

Title: **Educational Development: purpose and practice within globally oriented higher education**

Presenters: **Elizabeth Grant**
University College London

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- a) Consider the future role and needs of the educational developer within the global context
- b) Reflect upon the need to reposition and redefine educational development
- c) Discuss the benefits of collaboration with educational developers from less economically developed countries

Session Outline

A globally orientated higher education system will need a redeveloped pedagogic infrastructure for the development of teaching and support staff. Such a framework should expose, explore and evaluate the various perspectives for understanding higher education within the context of a world that is increasingly inter-connected and populated by people who share an uncertain future.

The educational development community has a central and empowering role in enabling such a transformation. This will require new skills and knowledge within a reconstructed professional framework. Interestingly, in some less economically developed countries, such frameworks have already been developed.

The purpose of the Third Room Group is to raise awareness of an urgent need to update staff and educational development in higher education by recognising the changing needs of staff and students in an increasingly global context for work and learning. (The first meeting of the Group took place on 19th March at the Development Education Research Centre within the Institute of Education.)

At the crux of this discussion was the need for higher education to produce globally competent graduates. Such graduates need to be aware of the wider world and their own role within it, with an understanding of how the world works economically, politically, socially, culturally, technologically and environmentally (Leggott, D. and Stapleford, J., 2007). In terms of future careers and of economic security – at an individual and national level - an ‘understanding [of] the global context and the ‘connected’ world is essential’ in the context of employment’ (Archer, 2005). Such an aim also carries further ethical challenges and an educational imperative that will inevitably reveal global inequities, diversity of personal values and expose the significance of difference and commonality within cultural norms and mores.

The Initial Members of the Third Room Group are:

Elizabeth Grant, University College London (Convenor)
Dr Doug Bourn, Institute of Education
Dr Glynis Cousin, Higher Education Academy
Professor Abdul Kidwai, Aligarh Muslim University,
Dr Suki Ekaratne, University of Bath,
Gwen Van Der Velden, University of Bath,

Lynnette Matthews, University of Leicester,
Jo Tait, University of Surrey
Dr Cliff Hancock, HEFCE
Dr David Baume, Higher Education Consultant

Session Activities and Approximate Timings

Questions inherent within the discussion topics are:

What are the professional attributes knowledge and skills of the educational development 'profession' within the global context?

'How can the educational development community contribute to the development of the globally competent graduate?'

'What is our role in universities that are part of a global community?'

'What can we learn from our colleagues elsewhere such as India and are any lessons learned transferable to other contexts?'

1. Intro and brief summation of key agendas (presentation) 5 minutes
2. Attributes/knowledge and skills (pair/group discussion) (15 minutes)
3. Feedback (5 minutes)
4. UN MDGs – the relevance to Educational Development (5 minutes)
5. Building collective capacity (pair/ group discussion) 10 minutes
6. Feedback and conclusion (5 minutes)

References

ARCHER (2005) Presentation at the Development Education Association Higher Education Conference: Graduates as Global Citizens: Quality Education for the 21st century

Leggott, D & Stapleford, J. (2007) 'Internationalisation and Employability' in Jones, E & Brown, S.2007 eds. Internationalisation in Higher Education, London, Routledge