

**Title:**                    **Integrating Staff Development to Support Pedagogic Practice in eLearning: using an interdisciplinary team approach**

**Presenter:**           **Linda Byles**  
Bournemouth University

### **Abstract:**

#### **Session Learning Outcomes**

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

Identify a range of strategies for cross university staff development.

Reflect on the application of staff development strategies to their own context.

#### **Session Outline**

Key issues to be addressed are:

A variety of staff development approaches have been used to foster pedagogic change in relation to e-learning. Strategies have focused on innovative methods, staff competencies, contextual issues, situated learning, task orientated goals, team working practices and roles. (Clegg et al, 2000; Taylor, 2003; Wilson and Stacey, 2004). Within institutions a number of these strategies could be used at any one time making it problematic for individual staff to access support. Mc Naught and Kennedy (2000) cited in Taylor (2003) argue that to make staff development effective then these different strands need to be woven together. This discussion paper examines how this can be done through the creation of a multidisciplinary support team.

The paper has been developed from a Higher Education Academy funded "Pathfinder" project " Innovative e-Learning with e- Resources". (<http://www.bournemouth.ac.uk/eds/eres/> ). Discussion will focus on how multi disciplinary teams can work together effectively to bring about pedagogic change. The team brought together for the Pathfinder project had a range of skills and expertise and consisted of a staff developer, learning technologists, librarians and the manager of the Education Development Service. They explored with academic colleagues the implementation of innovative pedagogic practices, bringing together learning activities and e-resources. There was recognition here that curriculum development did not rest with one individual but was a shared responsibility (Taylor 2000).

The findings of the project reinforce much of the research already done in this area which identifies multiple, rather than single approaches to staff development. What the eRes project has focused on however is to come to an understanding of how these different approaches may be integrated together. A multidisciplinary team has provided the means by which academic staff could negotiate their way around a complex range of staff development services. The concept of a "broker" who facilitates this process has been developed to foster self awareness in academic colleagues about their own personal needs and how to go about meeting them. The staff development guidelines produced from the research are intended as a starting point for discussion, notably to stimulate debate on their applicability in different organisational contexts.

## Session Activities and Approximate Timings

The eRes Briefing Paper Staff Development Guidelines would form the basis for discussion.  
[http://www.bournemouth.ac.uk/eds/eres/briefing\\_papers.html](http://www.bournemouth.ac.uk/eds/eres/briefing_papers.html)

1. A brief outline would be given of the research undertaken. Emphasis would be placed on the underlying goals of bringing together a range of staff development approaches to support eLearning. **10 mins**
2. Discussion on approaches currently taken by colleagues **10 mins**
3. Overview of the outputs from the research , particularly the staff development guidelines **10mins**
4. Discussion on guidelines. How might an integrated approach work? **15mins**

### Indicative questions

1. What approaches currently exist in your own organisation to support staff in developing their practice?
2. How might they work more effectively?
3. How could an integrated approach work in your organisation?

### References

Clegg, S , Konrad J and Tan J, (2000) Preparing academic staff to use ICTs in support of student learning. *The International Journal for Academic Development* 5, 2, 138 – 148

Taylor , J (2003) Managing staff development for online education : a situated learning model . *Journal of Higher Education Policy and Management* Vol 25 , no1. May , 75 – 87

Wilson G and Stacey E (2004) Online interaction impacts on learning; teaching the teachers to teach online. *Australasian Journal of Educational Technology* 20(1), 33 – 48.