

Title: **Re-animating the Values Base of Our Work**

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Abstract:

Session Learning Outcomes

By the end of this session, the facilitator hopes and intends that participants will be able *and enthusiastic* to:

- Review critically how the SEDA and other values inform their work as a developer:
- If necessary, plan how to use the SEDA values more directly and effectively in their work; and
- Explore possible additional values, generic or for their own particular work

Session Outline

Key issues to be addressed are:

- To what extent do the SEDA values (and others such as those from the Higher Education Academy) drive and inform our practice as developers?
- How, exactly, do they inform our planning, our work, our assessment, our evaluation?
- (To what extent are the SEDA values just warm fuzzies?)
- Do the values SEDA first developed and implemented in 1992 need review, updating, extending or weeding?

Selective reference will be made to accounts of the development of teacher accreditation and the informing values, including Baume and Baume (1996), Baume (2003), Baume (2006), Trowler and Bamber (2005) Beaty (2006), Baume (2007) and Baume (2008). However the emphasis will be on the future

Session Activities and Approximate Timings

- 1 Participant introductions – names, institutions, roles
- 2 Brief overview of the SEDA Values, using a handout
- 3 In pairs – how, exactly, do we use the SEDA values in our work?
- 4 Plenary – sharing and questioning these accounts of using the values
- 5 Presentation – possible additional ways to use and embed the SEDA values
- 6 Alone or in pairs – how else can I use the SEDA values in my own work?
- 7 Brief plenary – sharing new uses of the SEDA values
- 8 Do we – as SEDA or as individual developers – need any more values? Fewer? Different?

Most early sections will take not more than 10 minutes, varied in response to participants' interests, allowing substantial time for activity 9.

References

Baume, D. and C. Baume (1996). "A national scheme to develop and accredit university teachers." International Journal for Academic Development **1**(2): 51-58.

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Trowler, P. and R. Bamber (2005). "Compulsory Higher Education Teacher Training: Joined-up policies, institutional architectures and enhancement cultures." International Journal for Academic Development **10**(2): 79-93.

Beaty, L. (2006). Towards Professional Teaching in Higher Education: The Role of Accreditation. Changing Higher Education: The Development of Learning and Teaching. P. Ashwin. Abingdon, Routledge Falmer.

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