

**Title:** Using shared values to develop scholarship in learning and teaching in a research intensive university

**Presenters:** Anthea Connolly and Rebecca Dearden  
University of Leeds

### Abstract:

Researching learning and teaching. The paper will give an account of how an interdisciplinary network of academic and professional staff is growing within the University of Leeds to support active engagement in pedagogical research and to further the University's research-based approach to student education.

### 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		Developing people and processes	

### Session Learning Outcomes

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

- Identify how institutional strategy has helped to consolidate and support development of understandings of scholarship, professionalism and ethical practice in relation to student education in a large, research intensive university;
- Discuss the relationship between institutional strategy and professional values; and
- Review the opportunities for staff and educational development afforded by working in learning communities involving both academic and professional staff.

### Session Outline

*Key issues to be addressed are:*

This paper will give an account of how an interdisciplinary network (the Enhancing our Practice Network) of academic and professional staff is developing within the University of Leeds. The Network aims to: facilitate the exchange of knowledge about HE pedagogic research and the scholarship of teaching and learning; support staff to develop confidence to

undertake pedagogic research on HE practice; and to strengthen awareness, within the institution and nationally, of the HE pedagogic research and scholarship of learning and teaching activities undertaken at Leeds.

The paper will focus on:

- How the University of Leeds has used key themes in its strategy map of ‘Inspiring our students to develop their full potential’ and ‘Translate excellence in research and scholarship into learning opportunities for students’ to highlight its scholarship of learning and teaching and pedagogic research activities;
- How an institutional strategy of research-based learning and teaching (Healey, 2005) in teaching programmes at all levels has led to shared understandings of scholarship, professionalism and ethical practice;
- How through shared values a university can strengthen and develop a community of staff interested in evidence based teaching practice through an interdisciplinary network of academic and professional staff using both “interventionist” and “democratic” staff development orientations (Land, 2004; Neame, 2011).

### Session Activities

We will give an account of the context, purpose, activities, and structure of the Enhancing our Practice Network as well as discussing the factors which have led to its development to date and follow this with an opportunity for structured discussion.

Indicative questions are:

1. What is the relationship between institutional strategy and understandings of scholarship, professionalism and ethical practice in your institution?
2. How can alignment of institutional, professional and personal values open up opportunities to enhance student education practice?
3. What opportunities exist for academic and professional staff to work together to develop scholarship, professionalism and ethical practice?

We propose to divide the session into 2 parts:

Timing	Structure	Outcome
Part 1	<b>Recognising shared values</b>	
0-15	Presentation: context and background to formation of the Network  Questions for discussion 1 and 2	
15-20	1. What is the relationship between institutional strategy and understandings of scholarship, professionalism and ethical practice in	Identify how institutional strategy has helped to consolidate and support development of understandings of scholarship, professionalism and ethical

	<p>your institution?</p> <p>2. How can alignment of institutional, professional and personal values open up opportunities to enhance student education practice?</p>	<p>practice in relation to student education in a large, research intensive university;</p> <p>Discuss the relationship between institutional strategy and professional values; and</p>
Part 2	<b>Using shared values as a development opportunity</b>	
20-35	<p>Presentation: activities, and structure of the Enhancing our Practice Network; factors which have led to its development to date using frameworks developed by Land/Neame as a basis for discussion.</p> <p>Question for discussion 3</p>	
35-45	<p>3. What opportunities exist for academic and professional staff to work together to develop scholarship, professionalism and ethical practice?</p>	<p>Review the opportunities for staff and educational development afforded by working in learning communities involving both academic and professional staff</p>

## References

HEALEY, M. 2005. Linking Research and teaching: disciplinary spaces. *In* R. BARNETT, ed. *Reshaping the university: new relationships between research, scholarship and teaching*. Maidenhead: McGraw-Hill/Open University Press.

LAND, R. 2004. *Educational Development: Discourse, Identity and Practice*. Maidenhead: Society for Research into Higher Education & Open University Press.

NEAME, C. 2011. Exploring Models of Development of Professional Practice in Learning and Teaching in Higher Education: What can we learn from Biology and Marketing? *Educate* **11** pp.9-19.