SEDA Summer School 2004
for Staff and Educational developers

Wednesday 14th – Friday 16th July 2004
The Grosvenor Hotel, Stratford upon Avon

Programme with Session Outlines

DAY 1	EDUCATIONAL DEVELOPMENT – AN OVERVIEW
10.30-11.00	*Registration and refreshments*
11.00-12.30	**Session 1: What is Educational development?** Lynn Roberts ***University of Liverpool*** On past experience, participants in the workshop will be operating in a wide variety of roles, in different contexts, bringing with them different perspectives, skills and experience. What then brings us together as staff and educational developers? What values and goals do we have in common? How do others view our contribution? ***Aims:*** • to consider staff and educational development from a number of viewpoints; • to allow participants scope to explore possible adaptations to their practice. ***Outline:*** Through introductions and small group work, we will explore the range of roles within the group. We will also discuss the viewpoints of students, academics, managers, new developers and funding bodies. We will then consider the practical implications of the insights that result from this process, within the context of specific roles. The session will conclude with an overview of current and likely future trends in the field of staff and educational development.
12.30-13.30	*Lunch*

13.30-15.00	**Session 2: The Scholarship of Educational Development** Ranald Macdonald FSEDA ***Learning and Teaching Institute, Sheffield Hallam University*** In this session we will reflect on the various characteristics of scholarly practice, including those developed within Boyer's (1990) tradition by the Carnegie Foundation, before examining the extent to which educational development is a scholarly profession. Recent conferences and publications have reflected a lack of consensus on the nature of educational or academic development, indicating the complex and multi-dimensional nature of our work within an equally heterogeneous higher education sector. Drawing on contributions to a recent publication by Eggins and Macdonald (eds. 2003) and a keynote to the SEDA Conference by Keith Trigwell, we will examine what scholarship means in the context of educational development and how we, as individuals, might find different routes to the same end within a 'community or practice' (Lave & Wenger, 1991; Wenger, 1998). Participants will also be asked how SEDA can best support them in becoming more scholarly in their practice. Boyer, E. L. (1990). <u>Scholarship Reconsidered: Priorities of the Professoriate</u>. Princeton, NJ, Carnegie Foundation for the Advancement of Teaching. Eggins, H. and R. Macdonald (2003). <u>The Scholarship of Academic Development</u>. Buckingham, SRHE/Open University Press. Lave, J. (1988). Cognition in Practice: Mind, mathematics, and culture in everyday life. Cambridge, UK: Cambridge University Press. Lave, J., & Wenger, E. (1990). Situated Learning: Legitimate Peripheral Participation. Cambridge, UK: Cambridge University Press.
15.00-15.30	*Refreshments*
15.30-17.00	**Session 3: The role of educational developers in managing change** Ranald Macdonald FSEDA ***Learning and Teaching Institute, Sheffield Hallam University*** This session will enable participants to: • Examine some of the sources of change within higher education and how we can ensure we are aware of what is happening • Consider the various aspects of change with which we may be involved, including educational, institutional and external • Reflect on our role in steering and initiating change • Draw on various approaches to change management to inform our practice It would be useful if participants could think about examples of change with which they are involved to act as mini case studies during the session. What is the change? How are you involved? Who else is involved and in what capacity? What is helping or hindering the change process? What would make it go more smoothly?
17.00-17.30	*Refreshments*

| 17.30-19.00 | **Session 4: Modelling action Learning**
Lynn Roberts
University of Liverpool

Action Learning is 'a continuous process of learning and reflection, supported by colleagues, with an intention of getting things done...individuals learn with and from each other by working on real problems and reflecting on their experience' (Beaty & McGill, 1992 'Action Learning')

Aims:
• to explain what action learning is and how it can be used to support your professional practice and learning;
• to demonstrate how action learning works by modelling the process.

Outline:
The session will have a very practical focus with participants being encouraged to explore real issues and concerns from their own practice by working in threes as an action learning 'set'.

Preparation:
No preparation is necessary but participants will need to identify a professional issue or concern they have that they can describe and talk about in the action learning set workshop.

