Title: **The developer's real new clothes... is cross-boundary learning the new cross-disciplinary learning?**

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Session Learning Outcomes

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

1. Gain an insight into key findings around the principles of effective collaborative open learning
2. Discuss cross-boundary learning in the context of cross-institutional academic development and relevance for their own practice
3. Use the collaborative open learning framework from the study to start developing a related intervention with other delegates

Session Outline

This contribution is closely linked to the conference themes around collaboration among institutions, building communities and cross-professional learning.

Open learning is emerging as an important development in the sector including promising applications in the area of academic development. It has the potential to place academic development at the forefront of innovative learning and teaching practices, transform practices through modelling while also harnessing open educational practice as a public good that links institutions, and academia more generally, with society and creates opportunities for cross-boundary development and community (Levin, 2004).

This contribution reports on a phenomenographic (Marton, 1981) doctoral study in the area of academic development, to be submitted for examination during 2016. This study explores collaborative open learning in the context of open cross-institutional provision based on practitioner-driven arrangements. This has some of the characteristics of Weller's (2011, 2014) concept of 'little OER' applied to open educational practices. The two cases of the study were the open courses, Flexible, Distance and Online Learning (FDOL) and Creativity for Learning in Higher Education (#creativeHE). The cross-institutional collaboration in these cases was of informal nature and the open courses were linked to local formal and informal provision. Through iterative phenomenographic analysis, a deeper understanding of the collaborative open learning experience in these cases was developed. Themes were identified and conceptualised from these experiences. These led to the synthesis of the categories of descriptions, qualitative variations and the outcome space, which visualises the connections

between the categories of description. The proposed framework for collaborative open learning in cross-institutional collaborative academic development is a direct output of this study. The findings of the study and their significance for academic development will be shared for discussion with delegates. These findings include a set of practical guidelines for educational developers and course facilitators.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

The session will start with an introduction to the project and key findings (15 mins) Then, the framework developed will be shared and used with delegates to co-create specific collaborative open learning opportunities in an academic development context (15 mins) followed by a discussion with delegates about the findings and delegates' feedback on the experience of experimenting with the framework (15 mins).

References

Levin, M. (2004) Cross-Boundary Learning Systems – Integrating Universities, Corporations, and Governmental Institutions in Knowledge Generating Systems, in: *Systemic Practice and Action Research,* Vol. 17, No. 3, June 2004.

Marton, F. (1981) Phenomenography – describing conceptions of the world around us, in: *Instructional Science*, 10, pp. 177-200.

Weller, M. (2014) *The Battle for Open Webinar*, The Ed Techie, 21 March 2014, available at http://nogoodreason.typepad.co.uk/ [accessed 20 May 2016]

Weller, M. (2011) *The Digital Scholar. How technology is transforming scholarly practice*, London: Bloomsbury Academic.