the quality of teaching and learning by acting as a research based change agent. So what we nowadays call "quality assurance", in the field of teaching and learning, once was claim of ED, of "Hochschuldidaktik".

Nowadays ED in (whole) Germany is institutionalized in almost all regions as a service unit which offers teacher's training; courses and coaching to enhance teaching and learning. This type of institutionalization which keeps the work of ED in a certain "harmless" area, is getting more and more diffused.

Universities in Germany for many years have tried to "bolognize", without the expertise of their ED - with almost awful results. Presumably there would be less problems and more good study programs today if ED would have been involved from the beginning on. In so called "second wave" of the Bologna Reform, trying to repair the problems which are results of the first "wave of reform", ED is getting more and more involved. But up to now it is limited to relatively few projects, and there is no real system in it. Educational developers are still not really seen and recognized as relevant partners, as change agents in this process.

At the same time there is the fashion to introduce quality assurance on various levels in universities: what begun with the evaluation of curricula and study programs (originally also a working field of ED) continues with the recent introduction of accreditation of study programs and now aims at the accreditation of entire institutions. This last type of accreditation depends on the existence of a functional institution wide quality assurance system which more and more universities develop with the help of external quality assurance agencies. These organize "quality audits" and offer counseling to help universities building up quality assurance systems which of course concern teaching and learning - field of ED. But ED is not yet involved in these activities.

Discussion points will be (among others):
- How can the quality cycle concerning teaching and learning be combined with the general quality cycle described by the quality assurance agencies?
- How can ED be installed as a powerful change agent in the context of the quality assurance movement?

On completion of the seminar participants will be more informed about the situation in Germany and in other countries and they hopefully will have new and more reflected ideas on how to empower ED by connecting it with the work quality assurance activities.

Session activities will consist of a short presentation in the beginning which will be followed by sharing experiences and discussing ideas with colleagues from various countries.
Connecting institutional quality assurance and quality in teaching and learning - the institutional perspective

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**Keywords:** Quality assurance and management, teaching and learning

**Abstract**

Audits which assessed the quality assurance in German higher education institutions have revealed a great variety of instruments and processes, initiatives and competencies in teaching and learning. The main challenge with regard to the development of a comprehensive quality management is their systematic integration. The proposal presents the approach and first experiences.

**Content**

The enhancement and assurance of performance quality in higher education is in the public eye for more than a decade. Higher education institutions are faced with the challenge - due to greater demands on teaching and learning, diversity and globalization - of adapting and improving their quality assurance instruments and processes. Moreover requires the increased autonomy a comprehensive and systematic quality management. The introduction of the system accreditation highlights this.

evalag is a foundation under public law and supports higher education institutions with a range of activities in enhancing their quality assurance and in establishing a quality management.

One of these activities is an "institutional quality audit" which assesses the status of quality assurance and quality management, especially in teaching and learning, in order to develop and realize enhancement oriented activities.

Special features of the audit procedure are that it is (a) context-sensitive and takes into account the diversity of the HEI, (b) improvement-oriented and seeks to develop creative instruments which pay attention to the culture of the institution and (c) based on an inclusive approach to quality assurance and quality enhancement with a special emphasis on teaching and learning.

The results of the first audits show that there is a considerable range of existing quality assurance efforts in teaching and learning across the HEI; the efforts vary greatly in terms of coverage and effectiveness across and within the sub-units.

The main challenge is to further develop the peripheral initiatives and instruments and to connect them to a centrally developed and implemented management system.

evalag illustrates in which way the results of the assessment lead to a plan of action and how the activities are realized. Contents concern the development of study programmes, the capacity building of teaching competencies, the improvement of student assessment. evalag seeks to start with existing instruments and initiatives and to stimulate internal activities to develop these instruments so that they fulfill standards of quality assurance.

The illustration build the basis for the discussion of the following questions:

- In how far does this procedure really take into account the institutional diversity?
- In how far can this external procedure stimulate internal changes and does this approach support creativity and innovative practices in teaching and learning?
The characteristics of lifelong learners of undergraduate students in the senior year

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Keywords: The Characteristics of Lifelong Learners

The purposes of this research were: to study the characteristics of lifelong learners of undergraduate students in the senior year, secondly to study the relationship between background and personal factors, university factor; and learning environmental factors and the lifelong learners' characteristics, and the last to find factors which explain variance of lifelong learners' characteristics of the undergraduate students in the senior year. The results of this research were as follows:

1. The characteristics of lifelong learners of undergraduate students in the senior year as perceived by the experts and realized from empirical data consisted of data analysis skill, inquiring mind, self-dependency, vision, learning skill, and language skill respectively.

2. The factors which related to the lifelong learners' characteristics of the undergraduate students in the senior year were as follows: firstly were background and personal factors, which were students' achievement motivation and democratic style children rearing. Secondly, was university factor that was type of university. Finally, there were learning environmental factors, which involved students' activities participation.

3. Students' achievement motivation, students' activities participation, group of friend, type of university, and familiar learning style. These factors combined explained variance of lifelong learners' characteristics of the undergraduate students in the senior year.

Students' achievement motivation and students' activities participation were essential variables which can be contributed by the university in learning and teaching activities for helping student improve their lifelong learner characteristics.

Introduction

Learning: The Treasure Within was reported to UNESCO by Jacques Delors Chairman of International Committee on Education in 21st century, explained that lifelong learning as a key for opening into 21st century. [1] The key factor for success in lifelong learning development was to help people to have learning mind, literacy skill as well as learning ability. [2] Undergraduate students in the senior year were an important group because they were in the transfer period and therefore were also concentrating on the future. Universities and the related sectors together are responsible for carrying them to graduate with good attitudes, inspiration and confidence by providing the lifelong learning competency and self-development to the students from the first year to the senior year. [3] So the researcher was interesting in study the characteristics of lifelong learners of undergraduate students. The basic concept of the characteristics in this studying was integrated from Developing Lifelong Learners through Undergraduate Education [4] and Proposal for a Recommendation of the European Parliament and of the Council on Key Competences for lifelong Learning. [5] The characteristic of lifelong learners of undergraduate senior students' conditions and the factors that related from the result of this study will be acknowledgement for higher education institutions, students and those who are interested take for better outcomes in developing lifelong learners' characteristics.

References


Interdisciplinarity and boundary maintenance in a 'new generation'
undergraduate degree

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This paper examines the implementation of interdisciplinarity in a new undergraduate degree in a
traditional research university. It examines the role of the senior tutors as key recontextualising agents
(Bernstein, 1996), responsible for developing and delivering the curriculum to students. Bernstein's
concepts of collection and integrated codes (1971, 1975) are used to examine the subject curricula.
Findings suggest there are relationships between curriculum code types and interdisciplinarity which
may affect the interdisciplinary experience of students.

Interdisciplinarity, disciplinarity, curriculum, recontextualisation.

This paper investigates the implementation of interdisciplinarity in a 'new generation' degree as part of
a new vision of higher education. It examines the role of the senior tutors as key recontextualising agents
(Bernstein, 1996), responsible for developing and delivering the curriculum to students. One of the
challenges of their role is to address the knowledge requirements of their discipline and the interdisciplinary
mandate. Bernstein's concepts of collection and integrated codes (1971, 1975) are used to examine the
subject curricula as "curriculum defines what counts as valid knowledge" (Bernstein, 1971, p.203; 1975,
p. 85).

Since the seminal study on interdisciplinarity was published (Apostel et al. 1972) a large body of
interdisciplinary literature has accumulated (Klein, 2006). Several themes are relevant to my study:
multiple definitions of interdisciplinarity; range of opinion on its importance; different criteria for measuring
it (Klein, 1990). This lack of agreement on definition, importance and criteria can significantly influence
the implementation of interdisciplinarity at the classroom level. My research addresses the effects of
these within a university undergoing significant change through the curriculum. The interdisciplinary
emphasis prompted my research questions: What constitutes interdisciplinarity in the new degree? How
is interdisciplinarity revealed in the curriculum? Does this reflect disciplinary differences?

This research is based on an examination of the curriculum of six first- year subjects in the first year of
the new degree. Two text types are used to analyse the curriculum, subject overviews and assessment
tasks. Subject overviews are selected as significant semiotic texts because they represent the
recontextualisation of the disciplinary knowledge structures into the subject structure. Assessment tasks
are selected as assessment signals what counts as legitimate knowledge for the senior tutors and
students (James, McInnis & Devlin, 2002). Assessment tasks are constructed and evaluated to privilege
specific knowledge and methods of expression. Tasks are analysed according to purpose and form to
provide insight into not only the disciplinary knowledge but also how interdisciplinarity is applied. Interviews
with the senior tutors provide an additional view of the curriculum through confirming, elaborating or
complicating findings from the written documentation.

Findings suggest there are relationships between the type of curriculum code and interdisciplinarity.
Relying on individual recontextualising agents to implement interdisciplinarity may ignore disciplinary
influences through which the curriculum is mediated. This may result in an interdisciplinary experience
different from that intended.

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James, R., McInnis, C. and Devlin, M. (2002). Assessing Learning in Australian Universities
Mentoring Across Cultures: How can academic developers help to enhance the quality of doctoral supervision in international research teams?

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Keywords: mentoring, cross-cultural communication, doctoral education, intercultural training design

Abstract

Based on the findings of research conducted at a Canadian university, the session will (1) review key cultural differences that impact mentoring relationships between faculty members and doctoral students from different cultures (2) introduce programs developed to enhance the quality of doctoral supervision at the institution over the past four years and identify key considerations for training design (3) provide participants with case studies and a 40 page guide that academic developers may use at their own institutions.

Academic developers frequently support professors in the mentoring of doctoral students by identifying best practices and common challenges in this unique area of pedagogy. There is a strong correlation between the quality of the mentoring/supervisory relationship and the quality of the doctoral student experience. Most supervision challenges can be traced back to cultural differences in communication styles, power distance, and norms of interpersonal interaction (Dimitrov 2009, Ryan and Zuber-Skerritt, 1999; Adrian-Taylor, et.al. 2007). In order to establish effective mentoring relationships, supervisors and students need to develop a form of intercultural communication competence (Wiseman, 2001) specific to the disciplinary context.

Because intercultural competence is such a key component in mentoring across cultures, academic developers need to be familiar with cross-cultural training strategies in order to help students and professors develop intercultural competence.

During the session, participants will:

1. Become familiar with key findings of research conducted about the characteristics of effective supervision across cultures, discuss implications for training design, and learn about programs developed in response to the research findings.
2. Apply the conceptual framework and training tools presented to programs they may develop at their own institutions (small group discussion)
3. Work together to identify strategies for broadening the impact of their work on supervision and mentorship to create departmental or institutional level changes in the quality of doctoral mentorship practices (large group discussion)

Participants will leave the session with:

- A set of case studies that they may use in their own workshops on mentoring across cultures
- A list of resources on international graduate student supervision and intercultural training design
- A copy of the 40 page Western Guide to Mentoring Graduate Students Across Cultures

Key References


Developing a strategic plan for quality learning in a university

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Keywords: strategic planning, quality learning, teaching and learning, academic developers

Given the conflicting demands of supporting individual academic staff and implementing policies across the institution, what kinds of strategies can be adopted to ensure that learning is enhanced? How can the academic developer reconcile these conflicting demands? This paper presents four key elements, which are critical to the successful implementation of quality learning across an institution, and a fifth that relates to the role of academic developers.

The move to greater control and standardisation of programmes and teaching practices being exercised from the centre of a university provides both opportunities and increased challenges for academic developers. The Bologna programme is one example of the increase in standardisation being implemented within and across national boundaries as governments call for greater accountability in return for the money they 'invest' in higher education. There are many other examples, as auditing becomes an ever-more-present enterprise. Standards are set and are required to be met. Within institutions, these expectations impact on teaching and learning in higher education. Academic developers, like academic staff, face conflicting demands in reconciling those duties they owe to a centralised administration with their responsibilities to teaching staff and to students.

Given the conflicting demands of supporting individual academic staff and implementing policies across the institution (Joao Rosa, Tavares & Amaral, 2006), what kinds of strategies can be adopted to ensure that quality learning is established and enhanced? How can the academic developer reconcile these conflicting demands, making best use of opportunities for them to assist in the creation of programmes and courses that are fit for purpose, sustainable and that deliver quality outcomes for students? This paper presents four key elements which are critical to the successful implementation of organisational development and a fifth which relates to the role of academic developers. All parameters reflect the principle that “strategic planning and quality assurance are most efficient when they are transformed into action at the closest possible point to teaching and learning” (Kettunen & Kantola, p.257, 2006).

1. The establishment at an institutional level of a strategic direction that is sensitive to state policy and to the aspirations of academic staff.
2. Organisational structures which give primacy to teaching and learning and which can provide critical review as well as acting as a conduit for implementation.
3. Implementation processes which require commitment, from middle management and individual academic staff.
4. Provision of necessary support, particularly time for incremental implementation, accompanied by processes for incorporating feedback.
5. Academic developers can, and should, be involved at every stage of this process, both in planning and in advising on the implementation. For this to happen their role must be appropriately recognized and articulated as agents of change.

A case study of the development and implementation of a university-wide Learning and Teaching Strategic Plan will be used to illustrate the process with these parameters in action. The case study covers the development of the plan from the requirements of state policy to course planning, including the implementation of sustainable practices.

The aim of the session is to encourage the audience to consider the parameters, whether they apply to their own institutions, and the possibilities for adaptation and adoption in their environment. Audience engagement will be enhanced by the provision of handouts, including diagrams, which will provide material for comment and discussion.

References
Developing graduate attributes for the 21st century:
the Scottish enhancement theme approach

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Keywords: graduate attributes, Scottish higher education, knowledge society, personal development planning.

Higher education is in a state of transformation across the world. The 2009 synthesis report from the Global University Network for Innovation draws attention to the many challenges that confront the sector. There is a need to move beyond the 'ivory tower' or 'market-oriented university' towards one that innovatively adds value to the process of social transformation. However, given the worldwide economic situation, there has never been a more pressing time for the development of graduate employability skills.

One of the major initiatives in Scotland that has tried to tackle these issues is the 'The Graduates in the 21st Century Enhancement Theme'. This aims to encourage Scottish higher education institutions to focus on the development of graduate attributes following the work of Barrie (2004, 2007). Within this approach there is a focus on the integration of previous Enhancement Themes such as 'The First Year Experience', 'Assessment', 'Research-Teaching Linkages', and 'Responding to Student Needs'. It is recognised that these aspects need to be co-ordinated in such a way as to equip an increasingly diverse student population with the attributes required for a knowledge society and economy (David, 2007).

However, there are emerging tensions that bear upon this question such as reactive versus proactive approaches with respect to knowledge paradigms; a focus on the knowledge economy versus the knowledge society; and knowledge relevance versus competitively driven knowledge. The net effect of this is that graduates require a range of attributes that enable them to deal with, not only employability, but also an increasing concern with global issues and the development of civic awareness and responsibility.

In light of the above, student persistence through to graduation is crucial and, as Harper & Quaye (2009) note, active engagement in the educational process is the main key to success. Of course what we mean by 'engagement' and 'persistence' is up for grabs, particularly in the today's mass higher education context. Influential writers such as Barnett, (2006, 2007, 2009) suggest that the 'will to learn' is a key aspect of the student experience that needs to be encouraged and nurtured. According to this view it is not the subject of study or the acquisition of skills that educators need to focus on but rather personal aspects such as authenticity, dispositions, inspiration, passion and spirit.

However, the focus on the personal through linking personal development planning with graduate attributes is not without its problems (Moir, 2009). Indeed the whole focus on generic graduate attributes has itself been questioned in terms of the ways in which they are context-dependent and shaped by the disciplinary epistemology in which they are conceptualised and taught (Jones, 2009). This paper therefore offers a sympathetic and yet critical appraisal of the focus on graduate attributes within the Scottish higher education system and specifically with regard to a concern with how graduates develop their sense of identity as something that is engineered and re-engineered to meet the demands of the knowledge society and economy.

References
Comparative studies of staff development between Chinese and European universities: based on multiple-scholarship

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Keywords: Multiple-scholarship; staff development; university quality; quality learning

Summary: This research aims at finding the most adequate theoretical model and the best practical cases developed in designing, planning and implementing staff development programs that promote integrated quality learning to meet the needs and various demands for new generations of learners. Through literature review, comparative and case studies the theoretical model identified is multiple-scholarship and the best case of practice witnessed is the staff development work carried out at Norwegian University of Science and Technology.

Proposal: China expanded higher education enrollment dramatically in 1999 and entered mass-higher education stage in 2003. Over the past 10 years student enrollment in higher education quadrupled, but the number of university teachers only increased less than two times. Plus the new challenges facing higher education such as globalization, the growing needs of constructing knowledge society and building of innovative nation, as well as the rapid development of ICT, staff development in China needs new concept and practice. This research aims at finding the most adequate theoretical model and the best practical cases developed in designing, planning and implementing staff development programs that promote integrated academic learning to meet the needs of various demands for new generations of learners. Through literature review and case study the theoretical model identified is multiple-scholarship (Boyer, 1990) and the best case of practice witnessed is the staff development work carried out at Norwegian University of Science and Technology (NTNU) (Fan et al, 2006; Fan & Tan, 2009).

Overall, this research was designed to include four components, 1) literature review and policy studies to generate an overview of tertiary teacher training system of China since the three-tier training system (national, regional and institutional) was established in the mid-1980s; 2) literature review and case studies to reveal the current challenges for staff development; 3) literature review and policy studies to find out the most adequate theoretical model for new phase of staff development in China; 4) case study and on-site study to discover and witness the best cases of practice that employed multiple-scholarship in their practice, either explicitly or implicitly. When doing case studies, the research framework mainly includes six aspects, 1) context and policy; 2) theoretical or philosophical underpinning; 3) organizational structure and management style; 4) incentive and reward system or scheme; 5) program designing, planning and implementation; 6) program evaluation.

Our learning is that developing and enhancing university learning quality needs more in-depth efforts and initiatives to address the developmental and growth needs of the staff members who are working in this environment and contributing not only to research, but also to teaching and learning, as well as cultural and intellectual development of the society. Thus a system only stresses research is not to accommodate the needs of academic learning and enhancing university quality. It needs a perspective of multiple-scholarship to design and develop staff development programs that foster staff to develop and grow in a holistic way. Nearly 20 years have passed since Ernest Boyer proposed the conception of multiple-scholarship.

This research finds out that the view of multiple-scholarship has affected staff development policies and practice in universities both in U.S. and European countries to various degrees. Staff development work at Norwegian University of Science and Technology, the best practice identified and illustrated in this research reveals how a university can employ a full range of multiple-scholarship in designing, planning and implementing staff development and quality learning programs. Thus the findings of this research can shed light on designing new phase of staff development policies and programs in China.

References
The political geographies of academic development: neutral, non-neutral and/or marginal

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Trevor Holmes, University of Waterloo, Canada - David Green, Seattle University, USA
Deandra Little, Univ. of Virginia, USA - Nancy Turner, University of the Arts London, England
Brad Wuetherick, University of Saskatchewan, Canada
Gail Rathbun, Indiana University Purdue University Fort Wayne, USA
Beverley Hamilton, University of Windsor, Canada - (Members of the CAD Collective)

Keywords: academic development, marginality, neutrality, hybridity

Abstract:
Academic development has been described as a marginal space of migration (Manathunga, 2007). It has also been characterized as "neutral". This Challenging Academic Development (CAD) Collective symposium challenges notions that academic development can ever be a neutral zone by exploring forms of neutrality and national identities; investigating the non-neutrality of the academic development tools; and drawing on Stonequist's (1937/1961) arguments about marginality to rethink how academic developers might operate independently with integrity.

This symposium will be an interactive journey, where participants will navigate the political landscapes of academic development. The sections below represent three modes of navigating and occupying the landscape, nation states and terrains of academic development. Participants will discuss and map their own academic development work, relative to their institutional topography.

The [im]possibilities of neutrality: metaphors of nation for academic developer identities
Universities are geopolitical spaces. Within the territorial spaces of post-secondary institutions, it is often said that academic development should be 'like Switzerland', meaning 'neutral' in contrast to other university zones. We argue that, the neutral zone in which academic developers work is a kind of fictional truth which allows us to operate without owning our actions in real terms. This session will explore the tropes of neutrality and engagement, also exploring other less dominant forms of neutrality (e.g. Ireland or Iceland) and other metaphors of national identity that can be applied to academic development in order to question what possibilities these tropes open up and close down.

Investigating the non-neutrality of academic development tools
Academic developers are often positioned as intermediaries who wield value-neutral tools-language, models, and techniques-to foster change in university teachers. The consultant's use of the tools is described by a culturally-bound code of ethics that values abstract principles, unilateral giving, detachment, impartiality, and equality in the consulting relationship above authenticity and moral obligation (Moberg, 1994), ungoverned by conflicting historical views of the complexity and control of academic work (Engeström, 1987). Brinko's (1991) taxonomy exemplifies the tacit acceptance of this code while acknowledging power differentials, the influence of communities of practice, and the interplay of practical and technical human interests. Recognizing the non-neutrality of the academic developer's tools, however, opens the way to constructive reflection, intentional practice, and ethical consulting choices.

Academic Development on the Margins
Given the impossibility of neutrality, we draw on Stonequist's (1937/1961) study of migration and marginalization to explore how marginality might account for our "hybrid" academic identities and help us navigate our institutions' power dynamics. Stonequist sees marginalized individuals adopting roles in which they identify with the subordinate group, interpret for the subordinate and dominant groups, or assimilate into the dominant group. How can awareness of these roles help developers balance insider knowledge and outsider skepticism so we can operate with integrity? What might we gain by claiming a marginal position in our institutions or by reconceptualizing our "imaginary homelands" (Rushdie, 1991)? What might we lose?

References:
Changing participants in pedagogical planning: students as co-creators of course design, curricula, and teaching approaches

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Catherine Bovill, Learning and Teaching Centre, University of Glasgow, Scotland
Peter Felten, Center for the Advancement of Teaching and Learning, Elon University, USA

Keywords: tutor-student partnerships; student participation; critical pedagogy, student consultants

Abstract
Our research challenges conventional conceptions of the learner as subordinate to the expert tutor/faculty. We document the ways students can participate constructively in the development of courses, curricula, and pedagogical approaches, thereby both complicating traditional roles and responsibilities in higher education and increasing the quality of student learning. Our findings raise questions for educational developers about how best to support academic staff to adopt democratic approaches in pedagogical planning and to hold greater expectations for students.

Our symposium will include three papers:

1) Students as Co-creators of Course Designs: Although much educational development focuses on pedagogical technique, course design might be the most important barrier to quality teaching and learning in higher education (Fink 2003). This paper analyzes the process and outcomes of several student-faculty partnerships to redesign undergraduate courses (Delpish et al., 2010; Mihans et al., 2008). These partnerships challenged students' customary, and often comfortable, powerless role in the classroom, as well as common academic staff assumption that their disciplinary expertise gives them total authority over the learning process. This collaborative process prompted both students and academic staff to confront fundamental questions about the nature of teaching and learning.

2) Students as Co-creators of Curricula: In the current context of higher education, there are increasing calls for students to become 'co-creators', partners and active participants in their own learning (ESU, 2008; McCulloch 2009; SFC, 2008). A recent research project examined the role of students as co-creators of curricula in Scotland, Ireland and the USA (Bovill, 2009). Examples from the project demonstrate very different models of negotiated curricula design that are possible, and the project's findings raise a challenge to conventional conceptions of the learner as subordinate to the expert tutor. The findings also raise questions for educational developers about how they can support and challenge academic staff to be open to democratic pedagogies, more democratic, negotiated relationships and to hold greater expectations of students.

3) Students as Co-creators of Teaching Approaches: Most calls to move faculty out of "pedagogical solitude" (Shulman, 2004) focus on supporting collaborative approaches to educational development among colleagues. This paper describes a program that positions undergraduate college students as pedagogical consultants to college faculty (Cook-Sather, in press, 2008). It outlines the programmatic structures that support participants and focuses on some of the ways that students and academic staff deepen and complicate their definitions of quality learning through their participation. Key findings include the importance of creating liminal spaces within which students and academic staff can engage in structured explorations and analyses of teaching approaches and, in particular, perceive, come to value, and actively build on one another's different perspectives on classroom practice.

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Student response systems implementation and pedagogy development at a large research-intensive university in Canada: a case study

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McGill University, Montreal, Canada.

Keywords: Student response systems, clickers, technology implementation, clicker pedagogy.

Abstract:
Clickers are a type of technology that allow an instructor to receive instant feedback from multiple-choice questions posed to students in large classes. Recent estimates suggest that there are over 10 million clickers in circulation worldwide and they are quickly becoming a widely accepted pedagogical tool in higher education. In this symposium we will present the results and recommendations from our recent clicker-implementation case study, and address the controversy surrounding the use of clickers for grade-points.

From 2008 to 2009 we tested three different clicker implementation models at McGill University, Canada. In the loan model, students were loaned a clicker for use throughout the term; in the pay model, students were required to buy their own clicker for use throughout the term; in the pay-with-incentive model, students were required to buy their own clicker, but grade points were awarded for clicker-use. We gathered data from in-class observations (138 individual classes: 167 hours across 9 courses), student surveys (n = 1036) and professor surveys (n = 14). In all three sets of data the loan and pay-with-incentive models performed better than the pay model. While implementation decisions are difficult and oftentimes restrained by the financial, personnel and infrastructural resources available, our results indicate that when possible, preference should be given to loan- or incentive-based models. We also present two additional implementation models (a long-term loan model, and a university-pays model) which we believe could prove sustainable, depending on the available resources of a given department, faculty or university. We discuss these models and provide a decision tree which may further guide decision makers in clicker implementation.

In concert with our favourable findings of the incentive model, we explored two large areas of concern with regards to rewarding grade points for clicker-use: technology failure and cheating. We conducted a review of clicker-based literature and found a paucity of accounts detailing clicker technology failure. This suggests that such a concern may be more sensationalized than real. Cheating remains a real issue, but can be minimized by educating students about clicker-related cheating policies and by staying away from high-stakes clicker-based testing. Research and expert opinion leads us to believe that the appropriateness of using clickers for accumulating grades depends on how they are used. We recommend rewarding students for giving correct answers or for participating in high-value constructivist learning activities. Rewarding students with participation grade-points for incorrect answers to trivia-style or simple factual questions should be avoided because it primarily serves to reward students for their attendance in class.

References:
Faculty development in the last decade: lessons learned

Peter Bouhuijs, Maastricht University
Carmen Vizcarro, Autonomous University of Madrid/ Ministry of Education
Wilma Huveneers, Marie-Luise Schreurs & Herma Roebertson, Maastricht University
Kirsten Hofgaard Lycke, Oslo University
Ranald Macdonald, Sheffield Halam University

Ten years ago some ICED council members were involved in international meetings where new initiatives in the field of faculty development were discussed, such as training requirements for Higher Education faculty. Representatives from four European countries will discuss in this symposium strategies and developments in their own institution in the past decade and relate these to national and international policies and trends. Their lessons learned will be discussed with the audience.

Symposium proposal
b) Based on: Practice-oriented knowledge
c) Theme: enhancing strategies
d) Format: Symposium
e) Keywords: institutional strategies, faculty/academic development strategies, changing roles of faculty developers.

Session objectives:
1) to provide an overview of institutional faculty development strategies and challenges in response to national and international trends.
2) to provide a perspective on success and failure in those approaches.
3) to relate the lessons learned to participants' views and experiences

Session activities:
Timetable
5 minutes: introduction by the convenor
4 x 15 minutes: presentations
20 minutes: discussion with symposium participants.
Hand-outs of the four presentations will be available to participants.
Language: English; questions from the audience in Spanish will be taken.

Each of the four invited presenters will briefly introduce their specific institutional approach and link this approach to national and international developments.
The presenters are from Norway, UK, Spain and The Netherlands. Each of them have a solid faculty development background at their own institution, and a well developed perspective on national and international developments in the field. These four countries were chosen to represent diversity in institutional and national cultures and policies regarding faculty development issues, including the response to the Bologna process of harmonizing quality higher education policies in the past decade. Each presenter will respond to key questions, such as:

- What are the main issues and policies that drive the activities of faculty/academic development?
- How is the faculty/academic development strategy arrived at and how is it implemented?
- What are particular successes, challenges and unresolved issues for faculty/academic development in both your institution and nationally?
- What does the future for faculty/academic development hold?

Most of the presenters were involved in the past as members of ICED council and have a clear international outlook and experience. They know each other's work environments well enough to engage in a good debate among themselves and with the other symposium participants.

The discussion with the audience will be led by the convenor and will focus on issues like: can you relate your own experience to what has been presented? How do you react to the presented lessons learned? What are the lessons you learned for yourself?
Which characteristics of instructional development for teachers in higher education enhance its impact? Pitfalls and points of attention to keep in mind when designing an international research project.

Nevgi, A., & Postareff, L., University of Helsinki, Institute of Behavioural Sciences, Centre for Research and Development of Higher Education
Groot, C.G., Min-Leliveld, M.J., & Van der Rijst, R.M., ICLO - Leiden University Graduate School of Teaching, Department of Higher Education Research & Development
Stes, A., Van Waes, S., & Van Petegem, P. University of Antwerp, Institute for Education and Information Sciences, Centre of Excellence in Higher Education
Karm, M., University of Tartu

In this symposium the instructional development programs as organized for teachers at three universities in Finland, the Netherlands and Flanders (Belgium) will be presented. It will be illustrated how up until now the impact of the programs was investigated. A discussion will then be started about the value and nature of a large-scale international, comparative research into the characteristics of instructional development enhancing the impact.

Instructional development; impact; international research

Session objectives/learning outcomes
Over the past decades, the quality of teaching and learning in higher education has been seriously addressed. The issue of improving teaching has received a good deal of attention (Biggs, 2003). In line with this evolution, units for instructional development engaged in enhancing teaching capacity, have been set up in many countries around the world. Instructional development for teachers in higher education has become an important challenge. Given the investments made, in a period of growing attention to accountability and decreasing budgets, questions are raised with regard to the impact of such instructional development initiatives. Instructional developers are being asked whether their activities indeed enhance teaching and learning (Brew, 2007). Until now, in spite of the increased importance given to instructional development in higher education, evaluations have been generally limited to measures of participants’ satisfaction: little is known about the impact on daily teaching practice (Eison & Stevens, 1995; Norton, Richardson, Hartley, Newstead & Mayes, 2005; Wilson & Berne, 1999). What teachers learn from instructional development remains unclear (Fishman, Marx, Best & Tal, 2003). Gibbs and Coffey (2000) conclude that there is still little evidence that instructional development for university teachers makes any difference. This symposium copes with the lack of systematic evaluation in instructional development. Based on the description and discussion of three cases, participants in the symposium will be informed about issues interesting for future research as well as about implications for the practice of instructional development in higher education.

Session activities
The instructional development programs as organized at three universities in Finland, the Netherlands and Flanders (Belgium) will be presented. It will be illustrated how up until now the impact of the three instructional development programs was investigated. After the three presentations the discussant in our symposium will comment on the idea that probably a more large-scale international, comparative research is needed in order to get a better insight into which characteristics of instructional development really matters and enhance the impact. She will also discuss some potential pitfalls as well as the main points of attention which one has to keep in mind when designing such an international research. People in the audience will be invited to add to the discussion.

References
Academic development as an emerging discipline? Strategies of professionalization

Edith Kröber
University of Stuttgart, Centre for Academic Development

Birgit Szczryba
University of Stuttgart, Educational Development Unit

Keywords: Professionalization, academic developers, academic development discipline

Beyond qualifying university teachers as individuals, academic developers need to offer strategies about how to design academic development programs and how to influence support structures at universities, to meet the demands of the Bologna declaration. Since academic development units are still young in Germany, academic developers usually come from different disciplines and have no decent qualification for their profession. There is no theoretical frame that defines the competencies needed to go beyond "learning by doing" in the field of academic development. The main condition for professionalization in the field of academic development is to have an own discipline to refer to. The question we pose is, to which extent academic development can be conceptualized as a discipline and which are the prospects of academic development to become a discipline in the future.

We postulate that academic development is on its way to become an own discipline, because academic development has its own concepts, models and theories like e.g. the concepts of teaching conceptions (Kember 1997), learning strategies (Wild 2001), constructive alignment (Biggs 2006, Pfäffli 2005), because academic development uses its own methodology of social sciences and because it has its own target groups and subject-matters. To find out, if our statement can be proved, we compare the processes of becoming a discipline in other more or less "new" disciplines, like e.g. pedagogy or computer sciences with the processes academic development passes through to see if there can be indentified similarities and differences.

Participants will get examples for how disciplines emerge and where academic development can be classified within these typical processes. They will have the opportunity to reflect upon their own professionalization process and relate it to the stage of the (new, emerging?) discipline of academic development.

References
The dynamics of international engagement between established and emerging academic development networks

Virginia Lee, Virginia S. Lee & Associates, LLC
Shelda Debowski, The University of Western Australia
Deborah Dezure & Kang Li, Michigan State University
Zuoyu Zhou, Beijing Normal University

With the acceleration of globalization, higher education worldwide has become increasingly internationalized. Tertiary institutions are more conscious than ever of positioning courses of study globally to insure the competitiveness of their graduates. A growing number of colleges and universities are opening branch campuses abroad. And throughout Asia, the Middle East, Eastern Europe and Latin America, the number of universities and student enrollments are increasing dramatically. As a result academic developers from the United States, Canada, Australia and Europe are called upon increasingly to share their expertise and offer guidance to colleagues in these rapidly emerging contexts.

As experienced academic developers, how should we engage with our colleagues in emerging contexts? We need to become more aware of the expectations our international colleagues bring to these encounters, the assumptions that underlie the various modes with which we ourselves engage, and how colleagues in emerging contexts interpret these different modes of engagement. We intend to explore these important questions in the context of an academic development conference held in Beijing, China in July 2009 with workshops, presentations and keynote addresses provided by an international delegation of ten higher education leaders and experts from the United States, Australia, Norway and Hong Kong.

Through the exploration, we will develop a set of recommendations to guide future international exchanges between academic developers from established networks and colleagues in emerging contexts.

Paper One will provide a theoretical framework for the symposium including three possible modes of international engagement (isolationism, colonial, and post-colonial), the assumptions that underlie them, and a concept that bridges the three modes called elastic practice.

Paper Two, presented by the Chinese hosts and organizers of the conference, will explore the assumptions and expectations they had as they initiated and planned the conference and the ways these assumptions were confirmed and expectations met or not during and following the conference.

Paper Three, presented by a panel from the international delegation, will explore the set of expectations and assumptions the delegation brought to the conference and how these expectations and assumptions were met or not during and following the conference.

References
Working for quality? Educational developers between compliance and resistance

Roberto Di Napoli, Goldsmiths, University of London
Kirsten Lycke, Gunnar Handal, Tone D Solbrekke & Arne Skodvin University of Oslo
Katarina Mårtensson & Torgny Roxå University of Lund
Mieke Clement, Herman Buelens & Annelies Gilis, Katholieke Universiteit Leuven
Mariane Frenay & Pascale Wouters Université Catholique de Louvain

Keywords: compliance, resistance, quality, educational developers’ practices

This symposium should be of interest to all those who are concerned with the theory and praxis of being an educational developer today, within quality and performative regimes. Time/space will be made for both presentations and discussions. Cross-national exchanges of ideas and experiences will be encouraged.

Much of the life and practices of higher education today, worldwide, are traversed by the discourse of quality, the key word of this conference. This is a contestable set of ideologies and practices that generate, within the sector, in general, and especially, among educational developers, both compliance and resistance.

What are resisted are predominant notions of quality that generate educational ethos and practices that are quantitative and uncritical in nature. These define higher education in relation to one main aim: the inculcation of sets of skills to prepare students to contribute to market-led economies. This signals the success of instrumental reason over ideals of critical and liberal education as a pursuit through which we make sense of ourselves and the world through thinking, interpretation, reflection and communication. The intricacies between instrumental and critical education have almost created a two-tiered sector, one emphasizing scholarly standards, the other vocational competency. However, constructively, quality can signify a constant search for the enhancement of the students' educational experience and the transparency of its practices. In this sense, quality may generate real compliance on the part of educational developers.

As educational developers, we are enmeshed in the intricacies of a complex game of compliance and resistance that affect our professional identities. Janus-faced, while we comply with requests made upon us by our institutions and governments to hold up quality regimes, we attempt to subvert them by distilling practices that aim at a real quality enhancement in terms of a reflective and critical ethos. Yet, ironically, we are often re-buffed both by many academics that see in us the facilitators of negative quality regimes, and/or by managers who look suspiciously at our ‘ambiguous’ thinking and practices. As educational developers, we live in a perennial dilemma: How do we comply with and resist pernicious practices generated by certain quantitative quality regimes, while pushing forward notions of it that support a truly critical and reflective education?

This symposium tries to capture the complexity of the practices of educational developers, in between compliance and resistance, through two case studies: one Scandinavian, the other Belgian. Against the broad background of quality regimes, we aim at unravelling and illustrating, both in general terms and within specific settings, the meanings of compliance and resistance and the tensions generated by these in our everyday work.

References
New bearings for global citizenship: 'greyimg' understandings of difference

Joelle Fanghanel, Institute for Teaching, Innovation and Learning, Thames Valley University
Glynis Cousin Institute for Learning Enhancement, University of Wolverhampton, Wulfruna

Keywords: global citizenship; difference; narratives; pedagogies

As the conference title suggests, learning in a global context has become a major concern for universities worldwide. While there is a sense that this is underpinned by a multicultural and civic agenda - some kind of education towards global citizenship - in practice visions and conceptions abound of what this means for higher education. For many universities, who have not fully problematized these issues, this simply translates into seeing globalisation of education as an economic agenda that brings with it social and cultural challenges - how to recruit worldwide and integrate students in a multi-cultural community of learners. The 'internationalizing' agenda in universities reflecta this understanding. For a number of universities in the UK, US and Australia in particular, the economic imperative has also provided an opportunity to reflect on university curricula and on the kind of attributes universities want to promote in graduates (Barrie 2006; Jones 2009) and the need for opportunities for a global education of all students through a multi-cultural campus. Within this paradigm, understandings of multi-culturalism are themselves more or less sophisticated (universalist vs. relativistic). For others still, this has provided an opportunity to reflect on privilege and access to global education - who has access to global educational flux and who is excluded (Luke 2006), and on an emancipatory role for higher education (Nussbaum 2003; Walker 2006). The notion of 'global citizenship' is therefore heterogeneous and contested. In this workshop, we explore participants' own experience and understanding of global citizenship with reference to a small scale project which identified what we have called 'greyimg' properties in pedagogies promoting complex understandings of difference. The authors investigated through a series of 8 interviews (out of a cohort of 16) the educational environment of a cross-confict educational initiative which involved Israeli and Palestinian students in a three-year programme of study at a UK university. In this workshop we briefly present the findings - and the lessons extrapolated from this acute experience in relation to pedagogies best suited to the making of informed global citizens, and work on lessons that might learnt to inform teaching towards better understanding of difference. We will conclude on issues this might raise for educational developers.

The objectives of the sessions are:
- To problematize the notion of global citizenship with reference to its 'social' and 'pedagogic' dimension (what are universities intending in promoting this agenda; what pedagogies might be suited to better understandings of difference)
- To acquaint participants with findings of a research project which investigated pedagogies used to bring together acutely binary groups
- To begin to devise strategies that might be useful in participants own context, including as educational developers

Session activities:
- Introductions and sharing of expectations
- Small group work on understandings of global citizenship
- Presentation of research project and main findings
- Small group work on how relevant these findings might be for participants' own context

References
Building bridges: Closing the gap between teaching practices, institutional development and educational theory

Maria Larsson, Katarina Mårtensson & Sara Håkansson
Centre for Educational Development, Lund University, Sweden

Keywords: Scholarship of Teaching and Learning, staff development, teacher training

Abstract:
How do we as educational developers motivate teachers to look beyond their immediate practice? In this workshop we will take stock of and discuss various strategies to engage and motivate a scholarly interest in teaching and learning. We will start by presenting possible issues to address with regard to introducing SoTL in introductory courses. This short introduction will be followed by buzz-group discussions about various perspectives that can be taken on the question.
Academic development from floor to ceiling. Mission impossible?

Mona Fjellström, Director, Umeå University, Sweden
Magnus Kirchhoff, Stockholm Academy of Dramatic Arts, Sweden

Keywords: Enhancing strategies, Quality discourse, Educational change, Academic development.

Abstract
Filtering our joint experience of more than 20 years of academic development (AD) in HE through recent quality assurance processes, we will discuss how academic developers, hired in an era of individual perspective on AD, can tackle the demands raised in today's context of organisational and strategic AD. What does "the quality discourse" mean in regard to work with academic development, who is to be involved in these processes and what is its importance for achieving sustainable educational change?

Our presentation is aimed at people who are responsible for initiating, running and supporting teaching and learning in higher education at their own institutions or within higher education in general. The purpose of the contribution is to:
- raise questions concerning prerequisites for strategic academic development,
- to discuss the views of higher education institutions on how this can be carried out and
- the role of academic development units (or their equivalent) in this.

Together we represent more than twenty years of experience in working with academic development in higher education, Magnus with experience from both a large university (Stockholm) and a small college of arts (Stockholm Academy of Dramatic Arts), Mona with experience from Umeå University. Together and independently we have also been involved in different national development contexts and have experience from international development projects.

We were both employed in the past century (!) because we were considered to be "good" teachers with the primary task of being "wise colleagues". We worked at the level of the individual and in small groups. That picture of academic development units still lives on despite the fact that reality is drastically different today. Now teaching and learning for higher education is a requirement for teachers and doctoral students who teach, the Bologna Process has stirred up the pedagogical workday at the same time as quality assurance and assessments have become catchwords of the day. Today we are involved in activities such as: building up a system for the recognition of pedagogical qualifications that encompasses all of the institutions of higher learning, courses that give pedagogical qualifications, tailor-made consultancy work, production of teaching material, research, development of learning platforms, development of educational action plans etc. These tasks demand that we are more than just "wise colleagues" (Fjellström, Mårtensson & Roxå, 2008). The future we see before us with increased competition, increased demands on performativity and a stringent financial reality will probably also increase the demands on those working with (strategic) academic development (Blackmore, 2009; Di Challis m fl, 2009; Gosling, 2009). The question is how are the institutions of higher learning going to tackle this continuing challenge?

We want to problematise a situation where academic development units, often placed peripherally in the university organisation and with an imbalance between responsibility and authority, are more and more involved in processes that are labelled quality assurance or quality development (see Havnes & Stensaker, 2006). What does "the quality discourse" mean in regard to work with academic development, who is to be involved in these processes and what is its importance for achieving sustainable educational development? During the presentation we will raise a number of questions that can be commented on directly by people responsible for development to take back to their own institutions of higher learning for continued work.

References
Academic development - by whom and for whom?

Matti Lappalainen, University of Turku

**Keywords:** Orientations, stakeholders, reflection, contexts

**Abstract:**
The objective of the workshop is to give an active opportunity for the delegates to get aware, reflect, and compare their own beliefs and orientations of academic development with international colleagues. This will support them to understand the meaning of quality learning from the viewpoints of the different stakeholders in complex academic organisations.

Academic developers have different ways to explain their action in certain situations. However, these ways or approaches are not fixed personal traits. Land uses term orientation which implies a way of making sense of a given situation or set of tasks that subsequently informs and influences action. Thus, it is important to notice, that a developer may adopt differing orientations in various situations.

Examples of these orientations are managerial, political strategist, entrepreneurial, romantic, internal consultant, and reflective practitioner. Land differentiates orientations according the operational or focus level (e.g. employers, discipline, teachers, students, academic development unit). These levels, stakeholder groups or determinants (Luoto & Lappalainen 2006) are examples of powers that academic developers have to interpret and filter in their everyday practice.

Learning in the workshop is based on reflection on delegates’ experiences. After a short presentation of orientations and their determinants the participants are divided in groups, where they will reflect their own situation and beliefs.

As an outcome of the workshop the participants have an opportunity to widen their perspectives and make their own beliefs and key stakeholder groups more explicit. This includes the different meanings of “quality learning” for various stakeholder groups. The workshop will give the delegates concrete tools to apply in their work with different stakeholder groups. As a result they have possibilities to work in a more flexible way in various situations and contexts.

**References:**
Rethinking academic development from a global perspective

Ros Woodhouse, York University

Keywords: scholarship, practice, global, reflection

The increasing prominence of global issues in higher education prompts the question of whether prevailing academic development practices and discourse are fit for purpose. The goal of the session is to explore the implications of the global context for our work, and to reflect critically on how these might transform scholarship and practice in academic development.

Goal and objectives

The goal of the session is to explore our collective understandings of the educational and cultural implications of the global context for our work, and to reflect critically on how these might transform scholarship and practice in academic development. Participants will expand and deepen their thinking about how global issues might influence our work in academic development, and identify important emergent questions and suggestions for future scholarship and practice.

Activities

Opening. I will introduce the session by establishing the motivation and overall goals for the workshop, and asking participants to introduce themselves and briefly describe their interest in the topic. (The introductions will be in a round robin or within small groups, depending on the number of participants). (10 minutes.)

Issues to stimulate discussion and reflection. A brief framing of some possible connections and gaps between current academic development practice and scholarship and global quality learning. These include tensions between the valuing of cognitive acquisition and other kinds of learning, fundamental cultural variables, and the potential of new technologies.

Exploration and critical reflections. The majority of the session will be conducted using the ‘World Café’ method. (The value of the session stems from the contributions and interactions among participants with diverse perspectives and experiences: the World Café maximizes opportunities for such discussion.) Briefly, participants will contribute to a sequence of three small group conversations, each focused on a different aspect of ‘global’ identified by the Conference (i.e. the learner as a whole, diversity and cross-cultural differences, and learning in a global network exchange) and the implications for practice and scholarship in academic development. The conversations will be allocated 15 minutes each. One participant in each conversation will remain behind to give a summary of the conversation to the new set of participants; in exchange, they will provide a summary of key issues from their previous conversation. Participants change groups between each round of conversation so that ideas are widely disseminated and explored from different perspectives. (50 minutes.)

Closure. Themes and ideas arising from the small group discussions will be integrated by asking each group to identify and report on issues which were especially interesting and important. The reports will be followed by individual reflection and whole group discussion about recurrent themes and new ideas about practice and scholarship that result from the conversations. (25 minutes.)
Beyond current frameworks: a new paradigm for educational development

Mary Deane Sorcinelli, University of Massachusetts Amherst, USA
Ann E. Austin Michigan State University, USA
Shelda Debowski University of Western Australia

Keywords: educational development, organizational structures, academic leadership, higher education development

Abstract:
Educational development has emerged as an important lever for change in higher education. However, choices in goals, structural placement, functions and practices of educational development strongly influence its ultimate effectiveness, as do political institutional contexts. This workshop offers an opportunity for participants to explore current frameworks of educational development, identify existing gaps in support, create an expanded vision for how to approach, organize, and enact our work, and discuss outcomes for our academics and institutions.

Workshop participants will review current organizational models of educational development, and identify the extent to which academic development units currently address faculty members’ professional development needs (as well as gaps that are not being addressed). They will develop a more inclusive, encompassing model of educational development and then explore the implications for its governance, staffing, and operations. Participants will be invited both to draw on examples from current practice and to think in new ways as they envision effective strategies.

During the course of the workshop the following questions will be addressed:
1. Context: What has been the impact of the changing higher education context on educational development and its positioning in universities?
2. Current Situation: How is educational development presently framed? What are the current structures and activities of established educational development programs? Are educational development units meeting the range of expectations of their faculty and institutions? What are the gaps in service they provide? What are the consequences of those gaps?
3. A More Inclusive, Encompassing Model: What might a more inclusive model of educational development look like? What are the implications (i.e., the benefits and challenges) of an expanded vision for educational developers and their programs)? In what ways can institutional and individual needs for development be linked and served simultaneously? What are key components of both faculty development and leadership development?
4. Outcomes and Future: What might be important outcomes of a comprehensive educational development program? How can such an expanded concept be advanced?

References:
Coming to terms with educational cross talk
A scholarship of teaching and learning activity

Cormac McGrath & Klara Bolander Laksov
Karolinska Institutet, CME Centre of Medical Education, Department of LIME, Learning, Informatics, Management and Ethics.

Keywords: Scholarship of Teaching and Learning, Teaching and Learning Regime, Discursive Repertoire

Abstract:
Our attention is focussed on the current Teaching and Learning Regimes at a Medical University through discipline-specific exploration and potential development. We wished to initiate a process of local peer review whereby educationalists could debate and discuss views and current practice on teaching and education and as such we were challenging embedded TLRs. To accomplish this we devised a so called scholarship activity. The SoTL activity was essentially two pronged; 24 course participants were asked as part of their course assignments to make appointments for discussion on matters of course design, together with a. a colleague involved in a course where they are in the role as course directors and b. a colleague further up in the hierarchy of the project course such as a director of studies.

The results of the scholarship activity suggest that there is potential to establish the activity as a powerful tool, one where participants can increase their self efficacy, challenge existing discursive repertoires and establish themselves as educational leaders. It also suggests that this is a possible way to spread educational awareness and facilitate the development of an educational community of practice in a medical faculty.

The activity could also be expanded to involve pedagogical encounters with students to encourage a social constructivist model and so future studies should try and identify if newer colleagues can in fact raise such issues pertaining to pedagogical development and shared educational discourses, if this is the case these experiences could inform educational practice.

Session Objectives:
To discuss occurrences of educational cross talk in the wake of the Bologna process.

Session Activities:
The session’s participants will discuss and plan an activity to be conducted at their home university with the objective of examining the extent to which educational cross talk occurs in the wake of the Bologna process.

Sessions Outcomes:
The expected outcome for the session is that each participant will develop an understanding for how educational cross talk can occur in the wake of the implementation of the Bologna process. Further outcomes are that each participant will be able to design a study of their own and be able to conduct an examination of the same phenomenon at their home university.

References:
International agreement on a university teaching qualification: 
Let's make a start as experts in staff development!

Riekje de Jong, José van Alst, Hanno van Keulen, Toine Andernach, 
Peter van Petegem, Anke Diez & David Baume 
Radboud University Nijmegen, Utrecht University, Delft University of Technology 
University of Antwerp, Universität Karlsruhe, SEDA

Keywords: International teaching qualification, agreement, strategy

Abstract:
We will discuss the headlines of an international agreement on a university teaching qualification. Although there are national differences to respect, there are a lot of similarities to build on regarding to standards and practices. We will combine our expertise and experience on teaching qualification systems and learn from it in an international perspective. How could national or regional successes to be used in developing a strategy and international recognition of university teaching certificates?

Abstract content:
Staff development and certification or qualification with regard to teaching in higher education differs widely internationally. A recent survey (De Jong, Van Alst, Van Keulen, 2009) nevertheless indicated many similarities with respect to standards and practices. Could that be a start of bilateral agreements on a teaching qualification? In the Netherlands all research universities recently (2008) agreed on a university teaching qualification framework. Wouldn't it be wonderful when qualified and certified academics from ICED countries all over the world will find that their certificates are recognized internationally and that they experience advantage in the competition for careers? Wouldn't that strongly stimulate practices of academic development and continuous professional development? Let's make a start as experts in this field!

Session objectives
The first step to an international mutual agreement on a university teaching qualification is to identify, evaluate and agree on the important elements of such an agreement. Do we share standards? Can we identify common practices? For example: the use of teaching portfolios, the contents of a staff development program, ways of assessment or processes of quality control and auditing?

Outcomes:
- An inventory of the characteristics of university teaching qualification world wide as the foundation of an international agreement.
- The take-off of an international group of experts who continues to develop (proposals for) bilateral agreement on a university teaching qualification and draws the attention of important stakeholders in their own institutions and countries.

Session activities:
In order to structure the interaction and explore the different contexts of the participating experts (workshop participants), we will identify key elements of a future agreement. These could be: framework, standards, products and materials, contents and goals of staff development programmes, contents of portfolios, criteria.
Participants are invited to contribute national perspectives and materials. We will bring some examples of standards framework, contents of programmes, and portfolios made by academics.
We will try to reach initial consensus on content matters: which proof of competence would be convincing in various ICED countries?
We will also focus on matters of change and implementation. Which strategies might be successful in convincing stakeholders (senior university management, government representatives, academics themselves) that international recognition of teaching certificates might be a good idea?
Using institutional teacher fellow networks to implement quality enhancement strategies

Catherine Sanderson, Julia Tum, Belinda Cooke, Frances Chapman, John Smith, Ivor Timmis & David Moore
Leeds Metropolitan University

This workshop will allow participants to consider how best to make use of Institutional teacher fellows to facilitate the development of learning, the establishment of practice communities and the implementation and evaluation of enhancing strategies. We will share with colleagues examples of the types of initiatives that we as a group of TF’s at Leeds Met University in the UK have been involved in and together share ideas to use teacher fellows as transformational change agents.

Leeds Met University is a very large city based University. Institutional teacher fellows (TF’s) are appointed following a highly competitive application and interview process. Although evidence of exemplary practice at enhancing learning in the applicants specific area of practice is an essential criteria for appointment, TF’s are reasonably evenly spread across all 6 Faculties. We therefore constitute a very diverse and very active learning community with an overall aim of sharing best practice in promoting and enhancing student centred learning. Additionally however we are also involved in developing, implementing and evaluating a range of institutional quality enhancement initiatives working as small or large action groups, as the task demands, on time limited projects. One of our recent projects was the successful implementation of an innovative peer observation of teaching strategy that represents a cultural change for the University. During this workshop we will share our working experiences and invite critique and feedback from international colleagues so that we can improve our efficacy and further enhance our contribution to quality enhancement. We very much want to learn from international colleagues about how TF networks are utilised in their Institutions so that we can enhance our own collective practice.

Objectives:
- During this workshop our prime objective is to explore ways of optimally utilising TF networks for quality enhancement and we will therefore facilitate discussions and debate towards that aim.
- Whilst different institutions are likely to have differing requirements of their TF’s we are interested to see whether we can identify common areas of effective practice so that we can propose guidelines that may help Higher Education institutions across the UK to better establish and utilise their TF resources.
- We also would like to explore possibilities for establishing international TF communities.

Learning Outcomes - At the end of this session participants will be able to:
- Reflect on the strengths and weaknesses of the use of teacher fellow networks at their own institution
- Take back to their institutions ideas for how TF networks might best be used to deliver quality enhancement initiatives

Session Activities
- **Introduction** - to the TF network at Leeds Met (e.g., how we get to be a TF, how many there are, how regularly we meet - etc). **5 mins**
- **Open Discussion - Inviting participants** to give us insight into their institutional TF network. **10mins**
- **ACTIVITY 1 - Small group activity** - Strengths and weaknesses of using TF’s for cross institution type initiatives - Flip chart paper and feedback **20mins**?
- **ACTIVITY 2 - From each group** - One or two things that have worked well as TF activities AND one or two things that haven’t! **15 mins**
- **Feedback from us** - on some of the things we do here at Leeds Met **10mins**
- **ACTIVITY 3 - Creative thinking - Discussion and projects** that we haven’t mentioned already that TF’s could do really well - one per group! **15 mins**
- **Roundup - 10mins**
A learning-centered approach to designing courses

Lynn Sorenson, Brigham Young University Utah, USA
Dee Fink, Dee Fink & Associates, Oklahoma, USA

Keywords: Course/class design, significant learning, student engagement

This workshop introduces participants to Fink's model of a learning-centered approach to designing courses. Participants will examine and follow some of the actual steps of designing an individual course/class: formulating significant learning goals; identifying engaging learning activities and assessments; and then integrating those goals with the appropriate learning and assessment activities. By the end of the workshop, participants are ready to design courses that lead to greater student engagement and better student learning. In addition, educational developers are welcome to all the materials in the workshop with an eye toward replicating the workshop for their own faculty members on their own campuses.

The workshop will begin by looking at the important role of effective design in the overall act of teaching. Participants will follow Fink's five-step process for designing (or redesigning) a particular course for significant learning: analyzing situational factors, framing learning goals, incorporating evaluation and assessment, and formulating powerful, active teaching/learning strategies.

The interactive workshop activities will alternate between whole group and small-group activities. The small-group activities provide a means of generating focused dialogue and feedback on the work involved in high-quality design for learning.

This process encourages the incorporation of many of the best ideas of the conference by providing an effective structure for the creation of effective courses.

References:

Some of the examples come from a recent collection of essays by professors who have used Fink’s ideas on course design: Designing Courses for Significant Learning: Voices of Experience, edited by L. Dee Fink and ArLetta Knight Fink, Issue #119, Fall 2009, in Jossey-Bass’ series, New Directions for Teaching and Learning.
Against all odds - a narrative research study of new international academic staff

Wendy Green & Paula Myatt
Teaching & Educational Development Institute, The University of Queensland, Australia

Keywords: International academics; international faculty; transnational teaching; narrative research

Summary
In this presentation we will discuss the implications of a study, which used narrative methods to investigate the experiences and perceptions of new international academic staff at an Australian university, particularly regarding their sense of inclusion within the academic and wider communities and the challenges they faced personally and professionally in relation to teaching in a new culture. The audience will be invited to consider the implications of our findings within their own institutional contexts.

Abstract
The cultural diversity of academic staff has the potential to enhance the quality of student learning, if it is supported and managed productively, yet this issue has received comparatively little attention from academic developers to date (Foote et al, 2008; Lund et al, 2007). Our paper addresses this gap by discussing a study, which investigated the experiences of eight new international academic staff at an Australian university particularly regarding their sense of inclusion and the challenges they faced personally, and professionally teaching and researching in a new country. For this study, we used narrative methodology, viewing it as an ideal method for exploring the interplay between personal and professional ‘knowledge landscapes’ (Clandinin & Connelly, 1995) of those involved in the complex, non-linear process of (re)forming professional and cultural identities in a new country (Byram & Feng, 2006).

A number of implications can be drawn from our research, when the findings are considered in the light of the literature on migrants’ experiences (e.g., Barkhuizen, 2002; Lund et al, 2007). Of particular relevance to academic developers is the finding of distinct phases of development in the narratives. Most participants faced similar challenges, which stemmed from institutional, rather than from personal, failures. Their transition from one phase to the next was found to be dependent on various factors, including the development of expertise appropriate to the new teaching and learning environment (the traditional domain of academic development), but importantly, also requiring timely intervention at multiple levels of the institution.

Following a presentation of the research findings, participants in the session will be invited to consider the implications of our findings within their own cultural and institutional settings. A semi-structured ‘think-pair-share’ activity will be used initially to facilitate reflection and discussion. This will be followed by feedback and further discussion from the whole audience.

References


The impact of academic development courses on quality learning in Higher Education

Michael Christie & Tom Adavi
CKK CHALMERS

In this paper we summarize research carried out at a Swedish University of Technology. The research is based on interviews and written reflections and involved one hundred lecturers enrolled in a Diploma of Higher Education. An analysis of the data showed that a majority of the teachers could cite examples of how their knowledge, skills and attitudes regarding the facilitation of quality learning changed for the better because of the course modules they did.

Keywords: facilitating quality learning; action research.

The impact of academic development courses on quality learning in Higher Education

b) Our proposal is based on:
- Research-oriented knowledge
- Practice-oriented knowledge
- Still an ongoing Research

c) It fits the following conference theme:
- Enhancing strategies

d) Format
- Seminar

e) Abstract and Key words

In this paper we summarize research carried out at a Swedish University of Technology. The research is based on interviews and written reflections and involved one hundred lecturers enrolled in a Diploma of Higher Education. An analysis of the data showed that a majority of the teachers could cite examples of how their knowledge, skills and attitudes regarding the facilitation of quality learning changed for the better because of the course modules they did.

f) Seminar Description
- The objectives of this seminar are to present the results of an ongoing action research project that is being carried out at the Centre for competence and knowledge building in Higher Education at the Chalmers University of Technology, Gothenburg, Sweden. Hundreds of teachers have completed course modules over the last decade. We have taken a random sample of one hundred and carried out informal interviews with twenty of them as well as scrutinizing the analytical, critical reflection that they must submit in order to be awarded the Diploma of Higher Education. In this reflection they are required to write down the ways in which they believe the course modules they did have changed their attitudes towards, their scholarship of and their practical skills in the facilitation of quality learning in a university. Another important objective is to use the Chalmers case to generate a discussion on how we can best ensure that what we do in our courses eventually impacts on the quality learning of our participant’s students. The design of the action research project we describe is intended to reveal enhancing strategies to achieve this.

- The intended learning that outcomes for this seminar are as follows. By the end of the seminar participants should be able to define action research and explain how they themselves might use it to improve the way in which lecturers facilitate quality learning in the subjects they teach. Participants should also be able to analyze ways in which we can know if the work we do, which ‘is geared towards improving the learning experience of students, most often indirectly’ has an impact or not. Enhancing strategies are an important aspect of this discussion.

References:
Christie, M. ‘PBL and collaborative knowledge building in Engineering Education’ in the Proceedings of the 2nd International Research Symposium on Problem Based Learning, Melbourne, Australia, 3-4 December 2009;
Christie, M. ‘Using critical incidents to improve the supervision of PhD students’ in Pedagogical Papers Series, IT University, autumn, 2007;
The impact of cultural exchange on personal development in the context of International educational partnerships

Sarah Jeans & Anna Fox
University for the Creative Arts

Keywords: Education, Photography, personal development, internationalisation

Abstract
Assessing the cultural impact of the development of a collaborative educational award between the National Institute of Design in India and the University for the Creative Arts in the UK: by examining the personal development of students undertaking exchanges between the two institutes as evidenced through their photographic work and their enhanced employment opportunities. Discussing the transformative potential of cultural exchange in the context of internationalisation of education.