Beaty, L. and I. McGill (1992). <u>Action Learning - A Practitioner's Guide</u>. London, Kogan Page. |

DAY 2	PLANNING SUCCESSFUL INTERVENTIONS
9.00-10.30	**Session 5: Goal setting in educational development projects** David Baume FSEDA ***Independent consultant*** Perhaps the most powerful and the most important question we can ask about any staff or educational development venture – whether that venture is a single conversation with a lecturer, a consultancy, a workshop, a programme, an action learning set, a scheme to recognise excellence in teaching, a University policy or strategy – is "What are we trying to achieve?" You might prefer to ask "What particular differences are we trying to make?" or, rather more formally, "What are the intended outcomes of this work?" Clear answers to such questions make every subsequent part of the venture – planning it, undertaking it, monitoring and evaluating it – much easier (although still not very easy – no aspect of staff and educational development is often easy.) The goals of this pair of sessions are that, by the end of them, you will have at least started: 1. To draft some possible intended outcomes for one or more staff or educational development ventures which you are considering or about to start. 2. To plan a process for negotiating and confirming these outcomes with other partners in the venture 3. To plan how you will monitor and evaluate the success of these ventures. Please bring with you some ideas for staff and / or educational ventures that you are considering or that are in the early stages of development
10.30-11.00	*Refreshments*
11.00-12.30	**Session 6: Evaluating educational development** David Baume FSEDA ***Independent consultant*** As above These two sessions will build on ideas in Baume (2003) Baume, D. (2003). Monitoring and Evaluating Staff and Educational Development. A Guide to Staff and Educational Development. P. Kahn and D. Baume. London, Kogan Page.
12.30-13.30	*Lunch*

13.30-15.00	**Session 7: Designing and running events (1)** Peter Kahn FSEDA ***Teaching Development Officer, University of Manchester*** *Aims:* •To consider the role of events - primarily workshops - as part of educational development activity. •To examine approaches to designing and running successful events. •To enable participants to begin to design a workshop. *Outline:* The session will begin by looking at the place of workshops in educational development activity and the characteristics of successful events. A series of short activities will be used to introduce various aspects of designing and running workshops.
15.00-15.30	*Refreshments*
15.30-17.00	**Session 8: Designing and running events (2)** Peter Kahn FSEDA A final activity will involve preparing the outline of a workshop that participants can take away to run for themselves.
17.00-17.30	*Refreshments*
17.30-19.00	**Session 9: Mentoring sessions (optional)** Participants are offered either a session of an individual mentoring with an experienced educational developer or a peer co-counselling session (those involved in the peer co-counselling will be grouped into pairs and/or triads).

DAY 3	DEVELOPING TEACHERS AND DEVELOPERS
9.00-10.30	**Session 10: Encouraging and rewarding excellent teaching** Sally Brown FSEDA *Higher Education Academy* What is an excellent teacher in Higher Education? Is the ability to inspire and motivate students something that you've either got or you haven't got? Can such behaviour be taught or fostered? What behaviours and attributes can we associate with excellence? And how much does it depend on the context? Can everyone aspire to excellence? Are excellent teachers necessarily innovators? What role should students and peers play in identifying the outstanding ones? What can departments and institutions do to promote and foster excellence? How can we help our best departments to become centres of excellence (or for excellence)? *Aims* This workshop will enable participants to: • explore what comprises excellent teaching in a variety of contexts; • consider the experiences of a number of institutional and national recognition schemes including the National Teaching Fellowship Scheme • consider what kinds of reward and recognition approaches work best at fostering excellence in teaching and learning support; • examine how some outstanding teachers (including NTFS award holders) have impacted positively on their own institutions and the wider community.
10.30-11.00	*Refreshments*
11.00-12.30	**Session 11: Developing the developers** Sally Brown FSEDA *Higher Education Academy* Educational development is demanding and stretching. It can be exposing if you are continually opening yourself to scrutiny by aiming to model best practice in your sessions on, for example, running small group sessions or working on a one-to-one basis. The workload of an educational developer can expand continuously and it is difficult to set boundaries to your role. This workshop will centre on a range of academic survival strategies including managing time and stress and ensuring that your job remains fulfilling and fun.

	Aims
	- This workshop will enable participants to:
	- explore how best to track and manage a complex workload;
	- use a range of time management techniques;
	- Understand the complexities of the organisation in which you work;
	- Learn to live with the inevitable stress of your job
	No miracles are promised, but you might find some of the techniques useful!
12.30-13.30	*Lunch and Depart*