

# SEDA Autumn Conference 2024



**Session Title:** Think, Challenge, Innovate: Facilitating open space discussions around technology-enhanced learning

**Session Type:** Practice Papers (20 minutes)

**Main presenter(s):** Jess Humphreys, Jath Pathmanathan, Charlotte Stevens, University of Warwick

**Co presenter(s):** Jess Humphreys

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**Session Summary:** This session will share experiences of piloting a “lab” space for staff at the University of Warwick to engage in conversations around innovation in technology-enhanced learning. As well as providing evaluation insights, the session will explore opportunities and challenges associated with developing innovative spaces and the value in nurturing inter-disciplinary communities of practice. Delegates will be encouraged to consider educational development in a less formal, more agile and responsive way.

**Session Outline:** Technology has both revolutionised the way we think about the design and delivery of learning (Sharpe et al.,2022). Many of us will have ideas for how we adapt to that change, but we need the opportunity to connect with experts, discuss plans with like-minded colleagues, as well as having time and space for reflection. How do we make that happen?

Colleagues from academic development and digital learning at the University of Warwick took a leap of faith by repurposing one part of a well-established postgraduate award in technology-enhanced learning. The end product was TEAL Lab, a small-scale pilot offering academic and professional services’ colleagues a dedicated but timebound space to discuss and formulate their ideas about technology-enhanced learning; projects included the development of an OER for overseas communities; curating a resource to inspire colleagues to develop pedagogy, and instigating a departmental AI policy. TEAL Lab provided a safe forum for discussion, a space to experiment and take risks. Convenors developed content as they went, adapting to need, whilst also maintaining a focus on Design Thinking, emphasising active participation, open dialogue and ongoing learning, leading participants to action planning (Liedtka,2018), and nurturing the incubation of an interdisciplinary community of practice (Wenger et al.,2011).

Evaluation of TEAL Lab explored multiple experiences and reflections from participants and convenors (Antonini,2021; Voogt et al.,2015), demonstrating evidence of value to both, including the benefit of colleagues working together, as well as feedback shape the future iteration of the initiative (Bamber,2020; Ansani et al.,2023)

This session will share learning from the initiative, exploring risks taken in developing an innovative space; the value in developing short-term communities of practice; impacts on participants and convenors, as well as next steps. Importantly, delegates will be encouraged to think about educational development in a less formal, more agile and responsive way.

**References:** Antonini, M., 2021. An Overview of Co-Design: Advantages, Challenges and Perspectives of Users' Involvement in the Design Process. *Journal of Design Thinking* 2, 45–60. <https://doi.org/10.22059/jdt.2020.272513.1018>

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