The Photography department at the University for the Creative Arts at Farnham, has led a range of educational projects which connect students internationally. The British Council under the auspices of UKIERI (UK India education & Research Initiative) has funded a number of educational projects intended to develop collaborative delivery and cultural exchange with partner institutions in India. The University for the Creative Arts has been awarded the only UKIERI grant in an Arts subject. The award, with the National Institute of Design (NID) in Ahmedabad, India, has funded the development of a dual award PGD/MFA in Photography. The course at NID is ground breaking; it is the first master's level photography course to be offered in India. There is educational tradition in India of teaching photography as a subject - it has always been viewed as a tool of image production for other disciplines. Joint curriculum development has been led by staff at both institutions with the aim of giving students at both establishments a comparable education experience that is culturally compatible to each country.

The collaboration has had further supported from two PMI2 (Prime ministers Initiative 2) student mobility awards which have enabled UK based students to travel to NID for a month of study. Reciprocally UCA has supported Indian students from NID to travel to UCA to study. The partnership has been transformative - culturally, educationally and socially to both students and the institutes involved. The NID/UCA student experience is documented through their photographic outputs.

A research project is now documenting and evaluating the experiences gained by students and staff at both institutions particularly examining how this global experience is affecting the educational experience and graduate employability.

Key research questions are:
- How does photographic work evidence the cultural experience of studying at the partner institution?
- What personal developments have occurred as a result of the cultural exchange and what impact have these had on personal development?
- Have participants developed further work or research links in the host country and what impacted has it had on their career development?
- Have prospects of employability been enhanced?

Using key texts, such as Susan Wilcox’s - Transformative educational development scholarship: beginning with ourselves - published in the International Journal for Academic Development June 2009 and the work of former British Council director - Dr Neil Kemp’s publications on the internationalisation of education, this paper will seek to contextualise this project in an international framework.

The result of this educational partnership has been far reaching; culturally introducing and championing photography as an art form in India; through the process identifying the need to research and write a history of photography in India; and using photography students at NID to undertake their own research and to document the demise of the photographic studio throughout the states of India.

The abstract will be supported by a visual presentation of the photographic work produced by the students of UCA and NID.
A double-loup cooperative (process) consultation

Veronika Strittmatter-Haubold
University of Education Heidelberg, Institute for Further Education

Keywords: curriculum and faculty development, process consultation, quality teaching and learning skills, quality management, quality development, staff development, cooperation, partnership.

Abstract
In the context of reform- and innovationprocesses as degree programmes, curriculum- and faculty development universities need essentially discourses about teaching, learning, communication, management etc. and also about the quality of these processes. Especially good quality teaching is valued more and more, but how to organise educational development when traditionally research output is the only thing that is important - and normal case?

In this presentation the focal point is how to facilitate sustainable change processes to achieve quality learning in universities. With an example of our international consulting experiences in higher education and faculty development I will present how to approach and engage full professors in a (research) university that will implement a new curriculum, in a setting with no tradition of staff/educational development.

In every cases our questions are e.g.: What are the participants/professors needs? How to approach these people who are seasoned experts in their discipline, and yet novices when it comes to thinking about education?

The traditional way offers best practices teacher trainings. A more effective strategy is a double-loup process consultation, which will be decribed in the presentation. That means that we design a consulting partnership. The starting phase includes questions e.g. How should we offer, give, and receive help? How could we use the dynamics of the faculty and planning group? The planning group consists of us as consultants (pedagogues, psychologists, experts of didactic, learning design, methods) and humanity/science experts, as a form of complementary or better integrated consulting. In teamwork we designed a training course customized only for the faculty or organization which contracted us (first loop).

The collective product (sequent training course based on constructivism and quality learning principles) will be implemented (second loop) by the group members of the faculty (clients) and will be facilitated and guided an supervised by us (consulting team).

Our strategy, model is based on a solid theoretical framework (and elaborates on state of the art literature, yet also takes into account contextual features.

Our trainings in higher education and consultations in faculty development are not only based on a theoretical framework. They are developed and evaluated in reflected practise by participants. We combine both perspectives for a continuing advancement. Our intention is to share the client’s change process (ownership), to facilitate work on their attitudes and to work on corporate culture.

Presently we are developing and explore on the process of cooperation between clients and consultants.

References
Quality assurance strategy of chinese university: from the perspective of faculty development

Song Wenhong & Zou Weining
Center for Enhanced Teaching and Learning, Ocean University of China, 266100

Keywords: Higher Education, Chinese University, Quality Assurance Strategy, Faculty's Professional Development

Abstract:
This paper reviews the current situation of Chinese Faculty Development and its impact on quality assurance, and by referring to the case study at Ocean University of China (OUC), a key university with "Project 211" and "Project 985" in China, it shows the history and foretell the future of building a teaching quality assurance of higher education in China, and then make some suggestions to both government organs and universities, from the perspective of Faculty Development Strategy. The aim of a university's educational reform and development is always to better the institution of higher learning, and it can be guaranteed by improving the quality of education. This is the common tendency of the development of global higher education and also the strategic priority of the education development in China as well as the goal that universities in China shall pursue. China has always been committed to turn itself into a country rich in human resources. The major mission at present and in the near future for the institutions of higher learning at different levels, particularly for those universities experiencing enrollment expansion in the past ten consecutive years, is to enhance teaching quality. Based on the analysis of the present situation at a typical university in China, the paper suggests that more and more domestic universities are committed to the promotion of teaching quality by offering professional services, and aims to strengthen, on a step-by-step basis, the cultural development in teaching quality and constantly improve the teaching management.
This article gives the following suggestions: 1) Update Educational Ideas and Promot the Research on Faculty Development of China. 2) Increase financial support to the faculty development program, and build a number of national demonstration centers. 3) Promote faculty development through national policy and the faculty’s Capacity Building System. 4) Establish an international environment and network which aims at close cooperation for common progress, promote faculty's professional study and development.

References:
Song Wenhong, MaYong , Diligently Striving for Prominent Quality, Publishing House of Ocean. University of China, Qingdao, 2007
Developing transnational quality control: managing "professional judgment in an undergraduate presentation assessment

Rosemary Kerr PhD & Vimala Amirthalingam
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Keywords: Assessment, transnational education, quality enhancement.

Quality control for a large enrolment undergraduate course presentation assessment across multiple locations presents challenges in teacher resourcing and communication. This case study reports the initial stages of a project which aims to provide HE professoriate professional development in consensus moderation for marking a presentation assessment using set criteria. The paper draws on qualitative feedback from professoriate experiences of using the processes and resources and highlights the successes and the challenges for the next stage.

Abstract
This seminar reports on the initial stages of a practice based, qualitative research project, using a case study approach, which involved the development and trialing of moderation processes and resources for use in transnational education delivery by HE professoriate (tutors) in an "onshore" Australian university and the professoriate engaged in the project "offshore" at a Malaysian twin Higher Education Institution. Ensuring consistency and comparability in marking student presentation assessments across a large enrolment course with multiple tutorial groups is challenging. The use of criteria to guide the staff and student assessment expectations is helpful, but marker interpretation of criteria can be subjective and "professional judgment" can skew mark allocation. The project involved the implementation of a consensus moderation training activity for "onshore" tutors with the aim of establishing an agreed standard against set criteria for a first year undergraduate business course. The "offshore" project is discussed in the light of the complexity of implementing quality control processes in an environment where institutional partnerships are reducing budgets for meetings and teaching conditions are not comparable.

The activity involved a meeting where tutors viewed videos of three student presentations and marked against a multi-criterion rubric. The consensus moderation discussion allowed tutors to compare their marks, seek clarification about the criteria and arrive at an agreed mark for each presentation which then formed the basis of the standard set for the students. To establish the effectiveness of the moderation activity and test inter-assessor reliability, double blind marking was conducted by the course coordinator during the semester across select tutorial groups.

The time impost and cost of face to face meetings for "onshore" professional development and the limited opportunities for face to face activities in "offshore" professional development drove the project's development of web-based resources for the moderation activity. Quality web-based resources, activities and communication will allow for greater flexibility. An "onshore" tutor volunteered to undertake the moderation training activity entirely on-line to test the ease of use for the resources and effectiveness of the training. Since the Malaysian institution was a new partner to the university and the on-line capacity was not clear it was decided that a face to face training activity would provide the most benefits. The Course Coordinator blind double marked the presentations to establish the effectiveness of the moderation activity in comparison with the "onshore" standard.

Results indicate that the moderation activity was useful in assisting new staff to understand the expected standard and confirmed the teaching approach for more experienced tutors. Double marking indicated good consistency across tutorial groups in all locations. Feedback was gathered from tutors in an end of semester meeting and by interview on the meeting processes, resources, rubric and preferences for further development of web-based moderation. While face to face discussion was the first choice for all participants there was willingness to further investigate other communication tools. The next stage of the project will be to develop and trial tools and effective web-based resources to facilitate transnational moderation across multiple educational delivery locations.
The collectively building of a political-educational project in further education: a Brazilian experience

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Ana Maria Cervato Mancuso - Monica Inez Elias Jorge
Department of Nutrition - School of Public Health - University of São Paulo

Keywords: syllabus, action-research, educational change, organization development.

Abstract:
The objective is to describe the process of reformulating the political-educational project of the undergraduate course of Nutrition in Brazil. This process involved activities that comprised stages of an action-research. The new curricular proposal aims to address integration among the central themes of the course, insertion of topics developed in an integrated manner and didactic-pedagogic training of the faculty. The need to have a practice of collective planning of the course has been acknowledged.

Proposal seminar:
There was an expressive increase in undergraduate courses of Nutrition in Brazil and most syllabi are based on a biological line, with deficient social approach of diet and nutrition. Therefore, reformulating the curricular structure of these courses became a guideline of educational policy in Brazil. The purpose of this paper is to describe the process of reformulating the political-educational project of the undergraduate course of Nutrition of a Brazilian public university. This process involved students and lecturers of the course in a series of activities comprising stages of action-research. The following activities were developed: recognizing the perception of the alumni as to their background training; workshops with professionals of different scenarios of dietitian practice to identify competences and skills; workshop with lecturers and students to find the central themes guiding the course; defining the professional profile by consulting the lecturers of the course; preparing a new curricular proposal.
The strengths of the course were opportunity to take part in academic research and contact with qualified lecturers. The weaknesses identified were the rigid curricular structure, little didactic training of the faculty, weak relationship among lecturers and students and insufficient integration of the basic and professionalizing subjects. The competence areas identified were individual and collective care, education, management and communication. The elements indicated as supporting the professional practice were assumed as guides for the new curricular proposal for the undergraduate course - i.e., food safety and nutritional care.
The new syllabus proposal has been built to address integration among the central themes of the course, comprising knowledge modules, insertion of topics developed in a combined manner, didactic-pedagogic training of the faculty and induction of ethical-humanistic transversality. The process of reformulating the political-educational project has shown the need to consolidate a practice of collective planning of the course.
Building a teaching community across disciplines through collaborative course design

K. Lynn Taylor & Sandra K. Znajda - Dalhousie University

**Keywords:** Course design, early-career faculty, educational development

**Abstract**

Although early-career faculty are frequently held to a high standard of teaching competence, recently graduated Ph.D.s are frequently under-prepared for their teaching roles (Austin, 2002; Wulf & Austin, 2004). Bridging this gap is not a trivial task. Learning to become an effective teacher requires interaction between specific teaching strategies and an understanding of how expertise in our disciplines and our personal beliefs about teaching and learning produce our individual approaches to teaching (Kember, 1997; Prosser, Martin, Trigwell, Ramsden & Lueckenhansen, 2005).

Since 2007, faculty at Dalhousie University have participated in a practice-based teaching development initiative based on McGill University’s Course Design and Teaching Workshop (CDTW) (Saroyan & Amundsen, 2004). The CDTW project includes a five-day course design workshop; three opportunities for individuals to be observed teaching and to discuss the feedback with a consultant; and monthly discussions with other CDTW participants. The purpose of the proposed paper will be to describe this intervention in more detail and to provide evidence about the outcomes achieved.

Ten CDTW participants from diverse discipline areas were recruited to this study. Data sources included:

- documents produced as participants worked through the stages of course design
- an open-ended questionnaire providing feedback on participants’ workshop experience
- detailed notes made during observations of three classes for each participant, on one-on-one feedback sessions based on these observations, and at monthly group meetings where participants discussed a teaching and learning topic of their choice.
- retrospective, 45 to 60 minute interviews conducted with each participant 6 months after the workshop.

Using the software analysis program Atlas.ti, data were analyzed for changes in learning-centred beliefs and practices, as well as alignment between course components.

Across the ten cases, three strong themes emerged as participants 1) closed the initial gap between their espoused beliefs about learning-centred teaching and actual teaching practices; 2) exhibited an awareness of the impact of aligning learning outcomes, teaching and learning strategies, and evaluation methods and subsequently improved this alignment in their teaching practice; and 3) demonstrated increased confidence about teaching. Participants in this session will be invited to discuss how teaching development projects such as this one can create “learning communities” that cross discipline-based worlds of knowing about teaching and learning.

**References**

**Integration of generic graduate attributes into the teaching and learning of academic curricula**

Patrick Lai  
Educational Development Centre, The Hong Kong Polytechnic University

**Keywords:** Generic Graduate Attributes, Teaching and Learning, Academic Curricula

**Abstract:**
Efforts to develop generic attributes frequently meet with limited success. It is apparent that university teachers responsible for developing generic attributes lack a common understanding of either the nature of these outcomes or the teaching/learning methods to develop these attributes in students (Barrie, 2004).

Previous studies have investigated qualitatively different ways in which academics from diverse disciplinary backgrounds conceive of generic graduate attributes in the contexts of their own courses and teaching (Barrie, 2007). Barrie identified approaches that range from a low-order one in which generic graduate attributes are taught in a teacher-focused way in a supplementary curriculum to a transformative higher-order approach where these attributes are taught in a learner-focused way in an integrated curriculum (Barrie, 2007).

The staff-development project study to be described in this presentation adopted a practice-based approach in which a university’s Staff Development Centre worked collaboratively with academic departments to identify strategies to adopt the ‘transformative learner-centred’ approach to integrate generic graduate attributes development into the university curriculum.

Participating academic staff invited relevant colleagues, alumni and employer groups to compile information that identified gaps, not yet being addressed fully by the curricula, between the requirements of the respective professions and the students’ levels of development in selected competencies.

Based on this information, a case-based resource package was developed to integrate the selected competencies into course/subject curricula. Three types of subject were identified as being suitable for integration of the resource package, namely those:

- intended to guide students to prepare for entry into their professions or introduction to the discipline
- designed specifically to promote all-round development in the profession, and
- linked directly to an aspect of a course, but not into a specific subject.

The presentation will discuss examples of the models of integration that were implemented for each of these subject types.

**References:**

Institutionalising quality learning in a research intensive University

Madiba Matete
University Of Pretoria

Keywords: Curriculum mapping, constructive alignment

How does one initiate and sustain conversations on quality teaching and learning in a research intensive university? This paper reports on attempts to use an online curriculum mapping software to ensure that university-wide conversations on good curriculum principles are promoted and translated into practice. The project is looking into next practices as far as educational technology is concerned, that is beyond the learning management system hype.

Seminar/Poster proposal

Objectives
The aim of this presentation is to share ongoing work on promoting teaching and learning in a research intensive university. The following aspects will be discussed:
1. The context within which the project is set
2. The curriculum mapping software, and further research and development
3. Methodology employed in gathering and analysing data in the project
4. Results, influencing next practices for educational technology in higher Education

Learning
A number of lessons were learned in the project. It became clear that training only did not help translate good teaching and learning principles into desired practices. Even though well developed policies in teaching and learning were in place, it became difficult in this context to talk about quality learning across the university. There are indeed pockets of excellence in specific departments and programmes. The challenge was how to institutionalise the standards as set in the policies. The Learning Management System that is used institution-wide has its own limitations when it comes to translating good curriculum principles into teaching and learning. Though Curriculum Mapping is a well documented process (Udelhofen 2005), the paper based approach is far much limited to support the dynamics of curriculum development in higher education. The conversations that have to part of such a process are lost in the tediousness and scope of the work to be covered. The limitations become amplified if one considers the role that individual discipline experts have to play in the process of curriculum development, alongside their teaching. The online system offers a number of features and affordances (Anderson 2004) . The project design in this context allowed for further research and development, and as such the acquired software was tailor-made to meet institutional curriculum development needs, national legislative parameters as well as internationally recognised curriculum principles such as constructive alignment (Biggs 2001), coherence and articulation (South-African-Qualifications-Authority 2000).

Outcomes
Through the project an institution wide curriculum information system is conceived. The system offers an environment where useful conversations about the many nuances of curriculum are discussed: the intended, learned, taught, and the assessed. Through the system existing redundancies and gaps within programmes and modules are exposed and attended to. A monitoring system is embedded where the application of principles guiding curriculum development can be investigated. In terms of further development, a separate product in the project is a configuration of existing IT infrastructure to ensure that curriculum maps feed into the Learning Management System, and that both feed into study guides that students receive as part of their course materials.

References
Course evaluations as a tool for quality enhancement:
two cases of putting principles into practice

Laura Winer
McGill University, Montreal

Keywords: Quality improvement; Course evaluations; Teaching improvement; analysis framework

Abstract
Course evaluations often serve only as measures of teaching competence rather than as a tool to support enhancing the quality of teaching. We have identified four principles that should be respected to have course evaluations contribute to quality improvement: confidentiality, responsibility, adaptability, and reflexivity. Drawing on examples from two institutions, the principles are defined and their utility discussed. Additionally, their generalizability to other contexts will be explored.

Seminar proposal
Course evaluations are one measure that institutions take to ensure "quality" instruction, touching on several facets of quality (Harvey & Green, 1993)--excellence, consistency and customer satisfaction. However, unless the results of course evaluations are used by instructors to improve their teaching, they will not contribute to improving future quality, but serve solely as a measure of the quality of past offerings.

We have identified principles required to foster an environment in which course evaluations can be used to enhance quality: confidentiality, responsibility, adaptability, and reflexivity (Berthiaume, et al, in press) and analysed the Université Lausanne, Switzerland and McGill University, Canada to highlight the role that these principles can play in ensuring quality as both a state and a process.

At the end of this session, participants should be able to use the framework introduced in this session:
1) To analyse the implementation of course evaluation policies and procedures at their university.
2) To enhance their use as quality enhancement tools.
3) To deepen their understanding of the specific situation at their institutions thus facilitating analysis, planning and communication of future actions.

Activities:
Presentation and discussion of the framework (5 minutes): the argument for course evaluations as potential contributors to teaching quality and the principles identified (Berthiaume et al., in press).
Analysis of the strengths and weaknesses with respect to the four principles and how course evaluations are currently contributing to quality enhancement.
- Case study 1 (McGill) (5 minutes)
- Case study 2 (Lausanne) (5 minutes)

Overall discussion of the framework and case studies (5 minutes): Session attendees will use this framework to analyse the situation-actual or potential-at their institutions and will thus be equipped to discuss the strengths and weaknesses of their particular contexts.

References:
Teaching and learning quality indicators in Australian universities

Denise Chalmers
Centre for the Advancement of Teaching and Learning, The University of Western Australia

Keywords: quality indicators, measuring performance, teaching and learning, academic development

Abstract
A national project to identify and implement teaching and learning quality indicators in Australian universities grew from the recognition that an agreed approach was needed to recognising and rewarding quality teaching and teachers in higher education. A key aspect of recognising quality teaching is the development and implementation of agreed indicators and metrics across the Australian university sector. We need a systematic approach to teaching and learning quality because of the shift to a performance-based quality assurance culture in higher education and the need for the sector to take advantage of this trend in order to improve the quality of teaching and learning in institutions and enhance the quality of the students’ experience. Through the provision of tools and metrics which measure teaching and learning performance at the institutional, department, program and individual levels in the university, the role of academic development is considerably broadened in its impact and strategic importance. This paper reports on this national project and its implementation in 8 Australian universities and its implications for academic development.

The project, funded by the Australian Learning and Teaching Council (ALTC), was carried out in two stages: The aim of the first stage was to provide a comprehensive overview in terms of what is currently recognised as quality teaching at individual, institutional, national and international levels. Following this overview, a Teaching Quality Framework was developed that proposed indicators of quality teaching at four levels within universities. Several reports were produced, a draft framework with indicators was developed and process documents and resources were developed for use by the pilot universities to guide their activities.

Stage two involved eight Australian pilot universities auditing and reviewing their teaching and learning practices, identifying one Teaching Quality dimension from the framework on which to focus and then implementing strategies to establish indicators at multiple levels throughout their university. Each university established a reference group, conducted an audit of teaching and learning policy and practice and developed aims and intended outcomes aligned with their university vision and strategic plans. While the eight universities chose different aspects of the framework on which to focus, they engaged as a group, agreeing to share strategies, evidence, resources and experiences. In addition to the combined outcomes of this project, the experiences and outcomes of the each of the universities are documented in eight pilot university project reports.

The dissemination strategy of the project was highly engaged with the Australian higher education sector throughout the duration of the project. It involved systematic reporting and feedback to university leaders, numerous updates through written reports, presentations and engagement with discipline and representational organisations and groups. Feedback was sought on resources from both the pilot university communities, experts in the various Framework dimensions and leaders from other Australian universities. The implications of this project for academic development will be examined in the presentation.

Resources
Strategic development of pedagogical competence - a National Swedish Project

Åsa Ryegård & Karin Apelgren - Uppsala University, Sweden
Thomas Olsson, Lund University, Sweden

Keywords: pedagogical competence, student learning, assessment, scholarship of teaching and learning

Summary
Pedagogical competence involves relations between pedagogical practice - the ability to teach in a way that supports student learning - and pedagogical theory. Ten Swedish universities have cooperated in a research based project aimed at developing important concepts in relation to pedagogical competence. In this seminar we will discuss ideas in relation to what constitutes pedagogical competence in university teaching and what criteria, procedures and methods can be used in systematic and scholarly assessments of pedagogical competence.

Abstract
Pedagogical competence is a key-concept in higher education. It involves relations between pedagogical practice - the ability to teach in a way that actively supports student learning - and pedagogical theory. Pedagogically component teachers should be able to use their disciplinary expertise within a teaching practice based on relevant theoretical pedagogical understanding focusing on the improvement of student learning. Teachers should be able to observe effects of their teaching and to analyse, draw conclusions, and plan for further development of the teaching practice.

In this seminar we will discuss ideas in relation to the important questions of what constitutes pedagogical competence in university teaching and what criteria, procedures and methods can be used in a systematic and scholarly assessment of pedagogical competence. Ten Swedish universities have cooperated in a research based project aimed at developing important concepts in relation to pedagogical competence.

The main objectives or questions that were analysed within the project include:
- an effort to work towards a national consensus on how we can describe pedagogical competence,
- ways to document and provide evidence of pedagogical competence,
- means to assess pedagogical competence,
- essential competencies needed by assessors of pedagogical competence, and
- how pedagogical competence can be rewarded.

The work builds on international research within university pedagogy (Marton et al. 1984; Prosser & Trigwell 1998; Ramsden 2003, Biggs & Tang 2007), and especially the scholarship of teaching and learning (Boyer 1990; Kreber 2002; Trigwell & Shale 2004), and it focuses on what characterises a competent university teacher, how this competence comes to the fore, and how it can be assessed and rewarded (Antman & Olsson 2007; Magin 1998; Ryegård, Apelgren & Olsson 2010).

The project included local activities at the participating universities - active seminars with university leaders, teachers, and students - and national thematic inspiration conferences with participants from all over the country. We wanted to challenge well established local practices, and the values and ideas they rest on, in relation to the objectives of the project and relevant research findings from the literature. The intention was to develop a national framework around fundamental and general aspects of pedagogical competence.

The main results of the project include general values of pedagogical competence focusing on the ability to actively support student learning, and; the teaching portfolio as a starting point for the assessment process (Magin 1998); the importance of criteria, evidence and standards in the assessment process (Ramsden & Martin 1996; Chism 2006); relevant assessor competence, and; important factors of a successful system for rewarding pedagogical competence.

This seminar is an important starting point to initiate discussions of ideas and perspectives at an international level about a very important challenge for universities word-wide.
Understanding research based education - towards an integrated interdisciplinary interpreting and extended evaluative quality factors

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Keywords: research based education, definition, interdisciplinary interpretation, higher education, quality factors.

Summary: In this article treatment of the concept research based education in texts published at the Swedish National Agency for Higher Education web is scrutinized. Two main questions are raised: How is the concept defined or described and in which disciplinary context is it used? The empirical material collected is analyzed in the light of research in the field. An integrated interdisciplinary interpreting is suggested related to a critical discussion of extended evaluative quality factors.

Abstract: Higher Education in Europe and elsewhere is expected to build on scientific ground. The link between research and education is supposed to be strong. This is not a genuine new demand; it is rather an old holding when it comes to higher education. It is considered to be of value for quality in teaching and learning. But as well when it comes to student's employability; their skills of inquiry, skill to search information, skill to valuate and analyse information and to use the material found ethically. In this aim students meet research by studying research methods, applying research methods to student work and exams, students take part in academic seminars and the academic dialogue include students to reach the competence needed. Other views could be presented. In this article the library and information science meets the educational one in order to raise questions about the need for interdisciplinary interpreted integration.

The project reported is a project in progress that started with example of texts to be analyzed. Different treatment of the concept research based education in texts published at the web belonging to the Swedish National Agency for Higher Education has been scrutinized. In order to look for different views on the concept of research base education two main questions has been raised: How is the concept of research based education defined or described? And in which disciplinary context is it used? Other questions looked for are: Is it talked about connected with quality learning, quality processes or academic development? What strategies are pointed out - if any?

Searching for reports catalogue under the term research based education rendered in 76 publications. All of these has been penetrated and analyzed in the light of research in the field. Among which Carolin Kreber (2006) is one and to take an example of research in the field written in Sweden Inger Erixon Arreman (2008) is another. Different traditions in research as instruments in analyze has been searched for in databases hosting educational research. But in this case research in databases indexing information science, as LISTA; library, information science and technology abstracts, is consulted as well. The aim of the project is to enhance educational development in academic context and academic development in general through interdisciplinary contradictions. The next step is to enhance strategies for global quality research based learning in higher education and its measurement.

References:
Learning by example: quality teaching of indigenous course content in higher education

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Keywords: indigenous; cross-cultural; teaching strategies

Abstract
Despite an abundance of theory about teaching for diversity, in practice it can be difficult to successfully teach students and incorporate content from a different culture than your own. Teaching for diversity, supporting minority students, and inclusive practice are well known in academic development circles (Airini et al. 2007; Bevan-Brown 2005; Bishop et al. 2009; Ramsden 2003; Zepke & Leach 2005). However, the transition from understanding the theory, to implementing it in teaching practice is often fraught - and, when that practice requires stepping outside cultural comfort zones, it can be downright intimidating (McDonald 2008).

In New Zealand universities, there is a common assumption that the indigenous Maori academic staff should teach Maori content and students (Smith 1991; Gallohofer et al. 1999; Gorinski & Abernethy 2007). While there are strengths and benefits to this approach, an obvious disadvantage is there are too few Maori academics. So, by necessity, non-Maori academic staff are often engaging with Maori students and material (Hawk et al. 2001). For those non-Maori academics who do want to engage, an issue that often arises and is regularly raised with Maori academic developers is, how? What are the most effective, achievable teaching strategies and approaches available to them?

This presentation will share the findings of a research project that sought to learn from non-Maori teachers who are effective teachers of Maori content and students at one university in New Zealand. The research involved analysing interviews with these teachers to identify effective, transferable teaching strategies and approaches used by non-indigenous university teachers to engage indigenous students and teach indigenous content. The presentation will share the results of a thematic analysis of the interviews and provide a summary of the key transferable strategies.

This research has relevance for any university teachers or academic developers looking for practical and successful examples of integrating content and engaging students not from their own cultural group or background. Ultimately, this presentation will promote the notion of global quality by sharing good practice examples of cross-cultural teaching and reinforcing academic developers interested in how to support quality teaching for diversity.

References
Adapting higher education to professional needs:  
a methodology to improve graduate studies

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Keywords: Quality learning, professionalization, methodology, graduate studies

The learning gap between the skills developed at university and the skills demanded by employers is an increasingly pressing issue. In 2009, the first cohort of students graduated in Advertising and Public Relations from the UPF (Universitat Pompeu Fabra). This presented an opportunity to evaluate the education provided and find the means to optimize students' professional training. Consequently, a project has been launched to analyse both the program offered and the professional requirements in this field and to identify gaps in learning. The project has been funded by a Catalan government agency, Agència de Gestió d’Ajuts Universitaris i de Recerca (AGAUR).

The main goal of the study is to adjust the education offered to the demands of the socioeconomic environment, thereby bringing university-acquired skills closer to the needs of the labour market. One focus of the initiative is to outline the current requirements of the advertising profession and predict future trends within the field. Recent changes in the sector, such as the economic recession, media fragmentation and increasing consumer complexity have been considered. The study also compares expectations of the professional workforce with what is actually delivered in class.

Nonetheless, the fundamental feature of this project is its methodology, which utilizes a wide range of techniques, quantitative and qualitative, organized in three different stages. The Delphi method is used to define future professional trends. A number of surveys are used to gather practitioners' views and students' experiences. Focus groups explore motivations and interpretations. Content analysis is performed on reports written by students after their internship or training period at the companies. This methodology has demonstrated its efficiency as it yields a deep insight into how the changing needs of the professional world match - or don't match - with the education provided. Therefore it is a valuable tool for improving the syllabi and teaching plans for all kinds of professionally-oriented subjects. Furthermore, the methodology is versatile and applicable to all other university degrees.

References
The quality of learning after
The application of a new syllabus based on competences

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Universitat Pompeu Fabra
Pablo Barberá
European University Institute

Keywords: Competence-based syllabus. Quality learning. ECTS credit allocation. Student workload.

Abstract

1. Objectives
Our research was conducted over the three terms of the 2009-2010 academic year. Our objectives were threefold:
   1. ECTS and student-workload consistency: to measure the consistency of the estimated ECTS of the courses with the real time that students dedicate to study (Gonzalez & Vagenas, 2003).
   2. Competence, learning and assessment consistency: to examine the consistency between the foreseen competences to be acquired on the courses, the students' perception of their learning and students' actual assessment (Arnold et al, 1999).
   3. Improvement proposals: by observing the impact of the two previous consistency measures on the quality of learning (Biggs, 2003), we wish to propose a plan to improve the quality of learning.

2. Learning
The following findings were discovered in our research:
   1. Students respond to the tasks required by the lecturers immediately.
   2. There is a need to implement a model to assess the level of acquisition of competences.
   3. In order to implement the new proposals, lecturers should be involved in the process.
   4. As a result of this investigation, proposals to improve the quality of teaching were developed, some of which have already been implemented.
   5. The model employed here to analyse the students' perception of their learning is exportable to other faculties due to its flexibility.

3. Outcomes
3.1 First objective: ECTS and student-workload consistency
   a) The average total time spent by students on their work is 17 hours and 21 minutes per ECTS credit, which is significantly below the planned 25 hours per ECTS credit (at UPF).
   b) The distribution of classroom and autonomous work is 31% and 69%, respectively.
   c) The distribution of classroom work follows a pattern of 63% in a large teaching group, 36% in seminars and 1% in tutorials.

3.2 Second objective: Competence, learning and evaluation consistency
The results show an acceptable and sufficient level of competence development, and a higher level of satisfaction regarding the assessment of competences.

3.3 Third objective: Improvement proposals.
From the above results, The Faculty of Translation and Interpretation has made a number of proposals for improvement that are structured into four main groups: (1) better coordination between lecturers, (2) adjustment of ECTS credits, (3) tutoring students, and (4) providing more information to students, the faculty and the university community concerning the progress of the implementation of the new syllabus and the improvements in the quality of learning.

References
Cultures that support a Scholarship of Teaching and Learning

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Keywords: Scholarship of teaching and learning: Teaching-focused appointments: Work cultures

Abstract
In line with international trends for universities to intensify their commitment to excellence in learning and teaching (SoTL), in 2007, a research-intensive, Australian university established teaching-focused (TF) positions. This initiative was intended to formally encourage and reward a culture of teaching scholarship and to support academics in balancing scholarship and academic careers. The creation of the new position involved adjustments to appointment and promotion policies and the provision of a raft of support mechanisms including the extension of existing grant schemes and SoTL community-building structures.

The university educational development unit monitored and investigated the outcomes of this initiative using a mixed-method approach to draw data from:
- existing sources (human resource database: T&L grant records)
- an online survey (quantifiable and open-ended questions)
- telephone interviews.

The study was fruitful in providing an institutional 'snapshot' of TF appointees which incorporated demographics such as gender, faculty distribution, appointment level and career progression. The study also investigated how the TF role was enacted in different institutional contexts, TF academics’ perspectives of their experience and factors that influenced satisfaction. Findings of particular interest were the variation in satisfaction experienced identified by TF appointees, and that school factors appeared most significant demographic determinants of satisfaction with the decision to the TF category of appointment. This paper highlights significant cultural differences (Umbach 2007) between schools in which academics reported the highest and lowest levels of role satisfaction after the first year of TF take-up.

The intended outcomes of this seminar are that participants will:
- become familiar with some of the cultural factors that shape the experience of academics whose professional focus is on the investigation and enhancement of teaching and learning, and
- discuss ways in which such cultural factors are or can be addressed through the practice of educational developers.

References
The interaction between culture, strategy and structure of a university as elements to support educational change

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Keywords: enhancing academic development; strategy derivation; university culture; educational change

Abstract
To enhance the academic development strategy of a university, it is necessary to consider the cultural as well as the structural aspects of the respective university. These dependencies are in many cases not considered. Only if all three elements are well balanced and represented throughout the activities and furthermore directing towards the individual, the team and the organization as a whole, the academic development concept will be successful.

Description
Most of us are not aware of the importance that if you want to change something - e.g. to enhance Quality Learning - at your university, one needs to consider the interaction between culture, strategy and structure. All three elements must be consistent, aligned, and aim towards the same goal.

Using the St. Galler management model, we have analysed a university and its way through a major transformation. We used this analysis tool to find an alignment amongst the strategic change, the required changes of the culture and to find out the best structural fit for the academic development unit.

Five topics were regarded as important:
- to consider and align the elements of strategy, structure and culture, and their interaction
- to provide a consistent derivation of the academic development strategy from the university strategy
- to address the individual level, the team level and the whole organisation
- to be aware that "culture" is the foundation of which "strategy" the organization will support (or not support)
- if academic development should be efficient, the structural integration of the academic development units and programs and their architecture is crucial

In this seminar, we will talk about how such an interaction could look like and how it is implemented by using a dedicated example.

The aims of the workshop are:
- Participants will get an insight into the nature of interdependencies of university culture, strategies and structures. The participants will also have the chance to reflect their own environment;
- Participants will get a theoretical framework and a tool for analyzing strategies and structures at their own universities and get an idea by starting that procedure during the seminar using their own university.

References:
Building a culture of reflective practice in a new university

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Keywords: organisational change; academic development;

Singapore Management University (SMU), one of three public universities in Singapore, was established in 2000. SMU is a research intensive university but was established with a stated focus on excellent teaching and a philosophy of interactive pedagogy. Over 6,000 students, who come from diverse countries, study across six schools - accountancy, business, economics, information systems, law and social sciences. Approximately 287 faculty have been recruited from around the world with about 70% in research track and 30% in teaching/practice track positions. Heavy expectations are placed on the faculty to deliver the SMU pedagogy of seminar-style teaching with dynamic exchange of ideas between faculty and students in classes of about 45 students.

The Centre for Teaching Excellence (CTE) at SMU has evolved into its current form since 2003 and sits within the Provost’s office. The CTE mission is to promote excellence in teaching through sharing knowledge and building best practices and in the process grow the SMU faculty together as professional educators. The vision is to build SMU to be internationally recognised for its distinguished teaching. CTE seeks to achieve the mission and vision through three areas of development - faculty, instructional and organizational development.

Creating and sustaining a teaching and learning culture in a new university presents many exciting opportunities and challenges. No doubt the excitement of starting fresh is something to be envied, but the challenges continually arise. The Centre is fortunate to have the blessings of the Provost and Vice Provost of undergraduate education, so the initial challenge was to get teaching and learning development on the agenda and buy-in from faculty and the rest of senior management. The focus of getting teaching recognized as a scholarly practice has slowly morphed into building a culture of reflective practice; this in an environment where research is dominant and the culture of traditional practices of teaching and learning both from faculty and student perspectives remain very strong.

In pursuit of its mission, the Centre hired expert staff to manage a range of services including administration of the Centre, faculty development and more recently, instructional development. Aiming to be on a par with distinguished centres of teaching excellence in renowned universities, CTE has taken a collaborative approach with external experts running regular teaching preparation forums and delivering seminars on topics critical to shaping the minds of faculty and administrators. Going forward, the Centre will continue to build its internal capacity through collaborative efforts and internal research and is committed to sharing its knowledge with teaching centres around the Asian region.

The aim of this presentation is to briefly reflect upon the journey of the Centre of Teaching Excellence at SMU and explore the opportunities, challenges and successes. Participants will learn from the CTE experience and from sharing of experiences amongst themselves. The outcome of the presentation will be new or expanded understandings for creating and sustaining a culture of reflective practice. For CTE, the outcomes will guide the Centre as it continues to develop, sustain and nurture teaching and learning.
The role of Faculty Development Units in providing university teachers with training aimed at improving students' retention's initiatives: their new challenge

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In recent years many higher education institutions (HEI) have put retention strategies into place to assist faculty and students improve their teaching and learning skills in order to prevent students' desertion. Retention success resides in the work of faculty and in the institution's capacity to construct educational communities that actively engage students in learning. All Faculty Development Units -together with other university services such as Students' Services- play an important role in training teachers to provide students with lively, substantive learning for personal and professional growth and in particular to improve classroom management (monitor class involvement, know different learning styles, be aware of barriers to learning, be aware of some students' lack of support systems, encourage high aspirations, etc.).

Students' dropout research and initiatives to avoid attrition has been extensive in Anglo-Saxon countries but still limited in Spanish and Catalan HEI. In 2008 the Catalan University Quality Assurance (AQU Catalunya) funded a research carried out by three university research groups of Universitat Autònoma of Barcelona (UAB) and Universitat of Barcelona (UB) to identify the causes of students' abandonment in Catalan universities. Out of this research some suggestions were made as to improve retention strategies.

It is the aim of this research project to succinctly offer the main conclusions on the situation of Catalan research universities students' dropout and to provide some insights and strategies as to how faculty development units should approach teachers training to improve students' retention.

**Keywords:** students' dropout, students' retention strategies, role of staff development units.

**References**

1The research about Students' Dropout in Catalan Universities was carried out by an interuniversitary group of researchers from UAB (coord. Joaquim Gairín) and UB (coord. Pilar Figuera and Xavier M. Triadoó) and funded by the Catalan University Quality Assurance.
Incentive to change
Consensus criteria in the Syllabus elaboration process

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Keywords: Change, Motivation, Syllabus, European Space of Higher Education.

Abstract
The Faculty awards Prizes for the best Syllabus by subject in the 2007-2008 and 2008-2009 academic years.

Constructive and collaborative discussions with teachers and the institution in the Jury to establish the best criteria in the learning and teaching process within the European Space of High Education framework was extended, in the second year, to include students. This consensus adapted the criteria to improve the motivation of teachers to compete for the awards.

Objectives:
The pilot experience followed in the adaptation process to the European Space of Higher Education has involved a very important change in the learning and teaching methodology, and at the same time, a lot of controversy.

If Syllabus is a synonymous of "contract" between teacher and student, the consensus criteria to elaborate the Syllabus which best adapts to the requirements process is the started point to achieve the proposals and objectives of the teaching and learning process.

The Faculty awards a Prize for the best Syllabus, in 2007-2008 and 2008-2009, with the following objectives to:

1. Establish criteria for the Syllabus to adapt teaching and learning necessities.
   a. Determining criteria from the academic viewpoint (2007-2008 academic years).
   b. Incorporating student's feedback and opinions (2008-2009 academic years).
2. Give incentives to motivate teachers and students to improve learning and teaching process.
3. Meet requirements of the UPF Educational Innovation and the European Space of Higher Education
4. Lead to comparison with equivalents institutions

Learning:
The establishment of this Prize means, firstly a better knowledge of what teachers have to do in order to elaborate a Syllabus and, secondly, to begin an improvement process in the teaching methodology that would be reflected in the learning process.

The elaboration of the basis to criteria of this Prize has involved three types of analyses. Firstly, an evaluation of the presents Syllabus, and more specifically the elaboration of the Syllabus criteria's which determines their principal aspects, in the point of view of academics. Secondly, a comparative study of the different models of Syllabus of the best International Universities in our field, as referents on the elaboration process and the criteria adopted. Finally, writing the proposal requirements to award the prize and the criteria that will determine the final resolution, according to student's point of view, delivered by the Jury, will close this process.

Outcomes:
The Syllabus criteria adopted in this process is the basis in which the Syllabus of the different subjects is done in the following academic years.
Pedagogy University: a study on professional development in a university in the South of Brazil

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Universidade de São Paulo

Keywords: Higher Education; Pedagogy University; Didactics; Professional Development

Abstract
This seminar is based on an ongoing doctorate research in Brazil. Its main objective is to discuss the importance of professional development of university teachers. We also aim at showing how a public university in the South of Brazil, is working on the pedagogical development. As this is a recent study, the results are not all concluded, however, we can show how this university is working on the pedagogical knowledge of the teachers.

Description of the seminar
The pedagogy university is one of the areas of study at FEUSP (Faculdade de Educação da Universidade de São Paulo) in Brazil. This seminar is based on an ongoing doctorate research in this area of study. The main objectives are to evaluate how pedagogy university has been discussed, to investigate the relation of didactics and the pedagogical development of higher education teachers and to analyze how a public university in Paraná, a state in the South of Brazil, has been working on the pedagogical development of its teachers and if this university is a space of learning and discussion of didactics, teaching practice and pedagogical knowledge for those teachers. To achieve these goals, we will work on the theories related to pedagogy university and the contribution of these discussions to didactics in higher education and, then, we will analyze the experience of a public university on dealing with the pedagogical development of its teachers. There are some important authors who study this area: Boaventura de Sousa Santos, Léa das Graças Camargo Anastasiou, Maria Isabel da Cunha, Selma Garrido Pimenta and Valdemar Sguissardi. They all agree that university teachers must find, in their post graduate studies, a space for discussion of pedagogy university and didactics and that when they are working at a university, this university might also be responsible for their professional development concerning pedagogical knowledge. As this is an ongoing doctorate research, the results are not all concluded, however, we can already affirm that university pedagogy has its importance in Brazil and to Brazilian higher education development; and in the specific case of the public university investigated, we can check that the concern on the pedagogical knowledge of the teachers is superficial. Concluding, although Brazilian university has a recent history, it has expanded, so it is important to develop researches on this expansion, to evaluate its quality and importance; one of the perspectives to analyze this process is to refer to the studies on pedagogy university and didactics to this level of education.

References
Constructing knowledge through group interaction in an undergraduate general education course at uniandes

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Keywords: group interaction, learning, collaborative learning, constructivism, learning environment

Abstract
This seminar presents the experience of a group of professors at Universidad de Los Andes in Bogotá, Colombia, who are using a collaborative learning environment to teach an elective course to students from different disciplines and professions: "The History of Learning Environments". This course is based on a constructivist framework, in which students work in small groups under the supervision of professors. In this seminar, we will present partial results of a qualitative research project designed to find out which aspects of students' interaction promote or hinder students' understandings and restructuration of their conceptions. Preliminary findings show evidence of learning through interaction in two areas: First, students' conceptions about teaching and learning become wider and more complex and, second, students develop interpersonal skills such as listening and respect for different opinions. Another interesting finding regarding interaction is the adoption of roles within each group, which seems to obey to the different personal characteristics and interests of the members. The acknowledgement of this process allows us to understand interaction in a more holistic way and not just as the sum of the parts.

By improving our understanding of the different aspects of student interaction when working in collaborative groups our research contributes to the qualification of learning environments in higher education.

Participants will be able to discuss evidence collected through direct observation and video recording of students while interacting in class. We will try to use the session to probe with the participants our interpretations about the process these students are going through in the construction of knowledge. Conclusions will be useful for enhancing our practice as well as for the understanding of group interaction and for helping other educators to improve teaching based on collaborative learning.

References
Teacher development: relational competence in teaching

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Keywords: Teacher development, relational competence, interpersonal skills, person centered, learner centered, classroom management

Abstract
The topic of my PhD project is the development of teachers’ personal competences, with particular emphasis on a specific aspect: the development of relational competence.

I am conducting a study of classroom teaching in secondary schools from an interpersonal perspective, focusing on the relationship between teacher and students. The teaching observations will be video-recorded, and at subsequent interviews with teachers and students the videos will be played and commented on using video-stimulated recall.

The project is predominantly inspired by and theoretically based on Learner-Centered Instruction or Learner-Centered Teaching, which rests on a humanistic, constructivist foundation emphasizing the learner and the learning process.

This theory will be tested in a Danish context, and on the basis of the findings, I will develop and test intervention for pre-service and in-service teachers.

Thus, the study operates on four levels:
1. Observable relational competence in teaching
2. Teachers’ perception and awareness of this competence
3. Students’ perception and awareness of this competence
4. Possible approaches to developing teachers’ relational competence

The seminar
At the seminar I will briefly demonstrate the growing importance of teachers’ relational competences. First, I will discuss both the role played by an increasing heterogeneity in the classroom and the results of an extensive meta-study (Cornelius-White, J: Learner-Centered Teacher-Student Relationships Are Effective: A Meta-Analysis, 2007) on the association between educational innovations and students’ learning outcomes.

Then I will present a small part of the theory and some of the interpersonal parameters that have been chosen for the study. In the last part of the seminar, I will invite the participants to discuss the topic as well as methodological issues.

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Rowe, V.C: "Using video-stimulated recall as a basis for interviews: some experiences from the field", in Music Education Research, 11:4, 425-437.
Issues concerning the enhancement of staff: student interaction outside the classroom: A student perspective

Sally Sandover, Dr Lee Partridge
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Keywords: undergraduate research, staff/student engagement, interactions

Abstract
Student-staff engagement is one of the strongest factors influencing student satisfaction and performance at University (Clark, Walker, & Keith, 2002; Cotten & Wilson, 2006; Jaasma & Koper, 1999; Krause, Hartley, James, & McInnis, 2005; Pascarella & Terenzini 2005). The 2008 Australian Survey of Student Engagement (AUSSE), which measures the nature and level of student-staff interaction, indicated that this engagement is very low (measuring 22.2 /100-point scale) and that 54.7% of first year students and 43.5% of later year students have never discussed class related ideas with staff(AUSSE 2008).
The Survey of Student Engagement (SSE) conducted at the University of Western Australia (UWA) in 2005 and again in 2007 demonstrated a decline in student-staff interactions outside the classroom. In 2007, 75% of students failed to engage in key out-of-class interactions.
Student satisfaction and engagement and retention may be enhanced by an improvement in out of class student staff interactions. The ULTRIS project provided the opportunity for ten undergraduate research projects to be conducted simultaneously providing a snap shot of various aspects of student-staff engagement at UWA. The projects emphasized issues surrounding diversity of student and staff cohorts, the use of technology, teaching strategies and limitations imposed by current practices within the institution. The seminar will discuss the undergraduate research and the findings and the application of the findings.

Objectives
This seminar will:
- summarise empirical evidence supporting the connection between staff: student interaction outside the classroom and student satisfaction, retention and quality learning.
- briefly describe an initiative undertaken at The University of Western Australia (UWA) which engaged undergraduate students in research focusing on staff: student interaction.
- outline the findings from 10 individual student research projects which addressed different aspects of staff: student interaction.
- ask participants to identify ways in which the UWA experience relates to that in their own institution.
- present a series of enhancement strategies, informed by the student perspective.

Learning and outcomes:
At the end of the seminar participants will:
- be reminded of the 'hidden curriculum' aspects and benefits that accompany staff:student interaction outside the classroom.
- be aware of the value of including the perspective of students as researchers in the context of educational research.
- have examined and discussed the similarities and differences of international experiences of staff: student interaction, and its impact on student learning.
- have critiqued the usefulness of proposed enhancement strategies for better staff:student interactions within their own institutions.

References
How to become a competent University teacher? 
Observations and research in Germany today

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Abstract
Academic development, programmes for academic development and consulting, knowledge and methods in teaching and learning, tuning between formal and informal learning of university teachers to teach in Germany exists only small empirical evidence, how the participation at the programmes is influencing the teaching competencies, and how learning to teach occurs besides formal learning in informal processes or formal and informal learning do interact.
The presentation will give an overview about the various types of programmes and will be confronted with first findings of a research project on the development on teaching competencies: ProfiLe - professionalization of teaching (Professionalisierung in der Lehre)
During the last decade in Germany you could observe a tremendous increase in the field of academic development in Higher Education. Whereas in the middle of the nineties of the last century there did only exist a very few number of central units for research and development or faculty development at German universities like in Dortmund, Essen or Hamburg or within faculties like in Aachen or Berlin respectively some networks for universities of applied sciences (Fachhochschulen) like in Bavaria or Baden-Württemberg, nowadays nearly every university in Germany and most of universities of applied sciences are provided with an institution for academic development of different kind or are collaborating within regional networks.
Most of these institutions offer programmes for academic development and consulting consisting often three modules in the range between 120 and 240 working hours and completed by a certificate. The programmes cover besides some specialities regularly a common set of themes, i.e. fundamental knowledge and methods in teaching and learning (including planning and giving lectures, active and collaborative learning, mass education), examination and testing, student consulting, evaluation and quality management, e-learning, blended or flexible learning and innovation of learning situation, courses or curricula. The programmes usually are accompanied by coaching, supervision; attend lectures as guest listeners, designing teaching portfolios and more or less theoretical studies. Most programmes underpin their offering with a student centred approach, with a change of perspectives from teaching to learning, as well as with constructive alignments between competencies as learning outcome, teaching and learning scenarios and formats of examination and a more or less strong relation to the Bologna process.
In contrast to this really elaborated and established supply, which is sufficiently demanded by younger scientists, there only exist small empirical evidence, how the participation at the programmes is influencing the teaching competencies, how it relates to the practise of teaching and how learning to teach occurs besides formal learning in informal processes respectively how formal and informal learning do interact.
The presentation will give an overview about the various types of programmes. This overview will be confronted with first findings of a research project on the development on teaching competencies. This project, named ProfiLe - that means professionalization of teaching (Professionalisierung in der Lehre) - combines a consortium of the TU Dortmund University together with research groups in Freiburg as well as in Hamburg supported by the Federal ministry for Education and Research in Berlin (BMBF). The first findings which will be reported refer to a series of qualitative interviews in a mix of problem-centred and biographical approach with different groups of university teachers, comparing teachers with deep and such with low experience in teaching, those who participated at the above mentioned programmes and such who did not, “normal” teachers and those who were awarded for good teaching. The interviews are conducted with the staff of the three universities involved in the project with slightly varying questions according to the different conditions at the three regions. As the University of Hamburg runs a full master programme for Studies in Higher Education, which is accredited, the questions of the inventory relates partly to that very special conditions. On the background of the empirical results the contributors will draw some first conclusions about tuning between formal and informal learning of university teachers to teach.
Experiences of research-based learning: A national project to enhance quality learning in Australia

Angela Brew, Jayde Cahir & Evan Jewell
Learning and Teaching Centre, Macquarie University Australia

Keywords: undergraduate research, organisational change; undergraduate engagement

Abstract
Engaging undergraduate students in research and inquiry engages students meaningfully in higher education and prepares them for a twenty-first century world of work in which knowing how to inquire and critically evaluate knowledge is of increasing importance. Many undergraduate research programs are in place across universities in the USA and are fast growing in the UK (Brew, 2006; Healey & Jenkins, 2010). Such practices develop important graduate attributes and are known to have high impact in engaging students (Kuh, 2008).

Over the past year, we have been working on a project designed to support academics and other personnel in engaging undergraduates in research and inquiry. Drawing on information gained during study tours of the USA, the UK, and the Netherlands, we have worked to understand and disseminate existing practice and to provide resources which can be used into the future (see http://www.undergraduateresearchaustralia.com).

A review of Australian universities missions revealed that almost all affirm commitment to the integration of research and teaching but implementation is patchy. Overwhelmingly, there is a need for coherent policies and funding. In the context of a complete absence of any mention of undergraduate research in national policy and review documents, we carried out a survey of undergraduate research experience programs (Jewell & Brew, 2010). Contrary to popular belief we found that some 1500-2000 students are engaged in such programs annually and the numbers are growing. However, the funding for undergraduate research experience programs is a major challenge for the future. Critical questions about how to support academics to undertake the supervision of undergraduate researchers need to be addressed.

Information and resources were disseminated and discussed during regional roundtables and the ‘First Australian Summit on the Integration of Teaching and Research’. National and international experts from the USA and UK contributed to strategically important policy debates. With the ninety delegates from universities across Australia, a Communiqué to be sent to Australian policy makers was drafted. This stressed the importance of teaching all students to engage in the production of knowledge from as early as possible in their undergraduate careers. It drew attention to changes required to how funding agencies interact. It further suggested research grants should require all funded research to feed into education.

In this seminar we will share our experiences of this national educational development project and raise issues and challenges that have surfaced. We hope that participants will share practices in developing undergraduate research in their own countries so that together, understanding of educational development for undergraduate research and inquiry can be further developed.

References
Methodical chances and pitfalls of a design-based research approach in higher education - The example of the research project profile

Marianne Merkt & Caroline Trautwein
Center for Higher and Further Education, University of Hamburg

Keywords: academic teaching competence, beliefs about teaching, design-based research approach

Summary
We would like to present the methodical design of an ongoing research project within a two years master-programme of Higher Education for university teachers. The longitudinal research project focuses on exploring the development processes of academic teaching competence. Data is collected by episodic interviews, microteachings and e-teaching-portfolio work. The research project's methodical design is a design-based or use-inspired basic research approach. The specific opportunities and challenges included in this design will be discussed.

Abstract
In our ongoing research project ProfiLe1 we observe the development of academic teaching competence by accompanying eight university teachers participating in a two year master-programme of Higher Education.

Our research questions are:
- In which dimensions does teaching competence emerge (Baumert & Kunter, 2006)? Do these dimensions develop independently or dependently? Can different stages of development be identified (Berliner, 1988)?
- Which influence have beliefs about teaching and do they change throughout the master-programme (Pajares, 1992)?
- Are e-teaching-portfolios useful tools to support the development of academic teaching competence (Merkt, 2009)?

These research questions emerged in the application context of the master-programme and the results will be integrated in it. But to go beyond application oriented research we chose a theory-informed approach as well. Therefore a so-called design based research approach or use-inspired basic research approach was chosen (Fischer & Wecker, p. 30).

To gain special insight in the development processes of academic teaching competence data is collected in the following way: We conduct episodic-interviews according to Flick (Bauer & Gaskell, 2000), ask the participants to perform in Microteachings and examine their e-teaching-portfolios in an early as well as in the final stage of their studies. In the interviews we ask them about their beliefs about teaching (Pajares, 1992), their experiences in teaching and how they think their academic teaching competence developed so far. In the Microteachings participants give samples of their teaching performance and receive feedback. In the e-teaching-portfolios participants reflect on their teaching philosophy and their development in academic teaching (von Quéis, 1994).

In comparing these three sources of data in the beginning and the end of the master-programme we want to make visible the development of academic teaching competence.

So far we collected data during the initial state of the master-programme and started the analyzing process following a Grounded Theory approach (Strauss & Corbin, 1990). At the ICED we will be able to present first findings of our study and want to discuss the following questions:
- What opportunities and challenges derive from design-based research approaches in Higher Education?
- Which significance has design-based research in the field of Higher Education research and practice?

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Enhancing collaborative education development writing: strategies used for working creatively on a problem-based learning practice book

Terry Barrett, University College Dublin
Sarah Moore, University of Limerick

Keywords: collaborative academic writing; writers' retreats; problem-based learning; creativity

Our proposal is based on practice knowledge. It fits into the conference theme of enhancing strategies and it will be in seminar format.

Abstract
This seminar outlines the strategies used to negotiate and write a collaborative book on problem-based learning with contributors from ten different countries. Specific strategies including: residential writers' retreats, freewriting and brainstorming techniques, problem-based learning processes, creative thinking processes and visual representations are explored. Data from focus groups of contributors and visual research is analysed to bring these experiences alive. The seminar aims to spark a debate about enhancers and inhibitors of effective collaborative academic writing.

Objectives
The key objective of this seminar will be to offer a critique of many of the current norms and rituals associated with academic writing, and to argue that writing in academia could become much more supportive of the principles of effective learning and professional development.

The seminar will present a case study of the strategies used in the collaborative writing of a book entitled: New Approaches to Problem-based Learning Revitalising Your Practice in Higher Education. The case study explores the development of effective strategies at all stages of the process including: the choice of chapter contributors, the negotiation of the book proposal and contributors' abstracts, the peer-review of chapters and book editing. A twin objective of the seminar is to start a debate and discussion about seminar participants' past experiences and future hopes for collaborative writing projects in academic development contexts.

Learning outcomes
This seminar will facilitate participants to:
- Evaluate the roles of residential writers' retreats, problem-based learning processes, creative thinking processes and visual representations in collaborative writing for edited texts.
- Reflect on their own experiences of collaborative and academic writing.
- Relate the strategies used for collaborative writing in the presented case study to their own contexts

References
The impact of academic staff development and leadership development on student learning outcomes in higher education: a review of the literature

Deborah Southwell
Queensland University of Technology

Keywords: Leadership, academic development, impact, student learning

Abstract:
Academic development will vary with the purpose or use of the development itself. The evaluation of the impact or effectiveness of academic development must be linked to its purpose. Broadly, academic developers work towards quality student learning outcomes in higher education. What is the impact of this development on quality student learning outcomes? Do academic developers have an impact on quality student learning outcomes? This seminar will examine the findings of a project that explored the existing evidence in the literature of the effect on student learning outcomes of academic staff development, leadership and leadership development.

Many writers have noted that leadership eludes comprehensive definition. Leadership concepts and theories can be broadly divided between those that focus on individual, formal or hierarchical forms of leadership and those that focus on collective, participatory or shared forms of leadership. Many studies into academic leadership in the higher education sector draw from leadership theories based on transformational and transactional perspectives thus limiting the diversity of approaches and learning that can emerge and inform practice. Few models or frameworks have been developed to clarify how leadership programs impact on student learning outcomes. The few that have been developed often speculate on the impact on student learning outcomes.

The research on the impact of academic development and its subset, leadership development, on the student learning outcomes of retention, persistence and achievement in undergraduate higher education study is scanty. Nevertheless, empirical support was found for a number of claims regarding leadership, leadership effectiveness, and academic and leadership development.

Leadership contributes to student learning in context and has an effect on teachers' sense of efficacy and their teaching practices, particularly in a climate of educational renewal and governmental accountability. Transformational leadership influences teachers' instructional work and students' learning. Some evidence was offered in the few studies undertaken into distributed leadership concerning the ways in which distributed leadership can enhance school culture and contribute to capacity building and thus improvement within schools.

To date, many evaluations of programs do not go beyond the collection of participant satisfaction with the program and their perception of its impact. Rigorous evaluations of the effectiveness and impact of academic and leadership development programs on student learning outcomes is a complex task requiring 'highly sophisticated theoretical frameworks, frameworks that lie outside the theoretical repertoire of those typically charged with programme evaluation responsibilities' (Leithwood & Levin, 2005, p. 10). Such evaluations also require the type and quality of evidence that allows confident answers to the questions of whether such programs have an impact on student learning outcomes.

Implications and suggestions for academic development units to enhance their academic development practices and roles and ensure their impact will be discussed.

References:
Enhancing Learning with Feet on the Ground and Eyes Open

Heather Henshaw & Veronika Kareva
South East European University (SEEU) Tetovo, Macedonia

Keywords: enhancement, integration, discussion, evaluation

Abstract
South East European University is a new, private, non-profit university, functioning within a specific national and regional political and socio-economic context. Following Bologna guidelines/trends and using the institution's own analysis from its Student Evaluation Survey concerning quality of teaching, the Board approved a Teaching Observation Scheme as a key quality initiative. Senior managers were charged with its implementation over a two year period as part of the Strategic Plan.

The Scheme was research based and piloted following wide consultation. Each observation involves two evaluators - one from the Deans' Offices, plus a cross-Faculty observer with methodological training and evaluator experience. Standard templates are developed. Every teacher is offered a pre-observation discussion around the lesson plan and other documents followed by post-observation feedback. Written reports provide summary commentary with judgments and advice for learning, teaching, classroom management, use of resources and monitoring of progress. Teachers are encouraged to add comments. Signed copies are kept by the individual, the Faculty and the Quality Assurance Office for data analysis.

The Observation Scheme is in its third year of implementation and is regularly evaluated by teachers, evaluators and managers. Staff surveys indicate that it is generally supportive, motivating, and useful for self-reflection, discussion and developing awareness and use of teaching methodologies; it has also provided an institutional focus on teaching.

