Title: **Exploring the role of trust in learning, teaching and educational development. Findings from a collaborative Erasmus+ project**

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Session Learning Outcomes

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

- Define trust as a concept significant for educational development, including the relationships between trust, distrust and mistrust
- Mirror the student-teacher relationship in course participant-educational developer relationship with regard to trust
- Experience and reflect on an innovative method of researching trust using the card sorting technique in qualitative interviews
- Suggest how to use results from researching trust to enhance educational development practice

Session Outline

The session will bring participants' attention to the relationships between doctoral students who underwent a one-year educational development course and their "significant others," i.e. individuals whom course participants considered most important for their teaching practice. We will use "trust" (see Luo 2002, Brugger, Hasenclever and Kasten 2013, Forsberg 1999, Kezar 2004, Mayer, Davis and Schoorman 1995, Roxå and Mårtensson 2015, Stocks and Trevitt 2016, Wheeler 2018) as a guiding conceptual lense to explore these relationships looking at:

(a) how this experience is valuable in and of itself;
(b) how it might shape course participants' future practice with their own students (including a shift to student-centred approaches); and
(c) the implications this has for educational development practice and the role of academic developers as participants in and brokers of these significant trust relationships.

Other issues to be addressed during this session include:

- o How can we understand trust in the context of educational development? Can relationships of trust – or lack thereof – be critical for participants of educational development courses?

- What parallels can be drawn between the literature discussing concepts of trust and research on students as partners, and the sense of belonging and engagement that students feel? How can trust be assessed and/or quantified in educational development?

This session is based on a work as part of a collaborative Erasmus+ project entitled *Extending and reinforcing good practice in teacher development*, in which SEDA is a key partner responsible for dissemination of project outcomes. While facilitating the session we will build upon our findings from assessing relationships of trust observed in 18 participants of the course. We will engage the workshop participants in trialling a novel method of assessing trust and critically review the potential of this method for improving the effectiveness of educational development courses.

Session Activities and Approximate Timings

1. Inviting participants to share their definition of trust; adding to their understanding our perceptions of trust as informed by literature and our own practice (10 min)

2. Presenting the results from our study, which highlight the importance of trust relationships for course participants and the role this plays in attitudinal shifts to practice in line with course intended outcomes (15 min)

3. Exploring the role of trust in educational development – simulation of a data collection method (interviewing with cards)
   - Instructions to participants on how to undertake an interview using card sort technique, distribution of handouts (5 min)
   - Work in groups of three (including the interviewer, interviewee and note taker): performing interviews with cards (20 min)
   - Feeding back and sharing findings from interviews (15 min)

4. Data analysis and interpretation to establish the extent to which trust is a factor in the integration of knowledge learnt in ED courses (15 min)

5. Conclusions: implications for educational development practice (10 minutes)

References

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