EDUCATIONAL
DEVELOPMENTS

The Magazine of the Staff and Educational Development Association Ltd (SEDA)

20 YEARS SEDA
STAFF AND EDUCATIONAL DEVELOPMENT ASSOCIATION

Issue 14.1
March 2013 ISSN 1469-3267
£9.00 Cover price (UK only)

Contents

SEDA Ltd
Woburn House,
20 - 24 Tavistock Square
London WC1H 9HF
Tel 020 7380 6767
Fax 020 7387 2655
Email office@seda.ac.uk

More information about SEDA's activities can be found on our website:
www.seda.ac.uk

Registered in England, No. 3709481. Registered in England and Wales as a charity, No.1089537

Five Birthday Challenges for SEDA

Julie Hall, SEDA Co-chair and University of Roehampton

Julie was invited to give a keynote address at the 17th Annual SEDA Conference 2012: 'Teaching Excellence' and introduce delegates to some of the issues and ideas for SEDA's 20th anniversary.

SEDA's twentieth anniversary provides a wonderful opportunity to consider what kind of organisation we are and what kind of organisation we need to be. Dipping into SEDA's archive of magazines, journals and past keynote addresses and helped by long-standing members and newer SEDA members, my keynote address invited delegates to work with me on five birthday challenges. Here are key aspects of the keynote and the contributions of the delegates.

Challenge 1: What are the metaphors for educational development work today – particularly in response to teaching excellence?

Looking back at an article in this publication by Bhanot, Cousin and Jenkins (2000) educational developers saw themselves as the 'domestiques' in a professional cycling team, delivering sustenance to the star riders and often invisible at the final podium. Other suggestions included sanctuary providers and organic food stalls in fast food outlets. In considering those factors which create the kind of strong professional communities which lead to enhanced pedagogical practices, I looked at a number of research studies. Kruse and Louis (1995), for example, suggest that in the schools' sector it's a combination of providing reflective spaces and sites of influence and activity. Characteristic of these strong communities are:

- a clear sense of purpose
- collective responsibility for student learning
- a commitment to professional inquiry to achieve that purpose, including sustained collaboration and reflection on practice
- de-privatisation of individual practice, collegiality and (importantly) opportunities to influence activities and policies.

This list certainly chimes with the views of a former SEDA co-chair Professor Liz Beaty (2012) who told me 'The success of a focus on student learning and a strong ethic of mutual support and co-counselling has meant that SEDA has survived against the odds when powerful agencies with more government finance and power have taken over parts of the function. SEDA has continued to nurture people and has stayed close to its principles and professional values'.

Work by Orr (1996) sees professional communities as offering something to counter 'the individualised, privatised nature of twenty first century work which can inhibit sustained collective sense making, leading to fragmented, rather individualised

EDUCATIONAL
DEVELOPMENTS
The Magazine of SEDA

Issue 14.1
2013

2013 (Vol.14)
Annual Subscription Rates

Individual subscriptions are £36 sterling per year (4 issues) within the UK. Overseas subscribers should add £5 sterling postage and packing for delivery within the EU or £8 sterling for the rest of the world.

Packs of 10 copies (each copy containing 4 issues) are available for £270 sterling.

All orders should be sent to the SEDA Office, either with payment or official order.

NB SEDA members automatically receive copies of *Educational Developments*.

appropriation of tasks unless people find community spaces'. Yet, interestingly, Orr's community was made up of photocopier repair men!

Is SEDA more than a place to make sense of our rather isolated, invisible work or to update our technical skills?

The delegates' responses to the first challenge included these metaphors:

- Herding cats
- Singing to the tune of others
- Gardeners pruning and pulling out weeds and fertilising
- Drawer of maps
- Bridge builders
- Oiling wheels
- Providing mechanical assistance
- Constructing webs
- Helter skelter
- Turning on light bulbs
- Preventing the dam from bursting
- Weathering the weather (seeing the storm as a challenge – finding the rainbow)
- Fishermen – if I catch something I put it back (spreading interesting conversations with others)
- Loaves and fishes – feeding of the five thousand
- Stokers in a steam ship or battleship
- Scene shifters who are not allowed to write the play
- Fixers – repairers

Challenge 2: How can SEDA grow its membership when educational development work is often 'behind the scenes'?

SEDA members are often very appreciative of the role the organisation has played in their professional lives. Joelle Adams, a new SEDA Executive member, for example, told me 'SEDA has been an excellent way to orient myself to the UK higher education sector; as a Canadian moving to the UK mid-career, I needed all the help I could get to understand the history, context, and, of course, acronyms! The members of SEDA offer support, inspiration, and advice related to the practice and politics of educational development. From my first SEDA conference I have felt welcomed and valued; the range of opportunities with SEDA seems endless. I feel I have found a home.'

SEDA is funded in the main by institutional membership. Yet at any one time more than 60 individuals are involved in SEDA, as committee members, mentors, course leaders, PDF recognisers. We have around 100 individual members and there is a long way to go before all HEIs become SEDA institutional members.

A recent report to SEDA Exec by Mike Laycock indicates that of 138 UK HEIs 67 are SEDA institutional members. It is interesting to note that the report indicates that, when comparing with the 2012 Guardian league table, SEDA institutional members appear to have consistently out-performed non-SEDA HEIs in respect of:

- overall student satisfaction (calculated for 2011 and 2012 only)
- student satisfaction with teaching, and
- student satisfaction with feedback.

