Title: How to share good practice with busy academics in a large University

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Session Learning Outcomes

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

Construct a simple interview to share good practice
Identify drivers for the use of on-line resources to support learning and teaching
Appraise the use of technology to support the spread of good practice in teaching and learning.

Session Outline

- Video interviews are a powerful method for the dissemination of good practice
- A well structured taxonomy and search function is essential
- Open publishing is an important element but so is a clear publishing strategy
- Design is important
- A flexible structure allows reuse of material for a variety of purposes.
- Measurable engagement

The University of the West of England employs over a thousand academic staff over seven sites, four Faculties, fifteen Departments and many hundreds of Awards. To bring together staff for development activities and workshops is a serious challenge. In reality development tends to take place on a local basis and means that many colleagues remain under-exposed to the richness that comes from the opportunity to share across disciplinary and professional boundaries. The University has developed an intranet to bring together good practice in learning and teaching. Access to the system is available to all staff, academic and professional, and is managed by an editor and an editorial board.
A variety of techniques have been adopted to replace the sharing of teaching knowledge that has traditionally occurred in staffrooms, refectories, offices and corridors. It takes advantage of speed of search, multimedia distribution, social media, memory and network to provide examples of practice to colleagues across the University.
The use of a technology based approach using social media has been identified as an important enabler in familiarising academics with media uses more commonly found among their students. This approach therefore encourages academics to make use of technology by for their own development. It has been found that such experience in personal professional development is then replicated in learning and teaching with students.

Session Activities and Approximate Timings

The presentation consists of an introduction to the application of knowledge management techniques to supporting learning and teaching. This is followed by a selection of representative examples of the current content.

In view of the audience the opportunity will be taken to extract comments, suggestions and ideas for new or existing approaches that may contribute to the further development of the site.

Depending upon the audience the discussion can move into a number of domains based on discipline, underlying technology, ease of implementation and effectiveness/impact and usage. A SEDA audience would be expected to engage with the following questions;

1. To what extent (if at all) can this approach be used to support or replace existing practice?

2. What are the drivers, local and/or professional that will drive use of such a provision?

3. Can we identify existing resources and capabilities that could be used in this manner?

4. Considering the size and structure of your organisation do the benefits justify the effort and use of resources?

Presentation: fifteen minutes

Q and A: five minutes

Activity: twenty minutes
In pairs take it in turns to identify an aspect of good practice that could be explained in a short interview or demonstration suitable for recording with a single fixed video camera.

Share Your ideas with another group. Agree an observer, an interviewer, an interviewee and smartphone owner. Carry out the interview and share the file.

References

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Cardon, Peter W. and Marshall, Bryan, The Hype and Reality of Social Media Use for Work Collaboration and Team Communication International Journal of Business Communication first published on March 30, 2014 doi:10.1177/2329488414525446

Kimble C., What Cost Knowledge Management? The Example of Infosys, Global Business and Organizational Excellence March/April 2013

Sallis, Edward 2002 Knowledge management in education: enhancing learning and education, Taylor and Francis, London