Title: **Working in a "third space" to create an institutional framework to underpin use of audio and video.**

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Session Learning Outcomes

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

- identify how partnership working between academic and professional colleagues has enabled development of institutional policy to support embedded use of technology in a large, research intensive university;
- discuss the relationship between the concept of the "third space" and institutional policy development to embed technology use;
- Review opportunities for staff and educational development afforded by working in third spaces involving both academic and professional staff.

Session Outline

The University of Leeds is committed to a blended learning strategy which includes (within relevant disciplinary contexts) realising the potential for transformation: in terms of course design, methods, and students' engagement with learning material by a considered and appropriate mixture of face-to-face interaction, carefully designed online course materials and tools, and enhanced contact with a wider distributed learning environment through relevant technologies.

This paper will give an account of how an operational group has been set up to consider the legal issues arising from the extended use of audio and video in learning and teaching. The group has successfully developed a policy on audio or video recording for educational purposes, which was approved by the University Senate in January 2014 and is being implemented across the University. The policy underpins use of audio and video by ensuring that all staff and students will receive proper notice that a recording is due to take place and have a right to opt-out or to ask for an edit of that recording. The policy provides clarity on intellectual property rights, copyright, and data protection issues and takes account of all possible permutations for producing and publishing audio and video recordings for educational purposes i.e. staff recording students; students recording staff; staff recording staff, students recording students, and staff and students recording visitors or members of the public.

This paper will use the concept of the ''third space'' (Whitchurch, 2008, 2013) to reflect on the work of the group and to evaluate the success of the collaboration between its professional and academic members. It will focus on:

- the importance of open discussion and experimentation towards a shared vision;

- the recognition of expertise and mutual respect between members; and

- the developmental potential for colleagues working in partnership across multi-disciplinary teams (Macfarlane,2011).

Session Activities and Approximate Timings

Timing	Structure	Outcome
0-20	Presentation: the paper will give an account of the context, purpose, activities, and structure of the group; provide an overview of the concept of the "third space" and an analysis of the work of the group against this concept.	• identify how partnership working between academic and professional colleagues has enabled development of institutional policy to support embedded use of technology in a large, research intensive university;
20-25	Questions on Presentation	
25-45	Indicative questions for discussion: [it is planned to include members of the group virtually in the discussion through use of collaborative classroom software adobe connect] 1.Do third spaces offer a helpful approach to consider the opportunities and challenges of embedding technology use? 2. What is the role of staff and educational developers in promoting, developing and co-ordinating third spaces?	• discuss the relationship between the concept of the "third space" and institutional policy development to embed technology use; • Review the opportunities for staff and educational development afforded by working in third spaces involving both academic and professional staff.

References

MACFARLANE,B.2011. The morphing of academic practice: Unbundling and the rise of the para-academic. *Higher Education Quarterly*, **65(1),** pp.59-73

WHITCHURCH,C.2008. Shifting identities and blurring boundaries: The emergence of Third Space professionals in UK Higher Education. *Higher Education Quarterly*, **62(4),** pp.377-96

WHITCHURCH,C.2013. *Reconstructing Identities in Higher Education*. London: Routledge.