

Title: "How can I make my session unmissable?" A librarian's lament

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Abstract:

Dealing with ever increasing numbers whilst ensuring the quality of the student experience has exercised the minds of lecturers for a decade - now colleagues with equally important support roles are asking similar questions

Session Learning Outcomes:

Participants will be able to consider:

- How to adapt the process/model to meet own institution's needs
- Effective ways of measuring impact for both groups (Educational Developers/Learning Resource Staff)
- Other ways we can work collaboratively with staff who support learning

Session Outline:

Moving towards the notion of a professional framework is encouraging greater inter-professional engagement in those areas of learning and support where managing the learning of increasing student numbers has hitherto been overlooked in educational development terms.

A request from Learning Resource staff for support in their work is resulting in an interesting and creative partnership with educational development, which will enable students to recognise the integral role that Learning Resource colleagues play in the higher education experience.

The CPD programme focusing on induction and study skills that was collaboratively developed drew on the Joyce and Showers model of sustained CPD. The model features five component stages, Theory, Demonstration, Practice, Feedback and Coaching: success depends on staff engaging in supported experiments.

Session Activities:

Shared presentation – Planning process (Educational developers/Learning Resource staff) (10 mins)

Activity: case study – Responding to the needs analysis and feedback (individual/pair/share activity) (5 mins)

Task: small groups of 3 / 4 Adopting and improving the model for other groups (15 mins)

Full group discussion: What are the most effective ways of measuring the impact of the CPD activity? (10 mins)

Summary/Evaluation: 1 minute paper (5 mins)

References:

Baume, D., & Kahn, P., (ed.) **A guide to Staff and Educational Development**, London & Sterling, (2003)

Joyce & Showers – Synthesis of research on staff development – a study of 200
In-service Education and Training programmes for teachers

Robinson, C., Sebba J., University of Sussex, A Review of Research and Evaluation to Inform the
Development of the New Postgraduate Professional Development Programme.

Available: <http://www.tta.gov.uk/php/read.php?resourceid=3902>: (accessed 26th July 2005)