Title: **Developing new academics – whose values?**

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Abstract:

This proposal connects several of these themes: curriculum design / educational development / strategy and policy as it considers the approach to professional development for new academics across two post '92 institutions.

SEDA Values

Indicate which SEDA Values may be relevant to your proposal:

An understanding of how people learn		Scholarship, professionalism and ethical practice	
Working and developing learning communities		Working effectively with diversity and promoting inclusivity	
Continuing reflection on professional practice	X	Developing people and processes	X

Session Learning Outcomes

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

- Discuss various institutional approaches to the development of new academic staff
- Suggest ways in which their values influence development initiatives

Session Outline

Key issues to be addressed are:

The purpose of this session is to explore with delegates:

1) How personal professional values are foregrounded in the selection of approaches to pedagogic practice;

2) How such values may be constrained and/or compromised in the face of institutional and wider priorities.

This session considers the approach of two post-92 universities to the development of PG Cert and other professional development provision for new academics. One of the universities has recently revalidated its PG Cert and the second has developed and had accredited a new professional development framework.

When designing curricula it is important to acknowledge the established and powerful links between our educational beliefs and values and the teaching and learning practices we privilege (Toohey, 1999). Our own values and beliefs necessarily influence our selection of content and pedagogic approaches and strategies, which in turn impact on the quality of learning (Biggs & Moore, 1993; Chapman, Ramondt, & Smiley, 2005; Entwistle, McCune, & Hounsell, 2002). Our personal professional beliefs and values cannot be seen in isolation from those of the institution and sectors in which we work. The session therefore considers the extent to which we foreground our own professional values over those of the institution. Where is the role and influence of institutional priorities most keenly felt for those developing the provision and does the provision eventually reflect the requirements of the institution at the expense of our own professional values? And, in our current neo-liberal times, how is the marketisation of higher education constraining the development of the provision, particularly given mechanisms such as HESA returns and the KIS: how does this fit with our values and beliefs?

Session Activities

15 minute case studies on the two institutions
30 minute discussion considering provision in delegates' institutions and the degree to which this is influenced by and based on tradition, history and expediency.   How have values played a part in the development of the provision?   What are the constraints preventing us from developing the kind of provision we would really like?

References

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Toohey, S (1999) 'Designing Courses for Higher Education', *Higher Education* 41 (3) 343-344