The Procedure has raised problematic issues, generated debate with some dissent, and been subject to regular questioning concerning its value, sustainability and development. Therefore, the University is focusing on sustaining it in a number of ways: embedding the process, enhancing the quality of discussion and feedback; developing the central reviewers, integration with other systems and implementing spin off ideas.

This is a lively, ongoing process which has its strengths and areas for development and we are interested in discussion and advice concerning such quality initiatives.

References
<table>
<thead>
<tr>
<th>Type</th>
<th>Presenters</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar</td>
<td>Cafes Sora Dimonjee</td>
<td>Univers-UPF: an R+D+i visualisation project of university</td>
</tr>
<tr>
<td></td>
<td>Ciscia Bógs</td>
<td>Educational experiences under the perspective of undergraduate students</td>
</tr>
<tr>
<td></td>
<td>Michel, Marielle</td>
<td>A look into the works and administrators of the roles, work, and skills of the professor, a professional: what does it mean to be a professor?</td>
</tr>
<tr>
<td></td>
<td>Moore, Gayda</td>
<td>Enhancing academic development practices: Reclaiming academic practice wisdom</td>
</tr>
<tr>
<td></td>
<td>Roque, Matt</td>
<td>Designing for unexpected outcomes: educational development for sustainable innovation</td>
</tr>
<tr>
<td></td>
<td>Hickey, Meriam</td>
<td>Promoting innovation in teaching through education journeys of discovery</td>
</tr>
<tr>
<td></td>
<td>Rencée, Jeanna</td>
<td>Introducing educational development as a policy area in new and developing universities systems- a foundation for future research and practice</td>
</tr>
<tr>
<td></td>
<td>Calvel, Mike</td>
<td>Benefiting from professional development at UEB public universities</td>
</tr>
<tr>
<td></td>
<td>Brundell, Anna</td>
<td>Promoting the benefits of peer teaching through education journeys of discovery</td>
</tr>
<tr>
<td></td>
<td>Elmgren, Clive</td>
<td>Changing places when the station master is unsure of the destination</td>
</tr>
<tr>
<td></td>
<td>Hovena, Lina</td>
<td>Staking academic development at four Swedish colleges</td>
</tr>
<tr>
<td></td>
<td>Frazis, Motoko</td>
<td>Faculty Development in Context: An Analysis of Transfer Bases of Initial Faculty Development Programmes</td>
</tr>
<tr>
<td></td>
<td>Mafra, Polyanne</td>
<td>Engaging new-faculty pedagogical research: a strategy towards sustainable academic development</td>
</tr>
<tr>
<td></td>
<td>Hernández-Loo, Carina</td>
<td>The role of the Teaching Quality and Innovation Support Unit in the ICT Engineering Studies at Universitat Pompeu Fabra</td>
</tr>
<tr>
<td></td>
<td>Alex, Peter</td>
<td>Ask the Poits of Our House: The use of cultural spaces to encourage quality learning in higher education.</td>
</tr>
<tr>
<td></td>
<td>Enhardtsson, Margareta</td>
<td>Online interactive teaching: A proposal for practices</td>
</tr>
<tr>
<td></td>
<td>Bangur, Alex</td>
<td>Online teaching professional development: A proposal for practice</td>
</tr>
<tr>
<td></td>
<td>Tereno, Hapangamis</td>
<td>Training and Support Services to University Teachers: Development of a Model for Open Multi-Campus Universities</td>
</tr>
<tr>
<td></td>
<td>Kenisha, Umar</td>
<td>The role of a Centre for Excellence in developing a scholarship of teaching based on pedagogical research among learners autonomy</td>
</tr>
<tr>
<td></td>
<td>Althoff, Anthe</td>
<td>Troubleshooting in HE teacher training and educational developers' theories of difficulties</td>
</tr>
<tr>
<td></td>
<td>Ke, Dayon</td>
<td>Case studies of staff development in Nordic countries</td>
</tr>
<tr>
<td></td>
<td>Winkl, Katrin</td>
<td>Enhancing strategies for pedagogical development</td>
</tr>
<tr>
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<td>Gibot, Amanda</td>
<td>Pathways to Success: The Role of Academic Development in Integrating Top-Down and Bottom-Up Change Strategies</td>
</tr>
<tr>
<td></td>
<td>Barman, Linda</td>
<td>Surfing on the graduate wave, using top-down policy for educational development</td>
</tr>
<tr>
<td></td>
<td>Astman, Letta</td>
<td>A Decade of supporting the Professionalization of Teaching in Higher Education, the Swedish experience</td>
</tr>
<tr>
<td></td>
<td>Boud, David</td>
<td>Reconceptualising academic work as professional practice: implications for academic development</td>
</tr>
<tr>
<td></td>
<td>Smith, Cake</td>
<td>Transforming academic practices through transdisciplinary experiences</td>
</tr>
<tr>
<td></td>
<td>Tessier, Lucienne</td>
<td>Enabling strategies to achieve sustainable change in a higher education programme: iLOV at UVa</td>
</tr>
<tr>
<td></td>
<td>Kooi, Edip</td>
<td>Defining the future of lifelong learning through research-informed teaching</td>
</tr>
<tr>
<td></td>
<td>Lack, Lida</td>
<td>Promoting Better Teaching and Learning Across the Whole Campus</td>
</tr>
<tr>
<td></td>
<td>Hauser, Anh</td>
<td>Experience of creating learning community for academic growth as University teachers in University of Tartu</td>
</tr>
<tr>
<td></td>
<td>Wognum, Marni</td>
<td>Enhancing the potential of scholarship through research-informed teaching</td>
</tr>
<tr>
<td></td>
<td>Crawford, Karien</td>
<td>Transforming the learning experience: promoting conversations about research - engaged teaching and learning (retal) experiences</td>
</tr>
<tr>
<td></td>
<td>Fergus, Mary Minna</td>
<td>Joint Mentors in Youth and Society: An innovative experience at six Canadian universities</td>
</tr>
<tr>
<td></td>
<td>Ingersoll, Matthew</td>
<td>Creating the new collaborative in community and service learning: a story of community service learning</td>
</tr>
<tr>
<td></td>
<td>Dalton, Helen</td>
<td>The missing ingredient that brings the rhetoric and reality of quality learning outcomes in higher education to life: insights from our colleagues</td>
</tr>
<tr>
<td></td>
<td>Anwari, Usman</td>
<td>Project - oriented problem - based learning in a curriculum that foster interdisciplinary and citizenship in higher education.</td>
</tr>
<tr>
<td></td>
<td>Nordquist, Lisa</td>
<td>Maximizing student performance through optimal deadlines for online dilemmas</td>
</tr>
<tr>
<td></td>
<td>Cohn, Barbara</td>
<td>China, Ecuador, Pakistan, USA: Communities &amp; differences for learning &amp; teaching management</td>
</tr>
<tr>
<td></td>
<td>Bodeker, Vincent</td>
<td>Factors affecting student learning at a South African university</td>
</tr>
<tr>
<td></td>
<td>Peterson, Melanie</td>
<td>The use of student feedback to promote reflection on teaching: A case study at Stellenbosch University</td>
</tr>
<tr>
<td></td>
<td>Beaton,Fair</td>
<td>Academic developers and curriculum development: purposes, perceptions and opportunities</td>
</tr>
<tr>
<td></td>
<td>Curley, T.</td>
<td>Quality teaching, quality learning: an empirical study of teaching in working life</td>
</tr>
<tr>
<td></td>
<td>Arkin, Defoe</td>
<td>Growing as a teacher: growing as an academic: Implications for educational development</td>
</tr>
<tr>
<td></td>
<td>Cast, Greg</td>
<td>What does it mean to be an academic? Implications and experiences of professional development for academics in Spain</td>
</tr>
<tr>
<td></td>
<td>Bower, Bill</td>
<td>Peer-to-peer teaching in a higher education development: a Moskva University story of educational development</td>
</tr>
<tr>
<td></td>
<td>Anderson, Tore</td>
<td>Auditing teacher qualification programmes in higher education institutions in the Netherlands</td>
</tr>
<tr>
<td></td>
<td>Sutherland, Kathryn</td>
<td>University teachers at the beginning of their career: Reflections</td>
</tr>
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<td>Sutherland, Kathryn</td>
<td>University teachers at the beginning of their career: Reflections</td>
</tr>
<tr>
<td></td>
<td>Meredith, Paul</td>
<td>Indigeneous: Victoria University's Maori experience.</td>
</tr>
<tr>
<td></td>
<td>Riddell, Joyce</td>
<td>Reflecting on a culturally diverse or global perspective?</td>
</tr>
<tr>
<td></td>
<td>Leibund, Lea</td>
<td>A collaborative approach to curriculum development</td>
</tr>
<tr>
<td></td>
<td>Concil, Helen</td>
<td>Supporting curriculum change: Developing a whole institution approach</td>
</tr>
<tr>
<td></td>
<td>Coburn, Marie</td>
<td>Embracing student: The combination of role-play and teamwork in law using ICTs</td>
</tr>
<tr>
<td></td>
<td>Andersson, Per</td>
<td>ICT-Coaches: an example of a strategic network for the development of technology - enhanced teaching and learning</td>
</tr>
<tr>
<td></td>
<td>Evans, David</td>
<td>Some considerations in the evolution of large and complex educational development ventures</td>
</tr>
<tr>
<td></td>
<td>Lofland, Andrew</td>
<td>A family affair: the role of the family in developing of new academic programmes</td>
</tr>
</tbody>
</table>
Univers UPF: an inner visualization project of university

Carles Sora & Pere Freixa
Pompeu Fabra University

Keywords: General competences, socialization, networking teaching, participatory process

Abstract
Univers UPF is a virtual and interactive map of the UPF university where teachers and students reveal what is for them their studies. Organized in different degrees, every planet of this huge universe represents the whole professional profiles, concepts and outstanding artworks that students and teachers consider every year. These items are connected building a crucial radiography of how is understood every study and what could they be their future.

Seminar

Objectives
The network of teachers tries to design and develop pedagogical resources in the topic of understanding, identification and conceptualization of an own scientific field. The aim is to focus in transversality and a critique overview.
We extract from a quiz, presented physically to teachers and students inside class, a huge amount of data that are used to build dynamically the map of every year. With this data we create the connections from similar items from professional profiles, artworks and concepts fields. These links allows us to get a high level of understanding of what is common and what is not from them.

Learning
Once the data from the surveys is dumped in the data base (a MySQL in the university research servers), the application (developed in actionscript flash and java) show graphically in the screen all the maps. The interaction with the participants allow to open, move and explore in different degrees of depth. We can interact with every item comparing the data with other items of the maps. The result of the map is an perfect tool to create debate in class.

Outcomes
After two years from creation, the project arrives at the end of his path. So far we have developed:
A model of survey for every study.
A data base of data base (more than 600 surveys) from every degree with a high percentage of participation but with a low representativity of teachers.
A prototype of the interactive map and data base.
Some debates in class and public presentations.

References (Key texts mentioned)
Educational experiences under the perspective of undergraduate nutrition students

Ana Maria Cervato Mancuso & Monica Inez Elias Jorge  
Department of Nutrition - School of Public Health - University of São Paulo

Claudia Maria Bogus  
Department of Public Health Practice - School of Public Health - University of São Paulo

Keywords: teaching skills; educational practice; teaching-learning process; university education.

Abstract
The objective is to identify and analyze educational practices used in the undergraduate course of Nutrition of a Brazilian university, based on the perception of students. Qualitative approach and focus groups were the techniques used. The use of active methodologies is limited and most educational practices are traditional, focused on conveying contents. It is necessary to train lecturers to use diverse educational strategies, appropriate to university courses and to contemporary reality.

Seminar proposal
According to the Brazilian legislation, the undergraduate courses should have political-educational projects that are collectively prepared, focused on students as subjects of learning and supported by lecturers as facilitators and mediators of the teaching-learning process, with the purpose of going beyond education exclusively based on conveying knowledge and information.

Considering the need to obtain elements to suggest improved training of lecturers, this study aimed to identify and analyze the educational practices, understood as structured groups of strategies that comprise the teaching-learning process and include conceptual, factual, procedure and attitude contents in the undergraduate course of Nutrition of a public university in Brazil. To this end, a qualitative approach was used and a focus group was held with the students of the course.

In the students’ perception, the use of active methodologies is limited and most educational practices are traditional, focused on conveying contents. The educational practice more often experienced is expositive classes with slides. The other pedagogical practices mentioned as less frequent were discussion and work in small groups in classes, preparing seminars and technical visits. The students are not very familiar to these didactic strategies since they are not used to apply them, although considering the activities interesting and that help in developing their ability of understanding and reflecting.

Moreover, it was identified that there is little integration among the syllabus subjects and poor connection between contents addressed in subjects and future professional practice. The students are not satisfied with the evaluation processes for not being continuous, but punctual and isolated activities with no feedback.

It is crucial to develop trainings for lecturers to show the importance of using diverse educational strategies that are appropriate to university courses and to contemporary reality.
Opinions of faculty and academic administrators about the roles, work, and skills of the professoriate: a model for organizational development

Michael Theall
Youngstown State University (Ohio, USA)

Keywords: Faculty roles, faculty work, educational development faculty evaluation

There is a lack of clear definition of the skills that are critical to faculty success. An international survey of faculty and academic administrators found disparities between the need for certain skills in certain roles and faculty expertise in those skills. This session will provide an overview of a conceptual approach (The Meta-Profession); report survey results; and demonstrate how the model can be used to improve faculty evaluation as well as educational and organizational development.

Objectives:
This paper describes results from an international survey of 600 faculty and academic administrators (primarily from the USA and Canada, but with a small number of responses from Europe and Australasia). A conceptual approach called the "Meta-Profession" was used to examine the roles, work, and skills of the faculty, in an effort to provide a general model as well as specific applications of the model to improve campus practices in evaluation, professional enrichment, and organizational development. The Meta-Profession model identifies three "Base-Profession" (disciplinary) skills and twenty Meta-Profession skills, and considers them with respect to four primary faculty roles: teaching; scholarly and creative activities; service; and administration. This session will introduce this model, describe research results, and suggest processes for local projects that can improve evaluation, development, and organizational operation.

Learning:
Participants will learn about a new conceptual approach to organizational development, and the research that underlies the model. Participants will consider how the general model can be applied to their specific situations, and will be able to make decisions about the most effective ways to initiate and sustain dialogue about evaluation and development—this dialogue leading to consensus and systematic improvements in evaluation and development as well as faculty success in teaching, scholarship, service, and administrative roles.

Outcomes:
The survey asked for ratings of faculty expertise in each Meta-Professional skill set, and for ratings of the need for each skill in each of the four roles. General results were: 1) lesser expertise than need in some skills and greater expertise than need in other skills in teaching and administrative roles; and 2) consistently greater expertise than need in the scholarship and service roles. Additional findings were that faculty and administrators have significantly different opinions; that persons from different disciplines have significantly different opinions; and that institutional type and location significantly affect opinions.

References:

Enhancing academic development practices: 
Reclaiming academic practice wisdom

Gayle Morris, Deakin University, Australia
Karin Crawford, University of Lincoln, U.K.

Keywords: Practice wisdom, Professional values

Abstract
The growing impetus for science-based or evidence-based practices in higher education are shaping conceptions of the nature and role of professional practice and raising new concerns about what it means to be adequately prepared and what it means for practitioners to learn. But the practices of teaching are moral-political, not simply scientific or technical undertakings. This seminar is set within the conference theme of 'enhancing strategies', with a particular focus on enhancement that happens outside, or at the boundaries, of formalised academic development; 'professional learning in-between'. We suggest that much 'wisdom in practice is based in tacit knowledge grounded in experience' (Schwandt 2005: 330) and that the challenge for academic developers is to work within these 'sites of human flourishing' (ibid), shaping enhancement strategies to engage with this view of professional practice and avoid reducing professional learning to a 'government-imposed form of "expert professionalism" which is focused on skill and standards' (McLean 2008: 124). The development of a shared set of values is also integral to the concept of professionalism, yet, academics' values are often 'held only tacitly' (Barnett 2003: 119). It is possible that the 'technical-rationality' of the current managerialist environment in higher education across the globe not only constrains the development of an explicit critical value-base (McLean 2008: 17), but also that professional development practices often focus on 'domestication' or compliance to institutional need, rather than valuing those that are more emancipatory (Clegg 2003). This seminar will debate the argument that the more emancipatory, richer view of professional practice, values and learning, leads to authentic and sustained change, enabling us to recover notions of practical wisdom, judgement and insight. Participants will have an opportunity to:

- Reflect on the concept of academic practice wisdom and relate this to their own context;
- Consider the notion of academic values, how these might be unearthed, debated and made public;
- Identify opportunities and challenges in academic development strategies that would engage with the development of practice wisdom;
- Explore the ways in which these ideas and concepts translate into their own areas of practice

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Designing for unexpected outcomes:
educational development for sustainable innovation

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Keywords: relational, innovation, curriculum, design

Abstract
Innovation and change in teaching and learning bring the potential for unexpected outcomes. Educational development approaches to curriculum design may be based on sound pedagogical principles, yet not account for the complexity of a reconfigured learning environment. This session analyses instances of innovation from a relational perspective, in which relations between people, artefacts, knowledge and practices are critical to the effectiveness of the project. This seminar will demonstrate an approach to learning design to account for unplanned outcomes.

The re-design of a unit of study through an innovation or intervention entails the potential for unexpected outcomes, as learning environments are reconfigured and move through one or more moments of instability. The eventual success of failure of this process is highly contingent: on people, on support, in technologies, and particularly on consensus and coordination. Educational development approaches to learning design, such as constructive alignment, involving the alignment of intentions (learning outcomes), assessment and teaching and learning approaches, may not necessarily account for the complexity and contingent potentialities of the learning environment.

This seminar brings a relational approach to educational development, and extends the notion of alignment to the contingent factors that shape learning environments. Relational approaches encompasses a range of perspectives: actor network theory (Law, 2009; Latour, 1987), activity theory (Murphy & Rodriguez-Manzanares, 2008; Knight, Tait & Yorke, 2006; Engestrom, 2001), and phenomenography (Marton & Booth, 1997), and move away from "atomistic" conceptions of people, objects, policies, technologies and learning (Goodyear & Ellis, 2008). In a relational approach, the people and objects involved are considered to have significance not in themselves, but in their relations to each other in a network or assemblage of people, artefacts, and practices (Law, 2009).

In this seminar, we argue the necessity for a participatory rather than an interventionist approach in supporting educational innovation. We explore the ways in which issues of relationality might be addressed by academic developers, educational designers, and teaching staff through participation in projects involving teams and through active communities of practice rather than repositories of learning objects or designs. The seminar illustrates this concept through the use of two concurrent case studies, both involving the introduction of an enquiry based learning approach into a unit of study. The first was an intervention without ongoing educational development support, and was undertaken mainly by the teaching staff that met with only limited success.

The second, in the management discipline, came about through a combination of informal and structured educational development, first through a series of informal meetings and conversations over coffee between an academic developer in the Faculty and a subject coordinator in the School of Management. Over a year, an idea around the development of a small face to face role play developed into a critical examination of traditional teaching methods, and when the opportunity arose for an intensive staff development course on enquiry based learning, the project took its shape as a sustainable approach to learning.

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Discursive constructions of academic development: through the eyes of others

Margaret Hicks
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Keywords: Textual analysis, positioning academic development

Abstract
While there is a growing literature on academic development primarily by academic developers, little attention is paid to how we are 'represented' by our institutions. Through a detailed textual analysis of publicly available web-sites, official documents and policies, a revealing insight into the positioning of academic development by others evolved. These insights will be shared and in particular the discussion will centre on the following question: if academic development work is focused on developing quality learning experiences how accurately is this focus represented in key institutional texts about academic development work?

Through this seminar participants' awareness of how academic development is represented through official, publicly available 'texts' will be discussed. This will be done through both an interactive activity and also drawing on the author's research of one set of institutional texts (web-sites, policies, strategies and position descriptions). A focus will be given to dominant discourses used to describe academic development, assumptions made, what is included and/or excluded, what is valued and what isn't, whose voices are dominant and which voices are missing. Drawing predominantly on the work of Dorothy Smith and Norman Fairclough, I will focus on how the work of academic development is both 'coordinated and regulated' by the ruling relations within an institution and beyond, and also how as a field of professional practice academic development is implicated in these forces. Importantly, what will be shared are the major observations from this analysis which have implications for how academic development is constructed and represented in relation to quality learning experiences.

References
Introducing educational development as a policy area in new contexts and in developing/transitioning university systems - an experiment for future research and practice

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Keywords: Academic development; university management; international programs

Abstract
In this presentation two educational developers, authors and implementers of a workshop for university administrators focusing on educational development as a policy tool in higher education in new contexts will reflect on the program's objective, practice and emerging data on it's impact on the attending professionals from several countries new to educational development.

The objectives of the seminar presentation are to share emerging knowledge from a program attempting to engage senior university administrators and emerging new practitioners in seeing the development and support of teaching and learning as a legitimate area of university policy in countries where this perspective is largely missing or is only slowly becoming visible. The workshop opens with a discussion of the main concepts of good quality teaching for the promotion of student learning placed in various broader policy dimensions of change in higher education systems. The participants are given a broader review of ways of understanding change in academic practice and are provided with an overview of the emerging trends and policy options in the field of strategic educational development. Using specific examples (extended institutional case studies) from the practice of the workshop facilitators based on two European institutions, participants discuss different possible strategies for the development of support system for teaching and learning, responsive to the context and needs of the individual institutions. Participants then are encouraged to use all outcomes of discussion to conceptualise policy change in their own institutions and/or systems.

In this session will first share our practice-based knowledge, describing key elements of the program design, its enactment in two consecutive years, and our own developing perspectives as trainers on the program. Secondly, we will share aspects of research-oriented knowledge on the program in which we attempt to shed light on the program effects on individuals and likely effects on institutions by analysing two sources of participant feedback. One of these is elicited at the end of the program in the form of an imaginary conversations (narratives of imagined impact) and the other is a questionnaire conducted a year after the program and is aimed to point out any real action taken or knowledge implemented in practice. The learning generated from this seminar is to be a comparison of the presenters emerging knowledge and questions of this specific educational development intervention with similar engagements of the conference participants and the outcomes are to be a deepening of reflection on the practices of educational development in new locations for both the presenters and the audience.

References
Birth pains of academic development in Ethiopian public universities

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Key words: Ethiopia, staff development, quality improvement, academic development centres

Abstract

Rapid expansion of Ethiopian public universities poses many challenges to educational quality. A Dutch-funded project has created staff development centres in nine public universities to support quality improvement. A participatory approach has produced a variety of short upgrading courses for inexperienced staff and guidelines for quality enhancement. The training materials include topics such as instructional skills, student assessment and programme design and review. The staff development centres are beginning to offer some services and training to academic staff, although staff shortages caused by expansion and lack of support and recognition from the university management are matters of concern.

The developmental model of a quality improvement cycle requires the analysis of students' views on the quality of teaching. Ongoing research focuses on developing indicators of teaching effectiveness which give emphasis to student learning. Research also focuses on designing an appropriate staff development model for the Ethiopian context with emphasis on female staff which only make up 10% of the teaching force. Research on the impact of the most established course on instructional skills shows positive results.

These are early days for Academic Development in Ethiopia, but there are plans to form an association for Academic Development to establish better links with bodies such as ICED so that staff centres in Ethiopia benefit from international perspectives. The presenters are founding members of the five-year project called the Educational Quality Improvement Programme (EQUIP); the resident project manager and Ethiopian nationals coordinating two centres who are also conducting AD-related research for their PhDs.

References

Promoting innovation in teaching through educational journeys of discovery

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Keywords: development program, government, globalisation

Responding to the need of internationalisation and driven by competition, the Centre for Teaching and Learning, Linköping University, has supported a development project for senior teachers (2007-2008), with the aim to investigate good ideas in teaching among European Higher Education Institutions. Based on Michel Foucault’s concept of ‘governmentality’, a ‘method’ for analysing governing conditions, this article presents an analysis of the project as such; the strategies and inquiries carried out by the twenty-five senior participants.

Governing the search of the good examples of teaching
At the end of last century the societal governance changed dramatically in large parts of the Western world, and new demands, like globalization and competition for students and resources, came to have a major impact on how teaching at our Universities was delivered. An assessment society affected by discourses of expanding competition became increasingly visible. Some of the new requirements focused on developing new knowledge, skills and capabilities in teaching, and in particular in the needs of a surrounding society. Pedagogical training organised for university teachers was expected to be effective in changing teachers’ approaches. These kinds of expectations led to the establishment of special units for teacher training at many universities, and with the main task to stimulate pedagogical efforts of different kinds. However, junior teachers and various pedagogical technologies seemed to be in focus for these efforts, while activities for more senior teachers seemed to shine by their absence.

According to this background and with support by the Socrates program, two groups of senior teachers at Linköping University were offered a professional development program, in 2007 and in 2008. The program was developed collaboratively and the main objective was to meet the development need of the particular group of teachers, the seniors, who in turn was expected to contribute to an inclusive development environment at their own practices. The particular program consisted of participating in a seminar series with invited national and international actors. The content of these seminars focused on the changing global conditions, the achievement of internationalisation and development of an educational curriculum, assessment, professionalism, and leadership. The program also consisted of a visit to a European Institution with the intention to discuss pedagogy with international colleagues and to teach. The results and the experiences of the visits were discussed at seminars at home, while other expectations were participating in seminar discussions and to contribute to forthcoming publications. The participants were asked to be curious and with a particular interest in refining their own teaching skills.

The production and organising of knowledge development in contemporary society can from Michel Foucault’s theoretical framework be seen as a concept of governing, particularly in terms of the way knowledge is discussed, developed and organised. Foucault also made a point of stressing the productive role of knowledge as a function for governmental strategies and its impact on individuals’ perceptions, expectations and behaviour. The intention in this paper is to address the issue of organising development activities in teaching as a global concern, as a matter of personal preconceptions, of political demands, as expressions of disciplinary cultures and of prevailing discourses in general. The data consists of the development program strategies, the contents of lecture and seminars and of analysis of the participants’ narratives.
Changing platforms when the station master is unsure of the destination....

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Keywords: Technology enhanced learning, professional development, Virtual Learning Environment, ICT-strategy

Abstract
This presentation is a case study of how one Scandinavian university tackled the need for improved ICT competency among staff. At the same time it is also an illustration of the necessity of embedding the implementation of IT tools, in this case a Virtual Learning Environment, in a firmly established, pedagogically sound ICT strategy.

The proportion of students studying partially or wholly net-based courses in Scandinavia has increased from 40 percent to almost seventy percent over the last five years, accompanied by an increasing use of learning technologies in campus-based courses. Consequently, many universities have embarked on ambitious programs of staff development and project initiation to increase the competency of teaching staff in interactive, communicative technologies (ICT).

The following scenario is an example of how one university tackled the trials and tribulations of increasing ICT use on both campus and net-based courses and programmes. The experiences of the university in question can be taken as an illustration of what not to do, or as an example of unseen consequences. From whichever viewpoint there's always something to learn!

The staff support unit developed a program of hands-on workshops, seminars and longer courses combining pedagogical and technical skill, available to all staff on demand. The question was - would this approach be successful? The experience was unfortunately no, not entirely. An enthusiastic group of early adopters attended everything available, but the main body of staff remained standing on the platform unaffected by all attempts to entice them in a new direction, to a new destination.

It was at this point the station master stepped in to change the destination entirely: a new, open source learning platform was to be adopted by all within a year!

Despite unwilling passengers, an inexperienced crew, and a somewhat faulty engine, the resulting journey has been chaotic but also exhilarating. The introduction of a completely new learning platform resulted in a drastically increased work load for both teaching staff and educational developers but has also opened up new routes to a renewal of pedagogical approaches, new ideas of teaching & learning and new methods of competency development.

A crew of ICT coaches has been recruited to support and inspire the passengers, the station masters (and signalmen) have received valuable input and advice on future policies and strategies for development and most of the passengers are beginning to see a light at the end of the tunnel. There are still many problems to be overcome: there's not enough money to repair the engine so it may leave the passengers standing still on the tracks, and some of the passengers have taken a different engine and veered off on a side track!

The journey isn't over yet, but if you'd like to know more of this journey through the landscape of technology enhanced learning - welcome to the presentation!
Strategies for development at four Swedish colleges

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Keywords: development, ICT, strategies, systematic integration, holistic approach, the LIKA-method, organizational development, networking

In Sweden we have a collaboration between four different colleges in Stockholm to enhance strategies for develop ICT in a pedagogic way. In the LIKA-project we have developed a special method that we use with teacher educators to make a strategic implementation of ICT in teacher education which makes the development transparent. We also have a work in progress how to enhance strategies to continue this development in a sustainable way with theoretical views from scholarship of teaching and learning.

Abstract:
In this session I will describe a work in progress and share experiences we have had in the LIKA-project since 2006 until now. In 2006 a six year project, the LIKA project, started on the initiative by the Swedish Knowledge Foundation (http://www.kks.se). The aim of this project is to systematically implement ICT in teacher education in a sustainable way that suits different colleges with different cultural organizations. LIKA stands for processes for Learning, Information, Communication and Administration. The Royal College of Music, Stockholm University, Swedish School of Sport and Health Sciences and the Royal School of Technology collaborate which gives us a lot of opportunities to exchange ideas and try different strategies for development.

How can we then engage organizations in a constructive development, in an academic environment that includes lots of individual freedom? Is it possible to implement something without engaging different levels in the organization? We think some of the qualities that have been recognized for a sustainable development can help us from a theoretical point of view. Strategies related to scholarship of teaching and learning is useful tools, suitable at universities in sharing and networking within our colleges and universities. We are creating forms for that. Huge challenges for us academic developers are issues connected to teacher educators' time and motivation.
Faculty development in context: an analysis of transfer barriers of initial faculty development programmes

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Keywords: initial faculty development, learning transfer, organizational and individual barriers

In recent years many higher education institutions (HEI) have put faculty development centers into place to assist faculty in improving their teaching skills. Although there is some research that evidences the effectiveness of university teachers' training and a range of positive changes that occur in teachers' approaches to teaching and their students' approaches to learning as a result of a pedagogical or initial training program (Rust, 1998; Ho, Watkins and Kelly, 2001; Gibbs and Coffey, 2004; Postareff, Lindblom-Ylänne and Nevgi, 2007; Stes, 2009), oftentimes faculty members face cultural and structural barriers to more seriously invest into the quality of teaching.

It is the aim of this research project to identify environmental factors that foster or hinder the application of what faculty learn in initial faculty development programs into practice (transfer barriers). At the conference, results will be presented from a mixed method approach:

a) Starting point was a well elaborated instrument to assess Learning Transfer Systems in the business context developed by E. Holton (e.g. Holton, Bates and Ruona, 2000). This questionnaire was contextualized to the higher education environment in different steps and validated.

b) At the same time two cohorts of faculty participating in a comparable year long initial faculty training programme in Barcelona (Spain) and St. Gallen (Switzerland) are followed to gain more qualitative insights in their individual motivation and basic conditions regarding transferring their learning.

Delegates will be able to reflect about their understanding on the factors that promote and hinder faculty development, they will be able to examine different results on the extent to which teachers change their teaching conceptions and skills as a result of a training course, and they will be able to imagine ways in which beginning teachers can learn best in order to maximize learning transfer into teaching practice.

References:

Engaging new lecturers pedagogical research:
a strategy towards sustainable academic development

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Keywords: pedagogical action research; reflective practice; sustainable academic development

Abstract
Academic development goes well beyond the initial training of new academic staff. There are a number of common issues that surround the level of success of wider academic development, for example some institutions write their strategies and policies at very senior levels and do not always respond to the input offered by the academic development team. Conversely when a subject area, school or department is identified with a number of shortcomings, it is often the academic development team who are called in to help. Neither of these scenarios fares well: the first raises issues about channels of communication and questions the institution’s regard for the role of academic development and its level of influence. The second scenario places the academic development team in the position of working with teams that have identified weaknesses and are possibly feeling vulnerable or defensive (Eggin and Macdonald, 2003).

The trick then, is to engage at different levels and build up a rapport with staff, a sense of trust and a reputation for supporting positive academic development, in pockets, across the institution (Macdonald and Wisdom, 2002). A strategy that we have developed, starts with our new academic colleagues and then filters on through the years as each cohort progresses on through their career. Rather than telling people that they should be developing their practice and how they should go about it (as critiqued by Jones and Hendry (1994)) we simply start by engaging our new colleagues in their own pedagogical action research project. This ensures that each new group of lecturers develops an understanding of pedagogical research (McNiff, 1988) and disseminates the findings of their own project to their faculty.

This ‘by the back door’ approach ensures that there is constant, sustainable activity across the university which is addressing specific aspects of the student learning experience. The new lecturers are doing the academic development, and once they have embarked on this path, a significant number then continue the journey. They do this in a number of ways: some champion an issue and take it forward within their subject areas; others begin to pair their subject research with pedagogical research; and there are those who apply for Local and National Teaching Fellowships thus significantly raising the profile of academic development. These projects ensure that academic development is happening ‘on the ground’ and helps us to develop relationships and networks with people across the institution. We have found that this in turn encourages colleagues to invite us to work with their teams for positive development through: specifically tailored workshops; advising on the design of innovative programmes and assessment; supporting the development of research bids, and so on. As a result the deficit model is slowly taking a back seat and positive academic development is increasingly coming to the fore.

In this seminar we will outline the Pedagogical Research module, give you a few examples of a diverse range of projects, and invite your comment and discussion on this approach of nurturing the roots of wider academic development.

References
Utilising a community of practice approach to foster networks of pedagogic inquiry and enhance QL experiences across institutions

Sara Briscoe & Sean Wellington
Southampton Solent University

Keywords: Community of Practice, Virtual Community of Practice, Learning Network, Pedagogic Inquiry

A community of practice (Cop) approach aims to create opportunities for the dissemination and development of best practice in teaching and learning and pedagogic inquiry by fostering multiple and overlapping communities of interested parties across the institution. This session focuses on the issues and challenges involved in developing communities of pedagogic practice (CoPP). The findings from a qualitative study of four leading practice institutions, with recently launched and/or established communities, are described. Findings from a staff preference survey and initial first year experiences of 'pump priming' a CoPP at one HEI in the UK are discussed.

Seminar learning outcomes:
To consider how a community of practice approach could enhance QL across institutions
To explore the issues and challenges involved in developing communities of pedagogic practice

Higher Education Institutions have variety of staff, for example educational developers, readers, curriculum fellows, and academics, engaged in pedagogic inquiry and development. However, evidence suggests that frequently this inquiry exists in isolated pockets within the HEI with few available forums for sharing best practice, provision of mentoring or the development of synergistic benefits. The community of practice approach seeks to create opportunities for the sharing of best practice and development of pedagogic inquiry by creating multiple and overlapping communities of interested people across the institution. It is through these communities, both informal and formal, that staff are able to interact, communicate, learn from one another, solve problems and create new knowledge (Hildreth et al., 1998, Lave & Wenger, 1991, Wenger, 1998). The advancement in technology and the growth in the use of computer-mediated communications offers the potential to create virtual or online communities of practice. Virtual communities afford the possibility of bringing people together who are geographically remote and also offer a quicker platform through which to build communities (Gannon-Leary & Fountainha, 2007).

Utilising a qualitative methodology, interviews with key members of staff from four leading practice Higher Education Institutions, with recently launched and/or established communities of pedagogic practice (CoPP), were undertaken. Findings from the qualitative study cover important considerations at the design stage of any CoPP (for example, acquiring powerful institutional backing at the outset, access to finance for setup and ongoing costs, importance of clear identity) as well as a range of tactics that have proved useful if engaging staff in the community. A quantitative methodology (online survey) was employed to explore staff preferences at Southampton Solent University. Findings from the survey relate to:
- Current and future teaching and learning activities and research interests of staff
- Teaching and Learning activities that staff would like support with
- The skills that staff could offer to a community of practice
- Staff preferences for the format and timing for the community’s teaching and learning activities

This study is part of an ongoing project. First year experiences of ‘pump priming’ a CoPP Southampton Solent University offers the opportunity to discuss and reflect on the challenges of utilising a community of practice approach to foster networks of pedagogic inquiry and enhance QL experiences across institutions

References
The role of the Teaching Quality and Innovation Support Unit in the ICT Engineering Studies at Universitat Pompeu Fabra

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Keywords: Teaching quality unit, ICT engineering education, quality learning, higher education

Abstract
The objective of the seminar is to describe and discuss the role and practices of the Unit of Support to Teaching Quality and Innovation (USQUID from the Spanish acronym) of the Polytechnic School (ESUP from the Spanish acronym) at Universitat Pompeu Fabra in order to foster Quality Learning (QL) and tackle the challenges posed by the Information and Communication Technologies (ICT) Engineering studies and the global learning demands (such as the Bologna process or the mobility of teachers).

The activities of the USQUID (www.usquidesup.upf.edu) include:
- mediating and coordinating efforts towards QL in combination with other academic stakeholders in the University and the ESUP
- supporting the exchange of relevant teaching experiences between teachers,
- planning and developing educational innovation projects to enhance the QL (see for example [1, 2])
- pedagogical support and provision of multilingual resources to support QL among all the teaching staff [3]
- carrying out mechanisms to supervise, assist and recognize of teaching and learning quality practices in the ESUP
- monitoring the quality of teaching plans and materials
- promoting educational innovation initiatives among the teaching staff
- evaluating the impact of QL support actions in the students (see for example [4])
- providing statistics that measure QL issues among the teaching staff, the students’ performance and the social environment of the ESUP (see for example [5]), and
- suggesting to the relevant academic stakeholders the most appropriate actions to take for the improvement of QL and the curriculum.

The expected outcomes of the seminar are a set of conclusions around how we can enhance our current practices and which lessons learned can be generalized so as to be adopted across the institution and by other institutions.

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Ask the Posts of our House: The use of cultural spaces to encourage quality learning in higher education

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Victoria University of Wellington

Keywords: Indigenous, learning spaces, diversity

Abstract
This seminar will discuss the contemporary application of traditional Māori (indigenous New Zealanders) teaching approaches that use marae (a building complex including a carved meeting house) as a pedagogical tool, and will explore the transformative, high quality learning such cultural spaces can encourage. It will highlight the global value of providing indigenous 'spaces' to support diversity and quality learning within universities.

When Māori goddess, Hinetitama, asked the Māori god, Tāne, who her father was, he replied, "Uia ki ngā pou o tō whare... Ask the posts of your house". This traditional Māori (indigenous people of New Zealand) story implies, amongst other things, a cultural teaching pedagogy that utilised the marae as a learning and teaching tool. The marae complex has slowly been embraced by educational institutions throughout New Zealand since the early 1980s, as acknowledgement that they provide an authentic instructional space that enhances quality learning (Ka'ai, 2008; Mead, 1986). Often they inspire a personal and emotive learning experience, with students studying the Māori language, culture and identity in a way that extends beyond vocational training to learning for self-discovery.

This seminar will discuss the contemporary application of traditional Māori teaching approaches that use marae as a pedagogical tool, and will explore the transformative learning such cultural spaces can encourage. It will share the experiences of Māori academics and their use of the marae complex to extend and develop the quality of their students' learning. It will also discuss the role that academic developers can play in encouraging and promoting the use of culturally-appropriate learning environments and teaching pedagogies to support diversity in higher education.

This topic is relevant for academic developers and teachers interested in the impact that indigenous and minority cultural backgrounds and spaces can have on student experiences of quality learning (Bishop et al, 2009; Waiti & Hipkins, 2002). It will have international relevance for other indigenous people who have established, or seek to establish, their own cultural spaces in higher education environments. Although this seminar will primarily focus on Māori examples, it will ultimately highlight the global value of providing indigenous 'spaces' to support diversity and quality learning within universities.

References


Doing Drama for Interactive Teaching

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Keywords: Forum theatre, Problem based learning, Case method, Teacher Training Courses

Abstract
Tutoring learning groups focus on the students learning and call for the tutor to perform other skills than in doing traditional teaching. A tutor needs both the flexibility to students learning and the group process but also to be oriented towards their learning outcomes. New teachers as well as experienced teachers within the traditional teaching role often have limited experiences in tutoring and being the leader of a group process. This is, among teachers, frequently addressed as an argument for not implementing Problem based learning and Case method where teachers in general express the difficulties of tutoring learning groups and moderating a case session. The two roles are different in action but similar in the aspect of enhancing students learning.

As Educational developers we have considered this lack of training and have within a teacher training course developed a method and a model for training and scaffolding teacher to develop the intended skills in a safe environment. Our method is inspired of Augusto Boal's work around Forum Theatre (Boal, 1992) and adapted to the skills of the PBL tutor and Case moderator. Augusto Boal, born in Brazil, developed the method together with the theatre group, Arena Theatre, where he was artistic leader during the years 1956-1971. In short, Forum Theatre is about the spectators not just being entertained as in traditional acting but they get to actively participate and affect that which happens in the play itself by replacing one actor and jumping into the plot. An actor can be substituted in order to test an idea or how one would want to meet those persons who are in the play.

In our model we use Boal's intentions and adapt the situation in the purpose of practicing tutoring and moderating skills. Scenarios are often inspired from real cases where the participants have the opportunity to try different leading strategies and become more aware of their leadership in different situations. Using both action and meta reflection makes the model a considerable tool for transforming difficult questions and issues to a safe training ground where both skills and understanding are developed.

References

Summary
Augusto Boal developed Forum Theatre in the purpose of managing oppression. Within a teaching and learning environment and within a teacher training context the method is used to experience and manage group dynamic processes. A presentation of the theoretical background of Boal's Forum Theatre and a model of implementation will be given as well as examples from implementation in teacher training courses in Problem based learning and Case method.

Session Objectives: To present a method used in teacher training courses in Problem Based Learning and Case Method
Online teaching professional development:
A proposal for practice

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Keywords: Faculty professional development; E-learning; Online teaching training, Online teaching skills

Abstract
The online teaching professional development model at the UOC is defined from the results of two investigations. On the one hand, a study of the current developments at several international universities, distance and face-to-face and, on the other hand, a review of the literature on this issue. The knowledge acquired through the practice of online teaching over the years has been also taken into account, together with the UOC accumulated experience as a virtual university.

Since its genesis, the practice of teaching at the UOC has been linked to an ongoing redefinition of the work and profiles of the faculty staff. The special characteristics of the university have demanded and continue to demand a profile of teachers who can use the potential of technology to make the most effective and efficient as possible its educational tasks.

The university has defined an online teaching professional development model focused on training teachers and improving teacher competence to carry out their duties as teachers using ICT. The model is based on the results of two researches: the study of models, policies and programs of teacher training in the use of ICT in a set of distinguished universities worldwide, and a literature review based on the articles that have been published in specialized journals since 2005.

The questions we have raised are:
What elements make up the development and teacher training models for online teaching in traditional universities? What elements characterize these models in distance universities? What is different from each other? What are the most relevant aspects and to what extent these can be considered in defining our own academic development model?

The results of the analysis carried out have allowed us to confirm and also rethink some initial considerations and prior hypothesis. Among others, the following aspects can be highlighted:
- Incorporating the university educational offer on ICT in education in the academic development programs seems appropriate and gives coherence and consistency to the academic development model; that is the case of virtual and distance universities;
- The participation of experts in development programs for fresh online teachers increases the satisfaction of these teachers and the link with the university, and is perceived as an element that reinforces the relevance, and acts as a retention incentive;
- Reference literature indicates that several models recommend a change into practices that foster co-operation, peer learning and mentoring processes.

References:
Training and support services to university teachers: development of a model to serve multi-campus university

Tuula Heide, Tommi Haapaniemi & Sari Tervonen
University of Eastern Finland

Keywords: Higher Education, Teacher Education, Staff Training, Development Model

This presentation describes how the University of Eastern Finland (UEF) develops its staff training model in university pedagogy and the use of ICT technology in teaching. The endeavors to enhance academic development practices in support services of the development of teaching are described. The presentation focuses specifically on how the training and support services previously offered in one campus are developed based on the results of an international benchmarking project to serve the multi-campus UEF.

Abstract

UEF operates in three campuses that are located physically far from each other. Long distances in part increase the importance of high quality and uniform standards of activity. The learning centre of the University of Eastern Finland supports the development of university education. It promotes the combination of pedagogic and technological learning solutions into quality learning processes. The services of the learning centre are offered locally in the campuses of the UEF and through remote access with similar standards of activity.

In 2009, the learning centre of the University of Kuopio participated in a European eLearning benchmarking project organized by ESMU (European Centre for Strategic Management of Universities). One objective of the participants (nine universities) was to improve the level of their support services to teachers. Benchmarking exercise revealed that the level of training offered by the learning centre to the teachers is of high quality at the European level. The attribute of the learning centre's training involves the work development projects that are carried out during the training as well as close contact to support services. This training model has been acknowledged also in a national quality evaluation carried out by FINHEEC (The Finnish Higher Education Evaluation Council).

Although the staff training functions well in one-campus environment, it became evident that the training model should be redesigned to fit the purposes of multi-campus UEF. The training model must be pedagogically aligned to support teaching in the UEF. More specifically, the coherence between the training and support service processes must be ensured. Intelligence gathering must be organized to monitor emerging training and service needs as well as best teaching practices.
The role of a Centre for Excellence in developing a scholarship of teaching based on pedagogical research around learner autonomy

Kenisha Garnett & Ivan Moore
Centre for Promoting Learning Autonomy. Sheffield Hallam University.

Keywords: Scholarship, teaching and learning, learner autonomy, Higher Education

This paper explores the role of a CETL in developing teaching scholarship to enhance the quality of teaching and learning by engaging staff in cutting edge pedagogical research around learner autonomy. Several specific areas are addressed: student motivation and engagement, information literacy, managing learning, enquiry based learning, student partnerships, and a conceptual stance to teaching and learning in Higher Education.

Approaches to teaching and learning are becoming more important as universities try to respond to an increasingly diverse and discerning student population, and issues related to standards and quality in a rapidly changing and continuously evolving Higher Education sector (Lueddeke, 2003). It is argued that the nature of good teaching needs to be better understood, be more open to scrutiny and better communicated (Ramsden and Martin, 1996; Boyer 1990); where “good teaching means that faculty, as scholars, are also learners” (Boyer 1990; 23-24). Since teaching and learning in higher education are closely linked, the scholarship of teaching is as much about learning as it is about teaching (Schulman 1999). As such, the improvements in teaching and learning depend upon the development of scholarship, which necessitates reflection, inquiry, evaluating, documenting and communicating good practice (Healey 2000).

The value of teaching as scholarship is linked to improvements in student learning and embraces the notion of 'professionalism' (Shulman 2000), which relates to the 'processes and products of knowledge acquisition' (Kreber 2000). The focus has been on the intellectual development of students including contemporary studies that differentiate types of learning (e.g. Marton and Säljö 1976), work on learning experience (e.g. Entwistle 1984), and conceptualisations of teaching (e.g. Trigwell and Prosser 1997). We propose that the scholarship of teaching includes identifying the characteristics of excellent and scholarly teaching, but, in addition, involves communicating and discussing the successes and challenges of teaching and learning, and also evaluating the effects and impacts of innovative practice.

This paper discusses how the work of the Centre for Promoting Learner Autonomy, a higher education CETL has contributed to enhancing the quality of learning and teaching through scholarship. The ideas around teaching scholarship are built around learner autonomy and based on a framework of what is known about the teaching-learning process, where teaching involves "not only transmitting knowledge, but transforming and extending it as well" (Boyer 1990; 24). The approach includes engagement with the scholarly contribution of others around learner autonomy; staff's reflection on their teaching practice and the learning of students, the communication and dissemination of good practice, and lastly theoretical ideas about teaching and learning. The paper further discusses the means of evaluating improvements in teaching and learning, through evaluative case study research, and suggests several themes and ideas for developing the scholarship of teaching at the individual and institutional level.

References
Troublesome knowledge in HE teacher training and educational developers’ theories of difficulties

Anders Ahlberg, Lund University. Sweden.
Linda Barman, Klara Bolander Laksov & Maria Weurlander, Karolinska Institutet. Sweden.

Keywords: Theories of difficulties, troublesome knowledge, higher education, educational development.

We have surveyed and analysed Swedish educational developers’ perceptions and personal theories of difficulties encountered by academics in educational training. Developers mainly worry about university teachers’ limited ability to develop an understanding of their academic culture and role, and less so about their ability to embrace and adopt teaching and learning theory. We therefore suggest that academics in educational training should further analyse their local academic culture and profession, from a teaching and learning perspective.

Educational developers often report on academics teachers’ difficulties in approaching educational theory and teacher training. We surveyed Swedish educational developers’ perceptions of troublesome knowledge that academics experience in compulsory academic teacher training and theories of difficulties educational developers expressed to explain these difficulties (Meyer & Land 2005, Perkins, 2007). These theories of difficulties are personal and can be based on their own experience or informed by research (Perkins, 2007). 46 out of 150 respondents replied to open-ended questions in a web questionnaire. The data was analysed by means of qualitative content analysis where data was coded and grouped into categories (Graneheim & Lundman 2004). Perceived troublesome knowledge encompassed various identified aspects of (a) teacher training course contents including pedagogical concepts, but more surprisingly also (b) awareness and understanding of disciplinary contexts and (c) professionalism of being an academic teacher. Notably, some educational developers did not experience that their course participants suffered from any conceptual difficulties at all. The responding educational developers offered explanations to observed troublesome knowledge, ranging from references to differences in scientific background and previous pedagogical knowledge to issues concerning academic identity and status. These personal theories of difficulties primarily refer troublesome knowledge to aspects in the academic teachers’ scientific community and to the ambiguous university teacher profession. At the seminar we will further elaborate on these theories of difficulties and their implications. A consequence of our findings is that academic teacher training need to consider how to better incorporate course participants’ analyses of educational aspects in their own academic cultures and professions.

References
Cases studies of Staff Development in Nordic Countries

Danyun Ke
Department of Applied Educational Science, Umea University

Keywords: staff development; multiple-scholarship; quality learning; Nordic universities

Abstract:
Higher Education is facing various challenges from a growing and diverse student body, rapid technological development and the national and regional needs while staff and educational developers are on the front line in responding to the challenges. To meet with the needs of modern-day higher education and to improve the quality learning, it is necessary to design, implement and evaluated the staff development work in a perspective of multiple-scholarship (Boyer, 1990), which provides an integrated framework to promote the development of staff not only in research and teaching, but also in contributing to the development of community and society. The aim of this study is to find out the best practical cases of staff development in Nordic universities which reflect the concept of multiple-scholarship and summarize the characteristics of those cases of staff development works as a reference for improving staff development work.

Several universities in Sweden, Finland and Norway are selected as the cases and data is collected from the following six aspects: the country/institutional context and policy, the theoretical underpinning for staff development, the organizational structure of staff development in the universities, reward system and incentive scheme for promoting staff development work, program design and implementation, and the outcomes and future plan.

The study will start from the illustration of staff development practice in different universities. Based on the framework of multiple-scholarship, including the scholarship of discovery, the scholarship of teaching, the scholarship of application and the scholarship of integration, differentiated university summaries will be made to analyze as to what extent they achieve the four dimensions of multiple-scholarship. On the basis of this analysis, a comparison would be possible to find out the best practical cases of staff development that mostly reflect the concept of multiple-scholarship. And through the comparison of similarities and differences of the cases in practicing multiple-scholarship, conclusion can be made to summarize the characteristics of well-structures and designed staff development work that promotes the implementation of multiple-scholarship, thus outline the direction of the improvement of staff development work.

Reference:
Enhancing strategies for pedagogical development

Katarina Winka & Claire Englund
Center for Teaching and Learning, Umeå University, Sweden

Keywords: strategic, development, teaching skills

Abstract: We have recently finished two projects focusing on staff development and pedagogical innovations. The projects have had a major impact on the working culture of our unit, and also for the teaching staff directly involved in our teaching activities. However, when the project funding runs out, the emerging questions are "are these initiatives sustainable or not?" and "will the money invested in them yield long-term effects?"

The objectives of this seminar are to describe strategies for pedagogical development and the impact of short-term initiatives for pedagogical change. During the last three years, the Center for Teaching and Learning at Umeå University, Sweden, has run two projects focusing on staff development and pedagogical innovations. The overarching purpose of these projects was to provide support for teaching staff and management at all levels in the acquisition of the skills necessary for excellent teaching and the pedagogical implementation of ICT in education.

The projects have resulted in a well-developed and comprehensive range of training activities for staff in the form of courses, seminars and workshops on various aspects of teaching, for example the pedagogical use of ICT in education. To provide additional support, a Virtual Educational Resource (ViPER) has been established where university employees can obtain information and exchange experiences with colleagues concerning teaching and learning in higher education. The existing pedagogical action plan was evaluated and then revised to better fit the current university organization and the needs of teaching staff. A network of ICT coaches has been formed with the aim of creating a grass-roots ICT support to inspire, support and assist staff within their own institutions in planning, developing and implementing technology enhanced teaching and learning. Finally, work on strategic issues related to the value of excellence in teaching and environments for technology-enhanced education has identified the need for a clear vision and strategy for the implementation of these principles in higher education at Umeå University.

These projects have had a major impact on the working culture of our unit, and also for the teaching staff directly involved in our teaching activities. In our own unit, there has in the past been a tendency to separate the "pedagogical" from the "technical" support and professional development offered to the university's teaching staff, with personnel working mainly within their own field of technology-enhanced learning or campus-based teaching. However, one of the direct effects of working with the two projects has been to integrate the two fields resulting in an increase in the pedagogical implementation of ICT in the courses offered by the unit and a corresponding increase and blending in the competences of the unit's staff.

However, when the project funding runs out, the emerging questions are "are these initiatives sustainable or not?" and "will the money invested in them yield long-term effects?" We don't have answers to these questions yet, but it is our hope that a discussion of these issues and any other questions raised during the seminar will provide a useful exchange of ideas and experiences.
Pathways to success: the role of staff development in integrating top-down and bottom-up change strategies

Amanda Gilbert, University Teaching Development Centre
David Crabbe, Victoria University of Wellington, Wellington, New Zealand.

Keywords: Academic development, identity, curriculum development, student engagement

Abstract
This seminar focuses on how to facilitate change in teaching practice across a traditional institution and the role of academic development in this process. Our aims are to explore the challenges faced in achieving change using a combination of top-down and bottom-up approaches and to obtain a deeper understanding role of academic developers in this. Discussion will focus on the University's 'Pathways to Success' project and different orientations to academic staff development.

Description of seminar

Objectives
This seminar focuses on the question of how to facilitate change in teaching practice across a traditional university and the role of academic development in this process. Discussion will be built around the 'Pathways to Success' project at the authors' university where a top down approach has been used to define quality in teaching including clarity of learning objectives and course design, clear progressions across years and a commitment to the first year experience. Simultaneously, a bottom-up approach has been used to work closely with selected teaching teams to establish specific projects to improve the quality and take-up of learning opportunities in a particular unit of study. Thus, evidence based outcomes of subject-specific projects are helping to enthuse and inform other teaching teams across the university. Also, prospective university-wide initiatives relating to learning objectives, course information or student engagement are being implemented and evaluated before being expanded to the university as a whole.

Learning
An academic developer has been working with the Pathways team and with specific teaching teams to integrate both approaches. This has required an element of elastic practice (Carew et al, 2008) in working with different disciplines, university management and in-university service providers.

Outcomes
Our aim in this seminar is to explore the challenges faced in achieving this kind of change and to analyse the impact that work of this type may have on orientations to academic staff development (Land, 2004). In addition, the leadership role of academic developers (Taylor, 2005) will also be discussed. Participants will have the opportunity to share their experiences and to consider how their own roles as academic developers and as part of academic development units have changed over time.

References


Surfing on the bologna wave; using top-down policy for educational development

Linda Barman & Maria Weurlander
Karolinska Institutet

Keywords: Policy implementation, Bologna process, Strategic educational development, Communities of practice

Abstract
At Karolinska Institutet in Sweden we strategically integrated the pedagogical implications of the Bologna process into staff development activities. In a recent study of 14 courses in relation to the reform we found changes in educational practice to vary. Staff development on group level seems to be a key factor for impact on educational practice to occur. We suggest that using educational reforms strategically is a way forward.

Seminar proposal
As a result of the Bologna process in Europe, academic teachers are required to specify Intended Learning Outcomes (ILO's) for all courses and are expected to design examinations that will assess the students' fulfilment of the ILO's (Adam, 2004). At Karolinska Institutet (KI) in Sweden we strategically integrated the pedagogical implications of Bologna into staff development activities at different organisational levels. The external pressure from legislations (Swedish Higher Education Act, 2007) and its change to outcome based education became a mean for us to help academic teachers focus on student centred learning.

In relation to the Bologna reform we have studied changes in course design, examinations and assessment in 14 courses from different educational programmes at KI. A qualitative thematic content analysis (Graneheim & Lundman, 2004) has been used to analyse course documents from the courses before and after the reform and semi-structured interviews with course directors. Our findings show that all courses articulate clearly what the students are expected to know and do at the end of the course (ILO's). However, the development of examination forms and learning activities to be aligned with the ILO’s vary from no changes with poor alignment to all-out changes with a shift from passive towards active learning.

The interviews reveal that the new educational policies created a need for development of educational competence. Also, participation in educational courses was initiated both by teachers themselves but also by their academic leaders. Teachers report on how these courses fostered the development of a mutual language for teaching and learning. This played a central role in the collaborative work to formulate ILO’s and change examinations. Analysis of changes within courses and how teachers express the development process shows that staff development at a group level has been a key factor for adopting a student centred perspective into educational practice.

Evaluating our results, course design can be regarded as the result of interpretations and negotiations between teachers. We suggest that using external pressures such as an educational reform strategically as a point of departure for educational discussions can be a way to facilitate this negotiation process and foster the growth of what Wenger (1998) referred to as communities of practice around teaching and learning. This in turn can lead to educational development at a research intensive university.

References
A Decade of Enhancing the Professionalization of Teaching in Higher Education - The Swedish experience

Lotta Antman, Blekinge Institute of Technology, Sweden
Leif Karlsson, Kristianstad University College, Sweden

Abstract
This seminar addresses the ways we, as context-dependent communities of educational developers, take onboard and support the professionalization of teaching in higher education. We will provide five examples where national, community-based and local enhancing strategies for development of teaching come together, presented here from the viewpoint of three Swedish universities.

I. In 2001 Lund University was awarded the task to pilot a new government drive to enhance the quality of teaching and learning - national qualifying teacher training in higher education. Between 2002 and 2004 content and objectives were defined for a ten week compulsory competency development, which in 2005 was “ratified” as a recommendation by the Association of Swedish Higher Education for all institutions of higher education (IHE’s) to live by and acknowledge. In 2006 Swednet - the Swedish national network for educational development - started working toward an accreditation scheme for these teacher training courses so as to quality assure from "inside". A peer-review model with critical friends was developed and piloted in 2007/08 where the courses and their educational development contexts were mapped against a range of aspects of educational development and SoTL. About half of the IHE’s have chosen to award academic credits for this learning while the rest treat it as staff development. Today courses are in high and constant demand due to judicial pressure and local quality assurance drives but from recent developments at ministry-level we can infer that legislation-based qualifying teacher training is on the way out as claims for university autonomy is the new thing on the HE agenda.

II. Academics applying for a teaching/research position in any Swedish university have, since 1998, to be able to show that they are academically qualified, have taken the above mentioned qualifying teacher training courses and that they have demonstrated teaching skills. Teaching portfolios seem to be the answer but it is not easy to get appointments committees to require their use; to get external experts to assess the applicants based on submitted portfolios or given criteria; or to get academics to write them.

III. Many Swedish universities have recently initiated, or are in the process of initiating, career paths toward teaching excellence - Lund Institute of Technology e.g. has a Pedagogical Academy and Kristianstad University College is about to launch their Career Ladder where teaching portfolios are assessed against clearly stated criteria in order to identify and reward excellence in teaching.

IV. A number of local or collaborative SoTL-conferences are now organized where subject teachers get an opportunity to communicate and publish studies on learning and teaching in higher education. Lund Institute of Technology started theirs already in 2003 and Blekinge Institute of Technology makes an explicit effort to extend the invitation to contribute also to student administrators, other support staff and the student union in an effort to bridge the gaps between academia and administration and teachers and students.

V. There is sadly a lack of project funding for research and development in higher education pedagogy studying teaching and learning in the subjects or in higher education in general. Here we definitely hope to learn from colleagues around the world to develop our rhetoric and strategies for future proactive engagement.

Seminar objectives:
Present the prevalent trends of enhancing the quality of teaching in Sweden and discuss pro’s and con’s of different enhancing strategies for professionalizing teaching in higher education.

Learning outcomes:
Experience your own national, community-based or local enhancing strategies for professionalizing teaching in higher education in the mirror image of the Swedish experience. Likenesses and variation will surely become visible and can be related to structure, activity and objectives.
Reconceptualising academic work as professional practice: implications for academic development

David Boud, University of Technology, Sydney, Australia
Angela Brew, Macquarie University, Australia

Keywords: academic practice, practice theory, metaphors of learning, learning through work

Abstract
The paper examines the implications for academic development of viewing academic work as professional practice. It considers the metaphors used in academic development and the extent to which they are consistent with practice development. It uses ideas from practice theory to ground academic development in everyday work in academic contexts. It explores ways in which academic development needs to focus on utilising opportunities for learning within practice itself.

