Title: **Developing and empowering staff to meet the challenges of leading global delivery teams**

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Abstract:

Session Learning Outcomes

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

- Identify the key challenges for module leaders in designing and developing the curriculum and delivery of modules in an international context with remote teaching teams.
- Identify and prioritise solutions for developing staff and empowering them to be effective in leading modules in an international context.

Session Outline

This workshop invites delegates to consider the key challenges to supporting and developing academics leading and working with colleagues in remote/global communities of practice.

The expansion of transnational education (TNE) in the UK is changing the role of the module leader in our institution. Humfrey (2009) states that 'the UK is embracing TNE with it's new methods of delivery, and exciting innovations in teaching and learning.' Bohm et al (2004) and Shiel (2006) indicate that the global demand for TNE is predicted to increase to £20 billion by 2020. However, in densely populated countries there is a limit to how much student mobility into the country can be sustained thereby leading to an increase in cross-border education programme and providers (Knight 2005).

The UNESCO and OECD (2005) code of good practice for TNE articulates an expectation that the TNE providers are 'responsible for the quality as well as the social, cultural and linguistic relevance of education provided in their name'. Ziguras (2008) and Lovett (2010) explain the tension this creates in trying to replicate home campus conditions in off shore campuses whilst maintaining pedagogic principles of tailoring the experience to suit the culture and context in which students are learning. Module leaders are at the forefront of managing this tension.

The challenge for institutions is to develop and support academics working in remote communities of practice. Lovett (2010) articulates this as a need to 'join colleagues across the globe to develop alternatives to the Western academic models.'

Key issues to be addressed are:

- The identified need in our institution to manage and develop modules and programmes designed in the UK but delivered in overseas campuses and by franchised partners.
- How do we fully engage staff in remote/global communities of practice?

Session Activities and Approximate Timings

Presenters brief overview of the outcomes of research in our institution into the challenges and opportunities facing staff managing the delivery of a UK designed curriculum in a TNE context. (10 mins)

Open discussion and sharing of experiences of developing curriculum for international delivery and supporting staff in this activity. (20 mins)

Key questions to be considered.

- What are the systematic and strategic operational issues that need to be addressed in managing international delivery?
- How do staff design relevant curriculum to meet the needs of an International student body
- What skills do staff need to develop for effective delivery in an international context?
- How do we develop the global team/community of practice?

Plenary: What can I take back to my own institution? (15 mins)

References

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