

Title: **Playing your Cards Right: Introducing a new resource to support the development of disciplinary and professional thinking**

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Session Learning Outcomes

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

- Identify ways in which the pack of 'disciplinary thinking cards' shown in the session could be used by staff and students to develop shared understanding of thinking and learning in disciplinary and inter-disciplinary contexts;
- Articulate how the same cards could be used by academic developers with new staff to explore processes of professional learning and thinking as a teacher in higher education;
- Identify additional cards that could be useful for working with staff in their own academic development context.

Session Outline

- Ways of helping new staff to work with students to understand ways of thinking and learning in their own disciplinary contexts
- Ways of academic developers working with new staff to support their professional learning as teachers in higher education
- The 'double layer' approach undertaken by academic developers when working with new staff: supporting them to teach and facilitating their learning and thinking as teachers.

The session will introduce participants to a pack of cards, developed by staff at two universities, designed to bring to the surface disciplinary thinking and learning and enable its exploration. These professionally designed and produced card sets draw on research into thinking and learning (Donald, 2002; Riordon & Roth, 2005; Kreber, 2009; Miller-Young & Bowman, 2017). The 16 cards represent processes such as 'Noticing', 'Framing problems' and 'Making connections'. They are a catalyst to stimulate exploration and sharing of learning. There are 8 blank cards for colleagues to represent additional processes, which encourages personalisation and contextualisation of the material. The

cards, developed and trialled over two years, were launched in September 2018, and are being used in 6 universities in a range of disciplinary and professional areas.

The session will explain how the cards are currently being used. The participants will then draw on their shared knowledge and experience as a community of academic developers to explore the ways in which the cards might be used to facilitate new staff learning to be teachers. The process draws on the importance of learning through sharing ideas and networking and on the importance of developing professionalism in teaching (Bostock & Baume, 2016). Working together would include the creation of additional cards representing processes of learning and thinking as a teacher in higher education that could be used by academic developers.

Session Activities and Approximate Timings

- 1 – Tables will be arranged for group work (4-6 people)
- 2 – Packs of cards with accompanying leaflet will be placed on the tables for groups to examine (10 mins)
- 3 - Presenters will summarise how the cards have been used with staff and students in different universities to explore learning and thinking in disciplinary and professional contexts (5 mins)
- 4 – Participants will then be asked to focus on the learning of staff in the discipline/profession of education and on their own role as experienced teachers in identifying, articulating and modelling ways of thinking and learning as a higher education teacher. In groups they will be asked to sort the cards into those that represent learning and thinking processes they would use in this role and those they wouldn't. (10 mins)
- 5 – Using a 'blank card' proforma, groups will be asked to identify additional cards that they would add to their set. These will be placed on the table together with the cards from the original pack that they would use in their academic development work. (10 mins)
- 6 - Participants will be asked to look at the cards (old and new) on everyone's table to share ideas (10 mins)

References

- Bostock, S & Baume, D (2016) Professions and Professionalism in Teaching and Development in Baume, D & Popovic, C (Eds) (2016) *Advancing Practice in Academic Development* London Routledge pp 32-51
- Donald, J (2002) *Learning to Think: Disciplinary perspectives* San Francisco: Jossey-Bass
- Kreber, C (Ed) (2009) *The University and its Disciplines: Teaching and learning within and beyond disciplinary boundaries* London: Routledge
- Miller-Young, J & Bowman, J (Eds) (2017) Using the Decoding the Disciplines Framework for Learning across the Disciplines *New Directions for Teaching and Learning* No 150
- Riordan, T & Roth, J (Eds) (2005) *Disciplines as Frameworks for Student Learning* Sterling, Virginia: Stylus