Title: **Extending educational development through accredited open online courses – 'non-traditional participants' perspectives on a UK PSF descriptor 1 (M)OOC.**

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Session Learning Outcomes

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

• Explain how accredited open online courses can extend the provision of educational development.
• Apply and start to design similar provision in their own contexts.

Session Outline

This workshop will suggest that open online staff development offerings can be used to meet some of the challenges in the diversifying context of higher education, and will explore ways to approach such provision.

The roles and locations of those who 'teach' in higher education are becoming increasingly diverse and permeable (HEFCE 2010); support and professional service staff are increasingly teaching in some form, and there is a push towards delivering HE in different locations such as transnational education and HE in FE. All of these contexts require new thinking in how we can prepare and train staff, especially those new to teaching in HE. Accredited UK PSF descriptor 1 provision is one way of preparing such staff and by offering this provision as an open online course we can offer flexibility and allow universities to extend their developmental options.

This workshop will explore the perspectives of participants on the two 10 credit open online modules of the PGCert in learning and teaching in higher education. Why did they choose to study in this mode? (flexibility, interest, access to expertise of diverse participants) Why did they choose to study for a credit-bearing course? (professional recognition, career development). Using these participant voices as a starting point the workshop will then explore the question of how delegates can use similar ideas to extend their own educational development provision.

Within our own context, and drawing on the expertise available to us, we have chosen a pedagogy that is activity-based, dialogic, reflective, participatory and community-located. The

emphasis for us is on building a community of learners (tutors included) that engage in meaningful activity, reflection and dialogue.

This workshop will offer the chance to explore the pedagogic choices you could make in your own contexts, according to your intended audiences and the expertise available.

Session Activities and Approximate Timings

Modified 'Dotmocracy' (http://dotmocracy.org) approach to exploring 'How can accredited open online courses extend educational development provision?' Small groups will be facilitated by presenters.

0 – 10 mins - Learn about the issue:
Brief introduction to the open online course (course tutor)
Brief summary of student reasons for taking the course – including video from 'virtual' students (course participants)

10 - 12 mins - Present the questions:
'How can accredited open online courses extend your educational development provision?'
This will be broken down into 3 themes:
Who: i.e. Who can benefit?
Pedagogy: i.e.. What pedagogies should we prioritise?
Expertise: i.e. What expertise do we need to draw on?

12 - 25 mins - Discuss potential answers:
In small groups generate ideas to the questions and write them on individual 'dotmocracy' sheets. Each group will be allocated one of the themes.

25 – 35 mins – Review ideas and vote on your level of support / priority of idea

35 – 45 mins – Report the results & final questions

References

HEFCE (2010) The Future Workforce for Higher Education, HEFCE: London [report]