

**Title:**                    **Exploring the highs and lows of developing, organising and running an online conference for the CPD of Lecturers**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Explore a creative and promising new way of delivering staff development with technology embedded within it
- Reflect on the contents and structure of an online conference
- Evaluate the impact of an online conference on learning and development
- Use our experience to inform and develop their own practice
- Explore opportunities for collaboration on future projects
- Reflect on how technology can be harnessed to provide effective academic development

### **Session Outline**

A reflection, evaluation and exploration of our experience of running an online staff development conference for OU Associate Lecturers (ALs) using the technology students use to enable them to engage and empathise with the student experience and journey. This is a first for the OU. We explore the theory and pedagogy underpinning the conference (structure, method, accessibility and evaluation) along with whether we were able to increase participation, produce a number of open educational staff development resources for reuse, if the digital literacy skills of the participants were developed and how successful we were at creating a community of practice. The wider issue of how to embed and harness technology to provide academic development will also be examined. Those attending will be able to use our experience to inform and develop their own practice as well as exploring collaborating on future projects cross-institution. The session will be evaluated through questions and discussion.

### **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

Session aims:

- To showcase a creative and promising new way of delivering staff development with technology embedded within it
- To explore and reflect on the contents and structure of an online conference
- To evaluate the impact of the online conference and its impact on learning and development

- To provide a forum for delegates to discuss how they can use our experience to inform and develop their own practice

Session structure:

Timing	Contents
10 mins	<ul style="list-style-type: none"> <li>• Welcome, introduction, scene setting – why deliver an online conference?</li> <li>• Overview of the contents and structure of the online conference. Presentation of parts of the conference</li> </ul>
20 mins	<ul style="list-style-type: none"> <li>• Discussion and Q&amp; A</li> </ul> Asynchronous vs synchronous Platforms Concerns - Would you engage or not and why? Experience of those attending
10 mins	<ul style="list-style-type: none"> <li>• Evaluation of the impact of the online conference and the impact on learning and development – what went well, less well and what could be done differently?</li> </ul>
20 mins	<ul style="list-style-type: none"> <li>• Discussion and Q &amp; A</li> </ul> How could issues have been resolved? Is this medium better/worse/just different? Would you or wouldn't you and is it worth the effort?
20 mins	<ul style="list-style-type: none"> <li>• Collaborating on future projects</li> </ul>
10 mins	Summary

## References

Brown, J.S., Collins, A. and Duguid, P. (1989) 'Situated cognition and the culture of learning', *Educational Researcher*, vol.18, no.1, pp.32–42; also available online at <http://libezproxy.open.ac.uk/login?url=http://dx.doi.org/10.3102/0013189X018001032> (accessed 21 March 2011).

Kaur, M. (2011) 'Using online forums in language learning and education'. <http://www.studentpulse.com/414/using-online-forums-in-language-learning-and-education> last accessed 5 September 2011.

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