Many academic development activities have focussed on providing qualifications and/or participation in specified events. Developers, often prompted by their institutions, provide a range of opportunities for professional development principally in teaching and learning. While some of this focuses on working with academics on curriculum design, typically the emphasis is on courses and workshops that take academics out of their normal context of work and view different aspects of work e.g. research, teaching, administration, as distinct and separate. Importantly, provision for academics is often specified, valued and evaluated by people who themselves are not primarily practitioners of ‘normal’ academic work, such as academic managers and, indeed academic developers themselves.

We draw on work from other professional development contexts and ideas from practice theory (eg. Schatzki, 2001) to argue that there is a need to reconceptualise academic development through focusing on the notion of academic work as professional practice. In doing this we critically evaluate metaphors inappropriate to academic development programs. We suggest that the metaphors of acquisition of knowledge and skills and transfer from one context (the academic development program) to another (common academic work) are unhelpful, and indeed distort, professional development. They inevitably lead to pre-specification and standardization of the content to be learnt, oversimplification of professional practice, divorcing development from practice and emphasising individuals and individual learning; not the learning of academic work.

In contrast, viewing learning as a constructed and emergent phenomenon arising in the normal practices of academic work, enables a move to academic development as a process of working together with opportunities for learning created by work itself. Some aspects of work foster and others inhibit learning and an important task for the academic developer is to work with academics to identify helpful and unhelpful facets of practice in relation to their learning.

We suggest, then, that there is a need for a conscious focus on academic practice to fundamentally shift perspectives from individuals’ learning to changing practices. Using examples from everyday practice we show how academic development needs to focus more effectively on utilising opportunities in normal work and finding ways of addressing the limitations of learning in the everyday context of academic practice. More emphasis, we propose, needs to be given to involving practitioners in environments that afford them opportunities to extend their own practice through participation in the practices of others.

The outcome will be a revised conceptualisation of academic development located within practice theory and grounded in everyday academic practice, illustrated with examples. Ample opportunity for discussion of the ideas and how they might be applied will be included.

References
Transforming academic practices through transnational experiences

Karen Smith
Glasgow Caledonian University

**Keywords:** Transnational education; professional development; transformative learning; narrative interviewing

**Abstract**

In an increasingly globalised higher education environment, more and more academics are engaging in 'flying faculty' transnational teaching. 'Flying faculty' models combine intensive block teaching by 'home' country academics with support from 'host' country tutors. This seminar will share preliminary findings from an ongoing research project investigating whether 'flying faculty' experiences form the 'disorientating dilemma' (Mezirow, 1991), through the requirement to work in environments, climates and classrooms, culturally different to their own, necessary to trigger reflective processes and transformational learning (Mezirow, 1991). While 'flying faculty' delivery has been criticized (for its mimicry of colonial approaches (Leask, 2004) and its disruptive influence on academics' life, career and health (Debowskyi, 2006)), we cannot ignore its existence. The potential professional development gains as well as the challenges raised by 'flying faculty' will be discussed.

In addition, the seminar will reflect on the adopted methodology, which is relatively underused in higher education research: the Biographical Narrative Interpretive Method [BNIM] (Wengraf, 2001). BNIM is particularly useful for capturing lived situations and experiences through narrative interviewing. The focus is on the participant's perspective of the situation through an initial open-ended interview, a second session exploring more deeply topics raised in session one, and finally a third interview that covers the questions of interest to the interviewer that may not have emerged in the previous sessions. BNIM was used in this project and data collection has been completed with initial analysis begun.

Finally, the seminar will explore what the findings mean for the educational development community in terms of supporting 'flying faculty' teachers, given that in most institutions formalized development is not the norm (Ziguras, 2008). The audience will be invited to reflect upon what happens within their own institutions, whether 'home' or 'host' to support such transnational ventures.

**References**


Enabling strategies to achieve sustainable change in a higher education programme: LDW at UWA

Lucienne Tessens
The University of Western Australia, Perth, Australia

Keywords: Organisational development, staff development programme, leadership

Abstract
Professional development goes beyond supporting individual skills and requires a multi-level approach. This seminar explores the focus and strategies used in the Leadership Development for Women (LDW) programme which has been held at The University of Western Australia for the last fifteen years. The program has a dual agenda, enabling individual skills as well as organisational culture change and employs a variety of strategies to bring about quality change. The award-winning LDW programme is seen as an exemplar for staff development programmes aiming to affect individuals as well as organisations.

This seminar focuses on the focus and strategies of the LDW programme to bring about organisational change. It aims to inform professional development practitioners about the philosophical approach and design of an effective staff development programme.

Everything about the LDW program is designed with a dual agenda in mind. It is this deliberate focus on the organisational culture change process that sets LDW apart from other staff development programs and contributes to the outstanding outcomes for women and the University. Furthermore, it has benefited the University by ensuring more women make their mark within the institution by moving to senior positions and contributing to leadership and decision making. This is an important outcome for the University as it seeks to attract and retain the best staff, while at the same time redressing any gender imbalance. It also means there is an established network of pro-active women leaders and others concerned with women’s opportunities across the campus.

Beyond these direct benefits, the program has transformed the ‘culture’ of the University, particularly regarding equity in relation to recruitment and selection, promotion, equitable workloads, policy development, and inclusive curricula.

Groups of 32 women participate in a comprehensive and multi-dimensional program, with three main strands: ten days of development workshops, one-on-one mentoring for each participant, and peer learning groups, formed around needs identified by the participants. This unique combination of in-depth development workshops, mentoring and a supportive peer group works at the individual and group levels to multiply the learning effectiveness.

While the LDW programme has a clear focus on women and leadership, the strategies employed are relevant for any staff development programme in a higher education context. Participants will discuss the importance and impact of dual frame programmes with a multi-level approach, cohort versus smorgasbord activities and developmental versus training programmes.
Strategies for utilizing students in academic development

Ursula Sorensen & Anton Tolman, Utah Valley University
Lynn Sorenson, Brigham Young University

Keywords: student feedback, program, academic development

Abstract
The undergraduate student voice can make a unique contribution to academic development. In this session, two universities share strategies involved in the programs, "Students Consulting on Teaching" (SCOT). Why consider involving students in academic development? How do the SCOT programs work? What are the benefits and challenges? Could a SCOT program work at your institution? Could it help foster quality learning through its distinctive dynamics? The session objectives consist of presenters and delegates discussing the questions posed above as well as delegates providing feedback/suggestions to presenters about ways to improve their current SCOT programs. This session will consist of whole group and small group discussion incorporating PowerPoint and a video clip. Additionally, delegates will review training materials from both SCOT programs, and they will be given these materials to use as future resources. Delegates will analyze how incorporating the student voice in their own academic development programs might enhance learning at their universities, either through a SCOT program or in other ways. Presenters will discuss creative ways they have come up with to incorporate the student voice in their faculty development programs and have delegates provide examples that they may be currently incorporating in their own faculty development programs. Come and explore these interesting possibilities.

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Waley, Paula. "How am I doing?" Chronicle of Higher Education. October 2008: A10, A12. [Major bimonthly newspaper on higher education, mostly in (continent) but also internationally]
Presenter and Milton Cox,"Student Collaboration on Faculty Development: Connecting Directly to the Learning Revolution", To Improve the Academy 18, 2004: 97-127. [Annual journal of the Professional & Organizational Development Network in Higher Education]
Promoting better teaching & learning across the whole campus

L. Dee Fink
Formerly at the University of Oklahoma; now an educational consultant in higher education

Keywords: Organizational change, education program, campus decision-making

Abstract
Most countries around the world are seeing the need to improve the quality of their higher education institutions, as we enter the "Flat World" of the 21st century. As they undertake this effort, they need ideas that are "action-able", that is, ideas that are both feasible and can make a difference in the quality of teaching and learning at their universities.

As someone who has been consulting with universities both in the United States and internationally for over five years, I have generated a four-part model of university operation. This conceptual framework identifies the areas where I have seen good (and bad) decisions that either support or suppress good teaching and learning across the whole campus. The four parts of this model are:

I. CAMPUS-WIDE LEARNING GOALS: What should students at this institution learn?
II. EDUCATIONAL PROGRAM: The curriculum and the quality of teaching
III. PEOPLE: The activities of the faculty, the students, and other support personnel
IV. ORGANIZATIONAL OPERATION: the campus climate and organizational decisions

Session activities:
In the first part of this session, I will present the conceptual framework. In the remainder of the session, participants will discuss three questions:

1. Does this model capture the activities at their institutions that support high-quality teaching and learning?
2. Does the model identify the activities at their institutions that suppress high-quality teaching and learning?
3. What changes would be needed to make this model fit different institutional or national contexts more effectively?

Outcomes:
By the end of this session, participants will have a conceptual framework - either the one presented or their own version - that they can use to both (a) analyze the operation of their university and (b) identify actions that campus leaders could take to improve teaching and learning more widely at their institutions.

References:
"The World is Flat: A Brief History of the Twenty-First Century" by Thomas Friedman (Farrar, Strauss, & Giroux, 2005).
Experience of Creating Learning Community for Academic Growth as University Teachers in University of Tartu

Anu Haamer & Mari Karm
University of Tartu, Estonia

Keywords: university teacher, professional development, learning community, reflective practice

Abstract
The surveys administered demonstrate that the training courses are not necessarily the most successful activities for professional development of university teachers. Our seminar introduces the experience of establishing the learning community for university teachers at the University of Tartu. The goal was to encourage reflection and improve teaching and learning. Academics conceptualise their knowledge about the discipline and their knowledge about teaching not in isolation or independently but within a community (Kreber, 2000).

During the activity of learning community we met several problems that we couldn't predict. Analysis is based on the documentation of meetings and interviews with participants of the learning community.

Seminar proposal
The seminar introduces the experience and survey based on the process and work of the learning community for university teachers at the University of Tartu. The community worked in the university during the fall-semester 2009.

While discussing new opportunities of how foster professional development of university teacher at the University of Tartu, we came up with an idea of establishing the learning community for university teachers. Reflecting together with collaborators helps academics to "step outside" themselves in order to notice patterns and trends in their work (Kitchen, 2008). Pedagogical training and learning community/community of practice activity helps to reduce academic isolation, experienced by both early career academics and those who are more experienced (Barrett et al, 2009).Bullough and Pinnegar suggest that we negotiate the tensions between ourselves and our contexts, between biography and history through written reflection and teacher conversations (Bullough & Pinnegar, 2001)

The seminar includes a discussion of the reasons and possible solutions of the problems, we met during the activity of learning community. We also intend to provide the participants with opportunity to experience some methods used in the activity of learning community and analyse the experience.

Objectives
f) To introduce the experience of learning community as one possible activity that supports the professional development of university teachers.
g) To analyse the necessary prerequisites for establishing and activity of the learning community and the methods on the basis of the work of the learning community.
h) To give an overview about the activity of the learning community and results gained at the University of Tartu.

Learning Outcomes
a) Participants have perceived the specific aspects of establishment process of the learning community at universities
b) Participants have experienced and reflected on the tasks used in the work of the learning community for university teachers of the University of Tartu.
c) Participants have shared and compared the congruent experiences at their home universities.

References (Key texts mentioned)
Enhancing staff scholarship through research informed teaching

Jennie Winter & Debby Cotton
Teaching and Learning Directorate, University of Plymouth, UK

Keywords: Research informed teaching, scholarship, staff development.

Abstract
Boyer (1990) attempts to reconcile the dichotomy of research and teaching by suggesting four components of academic scholarship: discovery, integration, application and dissemination, the latter of which pertains to engagement with teaching and learning. In the United Kingdom (UK), the Teaching Quality Enhancement Fund (TQEF) has invested considerable funds into enhancing the links between disciplinary research and teaching through the 'research informed teaching' (RIT) scheme, which aims to enhance the student learning experience and to strengthen staff scholarship. This paper reports on recent research into an institution wide RIT scheme at a new university in the UK. The research used phenomenological analysis to identify explicit and implicit conceptions of research, teaching and the links between them and also explored the extent to which the scheme impacted on staff scholarship. The data suggest that participation in the scheme enhanced scholarship through promoting dialogue about possible research - teaching links; by creating new collaborations between staff and other stakeholders; and by the development of and reflection on innovative teaching practice. Through the use of rich case study examples, the paper demonstrates that research informed teaching is a valuable vehicle for staff development which enhances the scholarly dissemination of disciplinary research in teaching (Boyer 1990), and explores how this can be promoted beyond the influence of the scheme to impact more widely on academics throughout the university.

References
Transforming the learning experience: promoting conversations about research-engaged teaching and learning (retal) experiences

Karin Crawford
Principal Teaching Fellow, University of Lincoln, England

Keywords: Research-engaged, Web2, Exchange, Dialogue

Abstract
This seminar will share developing practice knowledge and experience from a project, initially piloted in one Faculty of an English university, where Web2 technologies are utilised to enable faculty academics to enter a dialogue, exchange and share practices that enhance quality teaching and learning, with particular emphasis on research-engaged approaches.

Seminar objectives and learning outcomes
Following participation in this seminar, delegates will be able to
- Reflect on a quality learning project put in place to stimulate academic community dialogue and learning from teaching and curriculum development experiences;
- Consider a range of potential opportunities and challenges in the process of establishing such a project;
- Critique and share experiences, concerns and ideas about engaging faculty academics in conversations and dialogue about teaching and learning innovations;
- Explore potential to transform and apply this approach in other HE Institutions.

The University of Lincoln is embedding undergraduate programmes with research-engaged teaching and learning. This involves a more research-oriented style of teaching, where the curriculum emphasizes the ways by which knowledge is produced rather than learning knowledge that has already been achieved (Neary and Winn 2009). In this approach the lecturer attempts to create a research ethos through their teaching, from level one through to level three - inside and outside of the curricula. Students learn as researchers and producers, the curriculum is largely designed around inquiry-based and problem solving activities, and the division of roles between teacher and student is minimized (Brew 2006).

The three-stage pilot project, set out, using technological solutions, to share and exchange examples of research-like learning to facilitate a conversation about developments in research-engaged teaching across one Faculty. The value of the approach is in the way it stimulates a process of debate and discussion about academic activity (Healey and Jenkins 2009). In this way it transforms academic practice and furthers understanding of the wider University quality learning initiative.

Project objectives and outcomes
- To provide a mode of academic development, related to a university-wide initiative (RETaL), that is accessible, flexible, produced and developed by those who are directly involved;
- To provide an opportunity to exchange practices and promote dialogue across the Faculty and potentially beyond it;
- To further understanding about RETaL and research-like activities;
- To develop an on-line record of RETaL activities in the Faculty;
- To evaluation, disseminate and report on learning from the process.

References
Joint Master's in Youth and Society: A new experience at Catalan public universities

Mònica Figueras, Universitat Pompeu Fabra
Pere Soler, Universitat de Girona

Keywords: Inter-university education, interdisciplinarity, educational innovation

Abstract
This official master's degree programme (Màster Interuniversitari en Joventut i Societat or MIJS), organised jointly by six Catalan public universities and adapted to the guidelines of the European Higher Education Area (EHEA), was offered for the first time in the 2008-09 academic year and is an innovative contribution to an increasingly quality higher education system in Spain.

This master's programme brings together some of the most well-recognised specialists in youth studies from participating universities as well as other lecturers from both Spain and abroad. It also features various groundbreaking strategies like inter-university cooperation and interdisciplinary study, educational innovation, the involvement of external social organisations and an international outlook. This educational experience features various groundbreaking and innovative strategies which are described below:

- An authentic inter-university project
  - A coordinated academic team comprised of a representative from each university meets regularly to plan, provide feedback and assess the master's programme.
  - A model has been designed and implemented to ensure the mobility of both lecturers and students between the six universities.

- A firm commitment to interdisciplinary work
  - This master's programme includes subjects and lecturers from different disciplines such as sociology, anthropology, education and communication sciences, among others.
  - The profile of students in this master's programme is also multidisciplinary and includes professionals and researchers in youth studies as well as graduates in education, psychology, political science and other fields.

- A commitment to educational innovation
  - Distance learning options in all compulsory subjects.
  - Seminars where various lecturers participate in the teaching task.
  - Compulsory professional work experience or research practicum.
  - Study visits to gain first-hand practical experience with youths in Catalonia and a study trip to broaden students' knowledge of other youth realities and public policy.

- The desire to involve social youth organisations and stakeholders in Catalonia
  - An Advisory Board made up of more than 20 organisations, including professional associations, public administrations and youth associations, has been created to supervise, advise and assess.
  - An International Congress, which is compulsory for students but is also open to the general public, has been established. This congress gives students, researchers and professionals the opportunity to exchange experiences and findings.

- An international outlook
  - The participation of guest lecturers from different countries.
  - The course is open to foreign students.
  - Linked to the future European Master's in Youth Studies, a higher education programme involving 20 European universities.

Furthermore, this paper will critically analyse the creation process, the first year of this master's programme and the main limitations to achieving an authentic and quality inter-university programme.

A subsequent discussion session is designed to reflect upon the following issues:

- The added value of an inter-university programme versus the implicit administrative and academic costs.
- The lack of tradition in educational experiences of this type in some countries and comparable higher education programmes in other countries and academic fields.
- The need to regulate postgraduate education to create more specialists and ensure higher quality.

References
Homogeneity or diversity? 'Collaborative critique' in cross-cultural research degree supervision training

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Keywords: research degree supervision; internationalisation; staff development; cross-cultural communication

Abstract
This presentation describes training sessions on cross-cultural supervision of research students in an Australian university, in response to some of the issues raised by the globalisation of higher education (and where 'cross-cultural' refers to situations in which the supervisor and/or the student have a non-Australian cultural background). This results in complex supervision relationships that are potential sites of miscommunication and require subtle and nuanced strategies for successful negotiation.

We have previously reported on the tendency of our transnational staff to minimise the impact of cultural difference when asked to recount their experiences of moving into the Australian university environment, and we have suggested elsewhere that this is a consequence of their notion of a global disciplinary community, that is, the assumption that shared disciplinary values and beliefs somehow confer an unproblematically cosmopolitan set of sociocultural beliefs and behaviours (Guerin & Green 2009a, 2009b). The main challenge that we face as academic developers in research supervision training is to flesh out the various expectations about behaviour, attitudes and relationships that all too often lurk uninterrogated behind that assumption of cultural homogeneity, and to see how those expectations might be better articulated and refined so as to provide for more effective supervisory practice (Bennett & Bennett 2004; Scollon & Scollon 2001). This discovery process is pertinent not only to international, interethnic difference, but also, of course, to other diversities in the research community, such as gender, generation, and minority and indigenous cultures.

In this presentation we outline the ways in which we have incorporated our research findings into the training sessions we run on cross-cultural supervision for research degree supervisors. We demonstrate our use of 'collaborative critique' in research supervisor training, a technique designed to extend understandings of complex situations through discussion and debate stimulated by narrative, case studies and role plays. Participants jointly develop a range of possible responses to miscommunications caused by cross-cultural misunderstandings, rigorously examining their own reactions to the hypothesized circumstances. This approach allows for detailed exploration of the tensions between disciplinary homogeneity and cultural diversity, and between learnt cultural behaviours and individual personalities in the research supervision relationship. Supervisors thus work towards more nuanced strategies for negotiating effective relationships with their students.

References


The missing ingredient that brings the rhetoric and reality of quality learning outcomes in higher education together: insights from our academic colleagues

Helen Dalton, The University of New South Wales, Australia
Michele Scoufis, The University of Sydney, Australia

Keywords: Academic beliefs, learning outcomes, attributes, capacity building

Abstract
Increasingly higher education is focused on accountability and demonstration of quality learning outcomes. Insights from academic colleagues provide a missing ingredient that brings together the rhetoric and reality of quality learning outcomes. Greater understanding of how academics situate their beliefs and practice regarding core student learning outcomes is revealed. A model is proposed that is informed by this insight, what is now needed through individual and collective capacity to change and adapt, and the role of educational leaders to ensure sustainable quality learning outcomes.

Given the changing global landscape in higher education and increasing accountability focused on quality outcomes and impact of higher education, there is a critical need for a sustainable solution to achieving and measuring program quality and associated capacity building. The objective of this research is to identify and grapple with the contribution of academic staff beliefs about graduate attributes, how this impacts on practice and why there is often scant evidence of program outcomes achievement, despite wide-spread existence of program quality-related policies and considerable resourcing to support implementation.

The findings reveal that the disposition of teaching staff towards and confidence in teaching and assessing graduate attributes outweighs the influence of their belief in the importance of the attributes in the curriculum. However, belief in the importance of graduate attributes in the curriculum, disposition towards teaching and assessing them, and confidence in ability to teach and assess them influences the emphasis placed on teaching and assessing only certain attributes.

Belief about who should develop graduate attributes reveals a bias towards the discipline teacher and expert specialist. This is played out in day-to-day practice as observations of the process of curriculum planning reveals a focus on disciplinary content rather than on the ways students might be expected to demonstrate these outcomes. These findings are supported by reporting of the attributes that are emphasised in teaching and assessment practices. They cluster around academic disciplinary fields and are aligned with attributes that are considered conventional to the discipline.

The research begins to shed light on why implementation strategies miss the mark and are not sustained. Acknowledged strong discipline identity and hence disciplinary content will impact on student learning outcomes, as will a disposition towards, and confidence in, teaching and assessing attributes, and this needs consideration when designing and implementing policies.

As disposition and confidence are central to achieving strategic change, there is a need to draw on a model that relies on, not only engaged teaching staff, but also capability building. Inclusion into the model of integrated communities of practice arising out of identified interdependencies, in conjunction with acknowledged contextual influences, existing resources, policies and procedures, is more likely to result in genuine and sustained program quality.

References
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Project-oriented problem-based learning in a curriculum that foster interdisciplinarity and citizenship in higher education

Ulisses Araujo & Valeria Arantes
University of Sao Paulo

Keywords: Project-Oriented Problem-Based Learning; interdisciplinarity; ethics and citizenship; active learning.

This paper will share and discuss the experience of the University of São Paulo (Brazil) in its new East campus, designed to promote an academic initiation for new students in interdisciplinary proposals focused on the reality of the society and the community. To accomplish this, its curriculum adopts as principles: the active role of students; Project-Oriented Problem-Based Learning (POPBL) based on ethics and citizenship issues and a solid scientific research patterns.

Abstract
The University of São Paulo (Brazil) in its new East campus (5 year-old), takes every year 1,020 freshmen students, in 10 different professional careers (Physical Activity Sciences, Gerontology, Environmental Management, Public Policy Management, Leisure and Tourism, Nature Sciences Licensing, Marketing, Obstetrics, Information Systems and Textile and Garment Technology).

This campus was designed to promote an academic initiation for new students in interdisciplinary proposals focused on the reality of the society and the community. The academic project seeks to join the multi- and interdisciplinary work with socially relevant themes.

To accomplish that, some principles were adopted in the curricular organization, like: a) the active role of students in the construction of knowledge; b) Project-Oriented Problem-Based Learning (POPBL), where working in small groups and collectively, students must research and solve complex real problems; c) The problems that orient the projects must be related to issues of ethics and citizenship; d) The project development and the reports must be based on research and solid scientific patterns.

This paper, related to Practice-Oriented Knowledge, will share and discuss the experience of this new campus, showing how the projects are developed during 4 months, in classes with 60 students mixed from different majors. Conducted by 5 university professors from different areas of knowledge that have to work together in an interdisciplinary basis, each professor is responsible for supervising the projects of two groups of 6 students. During this period, each group elaborates the problem they are going to study based in real situations, and there is an alternation of different kinds of classes: sometimes the 60 students and 5 professors meet in the same classroom to share their work and results; there are tutoring sessions when each professor supervises his small groups; field studies when the students work outside the campus collecting data for the research project.

Besides demonstrating the process of the project's development, along the presentation we will show some examples and evidences of how this experience is involving freshmen students in deep knowledge studies and enhancing creativity and a solid scientific formation.
Maximizing students; performance through optimal deadlines for online deliveries

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University of Alicante

Keywords: online learning; task deliveries; optimal performance; continuous assessment.

Online learning represents an environment where the principles of the European Higher Education Area have an immediate application, which is shown by the feasibility of continuous assessment in this context. A topic that deserves especial attention is the distribution of the task delivering to implement such continuous assessment. This article attempts to find the optimal distribution of task delivering, understanding optimal as the one that allows students to maximize their performance.

Abstract
Online instruction has emerged as a mode of teaching and learning and a relevant complement to traditional teaching (Tallent-Runnels et al., 2006), becoming a ubiquitous practice consequence of the spread of the Internet (Larreamendy-Joerns and Leinhardt, 2006). Despite this trend and increasing proliferation of online education, empirical investigations of this delivery method have lagged (Kerr et al., 2006). Along this line, assessing students’ learning in an online environment is one of the challenges faced by educators (Hartnett, 1999). This presentation looks into the features that explain the optimal performance-maximizing distribution of task delivering in an online framework.

In an online continuous assessment, Rovai et al. (2004) insists on the fact that students must know the due dates for each assessment task at the start of the course so that they can manage their time. However, at this point a crucial question emerges: in this continuous online assessment, what is the optimal distribution of the task delivering? As Ariely and Wertenbroch (2002) suggest, the later the deadlines, the greater the opportunity to learn the most about the topic before submitting the papers; however, the later the teacher’s feedback will arrive, and following Pérez-Martínez et al. (2009), the gradualism in the assimilation of a subject’s knowledge advocated by continuous assessment is somewhat lost.

The empirical application is based on a sample of 59 students enrolled on the modular subject Marketing and Market Research in the Master in "Dirección y Gestión Turística" from Instituto Universitario de Postgrado (IUP=UAB+UCIII+UA). The results show that a continuous assessment uniformly distributed along the course, leads to better performance than concentrating such an evaluation on the second half or even on the last two thirds of the course. Nevertheless, the even spaced distribution is still suboptimal, as a slight delay in task delivering can be accepted.

References
China, Ecuador, Pakistan, USA: commonalities & differences for learning/teaching management

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Abstract
The purpose of this study is to provide a greater understanding of the commonalities and differences of student and instructor perception and experience of learning and teaching management at undergraduate and graduate levels in developing and developed countries. The ultimate purpose is the improvement of the learning experience and subsequent behavior in the workplace.

The study inquiry and interest come from the researcher's experience of having taught management in the four countries at both undergraduate and graduate levels in the study during the last decade. Using Kolb's Learning Cycle as a starting point for review, learner and instructors from the four countries are being surveyed as to their experiences and observations. Outcomes anticipated include no less than the following:

a. Increased insight among management faculty as to differences between perceptions and reality of management student learning experiences, specifically related to reflective practice in the four countries of study and

b. Quantitative data available which can become the basis for further research among developing country management education faculty and with developed country management faculty.

Enhancing the quality of learning in the developed and the developing worlds remain paramount in importance as countries, regions, and individuals increase in their connectedness and interdependence. Many practitioners and educators in developed world countries such as the USA, UK or Australia would say that while management students need to acquire an increasing set of new and complex skills, they also need to acquire a love of life-long learning. Educators and policy makers in many developing countries remain eager for students to acquire basic management skills while ignoring whether students are developing reflective skills given the intense need to manage the basic necessities of business. Faculty in both developed and developing countries may perceive students are learning based on their instructional practices yet may have little beyond immediate test scores to validate that belief.

Students and faculty teaching in no less than five universities with at least five years experience of offering management classes to undergraduate and graduate students will be surveyed as to their respective learning/teaching experiences. Regions include the following:

Guayaquil, Ecuador,
Kunming, China,
Karachi, Pakistan, and the
San Francisco Bay Area in the USA.

A no-fee online survey will be provided to all participants with tracking data related only to country and undergraduate, graduate and student/faculty. The quantitative instrument inquires as to the learning experiences students have encountered, specifically as they relate to the Kolb Learning Cycle or a similar reflective model used during the instructional process. A similar instrument asks faculty as to their use and experience with the Kolb Learning Cycle or similar model. Data will be analyzed according to country, level of education and experience cited.

It is anticipated that a reflective critique will be included in the presentation and that feedback from participants will be welcomed. Discussion following the presentation as well as later email responses which might be sent to the presenter will provide immediate and ongoing engagement.
Factors impacting on student learning at a south african HEI

Vivienne Bozalek
University Of The Western Cape

Keywords: Epistemological access; student perceptions of learning; social inclusion; South Africa;

Abstract
According to Engstrom & Tinto (2008) access without support in higher education is not meaningful. Morrow (2009) refers to the importance of giving students epistemological access, and not merely physical access by responding creatively to their learning needs. In South Africa, apartheid legacies need to be redressed through practices which promote inclusion for students. Attempts to work towards a degree of participatory parity (Fraser 1997; 2000) means that students in higher education institutions must be able to interact as full partners, and come to respect their own abilities as learners and co-creators of knowledge.

This paper will describe research which investigated students' learning needs and experiences, and describe the findings to improve learning environment & culture of learning at the University of the Western Cape, an historically disadvantaged higher education institution in Cape Town, South Africa.

Questionnaires were administered to 675 students from faculties to investigate their perceptions of, and attitudes towards tertiary study, and the nature of their relationships with the teaching staff. In this paper I report on the findings of this quantitative survey, as well as the data ascertained from a follow up process involving smaller groups of students from each of the faculties using participatory learning and action (PLA) techniques.

The following sub-themes will be reported on:
- Orientation, registration and experiences with support centres
- Student perceptions and attitudes towards learning
- Experiences with lecturers and in the classroom
- Their own forms of resistance to university study, as manifested in phenomena such as non-participation in lectures and other learning opportunities
- Identification and mis-identification with the university; what they think/imagine is required of them
- (Mis)recognition: the degree of alienation and/or inclusion felt by students in relation to the institution.

The significance of the findings for the University of the Western Cape and perhaps other such HEIs in South Africa, and the conclusions drawn from this research are also elaborated upon.

References
The use of student feedback to promote reflection on teaching - A case study at Stellenbosch University

Melanie Petersen
Stellenbosch University, South Africa

Keywords: Student feedback; reflection; quality teaching

Abstract
Improving teaching is not only a matter of learning new teaching tricks, but requires lecturers to reflect on their teaching practices (Biggs, 2003). Brennan & Williams (2004) and Harvey (2001), amongst others, argue that student feedback remains a powerful tool to enhance the quality of teaching. Based on 10 interviews, this study focuses on how lecturers at Stellenbosch University engage in this process of reflection on and enhancing the quality of their teaching.

Brennan & Williams (2004), Harvey (2001), Biggs (2003), amongst others, argue that while student feedback should never be used in isolation, it remains a powerful tool that can be used to enhance the quality of teaching. Students are your best source of information to get an understanding of the effects of your teaching. Student feedback can thus serve as a powerful tool to improve reflection on teaching.

During 2006, 318 lecturers participated in a survey undertaken by the Centre for Teaching and Learning. While 74.8% felt that student feedback is supposed to stimulate reflective teaching and that they would like it to be used more to this end, only 37.4% perceived student feedback to actually do so. Having taken over the responsibility for the institutional student feedback system at Stellenbosch University in 2007, this sparked my interest. Why does only such a small proportion of lecturers actually use student feedback to reflect on their teaching? What motivates some lecturers to use student feedback and how do they do it? How can other lecturers be encouraged to make more effective use of student feedback? During October 2008 semi-structured interviews were held with 10 selected lecturers to further investigate this phenomenon.

This seminar will present the tentative findings from this small-scale research by analysing information collected in these interviews with selected lecturers. Aspects that were explored include:

1. How did the lecturer use student feedback in reflecting upon his/her teaching within his/her particular teaching context?
2. What motivated the lecturer to make use of student feedback in this way?
3. Did the lecturer find the system of student feedback at Stellenbosch University helpful in reflecting on his/her teaching?
4. Further suggestions or recommendations.

This seminar will discuss how these lecturers appear to engage in the process of reflection by interpreting the data against Mezirow’s theory of transformative learning (Kreber, 2004). The findings from this preliminary study and the implications it could hold in terms of providing support to lecturers within this reflection process, as well as streamlining the institutional student feedback system, will also be discussed. The objective will be to elicit further suggestions and create an opportunity for partnerships with regard to further research in order to deepen the study.

References
Academic developers and curriculum development: purposes, perceptions and opportunities

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Keywords: partnership, priorities, impact, dissemination

Abstract
This session explores the impact of collaborative work between academic developers and departments engaging in curriculum development. The process - or prospect - of change may highlight differences of approach, beliefs and priorities, including different individual and collective perceptions of the academic developer's role. This session considers the tensions and opportunities of being 'outside' the discipline, the affective and practical impact of the approaches adopted and strategies to maximise sustainable changes and evaluate their impact.

Change can be viewed in many ways; variously transformative, exciting, disruptive or unsettling. This session will consider the ways in which academic developers build and sustain relationships with academics (both individuals and teams) as they embark (willingly or reluctantly) on educational change, and how these relationships foster and promote curriculum development. We will explore the possibilities and tensions of the academic developer's cross-institutional position and the different perceptions of the role eg Land (2004); Elvidge (2004); Zukas (2005); di Napoli (2007) which colours the nature of engagement with individual academics and teams/departments as they engage in processes of change. The session will include recent case studies of work undertaken and a consideration of the key factors which contribute to effective and sustainable partnerships and dissemination of curriculum change.

References
Quality learning increase expertise in working life

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Ruuska Anitta, Department of Health and Social Management
University of Eastern Finland

Keywords: adult student, blended learning and counselling, information and communication technology, development of teaching

The Open University at the University of Eastern Finland has been systematically developing basic studies in health management sciences (26 ects) within the framework of blended learning and counselling. The studies promoted the students’ professional competence in management tasks within the health care sector. Use of the latest ICT brought studies from lecture rooms to homes and in virtual environment. Furthermore, the multi-professional cooperation in the development of teaching promoted the creation of new innovations in teaching.

Objectives and background:

The objective of the present study is to describe the systematic development of basic studies in health management sciences from the year 2007 and report students’ learning experiences. Those students belonged to the age group of 30-55 year-olds and had a vocational degree in health care. They worked in different kinds of vocational tasks in health care. Moreover, the students study in Open University partner organisations, such as summer universities all over Finland. Students received individual, group and peer feedback on their learning assignments and personal study plans. Virtual and face-to-face teaching and counselling were also combined in these studies.

Learning:

The first research1 carried out in spring 2008 (n=63) showed that the students’ learning was promoted by blended learning and counselling. In 2009 the second research were analysed students’ (n=81) reflections on their academic study skills2 and subject specific skills3. Students reported an increase in their skills in web-based studying. Furthermore, as the learning proceeded, the students reported improvement in their academic writing and information retrieval skills. They identified also increased subject specific skills such as ability to apply their theoretical knowledge into practice in their work communities. Furthermore, the students gained more confidence to argument and express their ideas relating to their own work community and its managerial questions.

Outcomes:

The studies brought expertise and know-how to health care sector. They gave students the opportunity to apply for a degree students after the Open University studies. The persistent development of the basic studies in health management sciences opened the studies to an increasingly large target group within the Open University partner networks all over Finland. The multi-professional cooperation enabled an efficient use of the teaching development resources and promoted the creation of new teaching innovations.

References:

Growing as a teacher versus growing as an academic: implications for educational development

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The Centre for Educational Development and Academic Methods
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Keywords: academic fragmentation, academic development, phenomenography

Objectives
Academics’ development as teachers is traditionally considered independently from their development in other aspects of their work or as an academic holistically. This trend started with the rapid post-war rise in university participation rates, and associated concerns with student retention and wastage (Anderson and Eaton, 1982). The resulting emphasis on improving the quality of university teaching led to the widespread creation of university centres or units for educational development in the late 1960s and early, most of which were expected to focus on teaching development in isolation from other aspects of academic development.

This paper explores possible unintended consequences of the resulting separation of academics’ development as teachers from other aspects of their development as academics.

Methods
This study builds on two previous studies by the author of academics’ experiences of (1) their growth and development as an academic holistically (Åkerlind, 2005), and (2) their growth and development as an academic teacher in particular (Åkerlind 2003). Both studies were based on the same sample of academics, allowing an exploration of the relationships between their experiences of developing as an academic and developing as a teacher.

The studies were based on interviews with a varied sample of 28 teaching and research academics from a research-intensive university in Australia. Interviews were semi-structured, starting with a holistic exploration of participants’ experiences of their own development as academics. They were then asked to focus on their development as teachers in particular. Both sets of questions involved asking what growing and developing meant to them, how they went about it, why they did things that way and what they were trying to achieve, but working primarily from examples of development activities volunteered by participants during the course of the interview.

Outcomes
In describing their experiences of development, participants regularly presented teaching-related as well as research-related examples. Nevertheless, when asked to focus on teaching development only, their reflections on their experiences reduced in complexity. Although based on overlapping data, two very different patterns in ways of experiencing emerged, with the outcome ‘space’ that emerged for the experience of developing as a teacher a much less complex one than for developing as an academic.

These results indicate that focusing on one’s development as a teacher in isolation from one’s broader development as an academic may lead to a narrowing of perception. Significantly, these findings raise the possibility that addressing teaching development in isolation from academics’ development as a whole may not be beneficial to academics’ overall development, nor to their development as teachers.

References
What does it mean to be an academic? Meanings and experiences of professional development of academics in Spain

Diego Castro & Mònica Feixas
Universitat Autònoma de Barcelona

There is some research providing evidence on academics' professional development as teachers (Feixas, 2002; Robertson 1999; Nyquist and Sprague 1996; Kugel 1993), as researchers (Brew 2001; Bills 2004; Meyer et al 2005, 2007) and as managers (Castro, 2006) or blended professionals (Whitchurch, 2004). Within the same content framework, other research approaches focus on the understanding of the meaning of teaching, research and management as experienced by academics (Åkerlind 2003, 2008) and academic identities in evolving systems (Henkel, 2000; Clegg, 2008; McAlpine et al. 2009). They all pay detailed attention to how changes are being experienced and conclude that academic identity is complex and cannot be read off from descriptions of teaching, research, or management roles.

It is the aim of this paper to provide further evidences on what does it mean to be an academic, to grow and develop as an academic and how academic identities are being built. Taking as a reference Åkerlind (2005) and McAlpine et al (2009) work, our aim is to contrast the meanings that Spanish academics attribute to their experience and the structural and cultural factors conditioning their academic identity. From an international perspective, the investigation of academics' professional development heavily depends on the respective context. Therefore, findings have to be contextualized with regard to the national traditions and cultures.

Delegates will be able to discuss about this research topic from the results obtained out of our sample of interviews with academics at Universitat Autònoma de Barcelona, the outcomes of previous research and their own knowledge and expertise on the influence of context in the way teachers experience their roles and their professional development at universities.

References
Taking a higher education teaching qualification beyond institutional borders: a story of educational development

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Keywords: Higher education teaching, Personalised learning environment (PLE). eLearning, Blogs

Summary
Australia's largest higher education institution, Monash University, offers a Graduate Certificate in Higher Education to its academic teaching staff. This course is in the process of being re-imagined and redesigned to make it available to higher education staff worldwide. This seminar will share the practice-oriented story of two academic educational developers, the issues they wrestled with in the development of the course and will invite participant responses to those issues.

Abstract
This seminar addresses the educational development of the Graduate Certificate in Higher Education (GCHE) offered by the Centre for Advancement of Learning and Teaching (CALT) at Monash University, Australia. The GCHE has been offered for more than a decade, and has to date been only available to Monash staff.

Monash's strategic directions for the next 15 years have seen changes to the way the GCHE will be offered and taught in 2011 (Monash University 2005). One of these changes addresses Monash's invigorated commitment to globalisation. The GCHE will now be offered entirely online to Australian and partly to international higher education teaching staff. Consequently, a number of challenges to the educational development of the GCHE have arisen. These include: who can enrol in the course (do they have to be already in a higher education teaching position, or is it open to a wider selection of professional higher education staff); how do we ensure that participants can teach; how do we cater for cross-institutional, cross-cultural and cross-discipline characteristics of the cohort (Healey 2000, Entwistle and Tait 1995); how can the assessment be relevant and meaningful (Struyven, Dochy and Janssens 2005, Ramsden 1992); and which online digital technologies best meet the teaching needs of the course.

This seminar will address these substantial issues through briefly explaining the story of development at Monash; asking participants to reflect on the challenges we describe; asking participants to vote on which issues they think have the highest priority; breaking up into small groups, with each group developing one response to the issue; and reporting this to the seminar. These responses will then be considered in light of the strategies that have been adopted by the developers to date.

We will be looking to build collaboration networks with representatives of other institutions at the conference.

References


Auditing teacher qualification programmes at research universities in the Netherlands

Toine Andernach, Delft University of Technology
Riekje de Jong Radboud, University Nijmegen
Mariavan der Blij, University of Twente

In our seminar, we will elaborate on the implementation of a system for auditing teacher qualification programmes at Dutch universities. We consider the steps of design, pilot testing, evaluation and re-design. More specifically, we will focus on the question of feasibility and effectiveness of the system. Furthermore, we will discuss our main experiences and learning outcomes during the implementation process, which should allow seminar participants considering implementing a similar system to avoid the pitfalls we have met.

In January 2008 all research universities in The Netherlands mutually acknowledged their teaching qualification standards. This acknowledgement dealt with 3 aspects: content, assessment and process. More specifically, the main requirements for mutual acknowledgment are that each university should have a (i) a teaching qualification regulation which is embedded and guaranteed at university level, (ii) a substantial trajectory or set of procedures supporting teachers to obtain their qualification and (iii) a carefully designed assessment procedure which is centrally established, assessing all aspect of the qualification regulation and involving all stakeholders in teaching quality.

Within the boundaries of these requirements, universities are allowed to design their own specifications. To assure quality in applying these standards, a collection of initiatives have been taken by a consortium of six universities in the Netherlands to develop an external auditing system for teacher qualifications, consisting of a set of dimensions (i.e. features) of the system and a framework of assessment criteria.

As a part of the auditing system, we distinguish the following generic assessment criteria: embedding in strategic HRM policy, clear goals, sound assessment of teachers, internal quality assurance and clear responsibilities of stakeholders. These criteria (and the underlying more specific criteria) will be used as a checklist for the auditing committee.

In our seminar, we will elaborate on the implementation of the auditing system, consisting of the steps of design, pilot testing, evaluation and re-design. More specifically, we will focus on the question of feasibility and effectiveness of the system. Furthermore, we will discuss our main experiences and learning outcomes during the implementation process, which should allow seminar participants considering implementing a similar system to avoid the pitfalls we have met.
University teachers at the beginning of their career

Marvi Remmik & Mari Karm
University of Tartu, Estonia

During the seminar we will discuss on how university teachers create and understand their professional identity and what have influenced their self-concept as a university teacher, teaching conceptions and values at the beginning of academic career. Our discussion is based on the preliminary findings of the ongoing qualitative research "University teachers at the beginning of their career". 27 interviews have completed with novice teachers from different higher education institutions of Estonia.

Keywords: Self-concept; novice teachers, professional development; community of practice.

Previous research and personal experience has shown the need to study the adaption and managing process of beginning university teachers. The experiences of first years of career have a great influence on the development of university teachers' learning and teaching conceptions, values and professional identity as a university member. In an investigation of academics' ways of understanding their own growth and development as a university teacher, Kugel (1993) and Åkerlind (2003) described qualitatively different views:

- Change within the teacher - increasing comfort and confidence with teaching;
- Change in teaching practice - increasing teachers' skills, strategies and knowledge;
- Change in outcomes for the learner - increasing student learning and development.

New lecturers consider themselves as experts in their subject discipline but as novices in teaching. What is significant here is that the construct of knowledge expert versus novice teacher still remains prominent amongst new lecturers, despite being involved with introductory courses in teaching and learning. There was a significant evidence that the new lecturers associated teaching with the hope that students would learn and relate their learning to the material being taught (Nicholls 2005).

Preliminary findings of our research reveal that new lecturers experience teaching differently depending on prior learning and working experience, context, opportunities for pedagogical training, informal relations. Presumably there are also disciplinary differences depending on the traditions of the field. The needs of novice teachers for support are different depending on their previous experiences, reflection skills and the context of the organization, that means that supportive systems in universities have to be flexible and offer different choices, e.g. training, mentoring, learning community, etc. Lack of support and training early in a teacher’s career can deliver negative values and teacher-focused approach to teaching. Pedagogical training and learning community activity helps to reduce academic isolation, experienced by both an early career academics and those who are more experienced (Barrett et al 2009; Postareff et al 2007; Remmik & Karm 2009).

Objectives

- to share the preliminary findings of our research with seminar participants;
- to compare the findings with the experiences of participants of the seminar (what problems may have a novice teacher in different institutions?);
- to compare the support systems in different universities;
- to get feedback from participants on the our research design, data collection methods, analysis methods

Learning

Mutual learning creates new knowledge and adds to the existing knowledge about the problems, expectations and hopes of a novice lecturer.

Methodology and focus of the study are specified. Understanding of the novice lecturer phenomenon is expanded. Methods of analysis are specified.

Outcomes

- participants have got an overview of ongoing research, the research objectives, some theoretical background and preliminary results;
- participants have interpreted there own experiences as novice teachers;
- participants have shared and compared the congruent experiences at their home universities

References


Encouraging relational agency and scholarly habits among early career academics

Kathryn Sutherland
Victoria University of Wellington, New Zealand

Keywords: relational agency, early career academics

Abstract
Early career academics are pulled in many directions by the performative demands of promotion and tenure processes, the realities of competitive funding, and their own personal career and life aspirations. Managerial and performative expectations often conflict with personal aspirations, forcing academics into identity struggles and compromises they might never have anticipated at the beginning of their careers. Early career academics (ECAs) are told that to be successful they will need to be good "academic citizens" (Macfarlane, 2007) and productive researchers, with well-established research networks, a growing reputation or profile in their discipline or community, and a solid record of winning competitive research grants. Where might this restricted construction of success leave the ECAs who wish to identify as more or other than researchers? And how can ECAs balance their own aspirations and personal constructions of success with the demands of their institutions, disciplines, and students?

Academic success is about more than meeting externally imposed standards in research output, reputation and profile, or about generating satisfactory student ratings in teaching. It is also about self-fulfilment (Archer, 2008), enjoyment (Lucas & Murry, 2002), autonomy (Archer, 2008; Baruch & Hall, 2004; Laudel & Glaser, 2008; Warhurst, 2008) and security (Bazeley, 2003). This session presents the findings of a research project on ECA experiences, conducted with nearly 70 ECAs internationally and argues for a need to emphasise the idea of "relational agency" (Edwards, 2005) when working with ECAs. It also shares the results of a subsequent academic development project, entitled "Developing Scholarly Habits," with a group of ECAs at one New Zealand university, which focussed on implementing the research findings.

The seminar will demonstrate that institutional expectations and external constructions of success do not always marry with academics' personal goals or constructions of success, and that ECAs need to be encouraged to exercise "relational agency" (Edwards, 2005) in their navigation of their first few years on the job. While the majority of the literature targeted at ECAs indicates that research accomplishments are the primary indicator of success, and that being a good academic citizen is a useful accompaniment to this research success, an ECA's sense of personal satisfaction, balance and relational agency is very significant. Through a group activity in the seminar, participants will be encouraged to share stories of their own experience of "relational agency" and/or being an early career academic, and how these stories might inform the way that we work with ECAs. We will consider - through group discussion - how academic developers, managers and department heads working with ECAs, and those doing research into the experiences of ECAs, can work to promulgate a holistic understanding of success that extends beyond the notions of productivity and collegiality to include satisfaction, balance, and relational agency.

References
Indigenising the academy: Victoria University's Maori experience

Paul Meredith
Office of the PVC, Victoria University of Wellington

Keywords: Maori, Indigenous, Academy

Abstract
The academy has been described as 'contentious ground' and 'a site of colonialism' that has excluded Native traditions and scholarship, and marginalised Native scholars. Historically there has been only intermittent indigenous student participation in universities. There have therefore been calls to indigenise the academy creating both a space for native knowledge, methodologies, policies and programmes and an environment more welcoming for indigenous student participation. (Smith, 1998; Mihesuah, D. A. and A. C. Wilson, 2004)

Victoria University, New Zealand has made several strategic commitments to its country's indigenous population - the Maori. (Victoria University, 2009) These commitments are based upon both rights derived from a Treaty and equity concerns. They include improving Maori student recruitment, retention, and achievement rates, particularly at the postgraduate level; building Maori research excellence with the potential for significant social, economic and scholarly impacts; encouraging the contribution of Maori knowledge and scholarship across disciplines; building long-term and positive collaborations with Maori communities and organisations; developing Maori staff capability; increasing the capability of all staff to engage with Maori interests; and acknowledging the contribution of the Maori language and Maori culture to the wider culture of the University. Victoria, as have other New Zealand universities, has recognised that a quality learning experience for Maori students requires a university-wide culture that reflects the values, customs, interests, and aspirations of those students. (Durie, 2009)

Victoria has employed several strategies to meet these commitments, including establishing a Pro-Vice Chancellor Maori to provide executive leadership; making strategic academic appointments; building Maori student support networks and services; building a traditional Maori cultural centre; developing Maori policy and programmes; incorporating aspects of Maori culture into University protocols and ceremonies; and creating a faculty equivalent academic forum to advise the University on all Maori matters including curricular and organisational development. (Victoria University, 2004)

These strategies have taken place against the challenges of historical Maori under-representation at Victoria; a concern about incorporating traditional Maori knowledge into university teaching and research agendas that might compromise its integrity; the penetration of western academic traditions; the few Maori academic staff spending a disproportionate time being the Maori voice in administrative matters; and strategic prioritisation of limited financial resources.

This seminar will evaluate Victoria’s experience to provide Maori a space in the academy, sustain a quality learning experience for Maori students and ultimately produce Maori graduates for leadership roles in their communities. The seminar offers lessons for others interested in ways to improve outcomes for their own indigenous students.

References:
Reflecting from a culturally diverse or global perspective?

Kogi Naidoo
Centre for Learning and Professional Development, The University of Adelaide

Keywords: Academic development, Internationalisation, Diversity, International staff

Abstract
Participants attending this presentation have the opportunity to reflect on their own experiences of working in global contexts or with staff and/or students from diverse cultures or other foreign countries. Engaging in discussions and making a commitment to capitalise on sharing experiences and lessons in the absence of studies and reports in the literature may certainly be an impetus for proactive outcomes for staff, students, academic developers and policy makers in higher education.

Globalisation, internationalisation, and cultural diversity, clichés in our everyday conversations conjure up different images and emotions. They feature on higher education agendas internationally. We have student-focused institutional policies for internationalisation (global learning). Although teaching staff come from countries internationally and are therefore culturally diverse, searching the literature for studies on international staff experiences concur with the findings highlighted by Kebm and Teichler (2007) who advocate researching further the experiences and impact of international staff as part of internationalisation research.

The objectives of this presentation are to:
- Highlight the need for studies/reports of the issues relating to international staff experiences of diversity and cross-cultures
- Utilise personal and professional experiences to illustrate global challenges
- Share participants’ experiences/challenges
- Highlight the critical role of academic developers in dealing with the challenges of diversity and cultural issues as affects both international staff and students.
- Consider proactive strategies to share strategies that address diversity and cross cultures issues

While the focus in this presentation are reflections of my learning, development and experiences spanning over 25 years being a higher education teacher and academic developer in three different global contexts, South Africa, New Zealand and Australia, enhanced by my other international experiences in the UK, Europe, US, Canada and Asia, they serve as starting points to focus participants on some of the triumphs and challenges experienced by those who hail from foreign contexts (country and/or culture). I share a potted history of my journey personally and professionally, sharing poignant lessons learned, and core values that have contributed to my success. Participants attending will either be able to identify with my global journey or get deeper insights into critical issues both students and staff face.

The presentation highlights the conference sub-themes. Drawing on personal learning, experience and practice, practical suggestions to achieve global quality learning using staff, students and the local contexts as resources, are offered. The presentation will encourage discussion with participants, giving them the opportunity to share their experiences and responses to international staff and students, thereby achieving global quality learning. Discussion time will further encourage and note practical strategies to engage in global network exchanges by, e.g. committing to following-up contacts, sharing local learning, and using the group as contact/source for dealing with diversity issues and challenges. Using local and global networks as a source for global learning, thereby learning from and across cultures, countries and contexts will result in supplementing information and knowledge reported in the literature.

Reference:
Learning Together; lessons from a collaborative curriculum design project

Brenda Leibowitz, Ronelle Carolissen & Leslie Swartz, University of Stellenbosch
Vivienne Bozalek, University of the Western Cape
Lindsey Nicholls, Brunel University
Poul Rohleder, Anglia Ruskin University

Keywords: curriculum development, collaboration, research, interdisciplinarity

Abstract
The Community, Self and Identity (CSI) team, comprising six academics from two institutions, set out to develop a module on the concepts of 'community', 'self' and 'identity' for fourth year students studying Social Work and Occupational Therapy at the University of the Western Cape and Psychology at the University of Stellenbosch, South Africa. The aim of the module was to provide students from the two universities with the opportunity to learn together in a blended module, using a combination of theoretical and more experiential approaches, across boundaries of institution, discipline, race, language and gender. The aim of the CSI team went far further than simply to present the course to specific groups of students: in the first instance it was to document the course carefully, in such a manner that the team could learn more about how to work collaboratively and across disciplines; in the second instance it was to learn more, from and with the students, about how they negotiated issues of difference with one another, and how they experienced the course with its specific methodology, which we termed, following Boler and Zembylas, a 'pedagogy of discomfort'. As the project went along, we found ourselves as a team having to take the research more seriously as a life project than we had planned, and had to undergo experiences we had not planned, for example on diversity training.

We documented the way we worked as a teaching and research team via the following methods: audio-taped interview of each team member after the first year of the project; audio-taped group interview conducted by "critical friends" of the team after the second year of the project; and audio-taped group interviews with each team member and each of the three critical friends after the third year of the project.

Lessons learnt from these interviews pertain to the immense value for academics of working together collaboratively and across disciplines; working together within a 'community of enquiry' (Christie et al); and undergoing similar learning processes as those we expected the students themselves to undergo. The value of the action based research lies in the sustainability of the approach in terms of the impact of the team members, and in terms of the emphasis on the participants as whole learners/educators, in contexts of diversity. Significant concepts merging from the interviews are: reflexivity, risk/vulnerability, interdisciplinarity, collaboration and role modeling.

References
Supporting Curriculum Change: Developing A Whole Institution Approach

Helen Corkill & Mark Atlay
University Of Bedfordshire

Keywords: curriculum change; cross-institution; work-based learning; employability.

Abstract

Objectives
The University of Bedfordshire has achieved recognition for supporting student learning. The challenge in 2007 was to place the University at the forefront of developments in teaching and learning, supporting a diverse student population. A new institutional framework was developed, the Curriculum Review for 2008, or CRer8, providing a curriculum that was engaging, developed independent learning and prepared students for work. Features of the CRer8 model which inter-relate with the processes of work-based learning were identified and a new conceptual framework was developed and has been used by curriculum teams across the University.

Learning
Many of the elements of the CRer8 model were already familiar to staff. However, CRer8 brings these together in an integrated framework and supports institutional change in the approach to curriculum CRer8 thus emphasises the range of learning opportunities that students engage in as part of a seamless process designed to foster student engagement and development. The revised approach to work-based learning accords with these principles, drawing on the synergies from both concepts. Both frameworks draw on educational theory to help define the important features of the curriculum but recognise the importance of delivery through and within the subject cultures of each disciplinary area.

Outcomes
CRer8 has impacted on what, how, where and when we 'teach' our students. It has changed the nature of the University and impacted on staff roles. Critically it provides a focus for us as a learning community. Similarly, the linked work-based learning model has provided a focus for many of the vocational activities, impacting on the way workplace learning is approached and providing a model for sustainable curriculum change. When the University started down this route it was unaware of similar thinking, but there are international parallels at The University of New South Wales, Victoria University and MIT.

References
eLitigis: The Combination of Role Play and Teamwork to Learn Law Using ICTs

Nati Cabrera & Mònica Vilasau
Universitat Oberta de Catalunya

Keywords: virtual learning environments, Collaborative learning, simulations for learning, methodological strategies using ICT.

Abstract
The experiment we describe was born of the need to provide methodologies for developing skill-sets in the area of law through virtual learning environments, that is, the UOC virtual campus. The experiment we conducted considers the design of a methodology especially conceived to achieve specific skill-sets: teamwork and leadership, exercised by implementing simulated legal proceedings.

The overall objective is to design a methodology which aims mainly to provide teamwork and leadership skills by implementing them in simulated legal proceedings through the adoption of different roles: plaintiff, defendant and judge. The whole thing was designed to improve student performance and motivation.

This overall objective turned into the following specific objectives:
- To design the activity that the student must carry out in order to develop the skills and achieve the objectives considered, identifying the resources required to do so.
- To design and produce the specific digital media teaching resources for eLitigis: case-studies and learning guides.
- To design and develop a specific virtual space.

Learning
An interdisciplinary working group was created to develop this project. The teachers identified the instrumental skills to be worked on and the subject-specific skills, as a construct, a growth process that combines a set of learning complex (Lassnier 2000 en Zabala y Arnau, 2007; Le Boterf, 2000).

The activity was designed for the students to develop a well-defined role within legal proceedings. Organising themselves into sub-groups, each of which was to take on the role of plaintiff, defendant or judge.

To implement this activity in a virtual learning environment, a specific space was designed in the classroom, based on an open-code software wiki.

Outcomes
Based on the results of the assessment of the creation and implementation of eLitigis, the feedback has been extremely positive. The result has been the creation of a methodology, a tool and a space for working on relatively-underdeveloped skills in the UOC’s Law Studies. Proof of its success is the satisfaction expressed by students, tutors and teaching staff. It has also led to the creation of a series of teaching resources to improve student education and increase motivation.

There was one unexpected result: greater integration between theory and professional practice, allowing the students to see what it is like to exercise Law as a profession and use many of the skills which make up the professional profile of the Law Graduate.

The results show that these new educational methods have a positive impact on student motivation and satisfaction throughout what is an exceptionally arduous educational process, but they also show an excessive workload if the development of the educational process.

As regards the level of learning in this subject, the teaching staff and students consider that this was more complete, since it provides a more holistic perspective of the content, rather than a partial one.

References
Ict-coaches: an example of a strategic network for the development of technology-enhanced teaching and learning

Per Andersson & Claire Englund
Center for Teaching and Learning, Umeå University, Sweden

Keywords: strategic development, ICT competence, coaching, professional development

Abstract:
A network of ICT coaches has been formed at Umeå University, Sweden, with the aim of creating a grass-roots ICT support to inspire, support and assist staff within their own institutions in planning, developing and implementing technology enhanced teaching and learning. This presentation will describe the reasoning behind their creation and their strategic importance for professional development.

The objective of this seminar is to describe the purpose and role of ICT (interactive communications technology) -coaches at Umeå University, Sweden, and also to discuss their strategic importance for the development of technology-enhanced teaching and learning at the university.

Over the last three years, the Center for Teaching and Learning (CTL) at Umeå University, Sweden, has run a project ICT competency development to enhance teaching and learning as part of the university’s overarching activity plan. The aim of the project was to provide support for teaching staff and management at all levels in the acquisition of the skills necessary for the pedagogical implementation of ICT in education. Within the framework of this project, CTL interviewed all heads of department / program managers at Umeå University to investigate their views and concerns about the use of ICT in teaching.

During these discussions the future aims of the institution and their expected need for support from the university with regard to the development of ICT in education were discussed.

During these interviews it became apparent that there was a both a desire to share experiences concerning the use and development of ICT-assisted teaching with other departments, and also a growing need to get help in their development of net-based courses and programmes. In other words, they needed an "ICT-coach" who could help with the didactic / pedagogical design of content, communication and examination in creation and development of courses.

To fulfill this need, CTL has built up a network of ICT-coaches who have experience and an interest in working with ICT in their teaching. The purpose of the ICT coaches is to support the development of technology-enhanced learning in their respective faculties and departments by providing expertise, contacts and inspiration firmly rooted in their own discipline. This network gathers and links experienced teachers in various institutions into a wider network. One of the advantages of this network is that ICT coaches in different departments and faculties always have someone to turn to when problems arise.

The role of the Centre for Teaching & Learning is to unite and support the network and to provide a platform for discussions concerning e.g. difficulties encountered, possible solutions to common problems, evaluation of IT-tools or the joint development of ideas. CTL also offers a program of short courses, seminars and workshops that create the basis for and confidence in the ICT-coach role. Furthermore, the ICT coaches have priority access to training in the ICT field and can also act as test pilots for new technologies or participate in research projects.

The network is a grass-roots support group that can raise questions concerning the pedagogical use of ICT in teaching and learning and developmental needs to a higher, management level. Via the ICT coaches information related to ICT issues at Umeå University become more widely available, while new educational ideas of value to net-based education are continuously disseminated.
Some Considerations in the Evaluation of Large and Complex Educational Development Ventures

David Baume
Higher Education Consultant

Keywords: Evaluation; quality; research; development

Abstract
Many educational development projects include or require evaluation. This workshop will explore the realities of evaluating large projects and programmes, and identify issues including the role(s) of the evaluator; the relationship between the evaluator and the evaluand (that which is being evaluated); and the role of evaluation in quality enhancement. It will draw on evaluation literature and on the experience of the facilitator and the workshop participants in evaluating large development ventures of several kinds.

1. Questions and Rationale
The workshop offers a conceptual framework for evaluation within which participants will review their experiences, as evaluator or evaluand. It takes a critical approach to evaluation, addressing issues such as negotiation of evaluation roles, relationships and reports; evaluator as insider/outside; and relations between evaluation and research.

2. Theory/Methods
Accounts of evaluation from Chelimsky, Saunders, Ludema and Baume are offered. These give a diverse and complementary range of approaches to evaluation.

