

Title: **Embedding CPD in School Culture: making use of a web resource**

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Abstract:

Session learning outcomes:

On completion of the session, delegates will:

- be familiar with the University of Nottingham's approach to professional standards;
- have explored the good practice examples, such as videos of colleagues in the lecture theatre and transcripts of interviews about teaching practice, on the Promoting Enhanced Student Learning (PESL) web resource;
- have discussed approaches to embedding CPD within discipline cultures.

Session outline:

The notion of "professionalism" espoused by the University of Nottingham through its PGCHE course for new academics, and its Associate Teachers' Programme for part-time teachers, presupposes that staff in the teaching role should be reflective practitioners who make scholarly and professional judgements to improve their teaching and their students' learning.

The PESL web resource underpins educational development by supporting a model of change that seeks to build and maintain communities of practice, and which promotes sharing of good practice and discussion on teaching as a core element in the role of staff who teach at the University. This approach focuses on the need to embed educational development initiatives within the School context, within the real-world of the academic, rather than one that draws the academic out of their context to a central "learning experience", thus relying on transfer of generalities learned back to the specific context.

The challenge we face is in embedding use of the resource within the School culture. Our initial approach is to give ownership of the content to an academic Editorial Board, to build activities in our accredited programmes that make use of the resource, and to facilitate means of presenting resources in other web contexts (e.g. a School's own web site).

Session activities:

The session will begin with up to fifteen minutes spent on an introduction to the University's approach and a demonstration of the resource, followed by a ten minute discussion on the value and potential uses of the various types of resource. The issue of embedding will then be addressed, firstly with a ten minute outline of currently proposed methods of embedding use of this resource within educational development activities at Nottingham, and followed by participants identifying the applicability of approaches to embedding their use within their own context, and sharing additional or alternative uses for such a resource.

The PESL web resource is available at <http://www.nottingham.ac.uk/teaching/>