

Title: **Educational, Staff, and Learning Development – defining the tribes and territories and planning the campaign**

Presenters: **Peter Hartley, Becka Currant and Pete Sayers**
University of Bradford

Abstract:

Session Learning Outcomes

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

- Identify and discuss the differences between the ‘tribes’ of educational, staff and learning developers
- Identify the implications of these differences for their own practice
- Review how different universities are organising themselves in respect of educational, staff, and learning development and consider the implications of different organisational structures
- Identify strategic priorities for their own work in terms of collaboration with other services
- Use concept mapping software as a tool for planning and discussion (90 minute workshop only).

Session Outline

The session is presented by the three heads of the educational, staff, and learning development functions at the University of Bradford. We will start with a short presentation, using Bradford as a case study, and offer:

- A brief contextual summary.
This will explain how the 3 functions/services of educational, staff and learning development have emerged and grown at Bradford (to allow participants to identify common themes and any significant differences with their own situations)
- our view of the key differences and issues confronting the 3 services in terms of their foci and structures
- our concept map of ‘the territory’ (using cmap software – see below). This will identify the different functions, relationships and potential issues/conflicts.
- our analysis of the major issues for future collaboration and strategic development which emerge from our concept map
- comments on our conclusions in relation to more general developments in the sector (e.g. looking at the review of educational development in the UK recently published by HEDG and the growth of other organisations like ALDinHE)

The session will then move into small group discussion of the major issues and a plenary review which will aim to identify the key strategic issues for future strategic development and collaboration.

Key issues to be addressed are:

- how can we best define the 3 functions/services of educational, staff and learning development?

- what are the key differences and issues confronting the 3 services in terms of their foci and structures?
- how are we defined and either assisted or frustrated by the organisational structures we confront?
- How can we best work together both in terms of operational issues and strategic planning?

Session Activities and Approximate Timings:

- Opening presentation (no more than 20 minutes)
- Split into small groups and introduction to concept mapping software (10 minutes). We will use software called cmap (free download) which is very quick and easy to use and which also has a significant literature supporting its use as an educational tool (e.g. Hay and Kinchin, 2006)
- Small groups discuss the issues and revise the concept map (30 minutes)
- Presentation of group conclusions and plenary discussion (30 minutes)

We will make all the concept maps available to participants after the workshop

Discussion will focus on the 4 key issues identified in the previous section.

References

Gosling, D. (2008) *Educational Development in the United Kingdom*. Available from HEDG at http://www.hedg.ac.uk/documents/HEDG_Report_final.pdf

Hay, D.B. and Kinchin, I.M. (2006) "Using concept maps to reveal conceptual typologies." *Education and Training*. 48, 2/3, 27-142.