

Given our increasingly complex, connected world, I am going to take the opportunity to explore some of the new spaces academic developers, learning technologists are operating in. How can we best collaborate to address the opportunities and challenges we all face?

In 2002, Oliver described the key characteristics of then emergent role of the learning technologist. A decade and a half later, the role of the learning technologist has become embedded within institutional culture. Over this period there has been an expansion professional identity through, in the UK ALT, and its professional accreditation scheme, CMALT. SEDA has also recognised the role of effective use of technology within its professional development framework. However, the role of learning technologist is still diverse. Those who helped to identify the areas of practice highlighted in 2002 have now evolved and many have very different, often senior strategic roles, within institutions in 2016.

Is there now an emergence of a new breed, the digital pedagogue who "traverse the the technological and pedagogical domains, shifting across and combining the two as each learning and teaching situation demands"? (Walker, MacNeill, 2015). If so, how do we ensure that this new breed is truly interdisciplinary, inclusive and collaborating to make a significant impact on the development of effective learning and teaching practice and strategic direction across the HE sector.

References:

Oliver, M. (2002) What do Learning Technologists Do? *Innovations in Education and Training International*, 39 (4), 245-252

Walker, MacNeill (2015, Learning Technologist as Digital Pedagogue, *The Really Useful Ed Tech Book*, 91-106