3. Outcomes and intended learning outcomes
The facilitator brings analysed experience of evaluating educational development projects and programmes totalling many million Euros. The need to link all development projects and their evaluation back to the ultimate goal of improving student learning is emphasised.

The main intended learning outcome is that participants will have developed fresh or enhanced approaches to evaluation.

4. Reflective Critique
The workshop will critique theory and models for evaluation as well as evaluation practice, and will invite participants to bring and critique their evaluation experience and expertise. New perspectives on the evaluation of large educational development ventures will be gained.

5. Audience Engagement, (especially for workshops)
Presentation will be short, with maximum encouragement for interaction with the presenter and among participants. Participants will use the workshop to work on their own current questions and challenges in evaluation.

The workshop is highly relevant to the conferences criteria, as follows:
- Relevance to the theme of the conference and the relevant sub theme.
- Focus on the contribution of evaluation to the improvement of student learning, and thus to quality learning and to enhancing strategies for educational development
- Clarity of session objectives / learning outcomes
- The experience of the facilitator and the intended learning outcomes for participants are, it is suggested, explicit and appropriate.
- Appeal to an international audience
  - Evaluation, accountability and value for money are issues in higher education systems across the world.
  - Contribution to scholarship, new or innovative practice, and evaluation and enhancement of academic development
  - The workshop is grounded in current theory and practice. The workshop will help participants develop new and productive approaches to evaluation.
- Opportunities for delegates to listen, talk and reflect; enabling delegates to take away the lessons learnt and apply them in their own context.
  - A major part of the workshop will involve participants in testing theories and practices and then in planning how they can adapt or extend their practice to reflect ideas from the short presentations and from other participants.

Key references
It's A Family Affair? : factors involved in developing positive partnerships between Higher Education Institutions in a global context

Tony Luxon & Ali Cooper
Lancaster University Centre for the Enhancement of Learning and Teaching

Seminar Objectives
- To posit a series of questions concerning transnational partnerships in HE which need to be addressed in order to make the partnership 'successful'.
- To explore possible ways to overcome potential barriers to an effective partnership.

Seminar Learning Outcomes
By the end of this session, delegates will be able to:
- Recognise issues involved in setting up and maintaining partnerships and communities of practice in an international environment
- Plan their involvement in such partnerships based on a clearer understanding of key issues

Seminar Outline
Key issues to be addressed are:
In the globalised market of education (Altbach & Knight 2007), partnerships between HEIs in different parts of the world are increasingly playing a part. There are a number of drivers involved, eg, British universities which are diversifying what they do in order to attract more international students. One model which has been adopted for collaboration in transnational education involves establishing partnerships through which students study in their home country and eventually receive either a degree from the UK partner, or a joint degree from both institutions. This model raises a number of questions, and the danger is that unless these are addressed, the partnership runs the risk of being a dysfunctional relationship (Heffernan & Poole 2004). Some of these questions are:

1) What is the nature of the degrees which students receive? Is it exactly the same as that given by the UK university, which would imply some kind of franchise relationship; or is it similar but dependent on the context in which it is being studied for? 2) Is it delivered by a team of UK and home academics, delivered exclusively by the UK academics, through distance or by delivery in situ? Is it delivered exclusively by academics from the non-UK partner? 3) What is the relationship between the Quality Assurance philosophies and mechanisms of the partners in their respective countries, how are these reconciled, and what are the implications for appropriate procedures? (McBurnie G & Ziguras 2001)
4) Are there different academic practices among both teachers and students in the different countries, how are these addressed? (Dunn & Wallace 2008) 5) What are the implications for teacher development and quality enhancement practices, and how can the effectiveness of these be maximised to the satisfaction of both partners?

In addressing these issues, we will use examples from our experience of involvement in these different types of partnership, between a UK university and partners from Malaysia, India and China.

Session Activities and Approximate Timings
Please provide an indication of how the session will be structured and how activities and discussion will be facilitated. For discussion papers please include a few indicative questions which will focus the discussion element.

The session will comprise:
an initial small group discussion of possible issues to be addressed when one's institution establishes a partnership with another institution in a different part of the world, followed by a middle section of input from the presenters on their own experiences, and data they have collected, of such partnerships. The final section will encourage participants to identify key principles of establishing potentially successful partnerships through brainstorming with the presenters in plenary.

References
Key texts mentioned in the outline, please use the Harvard referencing system
Exploring the Concept of Co-creation: Partnering with students to bring about and sustain educational change

Nancy Turner
University of the Arts London

Keywords: Co-creation, student engagement, educational change

Abstract
Student engagement is a term that is rife in the rhetoric of HE practice but is rarely defined and/or explored conceptually when used in the HE policy context. Research has proposed two parts to engagement, action (time and effort) put in by the student and institutional systems and process to enable that action. Institutions and policy makers have been criticized for focusing efforts and attention on the former at the expense of the latter thus shifting responsibility for engagement or lack thereof to the student (Wolf-Wendle, Ward & Kinzie, 2009). The concept of co-creation, drawn from business research (Prahalad & Ramaswamy, 2004) and more recently design research and practice (Sanders & Stappers, 2008), involves sharing control of traditionally institution owned processes with students (e.g. curriculum development, policy development). Co-creation may be one approach to addressing systemic issues around student engagement through full participation of students with academics and managers in educational change. This seminar will explore preliminary results on the positives and pitfalls of co-creation that were identified during interviews with senior managers and the students union at one UK HEI.

References
Systematic observations of seminars and lectures at university Level -
A Baseline Study

Heinz Werner Bachmann
University of Zurich

Keywords: quality learning / lecture observation / baseline study / shift from teaching to learning

Abstract
A major focus of the Bologna reform is a propagated shift from teaching to learning (Mandl&Kopp, 2003; Welbers&Gaus, 2005). This study is used to present an instrument to systematically observe seminars and lectures at university level. With the described instrument a survey was conducted at the University of Teacher Education in Zurich to provide a data basis for the discussion to what degree the aspired shift from teaching to learning already has taken place there.

The generated data can be used to establish a baseline of the teaching and learning situation in an institution. There is the possibility to repeat the study after a couple of years to see if planned changes in the teaching and learning process have occurred. The objective of the study conducted at the University of Teacher Education in Zürich was to collect data on teaching and learning patterns during seminars and lectures. Based on the data, specific courses in designing learning arrangements at the surveyed institution could be developed. The used instrument VOS was developed by four American Universities.

The VOS is also called the VaNTH observation instrument. VaNTH stands for Vanderbilt University, North-western University, University of Texas and Harvard University (http://www.vanth.org/Publications.html). The survey of over 60 seminars and lectures revealed interesting details about the use of learning objectives, advance organizers, question techniques, time on task of students, level of intellectual challenges in the seminars etc. (Bachmann, 2009). It is assumed that the presented instrument and findings are not only of interest for the observed institution but for all universities that are under going a similar shift from teaching to learning.

References
the survey of the factors affecting quality of student learning (QSL): case study Guilan and Guilan Medical Universities, Iran

Abbas Sadeghi
Guilan University Assistant professor

Keywords: Quality, learning, student, university

Abstract
The main purpose of the paper was to gather, analyze and interpret the perceptions of the Academic Staffs (ASs) about Quality Student Learning (QSL) held by 150 in Guilan and Guilan Medical Sciences, Iran. Academic staff members randomly selected from Guilan and Guilan Medical Science Universities in three different groups, Human Sciences (HSS), Medical Sciences (M S) and Science Engineering (S E). A 52 items scale questionnaire was developed based upon a review of literature on QSL. Academic staff members responses were first analyzed for the identifying those items, most frequently and highly rated. Following, factor analysis were performed to identify the factors which affect the QSL. Six areas were investigated and were named teacher characteristics, student characteristics, academic work, teaching process, learning process and classroom situation. In teacher characteristics area, teacher is simulating and imaginative rather than dull and routine, organized and businesslike rather than unplanned and slipshod and clear when presenting. In student characteristics area, students exhibit behavior which indicates a positive attitude towards their situation as learners. In academic work area assigned work tasks (e.g. essays) are designed to facilitate learning, students appear to accept the importance of and necessity for doing assigned work. In teaching process area, teacher use examples to help student, understand abstract concepts or ideas. In learning process area, during class, students' minds often do not wander and they do not think of other things. In classroom situation area, students' desks, chairs, and work areas and the teachers' desk and chair and audio-visual aids are placed, So that a clear line of sight is available teaching conveys interest and or excitement and learning in the curriculum. Also, academic work and teaching process areas split in university. In both the differentiation were significant (P<0.05).

References:
Meeting the diverse needs of the academic staff
On the flexible development of teaching and learning in lower saxon higher education

Sabine Marx, Bjoern Kiehne, Thanh-Thu Phan Tan
Technische Universitaet Braunschweig
Center of Excellence in Lower Saxon Higher Education

Keywords: teacher diversity, flexible development of teaching and learning, needs-orientation, subject-orientation

Abstract
Subject-orientation, e-learning and the enhancement of teaching skills in the academic career are main focuses in the work of the Center of Excellence in Lower Saxon Higher Education (CELSHE). The center has developed strategies in creating programs and establishes them at the universities. In this symposium we want to share our experience, discuss opportunities and limits and invite you to exchange ideas for the future development of enhancing strategies in the diverse fields of higher education.

Since 1997, the Center of Excellence in Lower Saxon Higher Education (CELSHE) based in Braunschweig, Germany, has become the first-choice address for 21 Lower Saxon universities and universities of applied sciences in terms of academic staff development. Our objective is to offer a needs-oriented program covering courses, coaching and mentoring on topics related to teaching and learning in higher education. After having established a well accepted certified program at the CELSHE, our focus has changed to the question on how to meet the individual needs of the academic staff beyond our standard curriculum. We are aiming at the given circumstances of subject-specificity, of individual learning paths, and of professional biographies. Altogether, our programs are accompanied by research activities focusing on conceptions of teaching and teaching skills, needs for further education, quality of e-learning and coaching in higher education. Research questions are for example "How do conceptions of teaching correlate with the actual teaching and the development of teaching skills?" and "What are the consequences for standardization and professional development in higher educational teaching?" As our research results lead into our programs, we always strive for a well-balanced practical and theoretical orientation to satisfy the diverse needs of the academic staff. We apply quantitative and qualitative methods (standardized questionnaires, interviews and expert exchanges). By now, we have come to the conclusion that the diverse needs of the academic staff demand a flexibility to arrange and rearrange our bandwidth of topics and formats for a tailor-made offer. This is what we have developed out of our single program at CELSHE during the past four years:

First of all, since 2005, we have developed subject-oriented in-house programs in parallel to the interdisciplinary courses at CELSHE. These programs have been established at the Medical School as well as the Veterinary School and the University of Applied Sciences in Hannover, followed by other university departments in the future. The formats range from 1- or 2-day workshops over individual and group coaching up to cooperative and expert class-observation. The participants form a steady learning group of two years. The biggest advantages are that these programs are highly practical and also offer a platform for the exchange of teaching experiences at the very university.

Next, we have complemented our certified program with online and blended learning courses since 2007. As we have participants from Lower Saxony and beyond, the ICT supported courses reduce travelling costs and offer a flexible as well as individual learning path over a two to six week period of time. This also enables them to put newly learned into practice and subsequently exchange experiences with the other participants. Currently, we are developing a program to enhance the subject-oriented quality in e-learning based on the knowledge, experiences and services at the Lower Saxony universities.

Last but not least, we have broadened the scope of topics and formats depending on the career status. For example, young academics complete a basic program on teaching methods and establish a teacher's personality whereas recently appointed professors are more in need of an individual coaching referring to managerial functions. We are expecting to get first evaluation results from the first cycle of career-oriented programs for this conference.
Assessing teaching staff's involvement in ongoing evaluation

Juan Luis Nicolau-González & Raúl Ruiz-Callado
University of Alicante

Among the factors that affect the convergence towards the European Higher Education Area, university teaching staff's motivation is fundamental, and consequently, it is crucial to empirically know what this motivation depends on. In this context, one of the most relevant changes in the teacher-student relationship is assessment. In fact, the transition from a static assessment -focused on only one temporal point (final exam)- to a dynamic assessment, will require changes in thought and action, both on the part of teachers and students. In this line, the objective of this paper is to analyze the determinants of teaching staff's predisposition to the continuous assessment method. Specifically, we consider the following explanatory dimensions: teaching method used (which measures their degree of involvement with the ongoing adaptation process), type of subject (core, compulsory and optional), and teacher's personal characteristics (professional status and gender). The empirical application carried out at the University of Alicante uses Logit Models with Random Coefficients to capture heterogeneity, and shows that "cooperative learning" is a clear-cut determinant of "continuous assessment" as well as "continuous assessment plus final examination". Also, a conspicuous result, which in turn becomes a thought-provoking finding, is that professional status is highly relevant as a teacher's engagement is closely related to prospects of stability. Consequently, the most relevant implications from the results revolve around the way academic institutions can propose and implement inducement for their teaching staff.
Benchmarking Academic Development: The Australian Experience

Don Maconachie, Director, Teaching and Research Services-University of the Sunshine Coast, Australia
Denise Chalmers, Director, Centre for the Advancement of Teaching and Learning
University of Western Australia
Geoff Crisp, Director, Centre for Learning and Professional Development. University of Adelaide
Margaret Hicks, Director, Learning and Teaching Unit. University of South Australia
Yoni Ryan, Director, Learning and Teaching Centre. Australian Catholic University
Heather Smigiel, Director, Staff Development and Training Unit. Flinders University

Keywords: academic development; benchmarks; dimensions of academic development; self-assessment and review

Abstract
Universities are expected to, and indeed do, provide the trained workforce for the professions and the knowledge that drives innovation and economic development. To do this, Australian universities have had to take on many of the characteristics of modern organisations and modern management, including having to be "performance-driven". As a whole, Australian universities have had to analyse and define "performance" and the indicators of performance in both teaching and research. Subsequently, all parts of universities have looked at how they contribute to their institution's performance and how that can be measured. The academic development function of Australian universities is no exception - it has had to become more "professional".

In Australia, the Council of Directors of Academic Development (CADAD), which is the key professional body for academic developers, has embarked on a major project to systematically describe the work of academic development, identify key indicators of performance, and encapsulate these in national benchmarks. Led by a working party comprising directors of academic development from a representative sample of Australian universities, the project has been highly consultative in nature and adopted an iterative approach to the development of benchmarks, modifying and refining the model based on the experience of more than twenty universities in implementing aspects of the benchmarks, and with reference to the international literature. At this relatively early stage, the project has affirmed the need for the benchmarks and the dimensions of academic development they need to include. There is also evidence that the project has begun to influence conceptions of academic development in some universities.

The benchmarks have been drafted around key domains of academic development and include a rationale; descriptions of levels of practice; and advice about sources of data. They are designed for initial self-assessment followed by comparison with other universities. This symposium explains this work and where it is heading, describes the experiences of several universities in trialling the key performance indicators and benchmarks, and provides some analysis of institutional responses to this attempt to advance the professionalism of academic development in Australia.

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Strategies for development of quality learning in general legal studies

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Keywords: Strategies, quality learning, legal studies, human rights.

Abstract
This paper studies how to achieve greater satisfaction in the general legal studies. The method is divided in two parts: the process of problem solving and the tools for executing steps of solutions. The method proposed is problem based learning system, which is cooperative and collaborative. PBL is related to social-cultural constructivist theories of learning and instructional design, and these problems are used to engage students’ curiosity and initiate learning the subject matter. The objective can be to achieve a specific result or may involve producing a proof or explanation.

It should be based on responsibility. Students should be given an agreed general problem solving process and then set multi-step problems in all their individual subject modules, for which flexible rules are needed and there is a double challenge to work in small groups. In parallel, training must be based on reflection and critical capacity, and the groups must appreciate the process and the tools required. Instructional activities are based on learning strategies involving semantic reasoning, case based reasoning, analogical reasoning, causal reasoning, and inquiry reasoning. These activities include creating stories; reasoning about cases; concept mapping; causal mapping; cognitive hypertext crisscrossing; analogy making; and question generating. A final check is made to verify that the result produced is the required objective.

Teachers take on the role as facilitators of learning, and the education received must be directly related to the purpose to be fulfilled in real life. On the other hand, learning is driven by challenging practical problems that transmit the meaning of human rights and constitutional values, i.e.; what is called the core of civic education. This work show the relevant work of designing programs that address the full range of faculty development needs because students come to us culturally unprepared for this method of study. This kind of task can reveal structural problems but, however, through the PBL we can prioritize these ideas and plan the future programs for the general legal studies.

References:
Developers without boundaries: international exchange and consultation

Nancy Chism, Indiana University, USA
Mary Deane Soricelli, University of Massachusetts, USA

Keywords: International collaboration, international educational development, international resources, cross-cultural educational development challenges

Session Description:
Global communication and transportation advancements have enabled increased international interchange and learning in many fields. The field of academic development is no exception (Brew, 2009). Already, developers from countries with established networks are helping to construct networks in such places as Thailand, China, and Kenya. The International Consortium on Educational Development has welcomed new members from Slovenia, Ethiopia, and Japan and held conferences in Finland, Germany, and Australia. Studies of development as it is enacted are accumulating: Gosling (2008a, 2008b, 2009) has now conducted surveys in the United Kingdom, Australia, and South Africa. Soricelli, Austin, Eddy, & Beach (2006) have issued a recent survey of North American development, while Chism (2008) has conducted an international survey of the profession. Journals are extending their reach across national borders and developers are becoming increasingly aware of the literature produced by their peers across the globe.

As activity in international academic development increases, it is important to consider how to best support communication and learning in ways that are culturally sensitive and mutually beneficial. This session will establish a venue for dialogue on future directions.

Session Objectives
Through the contributions of facilitators and participants, the session aims to
1. Expand participants' knowledge of international educational development activity and resources
2. Articulate challenges to this work
3. Generate ideas for productive international collaborations in the future

Session Activities
The facilitators will first provide introductory comments to set the context for the session, drawing upon work they have done in describing current international activities in educational developments: surveys of the field, professional associations, publications, and conferences. They will then discuss issues related to consulting across national boundaries, hosting developers from other countries, collaborating on research or development projects, and finding funding for international work.

After these opening remarks, participants will be asked to join a discussion circle based on their interests in the following questions:
- What opportunities can be created for increased interchange among developers?
- What differences and similarities in the work of academic development across nations need to be understood when collaborations are undertaken?
- How can we establish global venues for joint research on academic development?
- What opportunities and cautions are important to consider in conducting international consulting on academic development?
- What activities can help to synthesize scholarship across academic development journals and make it more easily accessible worldwide?

Groups will then come together to report one thing they would most want the entire group to know about what they learned in their discussion circle, followed by an all-group discussion of opportunities and cautions for international academic development. Summary remarks will focus on ideas for future action on this topic.

References
Educational developers as change agents. Three cases.

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Keywords: educational process, strategic level, organizational development, change agent

Abstract:
Educational development of today extends to much more than solely supporting the development of teaching skills of academic teachers. It also includes support for improving the educational process on a strategic level, i.e., educational developers also manage curricular and/or organizational development. Nowadays, developers are often used as change agents. We discuss three cases involving different organizational levels and explore the educational developer's role in multi-level issues in order to further our understandings of our strategic role in our organizations.

The cases in brief:
The first case concerns a dilemma when the University management entrusts the task to encourage and support the faculties and the departments on a university-wide basis as these bodies address issues of sustainability in research, education and teaching. The teachers are, however, not interested in the issues at all and very few people attend the activities arranged.

The second case concerns a dilemma when The Division for Development of Teaching and Learning is called in for a consultancy matter on enhancing, as it appears, the constructive alignment within a programme. When the educational developer shows up for a start-up workshop, it is clear that the programme in question suffers from major internal conflicts amongst different groupings of staff. A representative for one of the groups is also the Director of Studies and the contact person for this consultancy. He/she wants the educational developer to "plant some ideas" in order to make the argument of one of the groups come out stronger. The developer feels that this is an issue with several ethical/moral dimensions and hesitates what to do next.

The third case concerns the dilemma of a senior, until now very appreciated mentor (lets call him/her Z), who is part of a teaching mentor programme designed by The Division for Development of Teaching and Learning in support of advising and introducing new teachers. Being a mentor is voluntary and the only requirement is that the mentor has to take a training course in teaching mentorship before he/she can take on any mentoring tasks. Recently there has been several, very severe, complaints regarding Z's mentoring. His/her way of mentoring is not all supporting but rather disencouraging the new teachers from pursuing their teaching careers. The mentor fulfils his/her tasks voluntarily, with just a symbolic compensation, and the Division depends on its good reputation in order to be able to recruit new mentors.

What should the developer/Division for Development of Teaching and Learning do in these cases? What would a strategic approach be like in respective case? What could enhance change in a positive way? What is there to watch out for?

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Levels of agency in educational development

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Keywords: levels of agency, multi level approach, strategic planning, sustainable educational change

Abstract
Educational development work is often represented by activities (e.g., workshops, projects, committees) and themes (e.g., consultation, evaluation). Centers at a Swiss and a Canadian university have come to capture their work in an alternate way - by four levels of agency.

Drawn from notions in the literature (Timmermans, Jazvac, Berthiaume, McAlpine and Acuri, 2005; Berthiaume and Arikawa, 2006; Matushita, 2008) we have identified four levels of agency, defined as the strategic conduct of educational developers for achieving an end or producing an effect in relation to teaching and learning goals in higher education.

- Micro level focuses on the practice of individual proffs and the design of individual courses;
- Meso level focuses on the practice of academic administrators with regard to teaching and learning procedures in faculties, departments and programs and the design of programs and curriculum;
- Macro level focuses on the practice of senior administrators and committees with regard to teaching and learning discourse, goals and policies that impact the institution at large;
- Mega level focuses on contributions to and learning from the regional, provincial, national, and international field of educational development in higher education.

The characterization of our work in this way has significantly altered the way we conceptualize, analyze, prioritize, and communicate among ourselves and with external audiences regarding the nature of our educational development work. Further, it has facilitated identifying lacunae and subsequently addressing these gaps in an intentional way. It is our premise that or educational change to be sustainable initiatives must be addressed at each and every level.

Participants in this sessions will:
- Explore four levels of agency in educational development
- Analyze educational development work according to levels of agency
- Consider usefulness of this tool for strategic planning and communication.

References:
Engaging staff in professional transformation: 
teacher empowerment for student engagement

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Centre for Learning and Professional Development, The University of Adelaide

Keywords: Academic development, Teaching development, Student engagement, Self-evaluation

Abstract
The workshop focuses on an innovative approach filling a gap in current academic support programs. Participants have the opportunity to experience a program from the University of Adelaide aimed at transforming teaching practice, scholarly leadership and the professional development of staff. Participants obtain an overview and experience aspects of the program, provide critique and consider suggestions for how the program may be adapted/enhanced for broader use within higher education.

The workshop aims to contribute to the quality agenda; staff development for quality academic programs and student learning (Naidoo, 1997) providing enhancing strategies for professional development. Critical factors that impact on the student experience and optimal learning include interest, relevance, engagement and motivation. Should teacher engagement be flawed or fail, all else will be less than satisfactory. It follows then that only when we have teacher engagement, will we have better student engagement, hence quality learning.

What support do higher education institutions provide for teachers (Prebble et al 2004)? What's missing in academic development programs aimed to enhance quality learning is the focus on teachers’ success, their competence to achieve consistent results (quality learning) and success in their careers. There is also a notable gap in tapping teachers' talents to enhance their performance for optimal results and success.

An explicit strategy in the University of Adelaide Strategic Plan (2008-2012) is to “recruit, develop and retain staff”. How does the University achieve this strategy and further support staff to keep them performing optimally, demonstrating scholarly leadership, and engaging their peers and students? We know from the Australasian Survey of Student Engagement (AUSSE) report (2008) and Higher Education Outcome Indicators, in particular the Course Experience Questionnaire (CEQ) overall satisfaction scores what students' views are. The Australian Government response to recommendations made in the Bradley report (2008), makes an indirect demand now on universities for quality teaching and proactively address the low student engagement and course experience ratings.

The main focus in the Adelaide workshop program is staff engagement (moving teachers beyond current reflective/reflexive practices to empowered teaching leadership and scholarship through to transformative self-knowledge, tapping their innate passions and potential), thereby positively impacting on student learning and engagement. The first pilot workshop was offered to teaching staff before it was offered again. Feedback was received and the program amended. Presenting this workshop at the conference will provide further external feedback to make the program relevant for wider implementation at the University and the sector more broadly. The Adelaide workshop program can be run with targeted groups institution-wide, in faculties, schools or individually in one-on-one sessions. The program has relevance for teachers and academic developers wanting to enhance themselves professionally, improving teaching performance to contribute to quality learning or assure successful careers.

Participants will have opportunities to:
- Share experiences of academic development support
- Obtain an overview, experience and review aspects of the Adelaide program
- Explore theoretical/practical issues of self-engagement
- Critique and make suggestions to enhance the program
- Consider other applications and outcomes of the program

References:
Why are we here? What do participants most value in educational development conferences?

Fiona Campbell, Edinburgh Napier University  
Celia Popovic, Birmingham City University

Abstract
An interactive workshop designed to help participants explore their preferences concerning conference formats, degree of interaction and session descriptions, are set in the context of delegate evaluations at recent SEDA (Staff and Educational Development Association) conferences. The purpose of the session is to enable participants - and their institutions - to gain the most benefit from their conference attendance, and for those involved in planning conferences to identify the most effective models of conference design.

Why do we come to educational development conferences? What are we hoping to get out of this one - or the others we go to? The numbers of people who attend conferences - despite their cost in both money and time - suggest that they are seen as a primary means of professional learning. Outram (2009) cites face to face contact - including conference participation - as the most common way adopters learn about relevant projects. But what do people most appreciate in conferences? What do they bring back to their institutions? What ingredients are needed to ensure that what is learned at conferences engenders changes of practice in the sector? How can conferences be planned and organised to enable participants to do what they are there for - to share practice and learn from each other and confer? (Campbell et al 2003) What strategies can we use to enhance conferences and ensure they are a valuable experience for us and our institutions and worthy of our investment?

References
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Staff and Educational Development Association (SEDA) website: www.seda.ac.uk
Using critical friends as a strategy to enhance teaching and learning within an educational program

 Susanne Brokop  
 Lund university

Abstract
Being a university teacher might be experienced a lonely task. By introduction of a systematic use of ‘critical friends’ (Handal, 1999) within an educational program, academics can be encouraged to share their teaching experiences and development ideas with each other, for the benefit of the student learning, as well as of the teacher professionalism, and of the program as a whole.

Most university teachers seem to have a few, carefully chosen and trusted colleagues to discuss teaching ideas and challenges with (Roxå & Mårtensson, 2009). These conversations are usually quite private and not documented. Furthermore, most academic teachers are alone with their students in most teaching situations. Gunnar Handal has proposed the concept of ‘critical friends’ as a peer-review-model to collegially support university teachers’ personal and professional development (1999). The basic idea is to participate in each other’s teaching activities, be that lectures, tutorials, labs etc. Before and after the session the parts discuss different aspects of the teaching, and ideas of what might improve. According to Handal there is a mutual benefit: the person who is a critical friend might get ideas and inspiration to his/her own teaching, and the person who is ‘reviewed’ gets constructive feedback on his/her teaching (and student learning processes) and might thereby develop as a teacher. In a study by Dahlgren et al (2006), the benefit of being a critical friend was perceived as being as valuable and enriching as having one. An important pre-requisite of this exchange, Handal stresses, is a great proportion of collegial trust, which also the conceptual combination ‘critical’ and ‘friend’ indicates.

In the current project the programme director introduced the method of using critical friends to the teachers in the physiotherapy-programme. The teachers within the programme were to write pedagogical analyses and development plans for their course modules, and then to discuss these documents with a critical friend, before handing the document to the programme director. The teachers could also use a colleague as a critical friend in their teaching sessions. The results of this project will be elaborated in this session. We will also present and discuss with participants

- experiences from one of the teachers in the program of both being and having a critical friend,
- experiences from the programme director of introducing systematic use of critical friends to a team of teachers within an educational programme as a basis for educational development.

Expected learning outcomes of the session:
- Participants will be inspired to use critical friends as a tools for personal and professional development in their own context

References
Building capacity for teaching in higher education institutions: 
a tri-level approach

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Megan Burnett & Emily Greenleaf
Centre for Teaching Support & Innovation, University of Toronto

Keywords: capacity building, policy, leadership, institutional change

Abstract
Traditional faculty development activities (workshops, consultations) primarily benefit individual instructors and ideally impact their teaching practice and the broader teaching culture. However, many teaching and learning centres seek to develop initiatives that build greater capacity for broader and deeper impact beyond that of the individual instructor, extending to the unit and institutional level. In the Centre for Teaching Support & Innovation (CTSI) at the University of Toronto, we have adopted a series of initiatives and strategies to build capacity and effect change at the departmental/divisional level and at the institution. In turn, these changes are reflected back into individual classrooms through cultural and policy change. Our institutional context provides a rich lens through which to consider how to build this capacity and bring about change. UoT understands itself as a research and teaching institution, and has put significant effort into balancing these two priorities. It is also an extremely large (with over 70,000 students and more than 3000 faculty across 17 divisions and three campuses) and de-centralized institution with complex relationships between its constituent parts. CTSI is a nexus within the university, helping to create connections among and between individuals and groups.

This session will look at successful examples from our institution that are changing teaching cultures, practices and policies from the institutional through to the classroom level:

1) Broadening our understanding of teaching: Shifting the culture
   Through institutional teaching awards, the establishment of a Teaching Academy who, among other things, advise and mentor instructors and university administration, and through the creation of an annual conference on teaching and learning, we have opened the doors of our classrooms and expanded our definition and understanding of teaching so that teaching is understood not as an isolated, individual experience but as a core and shared responsibility.

2) Impacting policy and practice
   UoT, through the administrative and research leadership of CTSI, is revising its course evaluation policy and practice. This process has meant that, as an institution, we have discussed and articulated our common and core teaching priorities for the first time in our history. Translated into new course evaluation instruments, these priorities communicate a transparent set of shared expectations for teaching, thereby impacting teaching practice and evaluation at the highest levels - including evaluation for accountability and promotion.

3) Preparing the next generation
   A series of integrated initiatives have been instituted to support and enhance the teaching and professional development of our growing postgraduate student population, who are increasingly expected to demonstrate a broad set of academic and transferable skills within and beyond the university. A collaborative Graduate Professional Skills program, a peer-led Teaching Assistants' Training Program, and an upcoming international research conference on the academic and professional development of postgraduate students complement students' disciplinary training to better prepare them for future opportunities.

Drawing on these strategies from UoT and on examples from their own institutions, participants will develop a draft action plan (through small and large group discussions and activities) that generates stronger initiatives for building teaching capacity within their own institutions.
The strategic development of educational development units and of their National Networks

James Wisdom
Visiting Professor in Educational Development, Middlesex University

Keywords: Strategic development, national networks, stakeholder analysis, institutional enhancement

Abstract:
This is a practical and tested workshop. In the first half participants will analyse their institution's strategic needs for the development of learning, teaching, assessment and curriculum design, against some external suggestions. We will consider the strategic development of Educational or Academic Development Units in the next few years, whether they are facing financial cutbacks or not. This aspect will be equally relevant in those institutions where only one person carries the responsibility. We will consider the ways an institution can go about improving its students' experience of learning, and the relationship between the educational or academic developers and this core purpose of higher education. In particular we will be considering how best to handle educational projects, the challenges of evaluation and the role of strategic and policy planning.

The second half will be derived from the first. Acknowledging that there is high demand for good quality educational development, we will draw on the descriptions of the different national networks and associations which form ICED to investigate the different models and strategies they have developed for responding to their national contexts. There are important connections between the strategic and political role and activities of an institutional unit or person and the equivalent role and activities of the national network or association. We will then use the outcomes to support an analysis of the position of their national network or association, and how that might develop in the future through the formation and strengthening of relationships.

References:
Proposals
June 30th
Teaching what you just learned:  
Navigating teaching predicaments in higher education

Therese Huston
Seattle University, Seattle, Washington, USA

**Keywords:** Student learning, Expertise, New university teachers, Economic pressures

University teachers are increasingly being asked to teach outside their expertise. Although academic staff are usually appointed as "content experts" in their sub-disciplines, they often need to teach broader, more general topics in their fields or in general education courses - sometimes topics where they are complete "content novices" with no prior experience.

**Changes in Employment Climate**

Reduced budgets and changes in hiring practices are two factors that have accelerated this trend in the United States. At some large research-focused universities, senior professors are being told they need to return to the classroom to teach courses they haven't taught in years, largely because the institutions can no longer afford the lecturers who used to cover those classes. Hiring practices have also changed in the past twenty years, such that an increasing number of teachers are hired part-time or without the option for tenure and job security. New PhDs who are eager to be hired stretch to meet the teaching demands of a position, even if it means teaching topics they don't know very well.

**Assumptions about Expertise**

The knee-jerk assumption is that students learn more from faculty who know the subject well, and less from faculty who know less. But evidence from cognitive science, organizational behavior, and educational psychology suggests that experts aren't always the best teachers.

Although it may be counter-intuitive, the research suggests students can benefit when their teachers are still learning the material. In this interactive workshop, we’ll examine this trend in higher education and identify how academic developers can support individuals and departments faced with this challenge. For example, content novices have more realistic expectations of students. They are much better than content experts at estimating how difficult a task is, how long it will take, and what mistakes learners will make because such novices just struggled with the task themselves (1,2). Content experts find it difficult to gauge whether a problem is even solvable by students with a simpler knowledge base (3). This can be highly reassuring news to someone teaching outside their comfort zone.

**Session Objectives**

By the end of the workshop, participants will have

- Shared stories and situations where university teachers and academic developers have to teach outside of their expertise
- Discussed economic, institutional, and political factors that increase the prevalence of this kind of teaching
- Made predictions as to which teachers are at the greatest risk for becoming overly "strained and anxious" when teaching beyond their training
- Considered the advantages and disadvantages to students learning in these classrooms
- Generated strategies for supporting individuals and departments where such teaching is a common reality

**References**


Assessing Impact of Quality Learning Initiatives through Statistics

Carolyn Hoessler
Queen's University

Keywords: Assessment planning, Scholarship of Teaching and Learning, Statistics, Data Planning

Abstract:
In the pursuit of quality learning, initiatives and programs by educational developers may appear to make a difference in student learning. However, how can we be sure of our impact? Potential source of evidence include statistical tests that demonstrate if there are changes in students' learning, and descriptive statistics that provide numerical pictures of current contexts and past trends.

As we aim for quality learning, including providing 'value for money' as noted by Harvey and Green (1993), statistical analysis can determine whether a change in students' performance occurring during an initiative represents a significant impact on student learning. When presenting the case of value for money with new techniques and initiatives, incorporating quantitative evidence can provide support for claims of impact. Statistics can utilize many of the quantitative measures already existing from teaching and programs, including grades, instructor ratings, feedback forms, survey questions with Likert scales and other sources of numerical data.

The practical nature of the questions raised by the quality learning issue and the context of educational development necessitate practical understating and application of statistical description and analysis options. This session seeks to achieve the above objectives through a practical approach that can aid decision-making about three key questions: what questions can be tested?; what data would be needed?; and what statistical approach is appropriate?.

As different types of questions and data lend themselves to specific forms of statistical analysis, this session will provide a rationale for selecting specific analyses when designing research and working with existing data. A concise presentation of the statistical options will be given to participants in the form of an informational resource package for use during and after the session. Referring to this resource, this session will focus on:

- Discussion of the types of questions raised by the quality learning issues, and how statistical analysis might be applicable.
- Individual and group work with sample initiative objectives and data provided by participants.
- Practice with the resource package as part of considering own current and future initiatives.

During these activities, the prepared resource package will act as an introduction to the statistical tools and concepts needed. Overall, the session is a practical introduction to statistics for those interested in assessing impact of quality learning initiatives.
Preparing lecturers for uncertainty

Daphne Loads
University of Edinburgh and Edinburgh Napier University

**Keywords:** university lecturers; professional development; art workshops; uncertainty

**Summary**

University lecturers need to help their students to develop ways of being that will allow them to flourish amidst uncertainty. Professional development workshops involving artwork and reflection provide a space where lecturers themselves can hold, examine and develop tolerance for uncertainty. In this interactive session, I will invite participants actively to take part in selected art activities, and to reflect on how they might open up similar learning spaces in their own contexts.

In order to thrive in a supercomplex world, university students need to develop being-for-uncertainty (Barnett 2004). McCune (2009, 231) claims that in order to foster this development in their students, lecturers themselves must have time to "reflect deeply," "make imaginative leaps," "think beyond" familiar assumptions and practices, and learn to tolerate "provisionality and uncertainty".

Reflective art workshops provide a space where lecturers can hold, examine and develop tolerance for uncertainty. Starting from the assumption that "teachers are meaning-makers who know in artful and aesthetic ways" (Black 2002, 76) I invite my colleagues to take part in reflective art workshops where they explore who they are as teachers and what teaching means for them (Loads, 2009). I introduce novelty, playfulness and humour in order to encourage surprise-seeking. We play with metaphors that let in the ridiculous and allow words to go on holiday. They imagine other possibilities, and so make change thinkable, as a counter to the stickiness and powerlessness expressed in their habitual talk and unspoken assumptions. I invite them to create metaphors which can generate new ideas with which they can in turn interact, and which can provide ways of organising a diverse array of experiences and understandings and provide a landscape which can be populated with ideas. I encourage teachers to pay attention to themselves and to each other, and enable the communication of differing perspectives that draw on both collective and individual meanings. I demonstrate value for participants as holistic beings and in response they draw on all that they have to offer, including hidden, forgotten or overlooked understandings, intuition and feeling as well as cognition, both the scientific and the spontaneous. They acknowledge contradiction and ambiguity, leaving space for not knowing and for the making of new meanings. In the workshops I encourage them to linger for a while in the connotative dimension, before moving back through the denotative. In doing all of this, they become aware of their own meaning making processes. I am presenting the workshops as an example of the kinds of space that can be opened up in a university, in the hope that participants may reflect on what such spaces might mean for their own development and that of their colleagues, particularly in relation to operationalising the concept of being-for-uncertainty.

**References**


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Using small group individual diagnosis to improve online instruction

Jennifer Herman
Niagara University

As increasing numbers of faculty delve into the realm of online instruction, many of them are requesting professional development to help them improve their teaching in this new environment. This session will demonstrate how one university adapted Small Group Individual Diagnosis (SGID), a technique used to give faculty mid-semester feedback on their teaching, to the online environment. Faculty facilitators were trained in online SGID and paired with instructors teaching online courses; each pair worked together to improve online teaching based on the results.

**Keywords:** online, SGID, faculty development, feedback

**Session Objectives:**
1. Participants will learn about how online SGID was conducted at one university. Examples of online feedback from students (wikis, chat) and videos of faculty reflections will be shared, as well as examples of how faculty changed their teaching as a result of the process.
2. Participants will discuss and list the possible benefits and drawbacks of this technique in small groups and will report the results to all participants using part of the SGID model. If the technology is available, participants will gain experience using a wiki.
3. In small groups, participants will review the student survey results and the faculty interview results and will discuss possible ways to improve or adapt the process for their own institutions.

**Session Activities:**
SGID is a faculty development technique used to provide faculty with confidential, student-generated feedback mid-semester about their instruction. The session will present the entire online SGID process, from the original demand for faculty development for online instruction, to the collaboration with SGID facilitators, to the process itself, and finally, to evaluation and feedback from the students, faculty, and faculty facilitators. During the process in spring 2010, facilitators will be trained in online SGID and paired with current instructors of online courses. In the middle of the semester, the facilitators will "observe" part of the online class, then put small groups of students into chat rooms to discuss the strengths and weaknesses of the course; each group will then add their ideas to a wiki, which the facilitator will later review with the instructor. The instructor and the facilitator will discuss ways to learn from the resulting data to improve online instruction. Students and faculty will be surveyed and interviewed both during the SGID and at the end of the semester; their feedback about the experience will be presented. After hearing about the process itself, participants will review artifacts (videos, wikis, chat text, survey results) from the process. Then, in small groups, they will develop a list of the possible benefits and drawbacks of online SGID. If the technology is available, each small group will generate a list on flip-chart paper and then a representative from each group will use a wiki to develop a master document that compiles the feedback from all of the groups, modeling the online SGID process. If the technology is not available, then a representative from each small group will share each group's results with everyone, and then all participants will collaborate to create the master document on flip-chart paper.

**References:**
Innovative teaching in open learning spaces: reality or fallacy?

André Van der Westhuizen
University of Portsmouth, UK

Key words: Open learning; Open learning spaces; Innovation; Change

Abstract
For some, open spaces are social areas created for social activities that could include learning. Open space learning could also be interpreted as open access to all students, and for others it means flexible learning in creative learning spaces. These concepts are discussed in an interactive workshop to explore the sustainability of such learning spaces and the impact it could have on Educational Development

"To act with integrity, you must first know who you are...what you stand for, what you believe in, and what you care most about." (Kouzes & Posner, 2007).

"Learning can happen anywhere - it can happen in a closet, it can happen in a café, it can happen in a cathedral. So how do you create a space for learning?" (Jilk, 2006).

The question one needs to ask is how these two quotations are linked? The first is in an indication of the process we would want our students to engage in to achieve excellence and the second deals with the mindset of the lecturers involved in this process. A third aspect that is explored in this workshop is the provision of dedicated learning spaces, such as provided by Foundation Direct at the University of Portsmouth, to assist the process to achieve the intended outcomes.

Open Learning and open learning spaces are much more than a changed physical space, a teacher/lecturer and students. For the purpose of this workshop the focus are on three important areas. It has first of all to do with a philosophy of teaching - how we understand the world of education now as well as envisaged for the future; secondly, it deals with a methodology of teaching - the approaches, new and old, of how we want to deliver this future; and lastly it focuses on the psychology of change - how we create the mind change in students and lecturers to implement this future. However, it does not matter where you pinpoint your starting point, it is important to know and understand the now, and how you are going to create this desired future.

Foundation Direct has three rooms, dedicated as innovative open learning spaces. The project under discussion and the rational for this workshop involves an analysis of Foundation Direct room usage, an understanding of how and if the rooms are used for their dedicated purpose or just as another learning space. The workshop will explore the initial findings of this project as well as the views of others to expand the use of such learning spaces to a wider teaching population.

References
Accessed on 17/03/2009
Integrative learning through ePortfolios: helping students make sense of what they are learning

Candyce Reynolds & Judith Patton
Portland State University

Abstract

Increasingly, the use of student portfolios has been seen as one way to help students engage in constructivist, active learning. Portfolios, and especially ePortfolios, are seen as a more authentic representation of student learning and are increasingly being used for course, program, and institutional assessment of student learning. ePortfolios offer opportunities to deepen and integrate students' learning. This workshop will focus on how we can facilitate integrative learning through the use of an ePortfolio.

The making of an ePortfolio does not guarantee an integrative learning experience for students. Faculty and students need to look beyond individual course or program learning objectives and create and participate in experiences that help students purposely reflect upon and make connections regarding what they are learning. It requires that faculty see the ePortfolio as a pedagogical tool.

Participants in this workshop will be able to:

- Describe integrative learning with the use of rubrics developed in the VALUES (Valid Assessment of Learning in Undergraduate Education) project conducted by the Association of American Colleges and Universities (AACU, 2009).
- Identify how ePortfolios can engage and enhance student learning
- Identify and apply pedagogical practices that will encourage student reflection and integrative learning

The workshop will provide a brief description of integrative learning and display examples of integrative learning portfolios used at several colleges and universities in the United States. An Integrative Learning rubric developed through a national project of the Association of American Colleges and Universities will be shared. Pedagogical practices that can be used to facilitate integrative learning will be shared. Participants will be asked to engage in a discussion of what integrative learning means in their setting.

Participants will then be invited to work on a hands-on project of developing an ePortfolio assignment that could be used in their classes or programs. Participants will identify the Integrative Learning goals they would hope to achieve, design a key assignment to address that goal and work in small and large groups to receive feedback on their ideas.

Reference

Educational developers making organisational perspectives explicit

Klara Bolander Laksov, Linda Barman & Maria Weurlander
Centre for Medical Education, Karolinska Institutet, Sweden
Anders Ahlberg
Faculty of Engineering, Lund University, Sweden.

Keywords: organizational lenses, discourse analysis, higher education, educational development.

Abstract
In a recent survey we explored perceived professional perspectives of educational developers in Sweden. Analysis suggests that educational developers are pragmatic rather than explicit in their strategies in relation to their professional role in their organisations. This will serve as a starting point for our workshop. Participants will individually formulate their professional roles. Written accounts will be shared in groups and analysed, enabling participants to become explicit in relation to the organisation they work within.

A study was carried out to explore the perceived professional roles and perspectives of educational developers in Sweden. Members of the Swedish Network for Educational Developers (Swednet) and other educational developers were invited to respond to an open-ended web survey questionnaire, where 46 of 150 respondents participated. For analysis, Van Maanens’ (2006) theory of organisational analysis and action was applied. This includes three co-existing perspectives of organisations, wherein either the lens of strategic design, the political lens or the cultural lens tends to be in the foreground. These perspectives/lenses are not evident in most of our data, which suggests that Swedish educational developers are pragmatic rather than explicit in their strategies regarding their professional role.

Our observations from Sweden will serve as the starting point for our workshop. Participants will individually investigate and formulate their professional roles in relation to the institutions they work within. Written accounts will be shared in smaller groups and analysed according to Van Maanens’ theory, followed by a discourse analysis. A concluding discussion with comparisons between group results will be facilitated by the authors. The outcome of this workshop will thus be that participants/educational developers become more explicit about their roles in relation to the organisation they work within.

References
Internationalizing teaching and learning: online resources for collaborative geography education

Michael Solem
Educational Affairs Director for the Association of American Geographers. Washington, D.C.

Antonio Luna
Professor of Geography of the Department of Humanities. Universitat Pompeu Fabra. Barcelona.

Keywords: Intercultural learning, geographic issues, international collaboration.

Abstract
This workshop is based on the AAG's Center for Global Geography Education (CGGE), a project funded by the National Science Foundation to enhance undergraduate learning of international perspectives on geographic issues. CGGE modules provide case studies exploring issues in different countries as well as online activities that support international collaborative learning. Six CGGE modules are currently available: Population and Natural Resources, National Identity, Migration, Global Climate Change, Water Resources, and Global Economy. Each module was created through a collaborative process involving geographers in different countries.

This workshop has three major goals for participants:
1) Introduce the CGGE modules and strategies for conducting successful international collaborations among undergraduates.
2) Examine sample case studies and student activities from the six CGGE modules, noting their relationships to geographic learning in social and environmental sciences.
3) Introduce and model concepts and practices in global learning and online collaboration at the international scale.

The innovation of CGGE is, through its international comparative approach, to provide students with an intercultural experience, develop openness to learning and a positive orientation to new ideas, and promote sensitivity and respect for personal and cultural differences.

References:
Trust is good, control is better? About the contradictoriness of evaluation in higher education

Ute Woschnack, ETH Zurich
Wolfgang Schatz, University of Lucerne

Keywords: Evaluation, competence, performance, quality management

Abstract
Evaluation in Higher Education, based on asking students as experts on learning, has become a standard. But the goals and expectations differ from stakeholder to stakeholder (students, lecturers, University Board). Should it be a formative or summative evaluation? Should we evaluate the lessons in the classroom, the exams, or the course as an unit? Want we know the performance of the lecturer(s) or the quality of the course? How valid are the evaluations?

Workshop Proposal
Session objectives:
- Know examples of different practices in evaluating Teaching and Learning Processes
- Delegates are reflecting the perspectives of Stakeholders and their demands on Assessing and Evaluating the Teaching & Learning Processes
- Participants get ideas how to adapt their evaluation system fort their demands.

Session Activities
A short introduction will be given. We will present the different views of the involved stakeholders. Experience from the delegates will be collected and documented with an open protocol. For the main part of the Workshop group work is planned to work on alternative procedures of evaluating the quality of teaching and learning. At the end the results will discussed and summarized.
Measuring faculty readiness to adopt effective teaching strategies

Linda Edington, American Intercontinental University
Anton Tolman, Utah Valley University

Keywords: Faculty development, Transtheoretical model

At its core, faculty development programs encourage faculty to change their behavior by adopting effective teaching strategies. Yet, many faculty resist making these behavioral changes. Tested in several other fields, the Transtheoretical Model of Change (TTM) provides a framework for understanding and measuring faculty readiness to change. This workshop describes several instruments developed to measure TTM stages and related constructs and explains how the information could make faculty development efforts more effective.

Workshop Proposal:

Learning Outcomes

1) Delegates will be able to describe the stages of the Transtheoretical Model of Change (TTM) as well as the core constructs that are related to readiness to change (self-efficacy and decisional balance). They will be able to explain the relationship between all of the elements of the model and give examples of the constructs.
2) Delegates will be able to describe the instruments that have been developed to measure the stage of change and the other central constructs of the TTM. Each delegate will be able to describe their own stage of readiness to change.
3) By the end of the workshop, delegates will be able to describe the current state of the research on these instruments as well as how the instruments might be used in an operating faculty development program to evaluate faculty and make decisions about how to work with those faculty.

Session Activities

1) The workshop begins by asking all delegates to take three instruments, all related to the TTM. The scores from the instruments will be explained to the delegates as the workshop progresses. By the end of the workshop, all delegates will be able to interpret their own scores and understand the utility of the instruments.
2) Following the instruments, there will be a presentation describing the TTM and its relationship to faculty development and a brief summary of some of the existing research on the TTM. The other supporting constructs (self-efficacy and decisional balance) will also be described.
3) Discussion will follow with delegates being asked to examine their own scores and discuss the relevant concepts. Discussion will also focus on how the instruments could be effectively used as part of an ongoing faculty development program.
4) Current and ongoing research on the instruments will be described with a period for questions and answers.
5) Delegates will complete a preliminary plan for how they might make use of these instruments or concepts at their own institutions; this information will be shared in small groups with innovative ideas shared with the entire workshop.

References

Using the student voice to inform our feedback practice and improve the quality of learning

Julia Dawson & Pollyanna Magne
University of Plymouth, UK

Keywords: expert voice; research informed teaching; credibility; quality learning

Abstract:
A key factor in quality learning is the quality of the feed-in, feed-forward and feedback that students receive (Brown, 2007). As Educational Developers, part of our role is to enable academic colleagues to develop innovative and dynamic programmes of study which are underpinned by a critical understanding of teaching and learning theory. New academic colleagues tell us that they value bringing the voice of the ‘expert’ into the discussion as it adds a further layer of credibility to the debate. One of the ‘expert voices’ that we include on the University of Plymouth’s Postgraduate Certificate in Academic Practice (PGCAP) is that of the students’, who are, after all, on the receiving end of what Higher Education has to offer.

This paper demonstrates how we designed a piece of research ‘with a difference’. The project focused on ‘student perceptions of feedback’. At the outset students gave their permission for their recorded interviews and the examples of assignments and feedback that they brought with them to be turned into a set of teaching resources. In terms of research, the materials that the students brought with them, paired with their comments, gave us a rich set of data for analysis, thus teaching us new things about what students consider to be helpful, or demoralising, or just plain mystifying in feedback (Dawson, Magne, Sentito, 2009). However, the opportunity to take the resources and videos of the student interviews into the classroom enabled us to take the expert voice of the student (Fielding, 2004) directly to our academic colleagues.

This approach was designed to do a number of things: firstly it removed one layer of reporting and brought the student perspective directly into the room. Secondly it strengthened the notion, for our new academic colleagues, that pedagogical research is both alive and actively informing debate. Thirdly it demonstrated Research Informed Teaching (RIT) (Healey, 2005) in practice, and kick-started a lively discussion on the issues surrounding giving high quality feedback. In terms of ‘quality learning’ the research project itself has strengthened our understanding of some of the deeper issues around feedback such as the use of language and the impact on the student (Dawson, Magne, Sentito, 2009). Making use of the expert voice of the student on the issue of feedback has also given rise to some impassioned discussion amongst our academic colleagues. In turn, their understanding of the importance of providing good feedback and the innovative ways that this can be achieved is evident in their practice and reflections on practice.

In this workshop participants will be asked to review a number of pieces of markers feedback and comment on: format, layout, style, language, message. In the following discussion participants will be shown some video clips of students talking about their perceptions of the markers feedback. Finally we will discuss how these resources developed from a piece of research work as a teaching tool.

References
Dawson, J., Magne, P., Sentito, E. (2009) "Effective feedback: the importance of raising staff awareness of the student perspective." Pedagogical education: contemporary problems, modern concepts, theories and practices conference: St Petersburg, Russia
How well do we know our students?

Celia Popovic, Birmingham City University
David Green, Seattle University

Keywords: students, expectations, performance, stereotypes

We have researched the expectations and beliefs of university teachers about their students. This involved interviews with 38 teachers and data from 2,400 students at 4 Universities in the UK and USA. The findings suggest that some teacher beliefs are correct and some are fallacious. Participants will compare their own beliefs with those exposed in the study, and identify practical ways to support teachers in their own institution to overcome and respond to presumptions.

Session Objectives/Learning Outcomes (What will delegates be able to do on completion of the session?)

By the end of the session, participants will be able to:
- identify key presumptions about successful and unsuccessful students
- compare these presumptions with those from the international research study
- generate ideas for supporting teachers in their own institutions to overcome and respond to presumptions
- evaluate the relative usefulness of this approach in their own work with teachers

Session Activities (An indication of how the session will be structured, how activities and discussion will be facilitated and what participants will do)

Brief introduction of presenters and the research study which forms the basis of this session (5 mins)

International pair work: Mini-version of original research project interviews with university teachers: identify three things you think are true (or think teachers believe to be true) about successful students and three things about unsuccessful students. In pairs agree on the top one for each category (10 minutes)

Plenary feedback: Collate top issues identified by the pairs and group them. Short discussion to elaborate where necessary. (15 minutes)

Findings from the international study: key themes from interviews with teachers plus main findings (UK, USA, and transnational). (10 minutes)

Small groups: How developers can respond to the key issues: Small groups are given one of the key findings and identify ways to support university teachers on that issue. (E.g., if social class is a key issue, how can developers help teachers find ways to approach that topic so that students feel supported and so that they don’t feel threatened or “labelled”?) (20 minutes)

Plenary feedback and discussion: Small groups report back from previous activity, presenters supplement with their own ideas, and whole group discusses. Further discussion (time permitting) on questions of fixed vs. changeable characteristics. (15 minutes)

Wrap up and evaluation (5 minutes)

References


Academic practice: a unifying concept for building collaboration between 'academic' and 'professional development'

Lynn Mcalpine, Kathleen Quinlan & Jonathan Wyatt
University of Oxford

Keywords: Academic practice; integration; leadership; collaboration

Abstract:
Academic development is constantly challenged to create ways of working and collaborations that can better support continuous professional learning of academics. As heads of three units mandated to support the development of academics, we have drawn on an integrative view of academic practice to work collaboratively towards more coherent support for academics. In this session, we describe the challenges and benefits emerging from this collaboration.

Objective:
Challenge and explore the nature and enactment of academic development, and how this may interact with institutional structures and practices, i.e., what an 'academic development unit' could be and do.

Context:
Academic development is constantly challenged to consider ways of working to better support continuous professional learning of academics. For instance, in the 90s, discussions emerged about the importance of discipline-based academic development (Jenkins, 1996); later there was an interest in the balance of centralized and de-centralized provision (e.g., Hicks, 1999); and even more recently, a growing interest in how research and teaching might be closely linked in the thoughts and actions of academics (Healey, 2005). A new and potentially fruitful direction is conceiving support for learning within a broader view of what academics do so that learning about teaching is not separated from the reality of academic life in which teaching, research and service are often seen or experienced concurrently (McAlpine et al, 2009). How this broader, more integrative, view of academic development might be taken up in both practice and institutional structures remains relatively unexamined.

Our emerging practice:
This session explores the experiences of heads of units in a development centre which for historical institutional reasons consists of three distinct structural units (different mandates and funding sources): professional development, educational development and research. As heads, we have explored how we might increase collaboration. A first step was collectively defining an inclusive view of 'academic practice' and thus 'academic development'. Later steps have included revising our independent mandates in light of our desired collaboration, beginning to co-create opportunities and events, sharing expertise to enhance existing, distinct provision, and establishing more integrative structures.

While most development units will not be structured in the way our centre is, we suggest the strategies we have developed could be undertaken in collaboration with other units, e.g., human resources, faculties in the social sciences.

Structure of session:
We will provide a handout that visually represents the centre and describes its strategic goals. We will a) each introduce briefly (3-4 minutes) the mandate of our respective group with examples of strategies for enacting a broader conception of academic practice; and b) explore dialogically for 15-20 minutes our experiences of the challenges as well as possibilities of this approach - both from a structural and conceptual perspective. This will provide the basis for 20 minutes of discussion amongst participants.

Learning outcomes:
Leave with clearer ideas about the nature and enactment of academic development, and the ways in which this might impact institutional structures and practices for enhancing the continuous professional learning of academics.
Supporting Academics

Barbara Kensington-Miller
University of Auckland, New Zealand

Keywords: Peer mentoring; community of practice; early-career academic; professional development

Abstract:
It can be exciting to start work in the academic world of universities. For early-career academics, however, this excitement can be dampened by the overwhelming prospect of teaching new courses while at the same time developing a research portfolio. Beginning this journey may feel lonely and solitary. Furthermore, arriving in a new city, a new country, or even a new culture, can increase this isolation. Where then can early-career academics find support? How do they ask questions when they’re not sure who or even what to ask?

Within the university, there is anecdotal evidence that a lack of support is a systemic problem. The literature on professional development emphasises that support should be content-focused, have extended sessions, linked to practice, collaborative, on-site, part of daily work, ongoing, inquiry based, teacher driven, and evaluated (Kedzior & Fifield, 2004). This study therefore explores the dynamics of peer mentoring (Kensington-Miller, 2007) within a community of practice (Wenger, 1998), and the complexities around this professional development. The research is ongoing and has involved a number of different groups within and across disciplines as well as with two indigenous groups: a Maori group at the University of Auckland, and a Samoan group at the National University of Samoa.

Within each group, academics are paired up for peer mentoring with set tasks and instructions on how to work together. Tasks relate to monthly community of practice meetings where topics on a range of subjects are addressed such as setting realistic goals, work/life balance, promotion, Academic Performance Review, writing skills, good/bad writing, journals for publishing, etc.

Preliminary results from interviews show that heavy workloads make it difficult to find the time to peer mentor, but all unanimously comment on the value of it. As well, spending time as a large cohort develops camaraderie and renews productivity.

References:
Does one size fit all? An integrated university-wide model of professional development for sessional teachers

Eileen Thompson, Lee Partridge, Bonnie Thomas, Natalie Skead, Sue Miller, Yola Szymbkowski & Louisa Chawan
The University of Western Australia

Keywords: Sessional staff, academic development, quality teaching and learning

Abstract
Sessional staff (ie, teachers employed on an hourly or casual basis and not in tenured or permanent positions) are teaching at universities in increasing numbers and make a significant contribution to the overall teaching load. Despite this, the provision of academic development for sessional staff is often ad hoc or not available. The provision of academic development for sessional teachers generates a number of challenges, such as the need to cater for their considerable variation in skill level and previous experience, and the relatively rapid turnover of sessional staff. Also, in a climate of reduced funding to universities, and the previous general lack of recognition that sessional staff should be provided with academic development, the cost of paying sessional staff to attend academic development may not be considered a feasible or attractive option.

Previous research conducted by the Australian Universities Teaching Committee (AUTC) and the Australian Learning and Teaching Council (ALTC) highlights the imperative to develop systemic and sustainable policy and practice in relation to the development and support of sessional staff. The RED Report (Percy et al, 2008) emphasised the urgent need to recognise, enhance and develop sessional teachers and reports the inconsistent, inadequate or even non-existent support for sessional staff in many universities. This paper also builds on research by Hicks (1999) and others who investigated the relevant value of centrally-provided versus faculty-based, discipline-specific academic development of sessional staff.

The paper outlines the processes undertaken by a group of academic developers at the University of Western Australia to implement a university-wide model for the delivery of academic development specifically for sessional staff situated in a disciplinary context. In doing so, the paper identifies the key issues associated with the provision of academic development for sessional staff so that universities can provide quality teaching for the large number of students who are taught by sessional staff.

As an outcome of attending this session, it is anticipated that participants will have an increased understanding of some of the challenges faced by academic developers in relation to the development of sessional teachers, and will be able to prepare and deliver a more comprehensive and sustainable academic development program for sessional staff in their university.

References
Australian Universities Teaching Committee (AUTC) (2003). Training, support and management of sessional teaching staff: Final Report. Teaching and Educational Development Institute (TEDI), University of Queensland.
Are we doing the right things? An analytical framework for strategic thinking about the effectiveness of academic development activities

Ian Willis
University of Liverpool, UK

Keywords: Analytical framework, visual map, levels approach, strategic thinking

Abstract
The seminar outlines an analytical framework for strategic thinking about the effectiveness of academic development activities. It makes explicit the various levels of interaction and the underpinning change rationales.

Activities are mapped against levels. A visual representation provides an accessible tool to generate shared conversations. It becomes easy to 'see' where effort is expended, where it is absent and therefore to discuss priorities. The limitations and personal challenges of a levels approach will be discussed.

