Effective cooperation between Learning Development and Academic Development: What have we learnt, where are we heading?

The first stage of any collaborative is to identify and understand who is travelling with you. Learning developers and academic developers are two sides of the same coin and yet may be structured within an institution very differently, with remits that at first sight may make each seem to the other an unusual choice for a collaborative relationship. This keynote is that collaborative relationship writ large, as we at ALDinHE and SEDA look for ways to work together and in doing so explore how we might achieve that on an individual level too.

We begin by asking who we are and what we do, and potential areas for collaboration given the scope of our work, our reach and how we are organised. We explore the situated, dialogic attributes of collaboration (Adamson and Walker, 2011) and discuss how we might help two disciplines talk to, rather than across, each other.

The next task is to identify the right person to work with, and the right problem to work on. The literature points to the importance of an affective connection to the collaborative partner as well as to the idea or purpose behind the collaboration (Pirkkalainen et al, 2017). As we move on to survey the anticipated qualities of the collaborative environment, the shape of social relationships and expectations, all situated within distinct professional identities, are likely to become prominent, what Moolenaar et al (2012) gather under the term 'collective efficacy.'

Finally, we close by looking towards the future, and the end of the collaboration. With our current working environment structured around impact and evaluation, what are the outcomes that represent success, both for ourselves and for those who might also have a vested interest? And is it possible for both to be satisfied?