

**Title:**               **Old Stories, New Narrators: reworking initial professional development using e-learning to maximise inclusivity and resources**

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## **Abstract:**

### **Session Learning Outcomes**

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

1. Reflect on lessons learned from the redesign of professional development curricula for delivery on-line
2. Consider the needs and experience of particular cohorts of staff when learning from a distance and on-line
3. Explore ways of continuing to deliver professional awards that are meaningful, appropriate, challenging, and responsive to a globalised HE and rationalisation of resources
4. Anticipate a future form of HE, lifelong and professional learning driven by a 'convenience' agenda

### **Session Outline**

Key issues to be addressed are:

The session briefly outlines the experience of redesigning an institution-wide initial development award for delivery on-line to part-time and hourly paid staff, partner colleges and to colleagues delivering the UK experience abroad. The Teaching Toolkit is a 20 credit initial professional development module combining a week of workshops and work-based reflection on practice. It was restructured as a 10 credit experience delivered on line over 12 weeks as part of a JISC-funded project. The experience has been valuable: Not only did it enable us to develop ourselves and colleagues, it also contributed to embedding e-learning agendas across the region and institution. In addition, it was timely because institutional restructuring had prompted a review of the delivery, location and support of the award and its associated professional development programmes. E-learning is an old story perhaps, but within the context of this conference, the experience reminded us how we might meet future challenges sustainably, constructively and effectively.

In reflecting on the experience, it provided the team with opportunities for creativity and innovation with respect to how we maintain a supportive reflective learning environment for our course participants using e-learning. The experience challenged us to think very carefully about what we really value within the curriculum, the key learning, the shape and facilitation of the learning experience, its support, and how to replicate the sharing and security of a face-to face community, as well as how we might continue to meet the professional values of SEDA that we espouse. In rethinking the learner experience for on-line delivery we drew particularly on the 3-c model for collaborative e-learning in Bird (2007); Dalrymple & Smith (2008) and Winter (2003) on assessment, as well as Jaques & Salmon (2007), and Kahn et al (2006) on reflective practice.