The seminar will outline an analytical framework designed to aid strategic thinking about the effectiveness of academic development activities. It sets out the make explicit the various levels of interaction within a university. It identifies the underpinning change rationales, opportunities for enhancement and potential for impact measures.

Many Academic Development Units (ADUs) were established in order to deliver individually focussed programmes, such as a Post Graduate Certificate in Learning and Teaching. This is a bottom up strategy (change the practice of new staff) aiming to achieve long term university wide change. This strategy is limited in that it underplays the importance of the influence of departmental level cultures on teaching practice (Knight and Trowler, 2000). In emphasising individual change it draws attention from other levels of the organisation. However, it is important to remember that successful programme delivery is a key factor in any ADU's credibility and ability to influence. The context of a university also shapes local practice and is another dimension to credibility across levels.

The framework allows participants to map their activities against the various levels e.g.: university, faculty, departmental, programme and individual. A visual representation provides an immediate and accessible tool for members of an ADU to generate a shared conversation on their current position (Richards 2002).

It becomes easy to 'see' where effort is being expended, where it is absent and therefore to discuss priorities. It is also possible to make explicit the inherent change theories being employed (Trowler et al 2005, Fullan 1999).

A focus on levels has limitations. It may mask the potential of networks as a means of influencing across levels. The term 'levels' tends to focus attention inwardly and may divert awareness from external influences at a national, regional or global level. Unsurprisingly, 'levels' addresses university academic structures, yet there are opportunities for ADUs to work with (influence) non-academic areas such as quality assurance systems and relevant profession services.

Different skills and abilities are needed to operate at differing levels. Academic Developers may be skilled and confident in programme delivery but less skilled or willing to work with a network or with senior managers. The framework provides a space for discussing personal needs and challenges. Some of the challenges and opportunities in changing roles will be discussed.

Another element for discussion is the challenge of planning and accountability. This is quite straightforward for deliverables such as programmes and workshops. It is much more difficult to identify influence through activities such as contribution to committees or working groups.

References
Education developers acting globally

Dorothy Missingham, The University of Adelaide. Adelaide, Australia
Ros Woodhouse, York University. Ontario, Canada

Keywords: professional exchange, reflection, learning, practical approaches

Abstract
This presentation examines the roles of education developers in two different HE institutions, in different parts of the world; Canada and Australia. The nature of the institutions, the developers designated roles and accompanying mandates delineate how they are able to approach the global nature of their work. As a result the practical methods employed are necessarily different, yet the commonality of purpose, enhancing student learning, has also encouraged professional exchange, reflection and learning for the developers themselves.

The institutional culture varies between York University, which has a large and very multicultural student population, and the University of Adelaide whose entire student population is approximately the same size as York’s first year cohort. Adelaide university local student population is also more homogeneous, and the multicultural student population relatively smaller than that of York. However, the mandates of each institution and our ensuing roles as education developers are similar. The mandate as stated by York’s Centre for the Support of Teaching (CST) is “to assist individuals, units and Faculties in improving student learning”, and by the Centre for Learning and Professional Development (CLPD) in Adelaide is “to enhance student learning, staff teaching and staff development”. Additionally whilst faculties and schools or departments, may differ somewhat between institutions both the CST and the CLPD have developed strong working relationships with particular disciplines, for example, the fine arts and design disciplines.

The focus of this presentation is to discuss the similarities and differences in the practical approaches realised through working with art and design academics (faculty). The session will begin with a short presentation from the authors. The approaches discussed may surprise and delight, or may be recognised as familiar (and delight). Following the presentation participants will be asked to contribute through discussion and activities. A particular challenge to be explored will be how, as education developers, we can make best use of the combined expertise of the group. If time allows the session will also be seeking suggestions for ways of developing the authors research/exchange further.

References:
Supporting pedagogical leaders

Sven B Eriksson
Centre for Teaching and Learning, Umeå University, Sweden
Ann-Sofie Henriksson & Maja Elmgren
Department for development of teaching and learning, Uppsala

Keywords: Pedagogical; leaders; support; strategic;

Abstract
At every university there are functions practising different types of pedagogical leadership, e.g. a director of undergraduate studies, programme coordinators and course coordinators. These functions are often situated on a middle management level in the organization, between the head of the department and the teachers. We see these pedagogical leaders as key figures in the strategic pedagogical development.

In the seminar we will describe how the centres of teaching and learning at Umeå University and Uppsala University support the persons and functions in the pedagogical leadership by courses, seminars and networks. We would also like to exchange experiences with colleagues from other countries on this theme.

A key function of our activities is to support the pedagogical leaders in looking at themselves as leaders. To be able to do so the pedagogical leaders need to have a commissioned mandate for their task (for example via a job description) as well as accurate tools (for example ways to set up pedagogical development discussions) which enables them to fulfil their function.

A great number of pedagogical leaders state that they are uncertain of what is included in their task and how the function is related to other functions at the university, e.g. the head of the department. There has been a lack of courses for the director of undergraduate studies and other pedagogical leaders at the Swedish universities.

Further, in this feeling of uncertainty one also can include the problem of being on a middle management level. The pedagogical leadership is not always a formal management position in the organization. It can be a task with unclear responsibility and power.

Bearing all the above in mind it is important that the support of the pedagogical leadership is made on a colleague to colleague basis. This can, for example, be done by giving leaders at the university, both pedagogical and others, opportunities to share their knowledge and experiences in courses, seminars and in different kind of networks.
Investigating the role of teaching qualifications for probationary academics in the UK

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Keywords: teaching qualifications; probation; academic development practice.

Abstract
Since the implementation of an initial professional development agenda that includes a teaching qualification for those working in higher education, a good deal of work has been undertaken in evaluating such qualifications. There are large-scale survey studies (Knight, Tait & Yorke, 2006), internationally comparative studies (Prebble et al, 2004), intensive institutional evaluations (Bamber, 2009) and studies that seek to link teaching development with positive student outcomes (Gibbs & Coffey, 2004, McAlpine et al, 2008). Less often investigated is the issue of situating such a course within the overall experience of new academics. This ongoing research seeks to do just that: to investigate the role that a teaching qualification has within the wider probationary process for new academics in the UK.

Through loosely-structured interviews conducted across one year of the probationary period, this study sought the views of new academics on the various influences that shaped their socialisation to academic life. The study draws on socio-cultural theory to value communities - their discourses, tools and artefacts - as well as the interplay of individuals with such communities (Wells & Claxton, 2002). This approach permits an engagement with individuals’ development over time as they begin to learn and potentially appropriate the ‘underlying game’ (Perkins, 2006) of academic life. Thematic analysis is then possible at varying stages of a prolonged process.

Insights from this work can feed usefully into policy and practice for academic developers, and three key findings will be elaborated in this session. First, there is a serious issue of equity within institutions, manifested most obviously in widely-variable teaching loads. This impacts not only on time available to devote to course completion, but also potentially on chances of successful completion. A second concern is the impact of the academic development agenda itself, which is rarely seen as especially important or influential to participants in this study. Finally, the notion of congruence is an issue, not only between the course and local practice (Trowler & Cooper, 2002), but also between course messages (such as innovative assessment) and its own rather traditional practices.

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Accreditation of faculty initial professional development  
- an international collaboration

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W. Alan Wright, University of Windsor, Canada

Keywords: faculty, professional development, accreditation

Abstract
We describe and evaluate the significance of the first accreditation of a faculty development programme in North America by the UK’s Staff and Educational and Development Association (SEDA). The University of Windsor, Canada, has used the SEDA Professional Development Framework to develop and have accredited a significant new faculty programme in teaching and learning. SEDA’s mentoring contributed to the programme’s development. Participants will discuss the potential advantages of such accreditation in their own institution and country.

We describe and evaluate our recent experience of developing a substantial faculty development programme at the University of Windsor, Canada, and its mentoring and accreditation using the SEDA Professional Development Framework (PDF). Based on 15 years’ experience of faculty programme accreditation in the UK, SEDA accredits (‘recognises’) a wide range of faculty programmes in UK universities and other bodies, and a few in other countries. The Centre for Teaching and Learning at The University of Windsor, Ontario, Canada, wished to develop a substantial programme for the initial professional development of faculty. We used the PDF structure and process to enhance the quality and reputation of the programme. The PDF mentoring and accreditation process, and the programme, are described.

This was the first SEDA accreditation in North America and there were some cultural and logistical difficulties, which were productively overcome. The mentoring provided a critical friend who contributed to the programme development. The resulting accreditation contributed to its standing. We will discuss the benefits of the developmental accreditation process provided by SEDA.

In the longer term, this may serve as a model for Canadian academic developers to produce a national scheme. Furthermore, SEDA’s PDF could become the basis of an ICED standard, for national adoption or development.

On the basis of this case study, seminar participants will be able to explain the nature of professional body accreditation of faculty development programmes and discuss its advantages and difficulties. They will be able to pose questions concerning the problems and the opportunities of national cultural differences in faculty development, as raised by the opportunity for accreditation by SEDA. Participants will be better able to evaluate the potential advantages of a professional body qualification for faculty in their own institutions, and for professional body accreditation of the programmes they provide for faculty development. They will be able to suggest whether a national or international scheme for accrediting faculty development programmes is desirable and feasible from their own national perspective.

References:
Reflective Practice: A Strategy for Enhancing Teacher Quality Learning in Higher Education

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Keywords: Reflective practice; transformation; empowerment; appreciative inquiry

Abstract
According to Harvey and Newton (2004) defining quality in Higher Education (HE) is a difficult task because it is both a personal and social construct. Dewey (1924) associated quality with "value" and defined the latter as a full or complete experience that contributes to the growth of individuals with positive effects on their learning. Reflection and reflective practice (RP) are notions that have been enthusiastically adopted within different spheres of professional education since the late 1980s. Ideas about the importance of reflection in professional learning (teacher education and development, medical and health-care education and social education) have been popular among practitioners as emphasis was placed on developing their work by thinking critically about their actions (Schön, 1983, 1987; Boud, Keogh & Walker, 1985; Brookfield, 1987; Kemmis, 1985). The seminar focuses on Reflective Practice (RP) as a tool and strategy HE teachers can use to enhance the quality of their learning experience, thus empowering themselves and their practice in a positive way (Cooperrider et al., 2003). The objectives of the seminar are to a) explore the concepts of reflection and RP in the existing literature b) present and discuss preliminary findings of a doctoral study on the impact of RP on English as a Foreign Language (EFL) teaching in HE and c) provide delegates with the opportunity to learn about some of the "guided" RP activities experienced by the study's participants. In terms of Learning, delegates will have an opportunity to explore the potential of RP as an approach to learning about themselves as educators and their individual contexts. Through RP activities, delegates will specifically engage in transformative Quality Learning (Harvey and Greene, 1993) leading to their empowerment as learners. The outcomes of the doctoral study point to the fact that the participants, through using RP as a strategy, are able to: a) enlighten themselves, enrich their practice and ultimately the learning experience of their students, on whom they have a direct impact b) enhance their professional development both on an individual and a collective level c) engage in an exploration of the TEFL field in HE, which constitutes a completely new area of inquiry within the Cyprus educational context and d) inspire others to apply the learned experience in RP in their own contexts.

References:
Harvey, L. and Newton, J. (2004). 'Transforming quality evaluation' Quality in Higher Education, 10(2) pp. 149-165
Developing a student-centred approach to assessment

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Keywords: Assessment, students, engagement, enhancement

Abstract
The art, design and media sector has a strong tradition of providing a student-centred learning experience for its students. The studio-based practices of ‘learning by doing’, problem solving, group critiques, presentations and portfolio assignments, promotes deeper learning by putting students at the centre of the learning process.

Building on the work of Carless et al (2006) and Boud et al (2007), my seminar will seek to show how we can further develop a student-centred approach to assessment for all disciplines. Further, in response to the United Kingdom Higher Education Academy's Managing Assessment: Student and Staff Perspectives project (2005) and the Burgess report (2007), the seminar aims to outline how the quality of student learning can be significantly enhanced, by enabling students to extend their participation in and understanding of, assessment.

The seminar will identify and analyse a number of practical examples of how course teams and departments can work with students to give them an increasing sense of autonomy and thereby further enrich their learning experience. These include:

- Offering student-centred assessments e.g. self assessment and peer assessment
- Building students' reflections and action planning into assessment form design and tutorial progress records
- Allowing students to contribute towards formulating the assessment criteria for their assignments
- Introducing two-way assessments, where both students and tutors assess the quality of each other's written feedback (i.e. 360 degree assessment)
- Organising cross-Faculty staff-student workshops and activities on assessment
- Encouraging peer-assisted learning in order to formalise how students can assist each other in understanding assessment
- Establishing a cross-Faculty Steering Group on Assessment with student and staff representation

It is proposed that any outcomes from the seminar will be disseminated to all session delegates after the conference, and an international network of colleagues be established that will seek to promote and further develop best practice in student-centred assessment across the sector.

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http://www.heacademy.ac.uk/ourwork/teachingandlearning/assessment/alldisplay?type=resources&nwid=ourwork/assessment/MESATool_Resource_Form&site=york
The impact of university teacher's conceptions of assessment on their assessment practices

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Keywords: Assessment, Higher Education, Pharmacy, Teachers' Conceptions

Abstract
Results of previous studies indicate that assessment should be aligned with the aims of the course and the teaching and learning activities to make students learn what they are expected to learn. In this study, we explored 28 pharmacy teachers’ conceptions of assessments and examined the relation between the conceptions and the assessment practices. Our findings indicate that in line with more complicated conception of assessment increased the number of assessment methods that the teachers applied in practice.

Objectives
Many results indicate that students are extremely sensitive about what and how they will be assessed and thus, assessment defines very strongly what students regard as important (Gibbs 2006). Therefore, assessment should be aligned with the aims of the course and the teaching and learning activities to make students learn what they are expected to learn (Boud & Falchikov 2006). Assessment methods have a major role in education, but university teachers usually determine quite independently on the assessment methods they use in their courses. For enhancing the development of pharmacy education we were interested in to know what are the teachers’ intentions in assessing student learning (Kaartinen-Koutaniemi & Katajavuori 2006).

Learning
In this study, we explored pharmacy teachers’ conceptions of assessments and examined the relation between the conceptions and the assessment practices. The study was conducted in 2005 and entailed semi-structured interviews with 28 academics representing all levels of academic staff at the Faculty of Pharmacy, University of Helsinki. Interview transcripts were analyzed by qualitative content analysis.

Outcomes
Our findings indicate a qualitative difference in teachers’ conceptions of assessment emerging from the descriptions on how they described the purpose of assessment. In line with more complicated conception of assessment increased the number of assessment methods that the teachers applied in practice. However, all the teachers viewed the impact of assessment on their own teaching and on student learning quite similarly. Although that did not seem to affect on assessment practices if a teacher’s conception of assessment was one-dimensional. Furthermore, in line with Parpala and Lindblom-Ylänne (2008) we noticed that most teachers seemed to view assessment as separate from teaching. In conclusion, our results may indicate that the assessment practices are often not aligned with the aims and teaching practices in higher education.

References
Metaphors we educate by - The conceptual divide in discourse on the Master thesis as an assessment form

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Keywords: Assessment, Master's thesis, discourse analysis, grounded theory

In order to gain a deeper knowledge of the Master's thesis as an assessment form and of the meaning ascribed to it, I argue that it is necessary to focus on the understanding of Master's thesis supervisors of this assessment form. The policy documents and the decisions that regulate the Master's thesis are made by educational administrators as well as politicians. It can also be shaped by educational developers, resting on specific theories of learning in higher education (e.g. Biggs 2003). But it is the supervisors that continuously engage in working with this assessment form. They are also the ones with an understanding of how their specific academic fields shape and are shaped by the Master's thesis as an assessment form.

Even though the Master's thesis is an obligatory part of the Master's degree program, it has been almost invisible as an assessment form in Danish university culture. And while different assessment forms have been experimented with through all educational levels, the Master's thesis seems to have changed very little historically. For example, the final product today may consist of fewer pages than in the past, but the learning outcomes of this particular assessment form still seems to be highly implicit and taken for granted.

In my PhD project I aim to analyze different types of discourse on the Master's thesis as an assessment form. I am interested in how Master's thesis supervisors understand and speak about the assessment form within the humanities, and how this compares to the written policy papers on the topic. My initial findings suggest that Master's thesis supervisors within the humanities use several very different discourses when speaking about the topic. Some of these discourses mirror the discourse found in policy documents that regulate and describe the Master's thesis as an assessment form, but various other, very dissimilar types of discourses can be identified. One is a highly metaphorical, rich and often narrative way of expressing the meaning of the Master's thesis as both a process and an assessment form. I am interested in how these various discourses work together or against each other in conceptualizing the Master's thesis as an assessment form. I work with grounded theory (Charmaz 2006) and draw, among others, on the works of Fairclough (2003), Lakoff & Johnson (1980) and Miller (1984).

In this presentation of my ongoing research project, I would like to discuss both the research design as well as my initial findings in an international context. I especially hope to be able to discuss methodological issues regarding doing research on how assessment forms are understood and conceptualized by supervisors.

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Academic Micro Cultures: where initiatives to improve student learning are interpreted and enacted

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Keywords: Academic culture, strategic change

Abstract
In Sweden, as in many other places, resources have been allocated for the improvement of university teaching for almost four decades. The resources supported alternately bottom up initiatives (voluntary teacher training, educational development projects, et cetera), or top down directives (mandatory teacher training, institutional demands for quality assurance and enhancement, and so forth).

During the seminar we argue that the outcomes of these resources in many ways have supported development, but that by no means have reached their full potential. The reason for this is illustrated with the metaphor where a patient is regularly treated with medicine targeting symptoms without regards for the patient as an integrated system (Senge 2006). The result is increased stress sometimes caused by the medicine itself. In academia this stress often results from an increase in the administrative workload experienced by the academics (Tight 2010).

Through a cultural perspective (Trowler 2008; Ostrom 2009; Roxâ and Mårtensson 2009) we propose that academic teachers are active as knowledgeable agents (Giddens 2004) within micro cultures, in turn related to each other through weak links (Granovetter 1973) forming an archipelago of clusters in which the teachers formulate their personal understanding of teaching and learning. We argue that interpretive processes within these micro cultures have diminished the effects of the last decades of developmental pursuit

During the seminar we present preliminary data illustrating the existence of micro cultures and their relevance for educational developers.

Learning outcomes
Participants will deepen their understanding of higher education as an integrated complex system of knowledgeable agents active within micro cultures.

Summary
Four decades of educational development illustrate how many attempts to improve university teaching have not reached their full potential. We argue that this is due to insufficient insights in how higher education organisations function. We suggest a cultural perspective (Trowler 2008) with a potential to unpack the, often described, conservatism among academic teachers and their leaders. We focus on micro cultures where academics through everyday sense-making processes construct and maintain their understanding of teaching and learning

References:
Changes in conception of teaching - two examples of workplace learning

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Keywords: conceptions of teaching, teacher change, workplace learning, bedside teaching

Objectives:
This paper discusses changes in teachers' intentions as an example of professional development and change in conceptions of teaching. Most of the research that informs theory on teacher change in higher education is derived from studies of the effectiveness of professional development initiatives. However, the last 3-4 years there has emerged a growing interest in looking at additional influences for teachers' development. This line of research acknowledges teaching practice in higher education as an activity that relates to the traditions and knowledge structures of the discipline being taught, the teachers academic identities, previous teaching and learning experiences, interaction with students, collegial relations, pedagogical theories and institutional requirement (Pickering 2006; Nicholls 2005; Knight 2006). The study reported here aligns with this perspective - hence teacher change is studied in terms of learning in the workplace.

Methods:
The discussion is based on preliminary findings from a case study of novice teachers in medicine. Two teachers were interviewed twice with an interval of 1-1 ½ years. The interviews transcripts were analyzed focusing on the teachers' intentions and how these changed from the first to the second interview.

Preliminary findings:
We found that the teachers themselves only claimed to have made minor adjustments in their teaching. However, the analysis showed that they talked about their intentions differently in the two interviews in several respects. Change was identified along four categories; One category of intentions concerned the learning objectives - we found that the teachers talked more about learning medical facts in the first interview, and more about the importance of learning how to interact with patients and colleagues in a professional manner in the second interview. Secondly, we found changes in the way they spoke about their efforts to base their teaching on students needs. In the second interview this was more absent and replaced by talk of bedside teaching as depending on the available patient cases. In addition we identified changes in the way they tried to organize teaching to support student learning and their attempts to make effective yet ethically acceptable use of patients as learning cases.

It is important to note that we did not find that both teachers changed to the same extent within all four categories.

Tentative conclusions:
The findings indicate that university teachers change and develop in important aspects of their teaching also outside the context of professional development initiatives. Further inquiries on how teachers learn from everyday engagement with teaching are required and will potentially inform how professional development initiatives should be designed.

References:
Teaching - a link in a learning process or a black box?

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Keywords: teaching, learning, alignment, learning outcomes

Abstract
In Sweden the new Bologna degree structure was implemented in 2007-07-01. For many academic staff this process is associated with the writing of learning outcomes and the construction of assignments and assessment criteria. But have teaching changed in relation to that? This question is raised in work shops that will be performed in spring 2010. In this paper we will present and discuss data from these work shops.

One quality indicator in the new quality assessment system in Sweden is the alignment between learning outcomes and assessment. One assumption and expectation is that learning centred approaches to teaching are implemented. In this paper we will present and discuss data from an ongoing project where the aim is to support academic staff in their self evaluation of the quality of teaching and learning in their courses.

After three years with Bologna student learning and learning outcomes are concepts that have impacted the way academic staff plan their work and assess students, but the question is if this has impacted their way of teaching and their way of thinking about student learning and students as learners. Do they see their teaching activities as links in a learning processes or as a "black box"? In the project academic staff will be required to describe and reflect on what they do, how they do it, why they do it in relation to learning outcomes and course evaluations in specific courses.

As a result of the work shops we expect to be able to compile data from the experiences of academic staff and generate a theory about teaching in student centred learning contexts. In the paper we will have some tentative results to discuss.

References
Implications of new methodological approaches to technical programs

X. Gómez, J. Cara-Jimenez, M.E. Sánchez, A. Morán & O. Martínez
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Keywords: Technical programs, quality learning, higher education, computer learning platforms

Abstract

Improving the quality of the learning process performed by students in higher education needs the preliminary assessment of the traditional learning process which is commonly applied in class rooms with the aim of determining the specific point which need to be modified. In the past decade, researchers have developed various computer-assisted learning or web-based learning systems to provide a more adaptive learning environment with plenty of learning resources. Much attention has been focused on new learning strategies with appropriate software tools and environments (Fabos & Young, 1999). Additionally, one aspect that need an especial consideration is the background of the students, that is the previous knowledge of the student and his misconceptions is a key point to be taken into account. Both things are essential for every constructivist approach. Studying these difficulties can help in the design of an effective learning process (Moreno et al., 2007)

On the other hand, a tool widely use by teachers is the presentation of slides to students. In this sense the benefit of PowerPoint™ is continuously debated, but both supporters and detractors have insufficient empirical evidence. Based on results obtained by Saboy et al., 2009 indicating that students who attended either one of the lecture presentations (PowerPoint or traditional) performed better than those who did not attend. In the same line Saboy et al reported that the use of PowerPoint, web cast, and pod cast have increased in university lectures to encourage student attendance and exposure to lecture material but, the ease of preparation and distribution of information digitally does not always translate into enhanced student performance.

In the present work an analysis of the teaching experiences in the University of León is performed based on the assessment of the results obtained based on tradition lecture and those obtained associated to the application of innovating teaching methodologies, as it is: Mooddle, PBL and Computer aided learning. The study was performed on different courses of engineering and technical education.

References

Podcasting & teaching: strategies for a better learning

C. Aguiar & A. Carvalho
University of Minho. Portugal.

Keywords: Innovation, Podcasting, Higher education, Motivation

Abstract
The use of podcasts, digital audio files that are delivered through the Internet, became very popular in several areas due to the ease in its production, editing and delivery. In the last two years, this technology was explored for various purposes in several universities, with the goal of improving teaching and learning processes. According to some studies we have performed, this technology has a great pedagogical potential - recognized either by students and lecturers - and seems to engage students through innovation and motivation.

Objectives
In this seminar we will describe several studies conducted between 2007/2008 and 2008/2009 at University of Minho, in Portugal, under the scope of a project related with the integration of podcasts in higher education. Six lecturers from different knowledge domains created their own podcasts in order to support their undergraduate and graduate courses and their students’ learning.

It is objective of this seminar to share the main conclusions of the research we have been developed and to discuss some questions raised by the same studies. Thus, evidence was collected of students’ acceptance regarding pedagogical uses of podcasting although they do not take advantage of the media and mobile technologies they owned. Lecturers’ perspectives are also interesting to discuss as they considered podcasts worthwhile for teaching and for students to learn, but they also complain about the time required for podcasts production as well as the lack of institutional recognition. However, even in these circumstances, lecturers would like to continue using podcasts in their courses.

Learning outcomes
In this seminar participants can learn and discuss i) how podcasts can be applied in different courses, ii) how these audio files can be used with different purposes, iii) how this technology can support new teaching and learning contexts.

Students’ and lecturers’ reactions and perspectives about the pedagogical use of this resource will also provide an opportunity to reflect and discuss about i) the relevance of new technologies in teaching/learning processes, ii) the role of innovation in engaging students, iii) the motivation achieved with new pedagogical strategies, iv) the fact that students, considered digital natives, do not use technologies they associate with leisure for learning and v) the implications for teachers of using new pedagogical strategies.

References
Identifying strands and weaving them together: using an multidisciplinary team
to support pedagogic practice in elearning

Linda Byles
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Keywords: e-learning, team based support , pedagogy, academic skills

Abstract
The proposal is based on an Higher Education Academy funded "Pathfinder " project "Innovative e-Learning with e-Resources". One aspect of this project was to look at innovative strategies for staff development which would enable academics to negotiate their way around a range of opportunities to enhance their pedagogic practice. The creation of multidisciplinary teams was explored and guidelines produced on how this approach could be utilized in a variety of organizational contexts.

The seminar will present the findings of a Higher Education Funded Pathfinder project "Innovative e-Learning with e-Resources". (http://www.bournemouth.ac.uk/eds/eres/) The objective for the session will be to enable participants to reflect how networks within organizations can be developed to support pedagogic change. The challenges faced in adopting this approach will be highlighted through an exploration of the methods used to make accessible a wide range of staff development strategies available in an organization. These may range from innovative practices, focusing on staff competencies, contextual issues, situated learning, task orientated goals, team working practices and roles. (Clegg et al, 2000; Taylor, 2003; Wilson and Stacey, 2004). Within institutions a number of these strategies could be used at any one time making it problematic for individual staff to access support. Mc Naught and Kennedy (2000) cited in Taylor (2003) argue that to make staff development effective then these different strands need to be woven together. This seminar will examine how this can be done through the creation of a multidisciplinary support team.

The team brought together for the Pathfinder project had a range of skills and expertise and consisted of a staff developer, learning technologists, librarians and the manager of the Education Development Service. They explored with academic colleagues the implementation of innovative pedagogic practices, bringing together learning activities and e-resources. There was recognition here that curriculum development did not rest with one individual but was a shared responsibility (Taylor 2000).

The findings of the project reinforce much of the research already done in this area which identifies multiple, rather than single approaches to staff development. What the eRes project has focused on however is to come to an understanding of how these different approaches may be integrated together. A multidisciplinary team has provided the means by which academic staff could negotiate their way around a complex range of staff development services. The concept of a "broker" who facilitates this process has been developed to foster self awareness in academic colleagues about their own personal needs and how to go about meeting them.

The staff development guidelines produced from the research will be used in the seminar as a starting point for discussion, notably to stimulate debate on their applicability in different organisational contexts. http://www.bournemouth.ac.uk/eds/eres/briefing_papers.html . Participants would also consider the nature of existing networks within their own institutions and reflect upon how they might work more effectively.

The key outcomes for this seminar would be for participants to be able to
- Identify a range of strategies for cross university staff development
- Assess the contribution of internal networks to support pedagogic change.

References
Exploring teaching quality and competence attainment
from the students' perspective

Miquel Rodrigo-Alsina, Carles Roca-Cuberes, Nuria Almiron, Lorena Gómez
& Frederic Guerrero-Solé
Pompeu Fabra University

Keywords: communication theory and research methods, quality teaching, competence attainment, EHEA

Abstract
In this study we explore quality learning, the quality of teaching -which, according to Biggs (2003), are closely related- and competence attainment in two undergraduate courses that will be taught for the first time in this academic year.

Our research objectives are two: (1) determine the competences that students should attain and the role of teaching in this process (Rychen & Salganik, 2001), and (2) look at the students' perception of competence development (Arnold et al., 1999) and their understanding of quality learning.

The undergraduate courses object of analysis are two: "communication theory and social research methods in communication" (Bachelor's Degree in Audiovisual Communication) and "sociology of communication and social research methods in communication" (Bachelor's Degree in Advertising and Public Relations). A sample of students of both courses will be used to accomplish our research objectives.

Our study will employ three research techniques: (1) an anonymous survey - a questionnaire will be sent to all students - to investigate the first objective; (2) in-depth interviews and (3) focus group - one session per course with a maximum of 12 students per session/course - to analyse the second objective. Data gathering will be carried out during the term period (April to June, 2010) in which the courses will be taught.

The expected results will show that: (1) some of the competences presented in the course syllabus are difficult/impossible to attain, and (2) the students’ perception of competence development is lower that the expectations set by the course syllabus. The final outcome of this investigation is to produce a set of proposals to improve some relevant factors -quality of teaching, competence attainment or the adequacy of competences- that may lead to the quality learning of the two courses studied.

References
Talking about teaching: enhancing teaching quality through conversationally situated academic development

Kate Thomson
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Keywords: Teaching conversations, Department climate

Conversations in university departments present an opportunity for staff to articulate and examine conceptions of teaching. They are also a powerful factor in shaping department teaching climate. As such, they afford a prospective site for staff to develop progressively complex conceptions through which to enhance teaching and learning quality. This study explores the way academics' informal conversations might provide a foundation for localised academic development work.

Communicating about teaching is vital to enhancing practice (Boud, 1999), developing scholarship (Healy, 2003) and improving the quality of student learning (Trowler, 2001). Informal conversations present an opportunity for staff to surface ideas and conceptions about teaching in fairly non-threatening ways. In conversations, academics reveal 'conceptions', exchange ideas and co-create their department's teaching climate. Staff conceptions of teaching and context influence approaches to teaching (Norton et al, 2005), which affects student learning - and changing teaching involves changing conceptions. In current research-intensive institutional climates, explicit airing of conceptions is increasingly rare, outside of relatively isolated contexts of small groups of (converted) staff who attend teaching and learning workshops. Such conversations are an infrequent overt expression of teaching conceptions which has not been harnessed for academic development work.

While conversations might allow academics to enhance teaching practice and learning quality by engaging more effectively in thinking about teaching (Putnam & Borko, 2000), such conversations are rarely inherently encouraged by departmental climates - or by academic developers. Roxá and Mårtensson (2009) found a supportive teaching climate led to an increase in the number of people staff spoke to and the significance of conversations. Collegial department climates have also been linked to excellence in teaching quality (Gibbs, Knapper & Piccini, 2009). Academic development located in departments could utilise the potential of conversations to improve the quality of teaching and learning across departments and universities. Academic development is increasingly situated in the workplace (Kwakman, 2003). Departments are the fundamental contexts in which academic staff work (Knight & Trowler, 2000) and hence academic development which includes elements which are located in departments is more likely to change practice (Blackwell & Blackmore, 2003). While the importance of situating academic development work in departments has been recognised, the opportunities afforded by conversations between department colleagues as a context for academic development have not been well-researched, and informal discourse has not yet been used as an enhancement strategy in academic development.

This seminar will report on a study which seeks to illuminate the potential of such conversationally situated academic development. The study considered the nature of informal academic discourse in different departments drawing on data from interviews with academic staff working at an Australian research-intensive university. A socio-cultural perspective was adopted in analysing the data which illustrated the role of departmental climate in facilitating or inhibiting informal department conversation. An overview and analysis of the current literature on this topic and the findings from the first round of interviews will provide opportunities for participants to explore teaching conversations in relation to situated academic development strategies and their own practice.

Divergence or convergence? A comparison of educational beliefs of western European and Chinese research university teachers with cross-cultural teaching experience

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Keywords: Western European; Chinese; research-university teachers’ belief; cross-cultural comparison

Abstract
There has been a strong tradition of research on teaching and learning at the pre-college level. However, the research in university level is still immature, especially the comparative research about educational beliefs of university teachers in different culture. This study explored the cross-culture teaching experience of Western European and Chinese research university teachers in dealing with their beliefs of teaching, learning and teacher-student relations. It investigated differences and similarities between Western European and Chinese university teachers' educational beliefs and what kind of changes happened after their cross-culture teaching experiences by using semi-structured interviews. The purpose of this study was to improve our understanding of teaching ideas in Western and Chinese university teachers. Twenty research university teachers who had cross-cultural university teaching experience from different subjects were interviewed with the aim of describing their beliefs and values about teaching, learning and teacher-student relations, changes in their educational beliefs after their cross-cultural teaching experience and what kinds of factors they thought would influence. A qualitative analysis of interviews resulted in a "mapping-plane" with 5 themes, each containing up to 5 categories of description of the variation within each theme. All themes and most description categories were founded in both groups of teachers. The differences found could be related to a focus the teacher, learner or content center. Both Western European and Chinese research university teachers tend to be more focused on learner-centered. After their cross-culture teaching, their understanding on each other’s teaching culture and philosophy was improved. The results of this study may help both West European and Chinese research university teachers aware of their own beliefs and other university teachers' beliefs in another culture. In the further study, the cross-culture theories of different perspective both from Western Europe and Asia could be applied to further explanation.

Summary
This study investigated differences and similarities between Western European (10) and Chinese (10) university teachers' beliefs about teaching, learning and teacher-student relations, what kind of changes happened after their cross-culture teaching experiences and factors they thought would influence by semi-structured interviews. The results showed that both Western European and Chinese research university teachers tend to be more focused on learner-centered. After their cross-culture teaching, their understanding on each other’s teaching culture and philosophy was improved.

References

Can faculty's involvement in the promotion of learning projects enhance both learning and teaching in higher education?

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Keywords: Teaching and learning center, Faculty long-term training, Evaluative research, Professional development.

Abstract
The Teaching and Learning Center in our college of engineering operates several distinct projects for the promotion of both teaching and learning. Faculty members from the engineering departments, who have no formal background in education, are long-term trained to teach courses for learning and thinking skills or to serve as personal coachers to students with poor achievements. Involvement in these and other projects contributes significantly to their professional and personal development and to institution-wide accumulation of pedagogical knowledge.

ORT Braude College (OBC), which confers B.Sc. degrees in several engineering areas, strives to increase accessibility to higher education in the north of the country. Accordingly, the Teaching & Learning Center (TLC) was established as part of the strategy to promote students’ learning tools, decrease first year drop-out rates, and promote excellence in teaching.

In contrast to other academic institutions in the country, the TLC is engaged in the promotion of both learning and teaching - the concept of “two faces of the same coin”. In addition, it targets all students, not merely the learning disabled, operating several distinctive projects whose activities are documented, evaluated and researched.

Among TLC projects:

Courses for learning and thinking skills: compulsory for all freshmen students who may choose one from a variety of courses (such as: academic learning skills, creative mathematical thinking and systematic inventive thinking). Courses are taught by lecturers from the engineering departments.

Peer-lead workshops: guided by high-achieving students, those accompany courses with high failure rates and focus on active learning in a small-group collaborative problem-solving setting. The leaders are supervised by course instructors.

A program for supporting underachieving students: difficulties and possible reasons for failures are examined and students are offered suitable support tools.

Personal coaching: carried out by college lecturers who completed a two-year training course, this is for students with unsatisfactory learning habits, and encourages them to take full responsibility for their learning, time management, and decision-making.

Each project is run by college staff, often involving long-term training of lecturers from all faculties. Subjects learned include instrumental enrichment in academic studies (Furstein’s theory), rhetoric, group work, personal coaching, developing students’ thinking skills, learning disabilities and interviewing methods.

Faculty training is initially administered by an external professional organization, followed by an ongoing modification process in order to adapt the theory, approaches and tools acquired, to students' and faculty needs. Instead of hiring experts from outside the institution, OBC invests in training its staff to operate these projects for the promotion of learning, even though most of them are not experts in the field of education.

A large and growing number of faculty members is involved in these projects. Ongoing research in the TLC shows a significant contribution to faculty's professional and personal development from their involvement in the projects: for example, lecturers report better understanding of students' difficulties, emphasizing learning and thinking skills in their engineering courses, improving communication skills and growing interest in educational research.

There are limitations to this strategy: while the long-term training of staff requires considerable investment in time and money, training cannot guarantee that lecturers, who are not obliged to be active in projects upon completion of training, will function as experts in pedagogy. Nevertheless, lecturers' satisfaction disseminates throughout the college and additional lecturers ask to participate. Moreover, educational knowledge, relevant to our college population, is consistently accumulated and distributed on campus by both students and staff.
Characteristics of undergraduate teaching in Chinese research universities as viewed in the context of research and teaching relations

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Keywords: research university; teaching; research; reform of undergraduate teaching

Abstract
With research becoming the prime emphasis of their institutions, academics serving at research-oriented universities in mainland China face a growing dilemma in professional development. This is mainly due to a lack of a clear and holistic understanding of "scholarship", on the part of the academics, and the inability of higher institutions to establish well defined criteria and effective measures for the assessment of teacher performance. As research is the main source of their incomes and prestige, academics trend to neglect the heightened expectations from parents and employers to some extent. This study tries to answer three questions: 1) how do teachers balance the multiple roles and what is their commitment to "teaching responsibility"; 2) are there any characteristics of teaching in research universities, that is, whether student-centered learning and inquiry learning are well recognized by most teachers; 3) what factors affect on teachers' concept on scholarship and their endeavors to integrate teaching and research. This study is a qualitative inquiry into university teachers' views on their teaching responsibility, with the relationship between research and teaching providing the main context of analysis. Fieldwork was conducted at two research universities in the Chinese mainland. These two universities are members of "985 project" which aims at building world class universities. Thirty-four teachers were interviewed and their lessons observed.

From the research findings that emerge, this study offers the following observations: 1) the participants found it difficult to provide clear demarcation between teaching and research activities as such demarcation would undermine integration of the two areas of work; 2) most of the participants viewed research and teaching as mutually supportive, but they also found it challenging to integrate research and teaching in their work; and 3) the integration of teaching and research was mediated by factors such as the nature of academic discipline and educational objectives. Therefore, there is a need to adopt a holistic approach to define university teachers' academic duty and to fully consider the impact of disciplinary differences in the implementation of undergraduate teaching reform.
An inter-university community of practice in France: fostering new faculty developers and new pedagogical support units

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Keywords: new faculty developer training, networking, community of practice

Abstract
In response to the high proportion of new faculty developers in the Rhone-Alpes region of France, our 3 institutions have come together to form a network to facilitate the reflective professional development of the associated faculty developers. This inter-institutional collaboration encourages a broader perspective, often enabling us to recycle successful approaches or avoid potential obstacles. Other strategies for the development of semi-isolated faculty developers will be discussed.

The number of university-based faculty developers in France (conseillers pédagogiques) is increasing significantly; most are new to the profession, offering a novel service within their institution and/or associated with a nascent teaching support unit. This accurately reflects the situation in the Rhone-Alpes, where our 3 services, ICAP at the University Claude Bernard Lyon 1, SUP at the University Joseph Fourier (Grenoble 1) and PerForm at INP Grenoble, have created the self-facilitated community of practice PENSERA. This network offers a significant, formative source of support to accompany our professional development and the development of our services within our respective institutions. We are 8 faculty developers, some full-time and others with additional activities in teaching and research, to engage in a dynamic exchange based on monthly meetings, supplemented by joint sessions with our “initiator” Swiss Romande (R-CFE) network. A typical PENSERA discussion is centred on a current project of an individual faculty developer which ensures that both practical and theoretical concerns are addressed. We do not always reach consensus but the collaboration encourages us to remain critical and flexible in the design of new projects or the analysis of past actions. Further professional development has been undertaken by internships at teaching support units in Canada, Belgium, Germany and Switzerland, and the co-facilitation of pedagogical workshops between our institutions. A concrete result of this network was the collective hosting of francophone higher education faculty developers’ conference (the BSQF, Belgium-Switzerland-Quebec-France) in October 2009 for the first time in France.

The presentation will explore the following questions, with the intended effect of exchanging successful examples of inter-institutional collaboration:
- What can new faculty developers do to promote their professional development?
- Where can new teaching support units find support?
- How can we find partners in unfertile soil?
Change patterns in academics' beliefs about the research-teaching nexus

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Keywords: academics, beliefs, change patterns, educational reform

Abstract
In this study we report on the belief changes of academics participating in a project in which they were encouraged to strengthen the link between research and teaching. In a supporting environment they were challenged to re-design their courses. Before and after the intervention Q sorts and interviews were conducted to analyse whether any belief change happened and to be able to characterise the various belief changes. Three qualitatively different change patterns were identified.

Objectives
In many professional development trajectories one of the aims, besides influencing academics’ actions, is to influence academics’ conceptions in the direction of educational reforms (Spillane, Reiser, & Reimer, 2002). In this study we report on an innovation in higher education in which the relation between research and teaching is intensified. Our focus is on the belief changes experienced by the twelve participating academics. Unlike most earlier studies (Richardson & Placier, 2001) we did not define any direction for change and therefore could not rely on correspondence or contrast with intended reform in defining changes. So, this study was guided by the following research question: What change patterns regarding academics’ conceptions of the research-teaching nexus occur when academics intentionally integrate research in their teaching?

Learning
During one term all participants were engaged in cultivating a stronger link between research and teaching in their courses. Their task was to re-design one of their courses in such a way that the research-teaching nexus was stronger than in their previous courses, in any way they preferred. To create a powerful learning environment (Cochran-Smith & Lytle, 1999) the participants attended a few meetings, one before the start of the term to discuss the topic and course design and three peer meetings with three to four colleagues during the term focusing on reflection. The process was monitored with the use of various instruments including Q sorts combined with interviews before and after the term. Analysis concentrated on pattern analysis and differences between the beliefs about the research-teaching before and after the term.

Outcomes
Five factors that represent different views on the research-teaching nexus were identified: stimulating academic disposition in general, utilising academics’ own ongoing research in teaching, training students to become independent researchers, discussing disciplinary research problems, and students participating in research as co-workers. Furthermore, three change patterns were found: no change, change in less dominant factors, and change in dominant factors. The three change patterns will be illustrated with the use of three cases. The change patterns could be linked with academics’ initial beliefs: the last group differed from the other two groups regarding their initial beliefs. Our results suggest that alertness to minor changes in beliefs is necessary if we want to do justice to academics’ professional development in the context of educational reforms. The result of any trajectory does not have to be that dominant beliefs have changed, but may include changes in less dominant beliefs.

References
20 Years after Boyer: where are we at with the integration of research and teaching in academic development?

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Keywords: Undergraduate research, teaching-research nexus, integration of teaching and research, academic practice, academic community of practice

Abstract
It has been 20 years since Ernest Boyer called on higher education to move beyond the "tired, old research vs teaching debate" (Boyer 1990, xii). So, two decades later, have we moved beyond simplistic notions of teaching vs research in higher education? Have we moved towards what Angela Brew (2006) has described as an inclusive, scholarly, knowledge-building academic community of practice or are we still failing to provide opportunities for undergraduate students to engage meaningfully and authentically with research during their time on campus? This session will explore the highlights of four separate studies exploring student and faculty perceptions of the role of research in the learning environment, with the explicit purpose of unpacking different ways of conceptualizing the teaching-research nexus. The presenter will also involve the participants to actively explore how different universities and colleges, as well as how individual faculty, are trying to integrate research and teaching, exploring in particular the role played by academic development, and to assess/discuss how well we are moving towards a more inclusive, scholarly, knowledge-building academic community (involving everyone from undergraduate students to senior faculty).

References:
Enhancing practice by doing it ourselves

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Keywords: community of practice; foundations programs

Abstract
Most new academic staff at Australian universities have the opportunity to participate in an introductory educational program designed to prepare them to teach in higher education. Increasingly participation has become compulsory as universities strive to build a culture that values teaching and to demonstrate a commitment to effective teaching practice that enhances the student experience and learning outcomes. These programs are commonly referred to as Foundations Programs. The nature, duration and structure of these programs vary but all serve a similar purpose and address similar and familiar themes. Foundations Programs often form the cornerstone of the teaching and learning development initiatives at these universities. Some might care to differ but it could be argued that Foundations Programs are critical to the efforts to develop effective teaching practices and ultimately the enhancement of the student learning experience in universities.

The facilitators of Foundations Programs carry a heavy responsibility. Many come to this role from their own discipline and are themselves without formal qualifications in teaching or induction into academic development. In the absence of any formal professional development or induction for these facilitators of Foundations Programs, a community of practice has emerged in Australia that has been sustained for more than seven years. How did this happen? What has sustained it? We argue that the motivation is energised by the community assuming responsibility for its own education and standards of practice. This community of practice had its beginnings in a collaboration between two academic developers who facilitated Foundations programs and who were engaged in conversations about teaching and learning and the preparation of academics to teach and who wished to share ideas and resources across their two institutions. In doing so they recognised the potential opportunities in expanding their conversation by including others in similar roles. To facilitate this conversation, a Colloquium was held with invitation open to anyone who facilitated Foundations Programs. The resulting Foundations Network and the annual two-day Foundations Colloquium continues to provide an on-going network that keeps members informed about developments in higher education and enables the sharing of ideas and resources. The Network has remained quite informal with members setting the agenda for their ongoing conversations. There is a small core of longer-term members but the community is sustained by a rolling membership of new academic developers coming into the profession and others moving on or upwards.

The aim of this presentation is to briefly describe how this community of practice emerged and how it has continued to be the main source of professional development for this cohort of academic developers. The presenters will engage in a reflective conversation and expand this to involve participants in discussion and the sharing of similar experiences. The outcomes of the presentation, through this engagement, will be a deeper understanding of how "doing it ourselves" can be an effective approach to continuing and enhancing the development of the developers.
Reshaping academic development as an intellectual endeavour to achieve quality global learning outcomes for graduates

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Keywords: Graduate attributes; academic development

Abstract:
The trend towards framing 'Quality Learning' in terms of student learning outcomes (eg AHELO) has re-focused international attention on 'graduate attributes'. This paper considers the role of academic development in graduate attributes-led curriculum renewal, drawing on data from a national study in Australia. It argues for an alternative approach which better connects academic development with other institutional strategies and re-engages the university community in the intellectual (rather than bureaucratic) endeavors of teaching and learning.

In Australia, Hong Kong and Europe 'Quality Learning' is increasingly being framed by researchers (Biggs & Tang 2007; Nussbaum, 2006) as well as governments and organisations such as the OECD (Yelland 2008), in terms of the quality of student learning outcomes, not only the quality of their learning experiences. 'Graduate Attributes' are statements of the global student learning outcomes universities aspire for their students to develop. In the context of the international trend towards assurance of the quality of learning outcomes, Graduate Attributes are increasingly being used as 'orienting statements to inform and direct curriculum and teaching' (Barrie 2009) and in an outcome based educational frame they provide a potentially powerful vehicle for organisational teaching change and development as well as international quality assurance of higher education. However, despite their apparent potential, the recent National Graduate Attributes Project (National GAP) completed in Australia (Barrie, Hughes & Smith 2009) identified significant conceptual, structural and organisational barriers to such change and development. The National GAP research study drew on data from documentary analysis of the literature and policies from all 39 Australian universities as well as data collected using interviews and accounts of practice from respondents at 36 of these universities. A framework of eight interacting elements was identified from the analyses (Barrie 2009) which connect underlying conceptions of graduate attributes, with systemic university features and elements, to the student experience of graduate attributes. Academic development was identified as one of the elements with a crucial role in facilitating the transformative educational change envisioned by such statements of global graduate attributes outcomes.

The objective of this seminar is to present the research findings of the National GAP study in relation to academic development and to explore the implications these findings raise for current approaches to academic development in relation to such outcomes-based curriculum renewal. Borrowing from the notion of 'hermeneutic horizons'(Gadamer 1989) and building on previous phenomenographic work on conceptions of graduate attributes (Barrie 2007), the seminar will argue that academic development must recognise the limitations of the different perspectives on graduate attributes embodied in both individual and institutional approaches to outcomes-based education, and to consciously surface the tensions inherent in the inter-relatedness of the eight systemic elements in order that the complexity of the curriculum renewal task be better understood and more successfully supported. The research findings highlight the need for academic development work which supports graduate attributes led curriculum renewal to be 'recast' in ways that more effectively connect it with other institutional elements - in particular with curriculum and quality assurance strategies, as well as more explicitly connecting it with the lived experience of students. Of particular significance, the seminar will argue for an alternative approach which would reshape academic development in ways that re-engage the university community in the intellectual endeavour of teaching, rather than its bureaucratic management. Participants will be invited to contribute examples of academic development strategies and to collaborate in considering how these might support more intellectually engaged curriculum and teaching renewal.

References
Evidence - based excellence for quality of teaching and learning

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Keywords: Quality, Teaching, Cross-disciplinary, Goal-matrix
Aalto University is a new university which merges three Finnish universities, the Helsinki School of Economics, the University of Art and Design and the Helsinki University of Technology. A Teaching Quality (TQ) working group was established in 2009 with the aim of providing guidelines for quality of teaching at Aalto University. This communication presents pivotal issues quality of learning to seek and explore new dimensions of teaching and learning in a new cross-disciplinary University setting.

Objectives
The goal is to 1) Foster a learning culture where students of art, science, technology and business grow to career-ready, academically highly qualified professionals with broad knowledge across disciplines 2) Energize students to acquire leadership-skills, to invest into personal motivation and enhance ability to confront complex, unfamiliar issues with good judgment 3) Educate students to cultural awareness and lifelong learning for advancing responsible global awareness and environmental stewardship.

Learning
The present paper introduces a roadmap of central themes on which quality of learning and teaching can be implemented, namely 1) Improving Teacher to Student Ratio 2) Pedagogical Training and Fostering Cross-disciplinary Teaching 3) Implementing Guidelines on Teaching Skills Assessment in Recruiting Faculty and 4) Development of Teaching Feedback. Additionally, the development and use of a goal-setting matrix for development actions is presented. The implementation of these central themes is presented via 3 concrete actions, namely a) Master Class Coaching b) Teaching in English and c) Teaching Science via Design.

Outcomes
Improving Teacher to Student Ratio. Teacher to student ratio must be reassessed for all disciplines, taking into account the nature of the teaching. The most valuable indicator is teacher time per number of students. Identifying the target for directing teaching resources is imperative for improving quality of teaching. Teaching hours, time spent on teaching development and pedagogical training are a part of the learning and teaching strategy, which recognizes teaching development as part of the teaching process.

Pedagogical Training and Fostering Cross-disciplinary Teaching. Professionalism and excellence in teaching are imperatives for providing quality in learning. Pedagogical expertise should be part of the requirement for tenure track positions and a minimum of 10 ECTS is recommended. The University must also provide continuous pedagogical training and create new paradigms on cross-disciplinary teacher training.

Implementing Guidelines on Teaching Skills Assessment in Recruiting Faculty. Assessing excellence as part of evaluation of teaching quality should include the following considerations: 1) Demonstrated approaches to teaching that influence, motivate and inspire students to learn, 2) Successful assessment and feedback approaches that foster independent learning, 3) Evidence of scholarly activities that have influenced and enhanced learning and teaching, and 4) Leadership in teaching and learning (demonstrated leadership in teaching and learning, recognition for contribution to teaching and learning, other contributions).

Development of Teaching Feedback at Aalto University. Feedback is an integral element in all effective teaching strategies and therefore student feedback must be actively encouraged, as should also teacher to student informal and formal feedback. It is necessary to implement continuous evaluation of the reasons for obtaining feedback, methods of collecting it, the main stakeholders in the process, and students’ perception of the process is essential to using feedback as a measure of learning quality. Such methods should be used to evaluate university education at a) Organizational level (people, processes, infrastructure) b) Program level c) Module level d) Course level.

Process of planning development actions. Every aspect of educational activity is a possible target for development. Therefore there are multiple and overlapping areas of development. This paper also introduces a goal-setting matrix was for defining the aims of different development actions and when the results of actions are at the level of beginning, developing, good and excellent quality.

References
The long way from imparting information to changing students conceptions: An evaluation study about the change of teaching conceptions through educational development programs

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Keywords: evaluation, teaching conception, academic development program

Evaluation in the field of educational development usually tells little about the effects of the program elements on the participants. In this session an evaluation study is introduced which highlights one of the goals of educational development programs: The change of teaching conceptions. The main questions were: a) How successful is our educational development program in changing participants teaching conceptions, according to Kember's taxonomy of teaching conceptions, from the lowest conception "imparting information" to the most developed conception "changing students' conceptions", b) What is the best way to measure teaching conceptions c) Which aspects of teaching conceptions do the two methods, questionnaire and grid-interview, show? Two methods were chosen to investigate the change of teaching conceptions, a questionnaire and the grid-interview. Both instruments were inserted before participants entered the program and after they finished the first module of the program. The questionnaire showed a decent development of the teaching conceptions in the intended direction. The interviews gave a very clear and differentiated picture of the quantity and the quality of changes in teaching conceptions. A small number of participants were investigated with both methods. Interestingly, the two methods brought partly contradictory results. Teaching conceptions seem to have explicit and implicit aspects. While the questionnaire shows the more explicit parts of teaching conceptions, the grid-interview shows the more implicit parts. Based on psychological theories, for each pair of results individual explanations needed to be found. Further research is needed to test the hypotheses and to improve the practice of educational development courses.

Participants will get an example for how to evaluate the effects of academic development programs and will have the opportunity to reflect upon their own evaluation practise. Participants will get a deeper insight into teaching conceptions and the factors which might influence evaluation results depending on the methods used.

References


Teacher identity in higher education: emerging changes and challenges

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Keywords: Educational development, internationalization, teacher identity, quality teaching.

Abstract
Based on a qualitative university-wide project at the Swedish University of Agricultural Sciences, this paper focuses on university teachers’ own characterization of their identity as teachers, how they define quality teaching, and what they consider to be their main teaching challenges. Taking into account the increasingly global higher education context, the study brings forth instructors’ own voices and visions of the perceived dichotomy teacher/researcher, a valuable resource for those involved with educational development.

Session learning outcomes
Upon completion of the seminar, delegates will be able to:
- Discuss and describe how to support the emergence of a clear teacher identity (vs., a researcher one) in the context of educational development.
- Reflect upon how the global context in higher education might impact teachers’ self-defined identities, connecting this to their own home institutions.
- Discuss the possible linkages between university teachers’ own visions and definitions of quality teaching.

1. Introduction
The Centre for Educational Development at SLU has recently launched a university-wide qualitative research project focused on the teacher's role and identity in higher education (Almlöv, Jellinek & Pettersson, 2010). In our context, the university instructor is often times a full-time researcher with external financing; teaching responsibilities relegated to a second priority where instructors not always define themselves as such, rather as researchers that sometimes engage in teaching.

Our purpose with this study is to investigate university teachers’ own characterization of their identity in a time where the global context is becoming increasingly significant (Cornwell & Stoddard, 1999; Shultz, Skilton-Sylvester & Shultz, 2007; Council of Europe, 2008). Some of the questions that we propose to examine are: How do instructors describe their teaching identity? What do they consider to be the major challenges when teaching? What is quality teaching according to them?

2. Methodology
This study is largely based on qualitative interviews with teachers at SLU. In the interviews respondents have gotten the opportunity to, on the basis of thematic issues (Alheit, 1994), freely illustrate their views and opinions of the teacher's identity. Participants were themselves able to run the discussion based on the different themes that had been set up in advance.

The analysis has been carried out based of the approach described within "Grounded Theory" (Glaser & Strauss, 2006). Concepts have not been defined in advance; it is the instructors' own statements which construct the theory. The theoretical starting point for this study is symbolic interactionism (Blumer, 1969; Mead, 1972)

3. Results
Several major themes emerged from the interviews; we have chosen to organize them in the following categories:

i. Defining the (varying) teacher's identity
   ii. Quality teaching
   iii. Emerging challenges

Both female and male teachers describe themselves primarily as researchers. They teach on the side of their research and do not always have the time required in order to devote themselves to their role as teachers. On the other hand, when they nevertheless speak about themselves as teachers, specific features and attributes stand out and characterize their vision of the teacher's identity. Here we do recognize certain differences depending on their gender and their level of experience.
Likewise, instructors seem to have a clear picture of how teaching should be both organized and carried-out, both at the macro and micro levels. They reflect upon what characterizes quality teaching and illustrate their opinions by citing examples from educational development projects. They are also keen to point out the emerging challenges they see related to recent changes in the teaching context, for example: internationalization and the global classroom, students requiring additional attention, and the Bologna process.

4. Conclusion
Fruitfully engaging in educational development in higher education obliges us to use our teachers' own experiences as a focal point. How do they themselves define their roles when teaching? What challenges do they face? How does the "internationalization" of higher education shape their understanding and perception? Basing our efforts on their own accounts allows us to discover concrete ways to improve the quality and relevance of our initiatives.

References
Improving the quality of didactic materials through a peer review methodology:
The case of the Spanish National Distance Education University

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IUED. UNED

Key-words: Distance Education, didactic materials, quality review process

Abstract
Present work shows how the Spanish National Distance Education University (UNED) is working to improve the quality of all those didactic materials that teachers are producing or selecting for the new degrees in the European Higher Education Area (EHEA). A peer review methodology, under instructional designers' guidelines, is been undertaken. More than 500 handbooks and study guides have been already evaluated. Students' ratings of these materials are also taken into account to analyze the impact of this process.

Distance education methodology requires didactic materials specially designed for autonomous learning. Good handbooks and study guides help to guarantee the quality of distance students training. The EHEA implementation implies the development of new materials adapted to its methodological requirements. With the aim of reaching its quality goals, the UNED has launched an integral process in which teachers are guided and supported while developing their materials, being the quality of the final product also evaluated by a group of reviewers. The Instituto Universitario de Educación a Distancia (IUED) is the organism traditionally responsible for teachers' training and the review of the quality of UNED materials. However, the implementation of more than 30 new titles at once is implying a tremendous institutional effort to meet the challenges of the EHEA. To give response to this main challenge, the IUED has developed specific guidelines for the elaboration of good handbooks and study guides, based on our previous experience in developing and evaluating materials, as well as specific protocols for the evaluation of new materials. A wide group of reviewers, belonging to each of the Faculties, is participating in the review of the materials through a peer-review methodology. All this process is under the IUED supervision. Also students' ratings on these materials are being collected through an on-line survey, in order to establish if students' evaluations are coherent with reviewers' ratings.

At present, more than 50 reviewers take part in the process and more than 500 handbooks, with their correspondent study guides, have been already reviewed in the first two years of the implementation of our new titles. To deal and control this complex process, a virtual community is being used with satisfactory results. Students' ratings will be related with reviewers' evaluations in order to analyze the coherence of the results. Main outcomes will be discussed.

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Are we improving student knowledge through the writing of journals in higher education?

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Keywords: Journal, higher education, assessment, narrative.

Abstract
The purpose of this paper is to raise a number of issues about the use of research journals in education. For many years I have spoken and written about the joys and benefits of keeping a journal as a means of professional development inspired by personal experience and with the encouragement of others (Holly 1984). As a professional educator I have seen at first hand, the transformation of professionals through reflective practice. The writing of a professional journal has liberated those who were constrained by lack of insight and understanding of their professional practices, which inhibited their development of creative and competent practices. Evidence abounds for the benefits of journaling in professional development contexts, especially when action research is used as the process for contextual investigation (Boler 1999, Brockbank & McGill 1998, Boud et al 1991, Holly 1989, Mumford 1987, Kolb 1884, O’Hanlon 1991). Although there is an increasing range of contexts for the use of journaling there appears to be some confusion about whether their use is for emotional or intellectual progress. There is much appreciation of the advantages of reflection in professional courses in higher education but less rigorous attention to the detail of how to translate this into professional judgements and decisions. There is inconsistency in instructions to students about how to use research evidence to develop professional knowledge as a basis for such judgements and decisions, or how to put them into action. There is consequently often an inappropriate use of specific academic criteria for their assessment. Ultimately, we cannot ensure the absolute validity and authenticity of all that is written in reflective journals. Should not the use of reflective journals in PD (professional development) in HEIs (Higher Education Institutions) focus on intellectual progress and scholarship?

References:
Student failure and teacher formation: southern histories of academic development

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Catherine Manathunga, The University of Queensland

Keywords: Student attrition, histories, pedagogies

Abstract
Emergence of academic development in Western higher education was linked to massification and concerns about student failure. By examining the local particularities of two phenomena, student 'wastage' (Miller 1970) and the 'staff teaching seminar', we explore the emergence of the academic development project and raise questions about its possibility.

In this seminar we will make two linked presentations using data from the Critical Histories of Academic Development project (Grant et al, 2009). In particular, we use Australian and New Zealand histories to offer insights into the global debates about the role of academic development in securing 'quality' teaching and learning.

Early debates about quality focused on student failure and concerns about 'wastage'. In response universities turned their attention to the quality of teaching and began to establish academic development units.

Our objective in this seminar is to offer insights into the emergence of academic development in order to situate contemporary teaching and learning dilemmas and remember their long roots (Haggis, 2009). By paying close attention to the past we hope to provide seminar participants with resources for thinking more imaginatively about the future and to challenge participants to think about ahistoric constructions of a former 'golden age'.

