

Title: An exploration of embedded resource development

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Session Learning Outcomes

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

- *Identify good practice when collaborating with HE academic staff on programme design*
- *Draw from others' experiences regarding effective cross-departmental innovative resource development and collaboration within the discipline*
- *Demonstrate awareness of the factors involved in building an approach within a particular community or tradition*

Session Outline

The Study Skills Centre at Bangor University aims to support students throughout the process of transition to and progression through the university by raising awareness of academic expectations and by helping students to develop the strategies and processes that will enable them to build their self-confidence and to get the most out of their studies. This philosophy mirrors many other learning development centres, and a similar concept is introduced by Clair (2015, p.13). We are working alongside academic staff within schools, to support the embedding of learning development within the curriculum, which draws upon the literature available to support this argument for integrating the content-skill element into academic studies (Wingate, 2006; Horne & Peake, 2011). The aim of this panel presentation will be to draw on our recent experiences at the School of Education, as a basis to share our approaches, to gain feedback on our current practice and to learn how others face similar challenges.

We will look at programme design and variations in delivery and other underlying themes will explore an approach to building cross-departmental collaboration with the aim of developing innovative resources to tackle student need, based on staff and student perspectives. Our approach involves a four-part construct: highlighting the initial situation or problem; describing how we addressed the problem with the purpose of developing a tailor-made solution; focussing in detail on the solution; before exploring evaluation methods to measure the impact of the provision. This model enables us to match needs to achievable outcomes, which is discussed in detail by Wisker (2003). Participants will have an

opportunity to share their knowledge of similar approaches when working within the discipline, with a view to building a broader picture of what constitutes good practice in HE learning development.

Session Activities and Approximate Timings

The outline of the workshop is as follows;

5 minutes – Nikki Anghileri and myself briefly introducing our presentations and posing the following question to the audience (who will be assigned into groups): Consider the approaches to resource development within the discipline in your own institution. We will briefly summarise the different models, which will form the basis for the Q&A session below.

10 minutes: Leila's presentation:

- To introduce the situation (and potential problem) that was highlighted by the academic school
- To describe the process through which a solution was developed
- To explore the tailor-made solution that was developed, in collaboration with academic staff
- To highlight the impact of the provision and how it was evaluated
- To conclude and sum up findings

10 minutes – Nikki Anghileri's presentation

20 minutes – Combined Q&A session. To build on the models presented at the outset, and explore advantages and pitfalls to various approaches to the embedding of learning development within the curriculum.

References

- ~ Horne, D. and Peake, K., 2011. Writing Hazards. In: M. Deane and P. O'Neill, eds. *Writing in the Disciplines*. Basingstoke: Palgrave MacMillan. pp.113–14
- ~ St. Clair, R., 2015. *Creating Courses for Adults: Design for Learning*. San Francisco: Jossey-Bass Higher and Adult Education
- ~ Wingate, U., 2006. Doing away with 'study skills', *Teaching in Higher Education*, October issue, 11/4, pp.457–69
- ~ Wisker, G., 2003. Carrying out a needs analysis: from intuition to rigour. In: P. Kahn and D. Baume, eds. *A Guide to Staff and Educational Development*. London: SEDA. p.30