Title: **Developing learner development**

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Abstract:

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

- Identify a relevant meaning for Learning Development
- Analyse the influence of subject "situatedness" on learning development provision through data gathered at TVU
- Describe the communities of practice contributing to learning development
- Identify ways in which Educational Developers can support academic staff in helping students in their Learner Development
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Session Outline
Key issues to be addressed are:

- What is Learning Development ?
- Who should be concerned about it ?
- Where should it be supported ?
- How can *we* help ?
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For many years, TVU has provided centrally-sourced support for what was originally called "Learning Skills", with designated tutors forming a teaching resource set apart from course teams who lived in communities of practice around subjects, schools and faculties. Over recent times (see eg Gibbs (2009)) names and skill boundaries for teaching staff have changed. Some of these tensions are across disciplines, and some across *inter*disciplinary areas (see eg Donald (2009)), but many of the tensions link directly to the situatedness of student learning and boundaries drawn by different communities of practice.

This session explores some of these tensions using outcomes from a recent project looking at three different approaches to mixing [generic] learning development with [specific] disciplinary context. In this case, the learning development input comes from TVU's Learning Development Centre (LDC), and the disciplinary contexts as Media, Health or *absent*. The three mixes looked at were

- a contribution from LDC embedded in and co-taught in a level 4 core module in Media
- a programme of support from LDC - embedded in Health , and developed in liaison with the course leader

- an open access offer from LDC – promulgated at induction, linked to clinic/advice sessions, and feeding into a full year timetable of sessions.

The investigation was supported by LearnHigher, and used the RUFDATA approach proposed by Saunders (2000), and contextualised by Baume (2008).

The session ends by looking at the implications for educational development.

Session Activities and Approximate Timings

- Introduction and Activity on meanings for Learning Development [5 minutes]
- Outline of the LearnHigher Project at TVU and its outcomes [10 minutes]
- Group discussion work on findings from students and implications [10 minutes]
- Feedback and plenary discussion [5 minutes]
- Presentation and discussion on findings from staff [10 minutes]
- Conclusion [5 minutes]

References

Baume, D. (2008) A Toolkit for evaluating educational development ventures, *Educational Developments***9.4**, SEDA, pp1 – 7

Donald, J. G. (2009) The Commons: Disciplinary and Interdisciplinary Encounters. In C. Kreber *The University and its Disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries*. New York and Abingdon: Routledge**: 35-49**

Gibbs, G. (2009) Developing students as learners – varied phenomena, varied contexts and a developmental trajectory for the whole endeavour. *Journal of Learning development in Higher Education*(1) [*www.aldinhe.ac.uk* accessed 25 September 2009]

Saunders, M. (2000) Beginning an evaluation with RUFDATA: theorising a practical approach to evaluation planning, Evaluation, 6, 1: 7-21