Participants will be provided with an opportunity to engage with some data in order to reflect on difference and similarities between past and present academic development practices and to use to discuss future developments.

References


The research/teaching nexus: exploring commonalities between the roles of researcher and educator

Cherie Bova
Centre for the Support of Teaching, York University

Keywords: Research, Educator, Commonalities, Differences

Abstract
Educational Developers face the challenge of supporting the development of teaching skills within institutional cultures which privilege 'research' over and above instructors 'Teaching' and 'Service'. Within this context, it is frequently claimed that good researchers make good teachers, despite evidence that excellence in teaching and learning are unrelated to excellence in research (Hattie and Marsh, 1996, 2002). This session will explore the following questions:

1. Are there commonalities between the role of researcher and that of educator?
2. How might such knowledge alter the ways we engage faculty?

References/Key texts
Learning and teaching and the games generation: does it change how we think and do in educational development

André Van der Westhuizen
University of Portsmouth, UK

Keywords: Student learning; Learning styles; Technology

Abstract
The question that needs to be asked at a time of rapid technology change and where Higher Education Institutions are implementing and making use of these new technologies to a greater extent: "Do we teach differently because of the technology or do we teach differently because our students learn differently?" The question raised is influenced by Digital Games-based learning, a generation of young people that has been influenced by this form of activity and the impact this could have on Educational Development.

Albert Einstein stated that he never tried to teach his students anything, he only tried to create an environment in which his students could learn. Educational Developers are involved in processes, projects and research to facilitate the change to create these environments. Marc Prensky (2007) argues that students today are influenced by Digital Games-based learning and that a generation of young people that has been influenced by this form of activity learn differently. He has observed ten, main cognitive style changes in, what he calls, the Games Generation.

The questions we need to ask are how do we create an environment in which the Games Generation can learn, and what the role and focus of educational development should be? Sorcinelli et al (2006), suggest that the most important goal of Educational Development activity today is considered to be 'the common cause of improving the education that students' receive'. Gosling (2008), states in the HEDG report, 'Improving student learning' is often cited as a goal of Educational Development Units (EDUs) and is perhaps the overriding goal of Educational Development, and yet the influence of EDUs on student learning can only be indirect.

Educational development units originated and were formed during the 1960's and 1970's, not only in the UK but in other developed and developing countries as well. These units often focused on the use of educational technologies as well as learning and teaching strategies that will embed the use of these technologies in their institutions. The trend in the UK today, according to Gosling (2008), is towards "two major strands: (1) 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" which strengthen the view that the influence on student learning can only be indirect.

The focus of this workshop will be to explore these ideas, focus on Prensky's ten observed learning changes for the Games Generation and the impact it could have on learning and teaching, and educational development now as well as in the future.

References
Peer review of teaching for promotion purposes - developing criteria, protocols and procedures

Geoffrey Crisp
Centre for Learning and Professional Development, University of Adelaide, South Australia, Australia

Keywords: peer review of teaching, peer observation, peer review criteria

Abstract
Excellence in teaching should be recognised, valued and rewarded through the academic promotion process in a similar manner to excellence in research. Evidence for the recognition of excellence in research is based on peer review; evidence for teaching excellence requires a rigorous peer review process that can be used for promotion purposes. This workshop will present and critique the peer review criteria, processes and protocols developed through an Australian Learning and Teaching Council national project.

This workshop will allow participants to trial, review and critique the documentation prepared as part of the Australian Learning and Teaching Council national project on the peer review of teachers and teaching for promotion purposes, to explore both the internal (peer observation) and external (expert review of curriculum documents, scholarly output etc) peer review processes developed for promotion committee reports. The documentation can be used for both formative and summative purposes and participants will have an opportunity to assess the suitability of the documentation for their personal and institutional use.

The project website (http://www.adelaide.edu.au/clpd/peerreview/) contains the full report for the project, including access to the internal and external peer review criteria, protocols and recommended procedures. Participants will be able to access the material before the workshop to better prepare themselves for the activities on the day.

Participants will be placed in teams of peer reviewers and actively work through an example of the training materials developed for internal peer reviewer teams and then peer review a teaching activity presented on video. Participants will exchange their peer review reports and discuss any differences that arise in the reports. Participants will then briefly review the documentation for external peer review teams and discuss the processes involved in undertaking a review of teaching materials, curriculum documents, scholarly output etc that might form part of the teaching component of a promotion application.

The peer review documentation has been designed to be flexible, covering broad dimensions of learning and teaching that could reasonably be expected to be present in the practice of an applicant for academic promotion. At the same time, individual institutions may include additional criteria relevant to the local educational context. Because the definition of what constitutes good teaching practice is often described in different ways at the discipline level, participants will be encouraged to explore the peer review framework for its suitability for all teachers in all teaching situations and provide feedback on the articulation of the broad dimensions of teaching in the documentation.

Acknowledgements:
The workshop presenters acknowledge the significant contributions made by a large number of participants in this Australian Learning and Teaching Council project, including the partner institutions of Griffith University, University of New South Wales and Wollongong University, as well as those staff who volunteered their time to be peer reviewed and act as peer reviewers.

References
Getting everyone on board:  
ideas for campus-wide engagement in effective teaching

Anton Tolman & Ursula Sorensen
Utah Valley University, Orem, UT, USA. Faculty Center for Teaching Excellence.

Keywords: Organizational Change, Faculty Development

Abstract
Significant reform in higher education has been discussed for two decades, but implementation of innovations has been difficult. Faculty often resist changing their established and comfortable methods of teaching, especially in large university settings, in institutions where faculty are protected by tenure, in organizations where there are no clear requirements for ongoing faculty development, and even in institutions whose administration is supportive of change. This workshop proposes a new approach to the problem based on Malcolm Gladwell's description of a set of principles that contribute to the propagation of social epidemics. Social epidemics act in a way similar to biological epidemics (such as influenza) where a message or pattern of behavior is spread from one person to another. The principles Gladwell describes (the Law of the Few, the Stickiness Factor, and the Power of Context) can be adapted to higher education, increasing the probability that faculty will adopt effective teaching strategies partly by creating a sense among faculty that effective teaching methods are expected by peers and that they should participate, not because they are being told to do so by others but because their peers and the work environment expect it. This workshop will explore these ideas for how to create a "tipping point" in higher education, will describe current efforts at Utah Valley University to implement them and will assist delegates to consider and adapt these principles for use in their own institutions.

References
Moving towards quality: teaching strategies to promote student learning autonomy in higher education

Joan Rué, Isabel Pividori & M. Cristina Pividori, Universitat Autònoma de Barcelona. Jesús Armengol, Universitat Politécnica de Catalunya

Keywords: Quality, constructive alignment, autonomy, deep learning.

The workshop will provide participants with the opportunity to adopt a new perspective on teacher training linked to a notion of quality which goes beyond commonly-accepted models. It will be based on the need to develop a teaching-training model aimed at achieving significant levels of autonomy in student learning through the convenient combination of certain actions with regard to contrasted contexts, environments and functions.

The purpose of this workshop is for participants to internalize criteria and resources for the improvement of the quality of student learning in higher education. The notion of quality, then, acquires a crucial importance as it will be central to our debate. According to our research (Rué, 2009) quality is not technical or causal by nature. Neither is it only a simple outcome, but contextual. It can be evaluated from different perspectives and apprehended in many different ways (Harvey, Green 1993, Gibbs, 1994, Laughton, Montanheiro, 1996, Biggs 2003). Quality does not emerge as the result of the learning experience being shaped by the teacher's actions and decisions, but as a result of a complex process undertaken mainly by the student, but with the supporting assistance of the teacher. Seen in this light, quality would be a construction responding to the principle of situated action in which different well-aligned functions exist within certain environments and contexts. In such process, both the student's learning action and its contextualization play a crucial role.

Our quality model will be presented through an explanatory system empirically contrasted and the gathered data will provide guidance regarding teachers' decision making. Among the basic objectives of this workshop, a key issue will be the discussion and the analysis of the problems identified by the participants regarding their concerns on the application of the quality model given. It is our contention that the model outlined here has a good predictive value for the organization of teaching and learning in higher education (Rué et alt, 2009). Not only does it allow for the detection of certain teaching and learning activities to be consolidated and/or enhanced, but it aims at deep and autonomous learning.

Some of the key concepts for the development of quality learning with which our model is concerned are: student autonomy, deep learning and self-regulation and learning strategies. The complexity frame adopted here indicates that in order to achieve quality in higher education, teachers should not be concerned solely with improving on different single issues but with a set of well-aligned teaching strategies and practices. The selection of carefully designed teaching strategies and resources should empower active and autonomous student learning. This can help to better define what will be projected for the students, as well as delineating what to consolidate or enhance in practice, in terms of the most valued - settings and functions - and less valued aspects. Thus, when quality is considered to be mainly a property of a relatively complex and variable process which can be regulated, it becomes possible to deal with training processes in higher education from an analytical point of view.

References:
Collaborative inquiry
- Supporting academics to investigate their practice

Roy Andersson, Lund University, Sweden
Laura Hills, Open University, UK
Maria Weurlander, Karolinska Institutet, Sweden

Keywords: Collaborative Inquiry, SoTL

Abstract
The first steps towards developing a scholarly approach to teaching and learning can be difficult. Academics wishing to investigate and enhance their teaching face difficulties in evaluating the effects of their investigation and in relating these to the appropriate educational literature and theory. A collaborative approach, where educational developers work together with academics by giving practical support on how to investigate teaching practice, can be a way forward. But how involved should educational developers become?

Session Idea
One of the aims of academic staff development courses at our universities is to encourage teacher engagement in the scholarship of teaching and learning (SoTL) (Boyer, 1990). However, many academics, especially from the natural sciences and engineering, can find this engagement in investigating practice difficult, involving often the use of unfamiliar methods and theories of learning. Drawing upon social learning theories (Vygotsky, 1962; Lave & Wenger, 1991; Wenger, 1998) the notion of collaborative inquiry can guide us when we encourage academics to engage in scholarly inquiries. In collaborative inquiry, academics investigate their own teaching practice together with educational developers, engaging in dialogue concerning the investigation and thereby constructing a shared understanding of the concepts and theories underpinning the practice of scholarly teaching. In our experience, however, these first steps towards a scholarly approach to teaching can sometimes be too difficult for academics, with the result that some investigations remain purely anchored in practice. So, how can we as educational developers support academics as they investigate their practice? How involved should we be?

Session Learning Outcomes
By the end of this session, participants will be able to:
- reflect upon how educational developers can support academics to become more scholarly
- reflect on how far this collaboration should go
- understand how a collaborative inquiry approach can promote scholarship of teaching and learning and the development of pedagogic research communities

Session Activities
In this session, we will explore ways to support academics to engage in scholarly inquiries about their teaching. We will focus the session around some very schematic authentic cases, making it active and creative to the participants:
- Short introduction, defining what we mean with collaborative inquiry and show the schematic cases
- Letting the participants in small groups discuss the cases and come up with suggestions on how they best can support academics’ development to become more scholarly
- Open concluding discussion on the groups’ findings

References
Keywords: academic writing, academic development, higher education research, publication

Abstract
In a global academic marketplace, the ability of educational developers to write about our work clearly and persuasively becomes more crucial than ever. Yet higher education research remains a domain largely dominated by impersonal, stodgy, jargon-laden prose (Sword, 2009). How can we, as academic developers, write more effectively and engagingly - dare I say stylishly? - about our own practice? Equally importantly, how we can help colleagues from other disciplines develop their academic writing skills so that they, too, can become better communicators?

This workshop aims to highlight, probe and help narrow the gap between what academics typically say good writing is and what many of us actually produce and publish. Drawing on a detailed stylistic analysis of 1,000 peer-reviewed articles from across the humanities, sciences, and social sciences - including 100 articles from leading higher education journals - the workshop will take participants through a series of exercises aimed at helping them break free of the conventional strictures, often self-imposed, that militate against effective academic writing.

On completion of the session, participants will be able to:
- identify the key features of lucid, lively, engaging academic prose;
- diagnose their own writing (on a scale ranging from 'stodgy' to 'stylish') and plan targeted improvements;
- deploy strategies for developing the academic writing skills of colleagues, particularly in the field of higher education research.

Delegates are encouraged to bring along a page or two of their own academic writing for analysis.
(Please note: A longer version of this session is being offered as a pre-conference workshop).

References:
Practicing what we preach about our practice

Ranald Macdonald
Emeritus Professor in Academic Development, Sheffield Hallam University,
Higher Education Consultant, United Kingdom

James Groccia, Associate Professor, Auburn University, United States

**Keywords:** Challenge, risk-taking, variety

**Abstract**

As academic/faculty developers we continually urge our colleagues to adopt more student-centred, active approaches to their practice. However, the methods we use to do this are often teacher-focused and input driven, though with a nod to interaction, action planning and some reflection.

We advocate presenting an appropriate challenge to learners, whether students or fellow academics, risk-taking and greater variety into our practice as a way of modelling good learning and teaching/professional development. We also acknowledge that learning may have uncertain and ambiguous outcomes - what Ron Barnett (2004) calls 'learning for an unknown future'.

We will explore some of these issues through actually experiencing them and drawing on the experiences of participants.

Ranald (Macdonald, 2010) is particularly interested in exploring change in complex organisations such as universities and has used Harrison Owen's (1997) Open Space Technology as an approach to supporting educational change at many levels within institutions and other contexts (Macdonald, 2008). He also draws on metaphors, pictures and music to prompt more divergent and creative thinking. Both techniques focus on participants rather than the facilitator and, as such, introduce uncertainty and risk for the facilitator.

Jim has worked with students, faculty members and academic leaders on a range of topics focusing on engaged and integrated learning. He has applied Weisbord and Janoff's (2009) Future Search approach in workshops to assist in problem recognition and solution. This technique actively engages all participants by getting all parties with a stake in the outcome together, explores the "whole picture" before seeking to fix any part, strives for common understanding, focuses on past, present and future realities, and encourages self-management and responsibility for action by participants before, during, and after the future search process.

Jim has been influenced by his background in group counselling and psychotherapy to recognize the power of group discussion and problem solving and has attempted to utilize this by adapting the Future Search process to faculty/academic development practice. In this way, workshops become truly "participant centred", mirroring what we encourage instructional staff to do in their classrooms.

**Session activities:**
The process and outcomes of the workshop will focus on individuals reflecting on and widening their repertoire of academic/faculty development approaches thereby assisting colleagues to take greater ownership of their own development and support for educational change. A template will be used to enable participants to locate their practice on control/risk continua.

The presenters will model their approach to risk-taking/presenting challenges by responding flexibly to what is happening in the room. In this respect, 'learning outcomes' can only be determined by individuals when reflecting during and after the session. As such, the workshop will model what Ranald and Jim believe are more effective approaches to learning in higher education. Participants will experience Open Space Technology, Future Search and the use of metaphors, pictures and music as well as reflecting on their own practices.

**References:**
From passive learners to engaged citizens: the transformative power of service in language learning

Malama Tsimenis
University of Toronto at Scarborough (UTSC)

Keywords: service-learning, student engagement, language teaching

Abstract
One of the main characteristics of quality learning in higher education lies in its transformative power. Academic developers and faculty strive to come up with innovative pedagogical tools and teaching strategies that undoubtedly enhance the student's learning experience by helping them to transform their motivation into a meaningful personal engagement with their learning. But we have to wonder: is simply getting students to develop an interest in the material taught - however genuine this interest may be - enough? In the current educational context, this question would probably be answered affirmatively. There is no doubt that rising tuition fees and the pursuit of professional specialization in the current economic context have shaped an attitude of contentment in both the teaching and the learning ends. In the north-American context, this attitude is even more pronounced when it comes to courses that students see as an easy credit or that they just have to complete in order to satisfy the distribution requirements of their respective programs. This is often the case with language courses: students expect to acquire knowledge through commoditized modules and we often agree to accommodate this expectation, thus exacerbating the "student-as-consumer" phenomenon which, at the same time, we unanimously deplore. In this interactive session, we will explore how academic service learning as a pedagogical model applied to such courses can give students the necessary tools to push their engagement even further. Drawing from my own students' experience, I will examine how this type of experiential learning has the power to turn the "consumers" of today into the leaders of tomorrow by giving them the necessary tools to critically reflect not only on their experience as language learners, but also on their role in society as engaged educated citizens.

References
Transfer groups: working effectively with higher education teachers in professional learning groups

Thomas Tribelhorn, University of Bern, head of educational development
Marc Horisberger, University of Applied Sciences Lucerne, head of educational development

Keywords: Transfer, professional learning groups, higher education teacher training, problem based learning, communities of practice, training near the job

Abstract
In this workshop we present our way of working with groups of higher education (HE) teachers. They regularly meet to work through topics of teaching and learning. Moderators lead the groups through a scenario based on living cases. Participants of this conference workshop will experience being part of such a scenario after a short introduction, as we shall moderate the workshop group through the same scenario to build an experience base for the concluding discussion.

Context: For the past two decades, the idea of communities of practice (Lave & Wenger 1991; Wenger 2002) has influenced many areas, including higher education and teacher training. Looking at learning "in real life" put emphasis on the role of the social setting for learning. It also widened per-spectives on how to support linking theory to practice within a learning community. At two universities in Switzerland - the University of Bern and the University of Applied Sciences in Lucerne - a specific form of communities of practice is used for educational development. It has become a fruitful measure to disseminate quality learning experiences across the university. Participating in a professional learn-ing group is part of the requirements to achieve a certificate of advanced studies for teaching in uni-versities. Higher education teachers regularly meet to discuss and work through topics of teaching and learning and to share their experience, good practice and lessons learned. These groups are moder-ated by members of the educational development unit. To enhance deep learning and tighten the the-ory-to-practice link, discussions are led through a multi-phase scenario based on real life cases, i.e. real situations within the teaching context of the group members. The scenario initially developed in 2002 at the University of Bern is based on concepts such as 'communities of practice' (Lave & Wenger 1991; Wenger 2002), professional learning communities' (Hord 1997) or case- and problem-based learning. It turned out to be a highly appreciated opportunity for staff to engage in reflective practice about their teaching as well as to promote mutual support.

Workshop Activities: After a short introduction, we would like to lead the workshop group through the given scenario to provide an impression of our work. By using real situations of the participants' context we hope to build a temporary professional learning group among educational developers (which may last even longer than 85 minutes). In the final discussion we intend to critically discuss the scenario and share practical experience and ideas with the workshop audience. Some findings of our ongoing research on the transfer groups will be provided as well as a handout with an outline of the scenario.

Objectives: On completion of the workshop participants
- can explain the scenario presented as well as its underlying principles;
- can moderate a professional learning group in an HE context according to the scenario
- can comment on the relevance of this working method for sustainable quality change processes

References
Extended simulations (reacting to the past) create global quality learning for students and teaching staff

Karen Busch
Michigan State University

Keywords: global, simulations, educational development

Abstract
This workshop introduces delegates to extended historical simulations (Reacting to the Past-RTTP) by playing an abbreviated version. RTTP simulations are based on actual events, using original source materials. They highlight global, scientific, political, educational and diversity issues. In interactive discussions, we examine how this method addresses global quality learning for BOTH students and teachers. Participants will brainstorm RTTP’s affordances and constraints as it relates to quality learning, global quality and enhancing strategies.

Proposal
Reacting to the Past (RTTP) is a relatively new teaching strategy, begun in the 1990’s at Barnard College (Carnes, 2005). It involves students playing extended historical simulations (4-6 weeks) in class. These simulations are based on actual events, and use original source materials. However, their outcomes may differ from reality, depending on participants’ actions. The simulations highlight global, scientific, political, educational and diversity issues.

Simulations have been proven effective in stimulating learning and increasing student involvement (Galatas, 2006). However, the effects of extended simulations on teachers is less evident in the research. Yet various studies on student involvement suggest considerable methodological changes for teachers. (Lightcap, 2008; Higgins, 2008). In RTTP simulations, each participant belongs to a faction and has an assigned role with specific objectives. Participants are required to give oral presentation(s) and complete written assignment(s). Instructors move from the content expert role to become game masters. They may rule on certain activities, help students stay in character, and introduce new information. The students become the content presenters.

The purpose of this workshop is to introduce the delegates to RTTP by playing a shortened simulation, and then, in interactive discussion groups, examine how such a method addresses global quality learning for BOTH students and teachers. This workshop will ask participants to address the affordances and constraints of the RTTP method for both students and teachers as it relates to the conference theme’s three foci: quality learning, global quality and enhancing strategies.

Learning Outcomes: By the end of the session, delegates will have:
  a) played a short version of a Reacting to the Past simulation, and reflected on what was learned.
  b) brainstormed how the RTTP method’s affordances and constraints relate to the conference theme’s three foci for students and teaching staff.

Session Activities
(15 min.) Upon entering workshop delegates are assigned roles and provided materials; delegates given 15 minutes to read.
(5 min.) Brief introduction of the RTTP method with short video clip.
(35 min.) Play simulation; then debrief. Delegates expected to participate.
(remainder) Brainstorming: Each table has a large paper with one discussion question, asking how RTTP affordances/constraints relate to each of the conference theme’s three foci. Small groups move from table to table, writing their ideas down, and then sharing with large group.

References
Circling through the curriculum: strategies for enhancing quality development

Steven Huyghe, Jessika Soors, Nicole Totté & Alexandra Verhagen
Katholieke Universiteit Leuven, Belgium
René Schwendimann, PhD in Nursing Science, University of Basel, Switzerland

Keywords: quality learning, curriculum evaluation, curriculum design, learning outcomes

Abstract
The promotion of quality development in curricula is an important scope of action of the Centre for Educational Development of the K.U.Leuven. In order to ground our work in both theory and in practice, a conceptual scheme for curriculum development was elaborated (Huyghe et al., 2009). This scheme helps educational developers and staff to discuss the quality of the program in between them. The focus of the scheme is on the alignment of all elements of a program and the alignment between courses and within courses. Within the conceptual scheme both the indicators used by quality assurance agencies and the elements found in the literature about quality enhancement of programs are encompassed.

To visualise that quality development is a continuous and cyclic process, we have integrated four circles of quality development into the scheme. Elements are connected with each other by circles and circles are geared to each other. The scheme and its circles will be helpful in a designing, evaluating and enhancing context. The four circles are: (A) the intended curriculum, comprising the educational concept, the positioning and the learning outcomes of the curriculum; (B) the implementation of the curriculum, representing the translation of the learning outcomes into the programme; (C) the aligned curriculum, visualising several individual courses that are interconnected, sequenced and aligned, and (D) course design of individual courses.

This conceptual scheme and the quality circles are the starting point for professional development initiatives for staff, decentralized educational developers and program coordinators. To cope with the complexity of the program (several elements influencing each other, a lot of stakeholders involved) several exercises and scenarios were developed by CED that can be used in initiatives concerning curriculum design, evaluation and reform.

After presenting the conceptual scheme and the circles, the symposium will elaborate on the circles and some of the connected exercises throughout different cases. These cases are used as examples of implementation of quality development within the curriculum. University of Basel (Switzerland) will present how the curriculum evaluation at its Institute of Nursing Science was nourished by an exercise where the match between the learning outcomes and the courses within the programme was analysed. K.U.Leuven will elaborate on cases that show how one circle is geared to the other. Throughout these cases the exercises concerning designing, evaluating and reforming the curriculum will be explained.

References
Huyghe S., Creten H., Totté N., Clement M. Buelens H.; Alignment of course and curriculum design: Implications for faculty development. Early 13th Biennial Conference, Amsterdam, the Netherlands, August 25-29, 2009
Preparing Academics to Teach in Higher Education

Heather Smigiel, Flinders University
Margaret Hicks, University of South Australia
Yoni Ryan, Australian Catholic University

Keywords: quality teaching, preparation programs

Abstract
This presentation will explore two key aspects of the preparation of academics to teach in higher education. The first section is based on long-standing work across Australia investigating professional development for academics via a formal award program. The second section will present the findings of a national Australian Learning and Teaching Council project conducted across Australian universities during 2007-2009. This proposal addresses is based on research-oriented knowledge.

Objectives/Learning Outcomes
At the conclusion of this symposium, participants will be able to:
- critique formal award programs as efficacious in academic development
- appreciate a national perspective on the place of formal teaching qualifications in the 'quality agenda'
- discuss the framework for Foundation programs that has been developed, and discuss the resources that have been developed for benchmarking, measuring impact, models of practice and the professional development of academic developers teaching these programs.

Session Activities
The proposed symposium will involve the following activities:
- A 25-minute interactive overview of Australian perspectives on the place of teaching qualifications in the 'quality movement' - a decade of controversy
- A 25 minute introduction to the ALTC project (Preparing Academics to Teach in Higher Education) and a discussion of the framework developed
- A 25 minute discussion and presentation of the resources that have been developed for benchmarking, measuring impact, models of practice and the professional development of academic developers teaching these programs
- Ten minutes of concluding questions, answers and discussion.

Methods/Evidence/Conclusions in Play
GCHE programs were progressively introduced into Australian universities in response to tentative proposals by the Federal Education department that they be a proxy for institutional commitment to assuring teaching quality. Most Australian universities now offer a GCHE. However, the efficacy of such programs in enhancing student learning remains contested. The first part of this symposium explores the 'evidence' for and against GCHEs as an influence in student learning quality.

The second part of the symposium reports on Preparing Academics to Teach in Higher Education (PATHE), a three-year project funded by the Australian Learning and Teaching Council. The project's main aim was to produce a framework for programs that prepare staff to teach in Higher Education. Specific objectives of the project included the promotion of sector-wide sharing of understandings of preparation programs, the generation of evidence-based information, the development of resources and models of successful practice, and the identification of areas for further development. Stage 1 focused on a survey of current practice in these programs and a literature review. Both of these reports helped inform the next three stages. The second stage involved the identification and exploration of five sub-projects: benchmarking, impact, models, professional development and resources. In Stage 3 resources for each of the sub-projects were developed. This section of the symposium will present the findings, resources and framework developed through the project.
Developing your academic track record

Jenny Nemeth, Karen Whelan & Don Maconachie
University of the Sunshine Coast, Australia.

Keywords: Online professional development; Academic track record; Strategic skills; Career development

Abstract
As higher education globalises, the Australian higher education sector is changing and individual universities are responding. But, how are Australian academics reacting? For some, it is business as usual; for others there are new strategies to be learnt; and for yet others it is puzzling or something to be resisted. This symposium presents one of the responses of Australia’s newest and fastest growing public university to changes in the sector and people’s reactions to them.

The University of the Sunshine Coast (USC) is developing an exemplary modularised self-learn professional development program to assist staff in developing and representing their academic track records in order to enhance their performance, careers and contributions to USC’s performance as an institution. Ultimately, the Track Record Project aims to contribute human Resources has been doing over several years to reinforce and make explicit the performance expected of academic staff and what the University values in relation to academic performance and achievement. It is imperative for career advancement that academics align their work with the quality agenda for teaching and research.

The learning principles on which the program is based aim to: ensure activities motivate and enthuse users by being immediately relevant; help users to create useful artefacts (plans, strategies, evidence and reflections); provide opportunities for users to make sense of the ideas presented for their own disciplines or work contexts; and encourage the use of feedback, for example, by asking users to compare their responses with those of an “expert” or seeking out a colleague or mentor to give them a reality check. Learning activities include: stimulus and reflection; research and analysis; creation; feedback; and collaboration (e.g. through discussion forums, wikis). Resources to develop strategic skills are provided and a significant component of the online program is “vignettes” of interviews with a variety of people from within and outside the University who have wisdom and experience and can shed light on aspects of academic career development.

The content, construction, presentation and evaluation of the module are informed by the literature and international best practice. Initial, tentative conclusions are that the project has affirmed the need for, and form of, the program, and that the tensions and interconnections between system integration and social integration represent the real fault lines of the lived daily reality of staff in the modern university.

This symposium presents aspects of the module, outlines the experiences of staff using it, and invites responses from members of the audience. During the symposium, the presenters will seek feedback from members of the audience about their experiences of recent reforms in higher education and individual universities’ responses, particularly through recognition and reward strategies. Interactions between the presenters and members of the audience will aim to promote active engagement with the issues, theoretical perspectives and specific USC reforms and interventions.

References
From Strategies for Instructional Development to Educational Development

Denis Berthiaume, University of Lausanne, Switzerland
Mieke Clement, Mariane Frenay & Valérie Jochems
Katholieke Universiteit Leuven, Belgium
Lynn Taylor, Dr., Dalhousie University, Canada
Laura Winer, Dr., McGill University, Canada

Keywords: instructional development, educational development, strategies

Abstract
Most universities have some tradition of instructional development. Recent developments in European higher education (Bologna) and worldwide (growing diversity of the student body, accountability ...) have not diminished the importance universities attach to instructional development, on the contrary. During the last decade the field has grown, both as a field of practice and scholarship. As Saroyan and Frenay (2010) have demonstrated on the basis of extensive case studies in 5 different countries, instructional development has evolved to educational development, encompassing a rich diversity of strategies educational developers use to improve the quality of higher education teaching.

In this symposium 2 strategies used for instructional development will be presented:
- Educational consultation (Clement, Frenay & Jochems);
- Student evaluation of teaching (Berthiaume & Winer).

For each of the strategies the state of the art will be discussed systematically by answering the following questions:
- How is the strategy enacted nowadays (in Belgium, Switzerland and Canada)?
- What do we know about its impact on academics’ development and the quality of their teaching?
- What are the challenges facing this strategy?

On the basis of these presentations, the discussant, Lynn Taylor will elaborate the idea that -in order to enhance the quality of teaching- educational development entails more than the straightforward implementation of specific strategies. Indeed, the strategies presented can only foster high quality teaching if they are embedded in a well designed organisation of educational development. Within the specific institutional and departmental context decisions have to be taken about the level of the organisation on which educational developers will be active, their target audiences and the roles they will fulfil. Also the expertise of the developers themselves is crucial for the implementation of specific strategies. They need to have competencies and skills, among which knowledge of academic culture, learning and teaching, and genuine leadership are paramount. Finally, the discussant will show that powerful educational development demands more than mere support. It also entails advocacy.

Together with the audience the contributors to the symposium will explore the implications of the discussion and reflect on how they can enact educational development as a field of practice and scholarship within their own institution.

References
Sustaining and championing academic development - in good times or bad

Margaret Cohen, University of Missouri-St. Louis, USA  
Shelda Debowski, University of Western Australia, Australia  
Therese Huston, Seattle University, USA  
James Groccia, Auburn University, USA  
James Wisdom, Middlesex University, UK

Keywords: strategic planning, leading in hard times, academic development, political context

Abstract

Ensuring our work is recognized is a familiar challenge for academic developers. Vulnerable budgets reinforce the importance of demonstrating clearly that we are strategic contributors who make a substantial difference to the university's outcomes. In this interactive workshop, participants will identify and evaluate strategies that sustain, promote and enhance our centers and their positioning in fiscally constrained times.

This workshop aims to achieve three goals: to review the current context for academic development in fiscally tough times; to identify successful strategies that experienced delegates have implemented in their own centres and universities, and to review new approaches to academic development that can ensure the long-term sustainability of academic development. The intent is to draw on the wide experience of those participating, including university teachers, administrators or developers who have survived center closings, reorganizations, or decimated budgets. ICED delegates have a wealth of knowledge about how to work strategically and effectively to both implement and survive change. This session is designed to elicit that knowledge and share it in a contextualized way to address the concrete and forward-looking questions that developers bring to the table.

Attending delegates will (1) share their emergent challenges and institutional contexts with others, (2) exchange strategies that sustain a focus on educational development, and (3) identify new approaches and strategies that will position academic development more firmly as a critical university resource.

This workshop will operate as two rounds of discussion following a brief framing of the workshop themes and issues. In the first round, participants will be asked to share one story regarding their current academic development context and the challenges being experienced. Likely issues to emerge include:

- Managing creatively with reduced, dwindling, or cancelled budgets
- Meeting the accountability challenge by collecting data and assessing impact
- Developing and nurturing partnerships with academic leaders
- Adapting center services to match shifting needs and expectations
- Developing leadership and focusing on organizational development as priorities

From these stories, themes will be collated across each table. In Round 2, participants will identify the successful strategies they have seen or implemented to address the issues raised in Round 1. These will be collated across the groups at the end of those discussions. A plenary to synthesize key themes that emerged from the small group discussions will conclude the workshop.

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Students’ representations of what is good and bad teaching: a faculty developer’s dilemma for studying student comments on teaching evaluations

Ingrid Le Duc & Pierre Dillenbourg
EPFL: Ecole Polytechnique Fédérale de Lausanne

Keywords: course content, structure of the lecture; exercises; feedback; supervision; grading systems; class participation; enthusiasm for the subject; type of, sort of, student comments; evaluation of teaching by students; teaching methods; correlations with academic cycle, study program.

This paper presents preliminary results, the research design and the conditions of a study looking into 18,800 student comments on the teaching evaluations pertaining to the 2008-2009 academic year (two semesters) at the Swiss Federal Institute of Technology in Lausanne.

Over the years, academic developers have defended the importance of considering student comments and student ratings of teachers on equal terms when advising faculty. Powerful research has resulted in variety of models for analysing student comments. A vast body of research bases the analysis of evaluations on Theall & Franklin's (1991) model enabling intricate correlations between ratings, comments and external variables such as institutional policies and course design (Zimmero, et al., 2006). Similarly, a handful of studies use a rather qualitative approach to student comments, somewhat inspired on Chickering & Gamson's (1991) Best Teaching Practices (Greenewald & Gillmore, 1997; Lewis, 2001; Wigington, Tollefson, & Rodriguez, 1989). Any of both approaches validates the interpretation of teaching evaluations.

In the French speaking milieu, however, such practice is rather new. As stated before, the framework for our study was initially inspired on previous and mostly Anglo-Saxon research. Because of the overriding international and polytechnical profile of our institution, the identified categories for analysis required serious reworking. The resulting framework considers our educational culture and its concomital teaching practices. Additionally, the approach and background of four very different academic developers largely contributed to consolidate the framework hereby presented.

The framework consists of 8 categories: 1) Lecturing, 2) course design and organization, 3) student work (exercises-labs-projects), 4) teacher's personal traits, 5) course dynamism and interaction, 6) course grading, 7) students' personal feelings and 8) other. These are are divided in explanatory subcategories.

Inter judge coding currently being carried out, including validating intervals. In all, about 20% of the entire pool of comments would be coded. Coding was split into positive or negative; for example: 'the subject is interesting' (course design-positive), 'don't see why this course is necessary' (course design-negative).

Today's presentation will go through the main elements of the framework and discussion will focus on the most frequently mentioned subcategories: clarity of explanation, guidelines for the exercises, interest on the content, student workload, feedback, course relevance and teacher's enthusiasm; to name only a few. We would also like to present correlations between type of comment and course rating, study program and/ or academic cycle. More detailed remarks on the results will be shown during the presentation.

At the time of this abstract's submission the analysis was still underway. Early results suggest that mainstream understanding of teaching-is-lecturing predominate students' representations of what makes good and bad teaching.

References:


Mix, activate and share!
A workshop that uses group diversity as a tool for teaching and learning

Elisabeth Almgren & Jöran Rehn
Uppsala University

Keywords: Heterogeneous groups, Teaching teachers, Pedagogical methods, ESD

The meta-perspective of teaching and training teachers is a challenge and a possibility for educational developers, particularly when other aspects than the core subject are to be introduced into the curriculum. The aim of this workshop is to introduce a method of teaching that builds on and encourages the potentials of groups with diverse backgrounds and cultural views to achieve creative learning outcomes. The workshop includes practical exercises to explore the possibilities of heterogeneous groups.

Session Objectives/Learning outcomes:
The meta-perspective of teaching and training teachers is a challenge as well as a possibility for educational developers. Groups with wide differences in academic background, age, and cultural/pedagogical traditions further sharpen the challenge to teach and promote effective learning. This is particularly noticeable when other aspects than the core subject - such as new pedagogical methods, social justice, gender equality, sustainable development or stewardship - are to be introduced into the curriculum. In such cases the teacher is not necessarily the expert and the educational developer has to find ways to stimulate and make use of the individual potentials of the participants.

The aim of this workshop is to introduce a method of teaching and training teachers that builds on and encourages the potentials of a group with diverse backgrounds and cultural views to achieve a creative learning outcome. By using diversity in a group as an asset, rather than an obstacle, activities and co-operation lead to creative exchange of ideas across boundaries. The workshop is primarily intended for all faculty members involved with teaching and learning development. The case of ESD (Education for Sustainable Development) is only used as an example of the method, as it is equally applicable to numerous other aspects of learning (and contains both subject information and method.)

The learning outcomes of this workshop are:
- A practical knowledge of methods for handling generic educational objectives in pedagogical development of teachers.
- A deeper understanding of the possibilities of diversity in educational settings.

Session activities:
The workshop will start with an introduction of the aims and the agenda, followed by a short presentation of the participants. The participants will also be invited to conduct a short "ice-breaking" exercise in random pairs. This will be followed by a short presentation of the background of our work (planning and running of an ESD-course and complementary workshops/exercises for university teachers) in terms of possibilities and problems as well as the quality aspect. Special emphasis is put on the use of the participants’ diversity and the essential meta-perspective in the pedagogical training of teachers.

The main part of the workshop will then offer the participants, in two subgroups, possibilities to experience one of two presented exercises/mini-workshops (based on "cases" from implementation of ESD in Higher Education at Uppsala University). Both exercises are designed to "teach teachers how to teach" and build on the principle of learning by sharing experiences and perspectives and making use of mutual feedback, i.e. making use of the participants diverse backgrounds. Finally the two subgroups report back to the whole-group, the exercises are compared and the participants’ experiences and outcomes are discussed in quality-terms (specific as well as generic qualities).
CAD Carnaval: Taking a walk on the wild side of academic development

Barbara Grant, Helen Sword, The University of Auckland
Catherine Manathunga, University of Queensland
Kathryn Sutherland, Victoria University of Wellington
Kim McShane, University of California Santa Barbara
Simon Barrie, Sydney University
Tai Peseta, La Trobe University
Trevor Holmes, University of Waterloo
(Members of the CAD Collective)

Keywords: Challenging academic development, performance, playfulness, critical enquiry, arts-based practice

Abstract
"Carnival is life taken from its regular rut. … It implies certain loss of individuality in favor of chaotic but united multivoiced body … One does not watch carnival … one lives it." (Sidorkin, 1997, p.234)
The delightfulness of ICED taking place in the Spanish city of Barcelona offers an occasion for us to think outside the square about how, as academic developers, we engage with each other and with the precious but always provisional knowledge that we bring to conferences. The Challenging Academic Development (CAD) Collective chooses the mode of the carnival/carnaval: we invite you to take a walk on the wild side with us.

Take this opportunity to slip into the 'backstage' (Goffman, 1959) and revel in the risky shadow-side (Palmer, 1998) of academic development theorising and practice. The space of the carnaval invites us to put away our usual decorum and instead surrender to masquerade, laughter, dancing, declaring and general riotousness. And so, while the workshop will be fully interactive, it will also be somewhat unpredictable: the content and process will draw upon what the revelers bring. You might bring your conference paper, or the sketch of an idea, or a slice of experience. Whatever, you need to be willing to open up part of your academic development self in enjoyably risky ways through performing artfully or fancifully or even being a little silly. To enhance the atmosphere and performance in the workshop - and maybe to add an element of disguise - bring some carnaval-style props (masks, crowns, costumes, flowers, facepaint, streamers, whistles, glittery things of any kind...) as well.

Our goal in hosting the CAD Carnaval is to create a theatrical space that will foment laughter and critical enquiry simultaneously. In this brief slice of time, we take Alexander Sidorkin's (1997) argument seriously: a powerful and meaningful response to domination in education (a subterranean theme in many critiques of higher education and academic development) is laughter. He argues that education is always/already dominating but that laughter and 'third places', like carnivals, provide important antidotes. By entering the strange but happy space of the carnival, we escape the front stage of orthodox conference presentations and much academic development work (Jones, 2008). We give ourselves licence to transgress current thinking and practice and to rethink tentatively, ambivalently, joyously, what we do and why.

References:
Using narratives of practice with lecturers and with academic development networks to enhance academic development practices

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Marian Fitzmaurice, Learning and Teaching Centre, Dublin Institute of Technology

Keywords: "Narratives of Practice", "quality teaching and learning" "networks", "strategies",

Abstract
This workshop will highlight how we can enhance our practice as academic developers and advance QL across our institutions, by writing and sharing narratives of practice. The authors will show how narratives of practice can be used not only with lecturers, but also with academic developers in this case within a forum created in a cross-institutional educational development network, the Educational Developers of Ireland Network (EDIN).

Over the last academic year, the authors have provided a programme of professional development workshops to EDIN members, using narratives as practice as a tool to critically reflect on our work and to create an academic forum in which we could discuss our roles, practices and futures as academic developers. Within our network, many of our academic developers have worked with academic staff members in the related areas of Teaching Portfolios, critical reflection, and Narratives of Practice (NoP).

What our forum examined was such questions as:

- Can academic developers use NoPs to sustain and enhance Academic Development?
- Can writing such critical reflections help us, a group of academic developers, to develop our skills or progress our roles as academic developers within and beyond the institution?
- If the power of NoPs lie in their potential to show us who we are and who we might become, then should we challenge and (re)write our stories to create new narratives that do justice to the full spectrum of our academic development roles?

EDIN currently has 73 members from the Institutions and Universities across Ireland. Within our forum of EDIN members, we have used narratives of practice as a framework to better understand the contexts and values that inform our decisions, to discuss our roles and practice as academic developers, to define the challenges we face, and to purposefully engage in contributing to and even leading change within our institutions.

In this workshop, we invite participants to consider the possibilities for using narratives with lecturers in their own institutions to promote QL, but also to use narratives within networks to enhance the practice of academic development.

References
Poster Sessions
June 29th
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yves, Herry</td>
<td>A guide to teaching in a wireless environment</td>
</tr>
<tr>
<td>Maltais, Claire</td>
<td>The Sustainment of Quality in a Distance Education Program for Teachers</td>
</tr>
<tr>
<td>Grysell, Tomas</td>
<td>A method of Student’s Training in Delivering Death Notifications</td>
</tr>
<tr>
<td>Apelgren, Karin</td>
<td>Guidelines for Educational Activity and Development, true participation or empty rhetoric?</td>
</tr>
<tr>
<td>Omar-Fauzee Mohd Sofian</td>
<td>Understanding the female college athletes skill to cope with lost after competition</td>
</tr>
<tr>
<td>Crespo, Patricia</td>
<td>The Bologna process in accounting: Effects on Students’ Satisfaction</td>
</tr>
<tr>
<td>Monllau, Teresa</td>
<td>The new docent frame: the comparative competencies studies between business and social policy degree</td>
</tr>
<tr>
<td>Wirenfeldt, Jensen Tine</td>
<td>The studymetro - a web resource designed to help international students navigate in a specific cultural academic setting</td>
</tr>
<tr>
<td>Heigl, Nicole Romana</td>
<td>Student’s achievement in cross curricular problem solving Challenge and chance for today’s educational change in universities: A project on the theory and diagnostics of student’s cross curricular problem solving competencies</td>
</tr>
<tr>
<td>Montalvo, Adolfo</td>
<td>General Model for Creating and Using Case Studies at ESADE</td>
</tr>
<tr>
<td>Wright, W. Allan</td>
<td>A Holistic Approach To Student Success</td>
</tr>
<tr>
<td>Crabbe, David</td>
<td>Pathways to success: a visual explanation of a university-wide change initiative</td>
</tr>
<tr>
<td>Iqbal, Isabeau A.</td>
<td>Summative peer review of teaching: The experience of pre-tenured and tenured faculty members through the lens of gender and departmental culture</td>
</tr>
<tr>
<td>Geyskens, Jelle</td>
<td>Microteaching: what does it accomplish and how?</td>
</tr>
<tr>
<td>Verdurmen, Christel</td>
<td>The influence of guidance initiatives on the study success of first-year university students</td>
</tr>
<tr>
<td>Suominen, Lena</td>
<td>Teaching academic microbiology for students of bachelor programme in beauty and cosmetics</td>
</tr>
<tr>
<td>Ayres de Godoy, Kathya Mª</td>
<td>A study on the continuing education of students of the Graduate Program in Arts Unesp</td>
</tr>
<tr>
<td>Fritz, Thomas</td>
<td>A new model for competence development</td>
</tr>
<tr>
<td>Godoy Dangl Plaza, Ingrid</td>
<td>Educational judo and gender issues: some points of discussion</td>
</tr>
<tr>
<td>Saalman, Elizabeth</td>
<td>Dissemination of good teaching and learning experiences supporting academic development at the University of Gothenburg</td>
</tr>
<tr>
<td>Jiménez, Manel</td>
<td>How to enhance Final Degree Projects in social Sciences, Humanities and Art Departments. A sample of the implementation of an interactive platform to manage and spread the Final Degree Projects in Audiovisual Communication.</td>
</tr>
</tbody>
</table>
A guide to teaching in a wireless environment

Yves Herry
University of Ottawa

Abstract
University of Ottawa students, professors, staff and guests have wireless access to the Internet everywhere on campus, inside or outside of classrooms and buildings. A wireless-enabled campus offers continuous access to the University’s services anywhere on campus through the use of mobile wireless devices. Many educators and researchers now recognize that the evolution of wireless technology, combined with its growing student acceptance and use, is transforming both teaching and learning practices. Alexander (2004), in Going Nomadic: Mobile Learning in Higher Education describes both the challenges and opportunities for teaching today’s “nomad” students. He predicts that this nomadic lifestyle will transform education since it frees student access to information from both spatial and temporal constraints. Wireless Internet technologies also introduce new possibilities for creating innovative educational activities. The goal of this poster session is to present a guide develop by the Center for University Teaching. The document examines the emerging issues related to wireless Internet access on campus and to explore different ways of successfully integrating this new technology into both learning and teaching practices. The objective is to answer the following questions: How does wireless Internet transform classroom management and alter the learning environment? What new challenges and opportunities does this involve? What types of activities allow the creative integration of wireless technologies into course curricula? This poster presentation is directly related to the theme of the conference who wants to provide an opportunity to explore the diverse range of approaches and contexts for academic development with a strong focus on the Quality Learning issue.
The sustainment of quality in a distance education program for teachers

Claire Maltais
University of Ottawa, Canada

Keywords: Program evaluation, Distance education program for teachers

Abstract
The objective of this poster is to present how the Faculty of Education at the University of Ottawa has improved its distance education teaching program thanks to the evaluations executed by two student cohorts. Distance training is becoming increasingly widespread in the field of education. According to many researchers, it brings forward several advantages to both the learner and the instructor and has succeeded in transforming the practices of teaching and learning (Alexander, 2004 ; Karsenti, Garry, Benziane 2009). Several universities offer online programs, causing recurring questions to surface. How can the quality of online programs be guaranteed? How can we ensure that program frameworks respond to the needs of both professors and students? In 2004, the Faculty of Education created a distance education program for teacher training. It focused on meeting the growing demand of francophone teachers in Ontario targeting two client types in particular: individuals who were teaching without proper qualifications and those who sought to undertake a second career in teaching. These potential clients were unable to commute or relocate to enrol in a full time program (due to work, family, distance from large cities). Thus, the Faculty of Education at the University of Ottawa created a part time training program through the use of distance education. Evaluations were established at set time intervals in order to 1) ensure program quality and 2) evaluate the extent to which the program responded to student needs. To accomplish this, we compared the results of the first student cohort, which graduated in 2006 to those of the second student cohort, which graduated in 2007. The data collected was both quantitative (multiple choice questionnaire) and qualitative (essay-style questions and individual interviews) in nature. The evaluation sought to identify the characteristics of students within this program and understand their perceptions of the program as well as their level of satisfaction. Finally, the evaluation served to gather their recommendations so as to improve the program. The results indicate that first cohort and second cohort students share similar characteristics: they are older, have prior work experience and are more motivated. These characteristics cause them to differ, however, from students who are enrolled in full time training. The results obtained from both cohorts indicate that the program generally met their expectations (in terms of knowledge acquired thanks to information and communication technologies, teaching strategies, placements, and curriculum knowledge). Meanwhile, those that were partially achieved differed from one cohort to the next (evaluation strategies, yearly planning, and adapting teaching for children with special needs). Although both student cohorts were generally satisfied with the program, the second cohort was more satisfied than the first (in terms of program organization, networking, feedback on class work, and essential knowledge). The program was revised and improved thanks to student recommendations and in order to better meet their training needs and to enhance program quality.

References:
A method of student’s training in delivering death notifications

Tomas Grysell, Uppsala university
Nordström Anna, Umeå University

Keywords: pedagogic instrument, Marathon death, medical students and forum play.

Abstract
In short, communicating bad news, such as death notification, is an essential skill for physicians. Despite the seriousness of the task, the training for medical students have in studies been found to be inadequate. In the present study we present an exercise in death notification based on forum play (Boal, 2002) with video play back technique and examine students perceptions regarding the exercise as a pedagogic instrument.

Informing someone of the sudden death of a loved one is one of the most difficult tasks a physician has to perform. Apprehensions surrounding the communication of bad news such as death notification include feeling untrained, coping with survivors’ reactions, and facing personal fears about death. The aim of this study was to investigate whether an exercise called Marathon death improved death notification skills task of medical students or changed their perceptions of the task. Another aim was the exploration of attitudes and ideas of the students had towards the exercise Marathon death as a pedagogic instrument. The exercise was carried out by 85 fourth-year medical students. The students that took part in the retreat where the exercise took place ranged in age from 22-43 years. Before and after a questionnaire was administered consisting of open answer questions and visual analogue scale (VAS) ranging from 0-100.

Constant comparative method based on grounded theory was used to analyze data from the questionnaires. 74 out of 86 students answered the first questionnaire, 51 women and 23 men. 60% of the students expressed a need for practicing on relaying difficult messages such as death notifications. 78 out of 86 students answered the second questionnaire, 53 women and 25 men. After taking part in the forum play with video play back where the students had the opportunity to view, discuss and reenact they regarded the exercise as highly relevant rating it 91 on a VAS scale of 0 to 100. They also thought it to be very useful for their coming professional work rating the utility of the exercise to 81 on a VAS scale of 0 to 100. Thus, marathon death provides an effective model medical educators can use to train students to provide competent death notifications.
Guidelines for educational activity and development,
True participation or empty rhetoric?

Karin Apelgren, Sophie Henriksson & Maja Elmgren
Uppsala university

**Keywords:** educational development, implementation, bottom-up, strategic work

**Abstract**
New Guidelines for Educational Activity and Development have been decided at Uppsala university. Preparatory work has been taken place on departmental level involving both students and teachers. This bottom-up approach has resulted in wide spread acceptance in the organization as a whole. The policy includes both a clear distribution of responsibility and a design for implementation and follow-up. We would like to share our experiences of this strategic work on several levels and discuss further enhancement of the process.
Understanding the female college athletes skill to cope with lost after competition

Omar-fauzee Mohd Sofian
Universiti Putra Malaysia

Keywords: Coping strategies, losing athletes, social support and lost

Abstract
The purpose of this study is to examine the coping strategies used by the college athletes who lost in the competition. A sample of ten women hand ball athletes (aged between 21-24 years old) who represented one of the largest universities in Kuala Lumpur in the Malaysian Inter-varsity games agree to participate in the study. All of the athletes have signed the informed consent letter to be tape recorded for the interviewed. The result for content analysis has identified two major dimensions; 1) how athletes cope, and 2) ways to cope. In the first dimension (how athletes cope), three major theme emerged from the interviewed, which are social support, problem solving, and doing other activities. On the other hand, the second dimension (ways to cope) has identified two major themes, which are concentration and self confidence. However, the social support has been said by losing athletes as the main coping strategies to overcome their grief after losing the competition. Suggestions are also recommended in the paper.
The Bologna process in accounting: 
Effects on Students' Satisfaction

Ester Oliveras, Patricia Crespo & Josep Mª Raya
Universitat Pompeu Fabra, Barcelona

Keywords: Bologna process, Educational paradigm, Learning process, Satisfaction

Summary
This paper analyses the effects on student satisfaction in the context of the experimental introduction of the Bologna process. This context implies a change of education paradigm from the Instruction Paradigm to the Learning Paradigm. The data used corresponds to the accounting area at Universitat Pompeu Fabra. The main results show an increased satisfaction with the learning process. This satisfaction was higher during the "experimentation" period.

Abstract
The Bologna process has been a long legislation process with the final objective of creating comparable undergraduate degrees and postgraduate education across Europe.

Besides the strict legislative change, in some universities it is implying a change of educational paradigm for undergraduate education (Barr and Tagg, 1995). Traditionally, undergraduate education in southern-European countries has been delivered under the Instruction Paradigm based on providing instruction. However, in the experimental introduction of Bologna courses a move towards the Learning Paradigm, the basis of which is to produce learning, has been observed.

This paper analyses the effects on students' satisfaction after modifying the teaching methodology so that subjects become nearer the Learning Paradigm. The data has been extracted from the satisfaction surveys completed by students in subjects belonging to the accounting area at Universitat Pompeu Fabra. After applying some statistical analysis the main results of the model show that there is an increased satisfaction with the learning process. This satisfaction was higher during the "experimentation" period.
The new docent frame: the comparative competencies studies between business and social policy degree

Teresa Monllau Jaques, University of Pompeu Fabra
Nuria Rodriguez Avila, Universidad de Barcelona

Keywords: Competencies, abilities, News didactics methodologies.

Abstract:
The Bologna process tries to adapt to the needs of the society: social, economic and professional knowledge. The future professionals need to acquire specific and generic competencies. This is one of the first topics in the implementation of the European Higher Education. The students should acquire skills during their studies. The definition of skills is a key issue (Gonzalez, J., i Wagenaar, R., ed. 2003): It promotes transparency between professional and academic profiles of degrees. The New Paradigm is centering in the student. It satisfies the demands of a learning society growing with more flexibility in organizing this kind of learning. It gives an impetus to the European dimension of higher education. It provides an appropriate language for the exchange.

Objectives
1.- To study the evaluation system used by professors and if the methodologies are according with the abilities of the students.
2.- To compare students on how they acquire theirs skills in the training process.
3.- To study the evolution of competences between 2006-2010.
4.- To observe the problematic arise with the new docent model of Bologna.

Learning
The methodology we used was quantitative and qualitative. The main instrument was a questionnaire provided to students to obtain information about their skills. The 2006-2007 academic years were compared against 2009-2010, a total of four cohorts of students. The students were from the degree of financial economics and accounting business studies at the Universitat Pompeu Fabra and from the sociology class of the political science degree from the University of Barcelona.
The methodology used by the teacher was appropriate to the skills acquired along the course were we discussed the subject teaching plans throughout the period under study. In particular, we have focused on the following aspects:
1. Jurisdiction under the Teachers Plan.
2. Methodology used by the teacher.
The study of this information will allow:
1. The achievement of defined competencies if the methodology used is adequate
2. If there are differences or not between the responsibilities defined in the PDA of the subject and assumed by the students.

Outcomes
Learning to learn is a difficult process. This difficulty is evident for both teacher and student, and requires an effort. The teacher has to keep renewing the subject content and the learning opportunities. On the other hand, it requires continuous renewal of material. The student must deal with maturity and responsibility in the learning process; this implies that it must be a priority to learn from the past. The methodology has changed over the time period analyzed Gradually, the magisterial class is no longer the main instrument of the methodology. The teacher tries to show how the student role is in the learning process. The obtained results indicate that the application of the new methodology has been positive but much remains to be done.

References
The studymetro - a web resource designed to help international students navigate in a specific cultural academic setting

Tine Wirenfeldt Jensen & Charlotte Albrechtsen
Centre for Educational Development, Aarhus University

Keywords: academic study skills, international students, educational culture, web

Learning always takes place in a specific cultural setting. Learning in a global world means that more often than not the specific cultural setting is new or foreign to a number of students, i.e. exchange students. Academic cultures and practices differ around the globe, and therefore students hold varying set of expectations as to what learning requires of them.

To enhance global quality learning, students need support in the process of understanding and meeting academic demands of a specific cultural context. The Studymetro is an initiative aiming to provide this support. It is a web resource developed by the Centre of Educational Development at Aarhus University. The Studymetro is structured as a mind map of the key skills students needs to build in order to be able to study at an academic level.

At design level the Studymetro serves to identify these key elements and to visualize their interconnectedness. Especially the division of the horizontal line into the two separate lines, Writing an Academic Paper (focusing on the writing process) and Standards for Academic Papers, aims to clarify to students that in order to write a paper several different skills are needed.

Apart from linking to some of the excellent study related material that is available on the web, the Studymetro provides information that is specific to Aarhus University and Danish educational culture. For example, interaction between teachers and students in a Danish university is very informal, on a first name basis, and teachers expect students to ask questions. The Studymetro supplies information about this topic under the headline “Study skills”.

The Studymetro exemplifies how quality learning in a global world may be enhanced by addressing specific cultural contexts of themes like study skills.

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http://studiemetro.au.dk/autogen_eng/index.html
Student's achievement in cross curricular problem solving
Challenge and chance for today's educational change in universities:
A project on the theory and diagnostics of student's cross curricular problem
solving competencies

Nicole Romana Heigl, M.A.
Catholic University Eichstätt-Ingolstadt, Germany

Keywords: Problem based Learning - Cross Curricular Learning - Diagnostics - Higher Education Didactics

Summary:
The focus of this study is to determine how developed essential university student's cross curricular problem solving competences really are. In addition, the relationship between the discipline specific competence to solve problems and the competence to solve cross curricular problems will be analyzed. Based on these findings, it will be possible to reflect the relationship between content specific and cross curricular teaching and learning, on the other hand to develop teaching strategies and train-the-teacher approaches.

Abstract:
Besides discipline-specific skill development, the current debate on university reform sees the development of 'generic skills' (e.g. problem solving) as an important task of any academic program (e.g. Clanchy et. al., 1995), because 'generic skills' focus on the student's development towards employability. Graduates expect and are expected not only to have a specific knowledge but also to be able to apply this knowledge to efficiently solve problems (e.g. Bennett et. al., 2000; De la Harpe et. al., 2000; Barnett, 1994). However, they should be able to solve not only content specific problems, but also - to a certain extent - cross curricular problems.

Problem solving thinking skills are a well known scientific research area, problem based learning approaches are seen as an important educational aim (e.g. Dochy et. al., 2003; Margetson, 1994; Picus, 1983). In addition, the subject of cross curricular skills has been discussed for years (e.g. Billing, 2007; Bridges, 1993; Perkins et. al., 1989; OECD Project DeSeCo).

However, there is still a lack of research regarding university student's competence in cross curricular problem solving. Central to this project will be the question, how developed essential cross curricular problem solving competences of university students are. The results will allow the derivation of approaches for teaching. Also, they will address questions on educational and structural change: the key to 'student empowerment' (Lee Harvey) and to the improvement of university education lies in both the improvement of teaching performance and in establishing particular structural opportunities.

The theoretical basis for this project are theories of problem solving and transfer, cross curricular competence framing, and national and international qualification frameworks. In addition, a survey directed at university professors will help to examine subjective efforts in teaching cross curricular problem solving skills. An additional assessment will be designed and directed at first, third and sixth semester students. Furthermore, the survey results will show university professors proficiency in teaching cross curricular problem solving.

This presentation will address different questions relevant to the conference theme: It will give indications on the importance of teaching generic skills, as well as address the requirements that have to be met in order to develop and implicate them. At the same time, it will allow for a welcome discussion and critical reflection of the project design from both a scientific and a practitioner's point of view - especially regarding the concepts of 'university' and 'teaching'.

1 Or key/core skills.
2 One exception is the ongoing DFG research project by Leutner, Wirth and Fleischer, which is currently analyzing the structure of cross curricular and discipline specific problem solving competence. First results have been made available to the author.
General model for creating and using case studies at ESADE

Adolfo Montalvo
ESADE Business School

Keywords: writing and using case studies, educational consulting, professional development, and organizational development

The ESADE Case Model offers a flexible and broad framework compatible with all approaches and teaching styles within this method. ESADE considers case studies to be a strategic product and method because they contribute to innovation and educational improvement. From a student perspective, cases should help to develop the thought processes and competences. And from a faculty perspective and adopting a learning by doing approach, cases contribute to ongoing professional development, to network, to the creation of updated didactic material, or even to get moral authority in the classroom.

a) Title: General Model for Creating and Using Case Studies at ESADE
b) My/Our proposal is based on: Practice-oriented knowledge
c) It fits one of the following conference themes: Quality learning
d) Format: Poster
e) Abstract and Key words, included at the top of the proposal submitted (75 words; 4 keywords). Above
f) Describe your Seminar/Poster proposal (about 300 words):

Objectives
- To show and discuss the institutional case model; their processes, resources, services, and the pedagogy behind
- To explain and take feedback and new ideas about how faculty is encouraged on the development of new case studies by providing conditions conducive to this activity. How cases contribute to the academic programmes', as far as cases encourage participation and introduce students to real business problems or challenges. And finally, how cases are an academic 'product', a step taken at many business schools in order to meet internationally recognised quality standards.

Learning
- At a faculty level, cases are an efficient "learning by doing" system in terms of pedagogy training and knowledge area contents update. At an institucional level, cases permit the enhancement of a community of practice at ESADE around cases, and explicit the need for the management of this knowledge.
- Cases are an active methodology with a lot of possibilities for the development of a wide range of professional competences (they make possible an absolute evaluation) and values training in students.
- Cases are a practical way of taking profit of the established networks, with benefits for all the stakeholders.

Outcomes
- The creation of an organizational and management model, that from a user perspective implies the creation of a set of templates, released letters, book styles, guides, etc for case elaboration and utilization.
- A pedagogical model, highlighting an educational consulting service and training.
- A wide vast of not only cases, but teaching notes, technical notes, videos, etc…with different approaches, for different programs, from very different economical sectors, dedicated to very different knowledge area in management, and all of them fitting with the institutional quality standards. Cases are an external windows, for the knowledge created at ESADE and are commonly publicated in international recognized case clearing houses.
- The ESADE Multimedia Case Collection
- An internal communication space, that also includes resources, information, and the agenda of events

References
University of Deusto (2001). Marco Pedagógico UD
A holistic approach to student success

W. Alan Wright & Marie-Jeanne Monette
University of Windsor

Keywords: Student success, student needs, integrated approaches and academic developers

Abstract
One cannot isolate a single factor to explain success in post-secondary education (PSE). Each factor is part of a dynamic system, a configuration of multiple, directly interacting variables. Modification of one or more variables can alter the overall motivational configuration, but this configuration can evolve in unexpected ways. The combined influence of these factors determines whether students engage in academic learning on behavioral, cognitive and emotional levels, which in turn influences the likelihood of persisting with and succeeding in studies. Nothing is fixed: a learner might undertake a course of study with a particularly unfavourable motivational configuration, but favourable conditions during studies might positively influence the overall motivational configuration, leading to greater than previously predicted persistence and success.

An international survey (Wright et al., 2008) of research and program literature exploring strategies, policies and programs that can effectively support students from under-represented groups in post-secondary institutions. It identified multiple and intersecting barriers to success in post-secondary education: the psychological, such as aspiration, motivation, wellbeing and self-esteem; the social, such as levels of family support and cultural and social differences; and institutional barriers including academic preparation and logistical and financial obstacles. Based on these interacting challenges to student success, the authors identified five main areas of intervention, strategies and programs that have been implemented to help under-represented students, whose success is often at greater risk in post-secondary institutions. The survey concludes by advocating for an integrated and holistic approach to supporting students, covering everything from admissions procedures to academics accommodations, in order to maximize student persistence and success.

The poster session will explore the challenges and potential inherent in integrating these five areas of intervention in conventionally organized post-secondary institutional settings. Just as academic units in institutions have struggled to establish mechanisms accommodating interdisciplinary knowledge and practice, so must institutions' service silos' work to optimize services to students by coordinating and integrating their activities and programs, despite the cultural, structural and logistical differences in the ways that they approach students. Moreover, if student success is indeed largely determined by the combined influence of these multiple factors, how does this impact the role of the educational developer? How can educational developers most effectively contribute to the removal of barriers to student success? How can educational developers create links between these disparate service areas, and assure that long-term interventions optimize student success?

This poster will engage participants in an interactive dialogue employing this integrated model of student success (Wright et al., 2008). Using the lens of the five criteria for measuring the effectiveness of institutional strategies and policies designed to promote student success in the first-year established by Barefoot et al. (2005), the poster will elicit reflection and contributions regarding the possible collaborations, as well as barriers and resources to effective intervention implied by this holistic approach.

References:
Pathways to success: a visual explanation of a university-wide change initiative

David Crabbe & Amanda Gilbert
Victoria University of Wellington

Keywords: curriculum development, facilitating change, enhancing strategies

Abstract:
This poster provides a visual representation of a university-wide project aimed at developing best possible learning experiences for students at Victoria University of Wellington. The project incorporates different interrelated strands which focus on course design, understanding of progression through undergraduate study and increasing student engagement.

Description:
The 'Pathways to Success' project was initiated in 2007 based on recommendations that Victoria University of Wellington focus on developing the best possible learning experience for its students through integrated course design, improved understanding of progression through undergraduate study and increasing student engagement.

The Pathways team included representatives from each of the faculties within the university, from the Academic Office and from the academic staff development unit (UTDC) and student learning support (SLSS). This team was formed with the intention of formulating plans and policies for the project and with overseeing implementation. An academic developer has been responsible for progressing both high level initiatives (such as consistency in course information provided to students) and course-specific interventions (such as projects for improving student engagement in laboratory work).

This poster provides a visual representation of the scope of the project and sub-projects within it and shows the outcomes from top-down and bottom-up approaches that are meeting the objectives of the project as a whole. It also highlights the ways in which collaboration and particularly academic development and support has provided a strong foundation for University-wide change.
Summative peer review of teaching: The experience of pre-tenured and tenured faculty members through the lens of gender and departmental culture

Isabeau A. Iqbal
University of British Columbia, Vancouver, Canada.

Keywords: Summative peer review of teaching, pre/tenured faculty members, gender, departmental culture, academic culture, tenure.

Abstract: Through the lens of academic culture, this session explores pre-tenured and tenured faculty members' understandings of the summative peer review of teaching. This poster presents data from an ongoing qualitative study that investigates the ways that and the extent to which gender, departmental culture and rank may influence faculty members' experiences of peer review in a research-intensive Canadian university.

Purpose: This poster presentation explores faculty members' understandings and experiences of the summative peer review of teaching giving special attention to the role of gender, rank and departmental culture. This session outlines the structure of an ongoing qualitative study addressing this topic, shares participant perspectives on the peer review of teaching as it is used for making tenure decisions, and suggests possible implications based on preliminary findings.

Background: Faculty members working at doctoral granting universities in Canada frequently undergo formal peer reviews of teaching as part of their application for tenure. Since tenure is not guaranteed but is highly valued, contending for tenure can generate great stress and uncertainty for new academics. The absence of community, poor communication among colleagues, and the lack of clear expectations are among the chief concerns probationary faculty have with the overall tenure process generally, and with the evaluation of teaching specifically (Rice & Soricinelli, 2002). Given that collegial guidance at the department level is instrumental in socializing new faculty (Trowler & Knight, 2000), one presumes that it could assist early academics prepare for a future peer observation-one that would strengthen a candidate's application for tenure. In the period of time leading up to a tenure application, senior departmental colleagues might support pre-tenured faculty members through a variety of means that include: offering professional development sessions that help uncover what 'good' teaching means in the candidate's departmental, disciplinary, and institutional context; mentoring through formative peer review; and/or engaging in informal conversations about teaching. Faculty members' experiences (or lack thereof) with these activities are part of this investigation.

Theoretical Framework: My analysis of faculty members' experiences and understandings of the summative peer review of teaching is based on Schein's (2004) theory of organizational culture. Schein describes three levels at which culture manifests: (1) artifacts, which include the visible structures and processes within an organization, such as the languages used, and the myths, stories, and customs adopted; (2) espoused beliefs and values, which reflect what individuals within an organization value and/or consider acceptable; and (3) underlying assumptions, including beliefs, thoughts, and feelings that are so taken-for-granted that they are typically treated as non-negotiable. Schein's theory can help uncover how academics make sense of their working environment.

Relevance to Educational Development: As educational developers, we frequently assist departments with their peer review schemes. Considering the ways that gender, rank and departmental cultures shape faculty members' experiences of peer review can aid us be more attuned to the various influences of academic culture. When we possess a stronger understanding of how pre-tenured faculty members learn about peer review and prepare for the process—be it with the guidance of their senior colleagues and/or by relying on other resources—we may be able to build peer review programs. These programs can help support pre-tenured faculty who are preparing for a successful summative evaluation of their teaching and senior colleagues who are potentially well positioned to assist them in doing so.

References:
Microteaching: what does it accomplish and how?

Jelle Geyskens, Ann Stes & Peter Van Petegem
University of Antwerp, Centre Of Excellence in Higher Education

Keywords: Microteaching, instructional development program

Objectives/learning
Microteaching refers to the practice of having students in instructional development courses teach a lesson to their peers in order to gain experience with lesson planning and delivery (Bell, 2007). The original microteaching model was not based on solid theoretical conceptualization and research evidence. Therefore, instructional developers modified the original model to their concepts, needs and restraints. The effectiveness of microteaching has been researched in numerous studies. Taken together, these studies show mixed results (e.g., Cruckshank & Metcalf, 1990). The only definitive conclusion which can be drawn about the effectiveness of microteaching is that participants appear to enjoy and value the experience (MacLeod, 1995).

The present study explores a microteaching variant which we use in our teaching assistant training. In this variant, assistants teach a 15 minute lesson to their peers, using a mandatory instructional method. Some assistants teach alone, others teach in a team. They get feedback on their individual teaching performance. Also, the procedure of the instructional method is evaluated.

This study aimed to answer the following questions:
- On which teaching factors does this variant have an effect?
- Which aspect of this variant was related to the effects.
- How can we improve this variant?

Participants in the ICED-seminar will be informed about effects of microteaching, pitfalls and points of attention when using microteaching as a method in training teaching assistant to teach.

Method/outcomes
The data was gathered using a questionnaire and a semi-structured focus group interview. With respect to the questionnaire, a 5-point Likert scale was used to determine the effect of microteaching on different aspects of the teaching behavior of participants (for example, motivating students, …). The questionnaire was administered before and after the microteaching lessons. 10 of 14 participants (71%) returned both questionnaires.

The interview was used to explore the effect of microteaching on different aspects of teaching behavior more in depth. Also we tried to find out which specific microteaching aspects were related to the effects and to determine possible points of improvement. The interview was analysed using Nvivo 8. Preliminary results indicate an effect of microteaching on several teaching factors. Several elements of microteaching seemed to evoke more effect than others.

References
The influence of guidance initiatives on the study success of first-year university students

Christel Verdurmen & Peter Van Petegem
Centre Of Excellence In Higher Education - University Of Antwerp

Keywords: instructional development, educational guidance, teaching quality, learning outcomes

Summary: Present poster reflects an ongoing effect-study, questioning the influence of educational guidance initiatives on the learning process and study success of first-year university students. Instructional development courses will be organized for teachers focusing on ways of improving the support for first-year students in their learning. The effect of these courses on the teaching style of teachers and the perception of students on their learning environment related to study success will be examined.

Abstract

Students often experience difficulties making the transition from secondary education towards higher education, due to, amongst others, their frequently incorrect perception on the type of learning required in higher education (Drew, 2001); the discrepancy between first-year students' learning approaches and teachers' teaching styles; the decrease in study support (Brinkworth, et al., 2009). The perception of students on the learning environment can influence student learning (Struyven, et al. 2006). As a consequence, new educational initiatives have been set up trying to improve learning outcomes. Traditional lectures are being replaced by activated teaching methods; teachers need to become a coach rather than solely transferring knowledge.

However, the effect of these initiatives can be variable. Depending on student, teacher and learning environment characteristics, support initiatives can improve the learning process (positive friction) or can correspond to the learning process (congruence), while other initiatives can have a restraining influence on the learning process (destructive friction) (Vermunt & Verloop, 1999).

Present poster presents an ongoing Phd-design performed at the Centre of Excellence in Higher Education (University of Antwerp, Belgium). This effect study questions the influence of educational support on the learning process and study success of first-year university students using a mixed-method approach. A first study examines the perception of teachers and students on the quality of educational support initiatives in relation to study success. In a second study, a selected group of teachers will be asked to participate in an instructional development course organized by the Centre of Excellence in Higher Education, in which ways of improving educational support for first-year students will be examined. The influence of this intervention will be analyzed. A third study examines, the effect of new supporting educational activities from the perspectives of teachers and students related to learning process and study success. A fourth study analyzes the influence of the individual teacher training on the attitude of the whole department towards supporting first-year students.

References


Teaching academic microbiology for students of Bachelor programme
in beauty and cosmetics

Pauliina Lankinen, Janna Pietikäinen & Leena Suominen
Faculty of Agriculture and Forestry, University of Helsinki, Finland

Keywords: science based teaching, applied sciences, bachelor level education, learning conceptions, collaborative approach, learning outcomes

Abstract
The applicability of academic teaching was experimented by integrating a science based microbiology course to the curriculum of the first year students of the Bachelor programme in Beauty and cosmetics at a university of applied sciences. The authors planned and taught a basic microbiology course using collaborative approach and cooperative working methods in the class. In our presentation we evaluate students learning outcomes, implications of the use of communal methods and how students' learning conceptions differ between the types of higher education.

There are two types of educational institutions in the Finnish higher education sector: academic universities and universities of applied sciences i.e. polytechnics. University of Helsinki, where the authors of this poster come from, represents the leading multidisciplinary research university in Finland with science oriented teaching. Within the Helsinki metropolitan region there are several universities of applied sciences that mostly give bachelor degree level education. The collaborative development between these two types of educational institutes is still in process.

The applicability of academic teaching into a university of applied sciences was experimented by integrating a science based microbiology course to the curriculum of the first year students of the Bachelor programme in Beauty and cosmetics. Three Ph.D. level university teachers in microbiology together with a teacher from the applied university planned and put into practice a basic microbiology course. Content of the course followed the core of the basic university course for the first year students.

We used collaborative approach both in planning and teaching the course. Teaching methods were chosen to direct class dynamics and students' learning towards cooperative mode. The implementation in practice was designed to follow the Biggs' hierarchy of learning, where the motivation of the students was promoted by exploiting elements from research-based learning.

In the poster we discuss the students approach to academic learning and knowledge, and reflect teachers' preconceptions on quality of learning in this student group. We also evaluate the value of cooperative learning and show results that may indicate changes in learning outcome due to used teaching methods that are novel in this educational environment. We also try to assess how the students' conceptions of learning differ in these two types of higher education.

References
A study on the continuing education of students of the Graduate Program in Arts Unesp

Kathya Maria Ayres de Godoy
Universidade Municipal de São Caetano do Sul

Keywords: qualitative research, Higher education, dancing, continuing education

Abstract
This study was elaborated by teachers' and researchers' points of view focused in High Schools in São Paulo, Brazil. The issues we focus on are based in a practical study on the formation of Graduate students. The issues are: what are the conceptions these students have about Arts and, particularly, about Dancing? How do these professionals act in educational and artistic projects? Does the Graduate Course change and influence their attitudes towards these projects? This proposal helps us discuss the conceptions on Arts and the part played by Dancing when focused in educational matters, investigating actions, proposals and projects taking Graduate Students' from UNESP in Arts points of view. This research was elaborated by teachers from two Universities: (Unesp - Universidade Estadual Paulista and USCS - Universidade Municipal de São Caetano do Sul). We chose to work with a methodology focused in a qualitative study through research of leaders during three years. This occurred because one of the teachers worked as a leader and coordinator of an Institutional Research Group. As reference, these researchers and theoretical thinkers were used: Thiollent (1997; 2009); Brasil (2000); Durkheim (1970); Souza (1993); Schôn (1997,2002). As a result, we observed the conceptions the students in the Graduate Course had about Dancing and Arts changed during time, as they evolved in the Program. These changes occurred because of the interpretations they had in the Program during the learning process. Having been in touch with the academic world, the Arts students were helped to access different codes, in addition to their initial formation and anterior actions. The participation in educational and artistic projects helped the exchange between individual and collective projects. The results revealed that collective constructions can be individualized to galvanize a differentiated action. (SCHÔN, 1997). The situations of uncertainty and undefined can help the constructions and reconstructions of necessary capacities to the construction of an academic and artistic research, which is the ultimate goal of an Arts Graduate Major in UNESP.

References
A new model for competence development

Thomas Fritz, Margareta Erhardsson, Katarina Winka, Sven B Eriksson, Eva Svedmark & Karl Idberger
The Center for Teaching and Learning, Umeå University, Sweden

Keywords: strategic, development, teaching, skills

Abstract
The Center for Teaching and Learning provides training opportunities for teaching staff at our university. We have designed a new model for pedagogical competence development based on national and local guidelines, and teacher skills identified from the survey. The training of online teaching-skills is integrated in all our courses, as is the training of different teaching methods and the scholarly approach to teaching. Over a three-year period, all our courses will have been offered in English, at least once.

In order to retain and develop teachers' teaching competence, training is needed on an ongoing basis. An obstacle is that the opportunities for participation in competence development activities vary between departments, and the initiative and responsibility to enrol in this training is put on the individual teacher. Also, the individual need for competence development is often neglected when the offered training is limited or uniform.

In 2007, a teaching competence inventory was conducted at our university. Teachers answered the question "What skills does a university teacher need?" The ability to use different teaching methods and the ability to use English and ICT as part of instruction were among the skills that were identified. The compiled list of skills has since then been used as a source of inspiration and one of the tools to identify the competence development needs and the strategy for competence development at our university.

Our model for competence development is based on three principles. 1. You can develop yourself as a teacher by choosing either Complementary or In-depth courses, 2. Your path through the range of courses is determined by an individual competence development plan, 3. In the courses the focus is to professionalise the teaching role and to develop a scholarly approach to teaching and learning.

By providing template development plans, and involving the heads of departments in the planning process, the need for competence development for the individual, and the department, becomes visible. It is then possible to create opportunities and realistic schedules for teachers to take part in competence development and for the department and faculty to plan a budget for this.

The teacher has the possibility to influence the contents of the individual competence plan, but the final decision should be done together with the head of department. The optimal match is when the needs of the individual meet the needs of the department, in a long-term perspective.
Educational judo and gender issues: some points of discussion

Ingrid Godoy Dangl Plaza & Carla Cristina Garcia
Universidade Municipal de São Caetano do Sul

Keywords: Judo, Childhood Education, Prejudice, Gender.

Summary
This work shows a reflection about the gender prejudice regarding social activities focusing the Judo in the Childhood Education. Justifying the reason that Judo might be one experience that advances the full development of the child (affective-emotional, cognitive, motor and social) and also works with ethical and moral values in the school space.

Description of the proposed poster
This work shows a reflection about the gender prejudice regarding social activities focusing the Judo in the Childhood Education. Justifying the reason that Judo might be one experience that advances the full development of the child (affective-emotional, cognitive, motor and social) and also works with ethical and moral values in the school space. Therefore, I ask: Once the Judo is seen in the Childhood Education as an extracurricular activity that allows the development of psychomotor skills, discipline, respect, teamwork, emotional understanding, mind control, why is there still prejudice in the society (not always explicit) regarding to whom should practice it? (SUGAI, 2004) I answer this question through a case study, which in addition to describe the Educational Judo Program in a Childhood Education School; I analyze the parents' answers showing what they think about the problem described above. The results showed that the Judo practice brings benefits to the students, but that in fact there is still a veiled prejudice regarding to whom should practice it. (DAOLIO, 1995)
Dissemination of good teaching and learning experiences supporting academic development at the University of Gothenburg

Elisabeth Saalman
Chalmers University of technology and University of Gothenburg

This contribution will show an example of how the University of Gothenburg acts and works to support academic staff development in the higher education organisation. The example chosen has been realized by a unit at the University of Gothenburg which work with pedagogical development and interactive learning (PIL). This unit coordinates and conducts teacher training of academic staff, gives information on the use of digital resources in higher education and offers an arena for collaboration between the faculties aiming at the development of courses, teaching skills and knowledge in higher education. Ways of initiating and taking advantage of academic pedagogical dialogue about teaching and learning in higher education are, among other ways, innovative design of seminars and thematic meetings. The aim is to create an ongoing, valuable dialogue among academic staff in order to support organisational development - both individual and collective competence development.

One example of such an innovative seminar series that the University of Gothenburg, the unit of Pedagogical development and interactive learning (PIL) has been working with during 2009 and 2010 is a pedagogical seminar series with delivery of "a pedagogical baton" between the faculties of the university.

These seminars have brought up some interesting pedagogical examples from different disciplines at the university. All of the examples have been carefully documented through cooperation with the department of Digital media at the University of Gothenburg. Every pedagogical example contains a video documentary from the teaching and learning arena in question, a videotaped interview with the teacher responsible for the pedagogical example and in addition a pedagogical dialogue with a colleague/or a journalist. Finally the pedagogical example has been discussed at a seminar or presented and commented on the web of the unit

Pedagogical development and interactive learning.
How to enhance Final Degree Projects in social Sciences, Humanities and Art Departments. A sample of the implementation of an interactive platform to manage and spread the Final Degree Projects in Audiovisual Communication

Manel Jiménez Morales
Universitat Pompeu Fabra

The main objective of our poster is showing a sample of strategy to enhance the quality of pedagogical guidelines for the Final Degree Projects. It is a subject that has a long tradition in Sciences and Engineering, but which is quite new as a mandatory work in Social Sciences, Humanities and Art Departments. The Studies of Audiovisual Communication in the University Pompeu Fabra, in Barcelona, has consolidated since the creation of this Degree in 1993 a model of Final Studies Project in threshold of the academic work and the professional production. Because of the intrinsecal characteristics of this subject, the Studies of Audiovisual Communication are constantly trying to improve their strategies to get solutions to the quality and attention that this subject demands. Among these strategies, the Department of Communication (UPF) is working on the creation of an interactive platform to consolidate, amplify and organize the pedagogical resources of the Final Degree Projects, a platform that we suggest in our poster as a model of a possible way to encourage the pedagogical orientation in the inexplored field of the final projects in Arts and Social Sciences.

Learning
The Final Degree Project is indeed a mandatory subject for undergraduate students with the most credits charge; a subject that means the students' compromise with all the contents that they have achieved after a four years degree and implies the first introduction to the professional world. As the function of the Final Degree Project is in the middle of this crossline between the starting up of the contents leamt in the Studies and the student's professional credentials, the coordinators of the Final Degree Project considered the creation of a platform to support the academic resources, which go beyond the strictly pedagogical issues.

At the same time, it is a subject that runs all the last academic year and it's not included in a specific term with concrete lectures and masterclasses. Thereby it has no presencial courses, just workshops and tutorships. The organisation has a highly virtual constituent, aside from the personal consults to the coordinator, to other professors, or just to the five members of the evaluation jury. For this reason, and for the complexity of the different projects (specificly, the production of documentary and fictions, it was considered as necessary to develope this platform as a virtual class for the students. This is then the place throughout the teaching resources will be done, paying also attention to the external dimension that these works have beyond the university.

Objectives:

a. To develope a communication environment between students and teachers, which can make easy an agile, fluent and dynamic contact, which the subject requires for its own characteristics and its concept o non-presence course.

b. To design a net of resources to the educational improvement of the subject and also the organisation of the activities developed there.

c. To open the possibilities of consultation of all the Final Degree Projects to other people, institutions, and organisms, beyond the students who are enrolled in. The goal is opening an exchange and collaboration circuit.

d. To facilitate a way out to the works in the professional environment, considering the repercussion that some of them have after their execution, specially at a professional appreciation level. This virtual environment is also a place to contact which means a immediate access to external actors and a platform to the spreading distribution and plural knowledge of this works.

e. To create an archive and a database with all the Final Degree Projects to consult them online.

f. To elaborate an informative resource about the exhibition nets that the Projects can have to try to make easy the incorporation of these Projects to the audiovisual market.
Resource Exhibition
June 29th
Resource exhibition information on ICED Conference website - Australia and New Zealand

Avoiding plagiarism - Achieving academic writing

1. Avoiding Plagiarism - Achieving Academic Writing
2. Ursula McGowan, The University of Adelaide ursula.mcgowan@adelaide.edu.au
   http://www.adelaide.edu.au/clpd/online/learningmodules/avoidingPlagiarism/player.html (direct link)
4. Purpose and Use:

   This resource may be used by both by individual students and in class by academics to provide an understanding of the underlying reasons for the requirement for referencing in academic assignments. It explains that university students are being apprenticed into the culture of research, and that writing, just like experiments, requires transparency and 'replicability'. A reader needs to be able to replicate, or trace the line of thought of the academic writer, in order to decide whether to agree with or criticise the outcome. For this is achieved the writer must provide easy access to the sources used. This puts the focus of achievement of the skills of an evidence based writer, rather than fear of falling into the 'trap' of plagiarism. Deliberately setting out to deceive the assessor, or to engage in cheating is treated as a separate issue.

Plagiarism framework: student as apprentice researcher

1. Plagiarism Framework: Student as Apprentice Researcher
2. Ursula McGowan, The University of Adelaide ursula.mcgowan@adelaide.edu.au
4. Purpose and Use:

   This framework is designed to help academic staff in examining the cultural and language factors that may limit the academic expression by a student at any given stage of their transition into university, and in forming realistic expectations of the likely levels of performance on written assignments. This framework may be used in staff development to explore the issues facing students who are new to the culture of academic writing and to devise ways of apprenticing students into that culture. A book chapter explains the issue further:


Sessional teaching program: self access modules

1. Sessional Teaching Program: Self Access Modules
2. Ursula McGowan, The University of Adelaide ursula.mcgowan@adelaide.edu.au
4. Purpose and Use:

   This contains twelve Self-access Modules designed as handy, ‘just-in-time’ information to assist short-term and/or part-time academics to tackle learning and teaching issues as they arise, and to support them in developing strategies for improving student learning. Different aspects of learning and teaching, from setting objectives to assessment, feedback and dealing with large and small groups are presented in bite-size chunks. Each Module contains triggers for reflection on their own practice; some basic principles and practical tips; a short reading; and references for further reading. The modules may also be used by staff developers for discipline based tutor induction programs.
Academic writing retreats: a facilitator's guide

1. Academic writing
2. Grant, B. M. The University of Auckland, bm.grant@auckland.ac.nz
3. Handbook of practical ideas. HERDSA Guide.
4. Purpose and Use:

This handbook will be a useful resource for any academic/educational developer interested in running writing retreats as professional development for academics in their institutions.

Research skill development framework

1. Research skills for undergraduate students
2. John Willison. The University of Auckland, john.willison@adelaide.edu.au
4. Purpose and Use:

Research Skill Development (RSD) is about making explicit and coherent in regular university coursework the incremental attainment of research skills in a specific discipline.

Peer review of teaching for promotion purposes

1. Peer Review of Teaching for summative purposes
2. Geoffrey Crisp. The University of Adelaide, geoffrey.crisp@adelaide.edu.au
4. Purpose and Use:

Resources include protocols and reporting forms for Internal and External Peer Review of Teaching, and for a formative version of the Internal Peer Review process. While these protocols and forms are available for immediate adoption and use, they were designed to be adapted, and can be modified to suit the context and preferences of any university. Resources to assist in the process of adaptation are also available.

Transforming assessment

1. Assessment of students in the Web 2.0 environment
2. Geoffrey Crisp. The University of Adelaide, geoffrey.crisp@adelaide.edu.au
4. Purpose and Use:

Transforming Assessment is an Australian Learning and Teaching Council Fellowship specifically looking at the use of e-assessment within online learning environments, particularly those using one or more Web 2.0 or virtual world technologies.

HERDSA guides

1. Short practical booklets on specific topics designed for practitioners
2. HERDSA Office. geoffrey.crisp@adelaide.edu.au
4. Purpose and Use:

HERDSA Guides provide useful ideas and information on many aspects of teaching and learning. Written by experts in specific fields, they are short, inexpensive and easy to read. The HERDSA Guides Editor and Editorial Committee review proposals for HERDSA Guides and other occasional publications and supports and advises authors in the writing process.
Resource exhibition information on ICED conference website - Belgium

Interactive educational information websites

1. Presentation of 3 online educational information databases
2. Liesbet Matthys and Olaf Spittaels, University College Arteveldehogeschool, Gent, Belgium
   liesbet.matthys@arteveldehs.be, olaf.spittaels@arteveldehs.be
3. Laptop with internet connection to demonstrate the databases
   - http://www.bvdatabank.be: a website with good practices of student-centred education and activating education. The website also includes advice on innovative teaching methods.
   - http://www.arteveldehs.be/vgvstage: website with frequently asked questions about internship in higher education
4. Purpose and use:

The Office for Educational Development and Internationalisation of the University College Arteveldehogeschool is a key player regarding competence based education. It develops websites concerning competence based education methods and assessment to support teaching staff. You can explore 3 databases, especially developed for teaching staff in higher education. These tools are important resources including practical advice to strengthen the education practice of the teaching staff.

Towards a quantification of teaching

1. Manual to measure and predict teaching capacity and workload
2. Maarten Thiry, Katholieke Universiteit Leuven, Belgium, Faculty of Psychology and Educational Sciences
4. Purpose and use:

The manual helps to answer the following questions:
1 / How much teaching personal is needed to organize a course or program, given the particularity of the course or program?
2 / How do we calculate teaching capacity and workload?
3 / Can we develop a formula to predict teaching capacity?
4/ How do we put this into practice?

The manual uses the following notions to answer these questions:
Teaching capacity: all existing staff (professors and teaching and research assistants) which can be used for the teaching tasks of a course or program.
Teaching workload: all the courses in which the academic staff member is involved as the lecturer-in-charge or co-teacher.
Exhibition information on ICED conference website - Japan

Fd map: a conceptual map on faculty development programs

1. FD Map: A conceptual map on faculty development programs
2. Hiroaki Sato, Ehime University, sato@iee.ehime-u.ac.jp
3. poster and brochure
4. Purpose and use:

FD Map is a tool for evaluate and analyze faculty development programs. Various kinds of programs have been developed and implemented in universities in Japan now. We gathered the 123 programs in 12 universities and categorized them with the chart which we call FD Map. It would provide the reflective framework for educational developers. You can use it in some ways like; a scale for program evaluation and a tool for support the faculty’s career development. You can have a poster and a brochure of FD Map.
**Resource exhibition information on ICED conference website - Switzerland**

**Dimensions of excellent teaching and learning in higher education**

1. Dimensions of excellent teaching and learning in higher education
2. Dr. Heinz W. Bachmann, ZHE - Center of Teaching&Learning in Higher Education, PHZH Zurich, heinz.bachmann@phzh.ch
3. Flyer/leaflet: A flash animation in German can be found under the following link: http://hochschuldidaktik.phzh.ch/content-n38-sD.html
4. Purpose and use:

The presented flyer is meant to be distributed amongst lecturers and first year students at a higher education institution. It is designed to increase the transparency and commitment towards excellent learning and teaching. It is based on the experience that the widely discussed shift from teaching to learning must be communicated not only to lecturers but also to students.

**Der plan - the map: instrument for curricula development processes**

1. Der Plan - The Map: Instrument for curricula development processes
2. Dr. Peter Tremp, University of Zurich, Center for University Teaching and Learning, peter.tremp@afh.uzh.ch
3. Poster
4. Purpose and use:

Planning instruments designed to encourage reform processes of curricula have to fulfil various demands: They should specify the objectives, account for the traditions of the disciplines, and allow for committed innovations. By means of a panel (DER PLAN, "THE MAP"), the Center for University Teaching and Learning of the University of Zurich has undertaken to structure and animate the discussion, and to further the development of curricula "under Bologna". THE MAP is at the same time a meeting point for commun processes, a invitation to exchange ideas and conceptions of curricula-development and a model for development processes.
Resource exhibition information on ICED conference website - United States

Self-directed guide to designing courses for significant learning

1. Material used in workshops for universities on how to design courses
2. Dee Fink (Formerly at the University of Oklahoma; now an international consultant in higher education): dfink40@gmail.com
3. Handout on services available from "Dee Fink & Associates"
   "Self-Directed Guide to Designing Courses for Significant Learning" (available in 5 languages)
   Short practical booklets on specific topics designed for practitioners
4. Purpose and Use:

During the last five years, Dee Fink & Associates have been offering workshops for universities internationally on how to design courses. Many of our materials are now available in languages besides English. In addition to the handouts listed above, we will bring copies of Fink's book on Creating Significant Learning Experiences in 3 languages: English, Chinese, Arabic.

Aspiring academics: a resource book for graduate students and early career faculty

Michael Solem, Association of American Geographers, msolem@aag.org

Type of Resource: Book

Description:
Aspiring Academics is a set of essays designed to help graduate students and early career faculty get started in their careers in geography and related social and environmental sciences. Rather than viewing faculty work as a collection of unrelated tasks, Aspiring Academics stresses the interdependence of teaching, research, and service and the importance of achieving a healthy balance in professional and personal life. Drawing on several years of research, the chapters provide accessible, forward-looking advice on topics that often cause the most stress in the first years of a college or university appointment, including:

- Time Management
- Career Planning
- Developing Collegial Relationships
- Balancing Personal and Professional Lives
- Succeeding at Tenure and Beyond
- Designing Significant Learning Experiences
- Active Learning
- Advising Students
- Ethical Teaching in Practice
- Teaching Diverse Students: Teaching for Inclusion
- Preparing Competitive Research Grant Proposals
- Ethical Research in Practice
- Academic Publishing
- Working Across Disciplinary Boundaries

Aspiring Academics also features a companion website offering dozens of activities for faculty development workshops and seminars.
Academic development and resource centres' network

Ethiopia

Gender Awareness Course for University Staff
Instructional Skills Course for University Staff

Dr Mike Cantrell (ICED network representative in Ethiopia)
Educational Quality Improvement Programme (EQUIP)
Ministry of Education, Addis Abeba, Ethiopia with a consortium led by
VU University Amsterdam, the Netherlands.
Ma.cantrell@cis.vu.nl

Nature of the resources:
Course Manuals

Brief description of the resources:
The EQUIP project set up staff development centres in nine public universities in Ethiopia. A variety of short staff courses were developed through writers' workshops to create ownership. Two such courses are on display. The courses are typically about 4 days long. Experience shows that a tutor guide (with associated PowerPoint presentation) as well as background readers should be developed in addition to a learner manual. 'Instructional Skills' is designed for newly recruited staff with little teaching experience. 'Gender Awareness' tackles an issue which is high on many institutional and donor agendas and targets all university teaching staff.
Resource exhibition information on iced - Spain

"L’organització de la docència a la UPF".
Guia per als estudis de grau i de postgrau.

Universitat Pompeu Fabra.
Rosa Martí
E-mail: rosa.marti@upf.edu
Se trata de una propuesta institucional.
Interés y relevancia del recurso propuesto: La guía "L'organització de la docència a la UPF" presenta en un marco flexible, diversas posibilidades de práctica docente aplicando las metodologías adaptadas a los requerimientos que plantea el EEES adecuadas a las diversas disciplinas.

Proyecto de Innovación Educativa PROMETEO.
D. Cayetano Guerra Artal, director del equipo de desarrollo de la plataforma PROMETEO
cayetano.guerra@gmail.com

Propuesta institucional liderada por el Vicerrectorado de Calidad e Innovación Educativa de la Universidad de Las Palmas de Gran Canaria.

Dos-tres frases como máximo explicando el eventual interés y relevancia del recurso propuesto para la mejora de la docencia en E.S.:
El interés por presentar esta plataforma dado que se trata de una solución innovadora que permite facilitar la adaptación de las enseñanzas universitarias al EEES y por otro impulsar la implantación de las nuevas soluciones que proporcionan las TIC en los métodos de enseñanza-aprendizaje.

Teaching Management Roots -TMT- (Software)

Universitat de Girona -DSET. Presentarán el recurso Dra. Ma. Lluïsa Pérez (magui.perez@udg.edu) y Dr. Josep Juandó (josep.juandobosch@udg.edu)

Recurso institucional de transferencia de tecnología educativa.

TMT es un recurso software de gestión de la docencia que ayuda a centrar la gestión de la docencia en base a competencias, desde la planificación hasta la evaluación. Las calificaciones se obtienen, a través del uso de este recurso, en términos de asignaturas y de competencias, en base a un único conjunto de actividades de evaluación. TMT permite la gestión institucional, y por lo tanto coordinada, de la docencia, por cuanto centraliza la información que genera el proceso docente.

Plan de Acción por el Multilingüismo (PAM)

Institución: Universitat Pompeu Fabra (UPF)

Se trata de una propuesta institucional

Interés y relevancia del recurso propuesto: El Plan de Acción por el Multilingüismo es un documento marco que establece la política lingüística de la universidad en relación con la internacionalización y la preservación de la lengua y cultura propias.

Guía disponible en papel y formato electrónico, a través del web de la Universidad.
## Author Index

### A

<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aagaard, Dorte</td>
<td>106</td>
</tr>
<tr>
<td>Abry, Sophie</td>
<td>225</td>
</tr>
<tr>
<td>Adavi, Tom</td>
<td>83</td>
</tr>
<tr>
<td>Addis, Peter</td>
<td>131</td>
</tr>
<tr>
<td>Agudo-Arroyo, Yolanda</td>
<td>234</td>
</tr>
<tr>
<td>Aguir, Cristina</td>
<td>218</td>
</tr>
<tr>
<td>Ahlberg, Anders</td>
<td>31-136-196</td>
</tr>
<tr>
<td>Akerlind, Gerlese</td>
<td>160</td>
</tr>
<tr>
<td>Albrechtsen, Charlotte</td>
<td>266</td>
</tr>
<tr>
<td>Alemany Costa, Josepa</td>
<td>103</td>
</tr>
<tr>
<td>Almgren, Elisabeth</td>
<td>254</td>
</tr>
<tr>
<td>Almiron, Nuria</td>
<td>220</td>
</tr>
<tr>
<td>Almlof, Cecilia</td>
<td>232</td>
</tr>
<tr>
<td>Alters, Brian J.</td>
<td>66</td>
</tr>
<tr>
<td>Amirthalingam, Vimala</td>
<td>87</td>
</tr>
<tr>
<td>Andemach, Toine</td>
<td>79-163</td>
</tr>
<tr>
<td>Andersson, Per</td>
<td>171</td>
</tr>
<tr>
<td>Andersson, Roy</td>
<td>242</td>
</tr>
<tr>
<td>Aniko Kalmann</td>
<td>42</td>
</tr>
<tr>
<td>Antman, Lotta</td>
<td>141</td>
</tr>
<tr>
<td>Apelgren, Karin</td>
<td>94-182-262</td>
</tr>
<tr>
<td>Arantes, Valeria</td>
<td>153</td>
</tr>
<tr>
<td>Araujo, Ulisses</td>
<td>153</td>
</tr>
<tr>
<td>Armengol, Jesus</td>
<td>241</td>
</tr>
<tr>
<td>Atlay, Mark</td>
<td>169</td>
</tr>
<tr>
<td>Austin, Ann E.</td>
<td>77</td>
</tr>
<tr>
<td>Ayres Godoy, Kathy</td>
<td>275</td>
</tr>
</tbody>
</table>

### B

<table>
<thead>
<tr>
<th>Name</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachmann, Heinz W.</td>
<td>175</td>
</tr>
<tr>
<td>Barbera, Pablo</td>
<td>98</td>
</tr>
<tr>
<td>Barman, Linda</td>
<td>136-140-196</td>
</tr>
<tr>
<td>Barrett, Terry</td>
<td>111</td>
</tr>
<tr>
<td>Barrie, Simon</td>
<td>229-255</td>
</tr>
<tr>
<td>Barrow, Mark</td>
<td>236</td>
</tr>
<tr>
<td>Bartholomew, Hannah</td>
<td>48</td>
</tr>
<tr>
<td>Battaglia, Santina</td>
<td>56</td>
</tr>
<tr>
<td>Baume, David</td>
<td>79-172</td>
</tr>
<tr>
<td>Beaton, Fran</td>
<td>158</td>
</tr>
<tr>
<td>Benitez, Milena</td>
<td>105</td>
</tr>
<tr>
<td>Bergeling, Ann-Sofie</td>
<td>216</td>
</tr>
<tr>
<td>Berthiaume, Denis</td>
<td>52-183-251</td>
</tr>
<tr>
<td>Bjuremark, Anna</td>
<td>124</td>
</tr>
<tr>
<td>Bóguas, Cláudia Maria</td>
<td>88-117</td>
</tr>
<tr>
<td>Bolander Laksov, Klara</td>
<td>78-136-196</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Bolk, Jan</td>
<td>43</td>
</tr>
<tr>
<td>Borgan, Monika</td>
<td>215</td>
</tr>
<tr>
<td>Bostock, Stephen</td>
<td>209</td>
</tr>
<tr>
<td>Boud, David</td>
<td>142</td>
</tr>
<tr>
<td>Bouhuijs, Peter</td>
<td>67</td>
</tr>
<tr>
<td>Bova, Cherie</td>
<td>237</td>
</tr>
<tr>
<td>Bovill, Catherine</td>
<td>65</td>
</tr>
<tr>
<td>Bozalek, Vivienne</td>
<td>30-156-168</td>
</tr>
<tr>
<td>Brailsford, Ian</td>
<td>236</td>
</tr>
<tr>
<td>Brew, Angela</td>
<td>109-142</td>
</tr>
<tr>
<td>Briscoe, Sara</td>
<td>129</td>
</tr>
<tr>
<td>Brokop, Susanne</td>
<td>186</td>
</tr>
<tr>
<td>Buclens, Herman</td>
<td>71</td>
</tr>
<tr>
<td>Burnett, Megan</td>
<td>187</td>
</tr>
<tr>
<td>Busch, Karen</td>
<td>247</td>
</tr>
<tr>
<td>Byles, Linda</td>
<td>219</td>
</tr>
</tbody>
</table>

C

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cabrera Lanko, Nati</td>
<td>170</td>
</tr>
<tr>
<td>Cahir, Jayde</td>
<td>109</td>
</tr>
<tr>
<td>Campbell, Fiona</td>
<td>185</td>
</tr>
<tr>
<td>Cantrell, Mike</td>
<td>123</td>
</tr>
<tr>
<td>Cara-Jimenez, J.</td>
<td>217</td>
</tr>
<tr>
<td>Carolissen, Ronelle</td>
<td>168</td>
</tr>
<tr>
<td>Carvalho, A.</td>
<td>218</td>
</tr>
<tr>
<td>Castro, Diego</td>
<td>161</td>
</tr>
<tr>
<td>Cervato, Ana Maria</td>
<td>88-117</td>
</tr>
<tr>
<td>Chalmers, Denise</td>
<td>93-179</td>
</tr>
<tr>
<td>Chapman, Frances</td>
<td>47-80</td>
</tr>
<tr>
<td>Chawal, Louisa</td>
<td>204</td>
</tr>
<tr>
<td>Chen, Julia</td>
<td>54</td>
</tr>
<tr>
<td>Chism, Nancy</td>
<td>181</td>
</tr>
<tr>
<td>Choi, Nancy</td>
<td>54</td>
</tr>
<tr>
<td>Christie, Michael</td>
<td>83</td>
</tr>
<tr>
<td>Christodoulou, Niki</td>
<td>210</td>
</tr>
<tr>
<td>Clement, Miekje</td>
<td>71-251</td>
</tr>
<tr>
<td>Cohen, Margaret W.</td>
<td>252</td>
</tr>
<tr>
<td>Cole, Barbara</td>
<td>155</td>
</tr>
<tr>
<td>Cook-Sather, Alison</td>
<td>65</td>
</tr>
<tr>
<td>Cooke, Belinda</td>
<td>47-80</td>
</tr>
<tr>
<td>Cooper, Ali</td>
<td>173</td>
</tr>
<tr>
<td>Corkill, Helen</td>
<td>169</td>
</tr>
<tr>
<td>Cotton, Debby</td>
<td>148</td>
</tr>
<tr>
<td>Cousin, Glynis</td>
<td>72</td>
</tr>
<tr>
<td>Couto, Ligia</td>
<td>104</td>
</tr>
<tr>
<td>Crabbe, David</td>
<td>139-270</td>
</tr>
<tr>
<td>Craig, Sandra</td>
<td>45</td>
</tr>
<tr>
<td>Crawford, Karin</td>
<td>119-149</td>
</tr>
<tr>
<td>Crespo Sogas, Patricia</td>
<td>264</td>
</tr>
<tr>
<td>Crisp, Geoffrey</td>
<td>179-239</td>
</tr>
<tr>
<td>Cristina Garcia, Carla</td>
<td>277</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Dalton, Helen</td>
<td>33-152</td>
</tr>
<tr>
<td>Dawson, Debra</td>
<td>46</td>
</tr>
<tr>
<td>Dawson, Julia</td>
<td>200</td>
</tr>
<tr>
<td>de Jong, Riekje</td>
<td>79-163</td>
</tr>
<tr>
<td>de Santiago Alba, Cristino</td>
<td>234</td>
</tr>
<tr>
<td>Debashrita Ghosh Dastidar</td>
<td>36</td>
</tr>
<tr>
<td>Debowsky, Shelda</td>
<td>70-77-252</td>
</tr>
<tr>
<td>Delanay, David G.</td>
<td>66</td>
</tr>
<tr>
<td>der Blij, Mariavan</td>
<td>163</td>
</tr>
<tr>
<td>Dezure, Deborah</td>
<td>70</td>
</tr>
<tr>
<td>di Napoli, Roberto</td>
<td>71</td>
</tr>
<tr>
<td>Diez, Anke</td>
<td>79-100</td>
</tr>
<tr>
<td>Dillenburg, Pierre</td>
<td>253</td>
</tr>
<tr>
<td>Dimitrov, Nanda</td>
<td>60</td>
</tr>
<tr>
<td>Douady, Julien</td>
<td>225</td>
</tr>
<tr>
<td>Durand, Christophe</td>
<td>225</td>
</tr>
<tr>
<td>Edington, Linda</td>
<td>199</td>
</tr>
<tr>
<td>Edvardsson Stiwe, Elinor</td>
<td>216</td>
</tr>
<tr>
<td>Ekstrand, Britten</td>
<td>95</td>
</tr>
<tr>
<td>Elias, Monica Inez</td>
<td>88-117</td>
</tr>
<tr>
<td>Elliott, John</td>
<td>235</td>
</tr>
<tr>
<td>Elmgren, Maja</td>
<td>207-262</td>
</tr>
<tr>
<td>Englund, Claire</td>
<td>125-138-171</td>
</tr>
<tr>
<td>Erhardsson, Margareta</td>
<td>132-276</td>
</tr>
<tr>
<td>Eriksson, Sven B.</td>
<td>207-276</td>
</tr>
<tr>
<td>Estelrich, Pilar</td>
<td>98</td>
</tr>
<tr>
<td>Fanghanel, Joelle</td>
<td>72</td>
</tr>
<tr>
<td>Feixas, Mónica</td>
<td>102-127-161</td>
</tr>
<tr>
<td>Felten, Peter</td>
<td>65</td>
</tr>
<tr>
<td>Fernández-Cavia, José</td>
<td>97</td>
</tr>
<tr>
<td>Figueras Maz, Mónica</td>
<td>150</td>
</tr>
<tr>
<td>Fink, L. Dee</td>
<td>81-146</td>
</tr>
<tr>
<td>Fitzmaurice, Marian</td>
<td>256</td>
</tr>
<tr>
<td>Fjellstrom, Mona</td>
<td>74</td>
</tr>
<tr>
<td>Fox, Anna</td>
<td>84</td>
</tr>
<tr>
<td>Freixa, Pere</td>
<td>116</td>
</tr>
<tr>
<td>Frenay, Marianne</td>
<td>52-71-251</td>
</tr>
<tr>
<td>Fritz, Thomas</td>
<td>276</td>
</tr>
<tr>
<td>Gairin, Joaquin</td>
<td>102</td>
</tr>
<tr>
<td>Galand, Benoît</td>
<td>52</td>
</tr>
<tr>
<td>Gannaway, Deanne</td>
<td>99</td>
</tr>
<tr>
<td>García Cedeño, Francis</td>
<td>234</td>
</tr>
<tr>
<td>Garnett, Kenisha</td>
<td>135</td>
</tr>
<tr>
<td>Garrido Gómez, M. Isabel</td>
<td>180</td>
</tr>
<tr>
<td>Garrido, Selma</td>
<td>104</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Geyskens, Jelle</td>
<td>272</td>
</tr>
<tr>
<td>Gil-Royuela, Lucia</td>
<td>98</td>
</tr>
<tr>
<td>Gilbert, Amanda</td>
<td>139-270</td>
</tr>
<tr>
<td>Gilis, Annelies</td>
<td>71</td>
</tr>
<tr>
<td>Girona, Cristina</td>
<td>133</td>
</tr>
<tr>
<td>Godoy Dangl Plaza, Ingrid</td>
<td>277</td>
</tr>
<tr>
<td>Goody, Allan</td>
<td>101-228</td>
</tr>
<tr>
<td>Gómez, Lorena</td>
<td>220</td>
</tr>
<tr>
<td>Gómez, Xiomar</td>
<td>217</td>
</tr>
<tr>
<td>Grant, Barbara</td>
<td>236-255</td>
</tr>
<tr>
<td>Gravestock, Pamela</td>
<td>187</td>
</tr>
<tr>
<td>Green, David</td>
<td>64-201</td>
</tr>
<tr>
<td>Green, Ian</td>
<td>151</td>
</tr>
<tr>
<td>Green, Wendy</td>
<td>82</td>
</tr>
<tr>
<td>Greenleaf, Emily</td>
<td>187</td>
</tr>
<tr>
<td>Groccia, James</td>
<td>252</td>
</tr>
<tr>
<td>Groot, C. G.</td>
<td>68</td>
</tr>
<tr>
<td>Gros, Begoña</td>
<td>133</td>
</tr>
<tr>
<td>Grysell, Tomas</td>
<td>132-261</td>
</tr>
<tr>
<td>Guerin, Cally</td>
<td>151</td>
</tr>
<tr>
<td>Guerrero-Solè, Frederic</td>
<td>220</td>
</tr>
<tr>
<td>Guillet, Stéphane</td>
<td>225</td>
</tr>
<tr>
<td>Gullifer, Judith</td>
<td>40</td>
</tr>
<tr>
<td>Gura, Calin</td>
<td>49</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haamer, Anu</td>
<td>147</td>
</tr>
<tr>
<td>Haapapiemi, Tommi</td>
<td>134</td>
</tr>
<tr>
<td>Hakansson, Sara</td>
<td>73</td>
</tr>
<tr>
<td>Hall, Julie</td>
<td>45</td>
</tr>
<tr>
<td>Hall, Meegan</td>
<td>96-131</td>
</tr>
<tr>
<td>Hamilton, Beverly</td>
<td>64</td>
</tr>
<tr>
<td>Handal, Gunnar</td>
<td>71</td>
</tr>
<tr>
<td>Hannon, John</td>
<td>120</td>
</tr>
<tr>
<td>Heide, Tuula</td>
<td>134</td>
</tr>
<tr>
<td>Heigl, Nicole Romana</td>
<td>267</td>
</tr>
<tr>
<td>Heiner, Matthias</td>
<td>108</td>
</tr>
<tr>
<td>Henriksson, Ann-Sofie</td>
<td>182-207-262</td>
</tr>
<tr>
<td>Henshaw, Heather</td>
<td>113</td>
</tr>
<tr>
<td>Herman, Jennifer</td>
<td>193</td>
</tr>
<tr>
<td>Hernández-Leo, Davinia</td>
<td>26-130</td>
</tr>
<tr>
<td>Herry, Yves</td>
<td>259</td>
</tr>
<tr>
<td>Hicks, Margaret</td>
<td>121-179-249</td>
</tr>
<tr>
<td>Higgins, Rawinia</td>
<td>131</td>
</tr>
<tr>
<td>Higgins, Te Ripowai</td>
<td>131</td>
</tr>
<tr>
<td>Hills, Laura</td>
<td>242</td>
</tr>
<tr>
<td>Hoessler, Carolyn</td>
<td>191</td>
</tr>
<tr>
<td>Hoffmann, Christian</td>
<td>225</td>
</tr>
<tr>
<td>Hofgaard Lycke, Kirsten</td>
<td>67</td>
</tr>
<tr>
<td>Holmes, Trevor</td>
<td>64-255</td>
</tr>
<tr>
<td>Hommes, Jeannette A.</td>
<td>50</td>
</tr>
<tr>
<td>Horisberger, Marc</td>
<td>246</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Hössjer, Annika</td>
<td>126</td>
</tr>
<tr>
<td>Hughes, Clair</td>
<td>99-229</td>
</tr>
<tr>
<td>Huston, Therese</td>
<td>190-252</td>
</tr>
<tr>
<td>Huveeniers, Wilma</td>
<td>67</td>
</tr>
<tr>
<td>Huyghe, Steven</td>
<td>248</td>
</tr>
<tr>
<td>Hypponen, Olli</td>
<td>230</td>
</tr>
</tbody>
</table>

**I**

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idbberger, Karl</td>
<td>276</td>
</tr>
<tr>
<td>Iqbal, Isabeau</td>
<td>271</td>
</tr>
<tr>
<td>Isaac, Siara</td>
<td>225</td>
</tr>
</tbody>
</table>

**J**

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeans, Sarah</td>
<td>84</td>
</tr>
<tr>
<td>Jellinek, Natalie</td>
<td>232</td>
</tr>
<tr>
<td>Jewell, Evan</td>
<td>109</td>
</tr>
<tr>
<td>Jiménez Morales, Manel</td>
<td>279</td>
</tr>
<tr>
<td>Jitpinya Choomsai Na Ayuthaya</td>
<td>58</td>
</tr>
<tr>
<td>Joan Greig</td>
<td>59</td>
</tr>
<tr>
<td>Jochems, Valérie</td>
<td>251</td>
</tr>
<tr>
<td>Jones, Anna</td>
<td>38</td>
</tr>
<tr>
<td>Jones, Jennifer</td>
<td>53</td>
</tr>
</tbody>
</table>

**K**

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kandlbinder, Peter</td>
<td>39</td>
</tr>
<tr>
<td>Kareva, Veronika</td>
<td>113</td>
</tr>
<tr>
<td>Karlsson, Leif</td>
<td>141</td>
</tr>
<tr>
<td>Karm, Mari</td>
<td>68-147-164</td>
</tr>
<tr>
<td>Katajavouri, Nina</td>
<td>212</td>
</tr>
<tr>
<td>Ke, Danyun</td>
<td>137</td>
</tr>
<tr>
<td>Kekäläinen, Ulla</td>
<td>159</td>
</tr>
<tr>
<td>Kensington-Miller, Barbara</td>
<td>48-203</td>
</tr>
<tr>
<td>Kerr, Rosemary</td>
<td>87</td>
</tr>
<tr>
<td>Kiehe, Bjoern</td>
<td>177</td>
</tr>
<tr>
<td>Kirchoff, Magnus</td>
<td>74</td>
</tr>
<tr>
<td>Korpelainen, Päivi</td>
<td>230</td>
</tr>
<tr>
<td>Kroeber, Edith</td>
<td>69-231</td>
</tr>
<tr>
<td>Kuiper, Alison</td>
<td>61</td>
</tr>
<tr>
<td>Kwan, Kam-Por</td>
<td>54</td>
</tr>
</tbody>
</table>

**L**

<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lai, Patrick Kwok Tung</td>
<td>90</td>
</tr>
<tr>
<td>Lankinen, Pauliina</td>
<td>274</td>
</tr>
<tr>
<td>Lappalainen, Matti</td>
<td>75</td>
</tr>
<tr>
<td>Larsson, Maria</td>
<td>73</td>
</tr>
<tr>
<td>Le Duc Castro, Ingrid</td>
<td>253</td>
</tr>
<tr>
<td>Lee, Alison</td>
<td>236</td>
</tr>
<tr>
<td>Lee, Virginia</td>
<td>70</td>
</tr>
<tr>
<td>Leibowitz, Brenda</td>
<td>30-168</td>
</tr>
<tr>
<td>Li, Kang</td>
<td>70</td>
</tr>
<tr>
<td>Little, Deandra</td>
<td>64</td>
</tr>
</tbody>
</table>
Liu, Debbie 54
Loads, Daphne 192
Luna, Antonio 197
Luxon, Anthony 173
Lycke, Kirsten 71

M
MacDonald, Ranald 67-244
Maconachie, Don 179-250
Magne, Pollyanna 128-200
Maltas, Claire 260
Manathunga, Catherine 64-236-255
Marsden, Ken 211
Märtensson, Katarina 28-71-73-214
Martinez, O. 217
Marx, Sabine 177
Mateo García, Mónica 37
Matete, Madiba 91
Mc Alpine, Lynn 202
McGrath, Cormac 78
McMillen, Susan 51
McShane, Kim 255
Melcion, Lourdes 45
Meredith, Paul 166
Merk, Marianne 110
Middlemas, Bridge 45
Mighty, Joy 46
Miller, Sue 204
Min-Leliveld, Mariska J. 43-68
Ming Cheng 44
Minwyelet, Aster 123
Missingham, Dorothy 206
Moir, James 62
Monette, Marie-Jeanne 269
Monllau Jaques, Teresa 265
Montalvo, Adolfo 268
Montoya Vargas, Juny 105
Moore, David 47-80
Moore, Ivan 135
Moore, Sarah 111
Morán, A. 217
Moreno, Verónica 26-130
Morris, Gayle 119
Muller, Oma 223
Myatt, Paula 82

N
Naidoo, Kogi 167-184
Nemeth, Jenny 250
Nevgi, A. 68
Nicholls, Lindsey 168
Nicolau, Juan Luis 154-178
Nordström, Anna 261
Nordstrom, Katrina M. 230
O
O'Brien, Mia 99
O'Farrell, Ciara 256
O'Hanlon, Christine 235
Oliveras, Ester 265
Olsson, Thomas 31-94
Omar - Fauzee, Mohd Sofian 263
Orrell, Janice 228

P
Partridge, Lee 107-204
Patton, Judith 195
Pérez Carramiñana, Carlos 37
Peseta, Tai 255
Petersen, Melanie 157
Pettersen, Roger 232
Phan tan, Thanh-Tu 177
Piedeausca García, Beatriz 37
Pietikäinen, Janna 274
Pigeonnat, Yvan 225
Pividori, Isabel 241
Pividori, M. Cristina 241
Popovic, Celia 185-201
Postareff, Liisa 55-68-212
Potter, Bill 162

Q
Quinlan, Kathleen 202

R
Rathburn, Gail 64
Raya, Jodep Mª 256
Rehn, Jöran 254
Reinhолдsson, Peter 182
Reif, Stephen 40
Remmik, Marvi 164
Renc-Roe, Joanna 122
Requejo García, Eduardo 234
Reynolds, Candyce 195
Riddle, Matt 120
Rigbers, Anke 57
Roca-Cuberes, Carles 98-220
Rochat, Jean-Moisèse 52
Rodrigo - Alsina, Miquel 220
Rodriguez Avila, Nuria 265
Rodriguez-Gomez, David 102
Roebertson, Herma 67
Rohleder, Poul 168
Rolheiser, Carol 187
Rotheram, Bob 47
Roxà, Torgny 28-31-71-122-214
Rué, Joan 241
Ruiz Callado, Raúl 178
Ruuska, Anitt 159
Ryan, Yoni 179-249
Ryegard, Asa 94

S

Saalman, Elisabeth 278
Sadeghi, Abbas 176
Sánchez, M. E. 217
Sánchez-Elvira Paniagua, 234
Sanderson, Catherine 47-80
Sandover, Sally 107
Sangrà, Albert 133
Santamaria Lancho, M. 234
Sappey, Jennifer 40
Schatz, Wolfgang 198
Schreurs, Marie-Luise 67
Schwendimann, René 248
Scoufis, Michele 33-152-249
Skead, Natalie 204
Skodvin, Arne 71
Smigiel, Heather 179
Smith, Jan 208
Smith, John 47-80
Smith, Karen 143
Sneddon, Jamie 48
Solbrekke, Tone D. 71
Solem, Michael 197
Soler, Pere 150
Soors, Jessika 248
Sora Domenjó, Carles 116
Sorcinelli, Mary Deane 77-181
Sorensen, Ursula 145-240
Sorensen, Lynn 81-145
Southwell, Deborah 112
Stes, Ann 68-272
Strittmatter-Haubold, Veronika 85
Suominen, Leena 274
Sutherland, Kathryn 165-255
Svedmark, Eva 276
Swartz, Leslie 168
Sword, Helen 34-243-255
Swee-Liang, Tan 101
Sylvestre, Emmanuel 225
Syncox, David 66
Szczyrba, Birgit 69
Szymakowski, Yola 204

T

Taylor, K. Lynn 89-251
Tervonen, Sari 134
Tessens, Lucienne 144
Theall, Michael
Thomas, Bonnie
Thompson, Eileen
Thomson, Kate
Tigelaar, Dineke
Timmermans, Julie
Timmis, Ivor
Tolman, Anton
Tomoko, Arikawa
Totté, Nicole
Trautwein, Caroline
Tribelhorn, Thomas
Tsimenis, Malama
Tum, Julia
Turner, Nancy

V

Valenzuela, Jorge
Van Alst, José
Van der Rijst, Roeland M.
Van der Westhuizen, André
Van Driel, Jan H.
Van Keulen, Hanno
Van Petegem, P.
Van Rooy, Tus
Van Tartwijk, Jan
Van Waes, S.
Verloop, Nico
Verdurmen, Christel
Verdurmen, Christel
Verhagen, Alexandra
Viivi, Virtanen
Vilasau, Monica
Visser-Wijnveen, Gerda J.
Vizcarro, Carmen

W

Webster, Len
Webster-Wright, Ann
Wei Wu
Weining, Zou
Wellington, Sean
Wen hong, Song
Weston, Cynthia
Weurlander, Maria
Whelan, Karen
White, Peter
Wildt, Johannes
Willis, Ian
Winer, Laura
Winka, Katarina
Winter, Jennie
Wirenfeldt Jensen, Tine
Wisdom, James
Wisker, Gina 53
Woodhouse, Ros 76-206
Woschnack, Ute 198
Wouters, Pascale 71
Wright, W. Alan 209-269
Wuetherick, Brad 64-227
Wyatt, Jonathan 202

X

Xu Lan 224

Y

Yihon, Fan 63
Yoon, Caroline 48

Z

Zellweger, Franziska 127
Zerihun, Zenawi 123
Zhou, Zuoju 70
Znajda, Sandra K. 89
Zuoxu Xie 222