In addition SEDA members appear to achieve these satisfaction scores whilst having:

- a lower (or the same as) spend per student FTE
- a higher staff-student ratio, and
- a lower average entry tariff.

The scores of course have not been achieved because institutions are SEDA members. There is no causal relationship. However, it can be said that students appear, in the main, to be more satisfied with the learning environment than those in institutions which are not SEDA members. The association seems to be in a strong place to grow its membership but, given the nature of our work we are presented with a challenge.

The delegates' responses to the second challenge included these ideas:

- Be more critical of bad practice in the sector
- Push for democratic higher education
- Reach out to more people.

Challenge 3: We now have 2.5 million students in the UK, the prospect of millions more worldwide through online free HE, a new funding regime (in some parts of UK), anxiety and private providers…. What really is SEDA's responsibility?

Higher education is changing at a rapid rate, just as it was when SEDA came into existence twenty years ago. A recent article for *The Observer* newspaper (Cadwalladr, 2012) made the case that just as the worlds of publishing, shopping, journalism and music have been revolutionised by the internet, higher education will be next. For challenge three I asked delegates to consider some of the changes on the horizon and revisit SEDA values but also to consider some of the more critical voices within the SEDA community who have invited us to 'think otherwise' about our work. Often these voices have emphasised SEDA's role in relation to ideological or political positioning in response to Government or our own universities. Graham Gibbs, for example, in 2000 wrote in this very publication about the need to break away from familiar ways of doing educational development: 'Leading new initiatives may seem like a great idea, even if we don't have much experience of doing it, but this may well involve stopping doing what some of us are used to doing – such as being responsive to requests. It may involve rationing help and effort in line with institutional priorities rather than following one's nose or the noses of our most frequent and valued clients.'

Writing in *New Academic,* the predecessor to *Educational Developments* twenty years ago, Lewis Elton (1992) argued powerfully that enhancement, empowerment and enthusiasm to make changes will come to nothing without educational development expertise – expertise in designing changes and in working within changed systems. He said, 'This is rarely considered a task at the current time.' One might argue that it remains a task to be grasped even twenty years later.

SEDA has regularly invited critical friends to extend our thinking through keynote presentations at conferences or through publications. Here are some of the messages I examined:

> Graham Webb in 1996: 'We have to break the link of development with the natural, with evolution, with growth, with a unitary notion of progress.'
>
> Glynis Cousin at the SEDA conference in May 2007 called for us to 'come out' about our different approaches to educational development – where are the feminist educational developers?
>
> Glynis Cousin at the SEDA conference in May 2011 asked us to look beyond the usual binaries – deep and surface, student centred and lecture centred.
>
> The IJAD editorial by Trevor Holmes and Barbara Grant in 2007: 'Every professional association and scholarly field has its moments of prising open its assumptions in order to think otherwise.'
>
> Tamsin Haggis at the SEDA conference in May 2009 called for us to go beyond the usual theoretical frameworks and look beyond usual writers who inform our work.
>
> In November 2012, the Guardian/HE Academy debate (with SEDA involvement) was on the question 'Where is the evidence that PG Certs are having an impact on student learning?'

The delegates' responses to the third challenge included these ideas:

- Maintain high standards and professional respect for teaching in higher education
- Remember where we have come from and what we are here for
- Maintain UK HE high reputation in a global online era
- To not be the HE Academy
- To not be agents of normalisation
- To provoke challenge and critique
- To help manage the dual face – keeping personal and professional ethic and values
- Make HE accessible and affordable for all our citizens at all stages of their lives.

Challenge 4: 20 years on – what's the editorial message?

Looking at David Jaques' first editorial in the *New Academic* (Jaques, 1991) the ideological voice of SEDA's predecessor, SCED, rings out strongly articulating its role in relation to growing student numbers. This is not just a message about enhancing teaching and learning but about doing it with a particular aim:

> *'If the quality of provision is not to suffer, different approaches must be developed and introduced with forethought, sensitivity and imagination. The aim is a more informed and effective citizenry. Indeed, if institutions reconsider their goals at the same time that they make changes to their courses and teaching, the quality of their provision and the quality of the student achievement can actually improve.'*

Over the years there have been calls for a similar response to the pressures of mass education and neo-liberalism. Henri Giroux, for example, in 2004: 'We need a concept of public pedagogy in universities to counter neo-liberalism in other formal spheres of learning. To provide citizens with those critical capacities, modes of literacy, knowledge and skills that enable them to read the world critically and participate in shaping and governing it.'

The keynote invited delegates to think critically about aspects of their educational development such as working with the UKPSF – which may actually be experienced as controlling rather than enhancement. I invited delegates to consider Bourdieu's definition of agents of classification: 'Agents entrusted with acts of classification only do well what they have to do (objectively) because they think they are doing something other than what they are doing, because they are doing something other than what they think they are doing, and because they believe in what they think they are doing. As fools fooled, they are the primary victims of their own actions' (Bourdieu, 1996, p. 39).

My keynote suggested that we should be aware of our practice, use SEDA to critique our approaches and remain open to a vision of a higher education which might be different from that articulated by government or university managers. Friere's work (2004) remains helpful in this regard: 'To me no matter how often it is said today that education has nothing more to do with dreams, but rather with the technical training of learners, the need is still there for us to insist on dreams and utopia.'

The delegates' responses to this fourth challenge included the following responses

- Don't give up
- Don't retire yet
- Just keep swimming *(Finding Nemo,* 2001)
- Think otherwise – be challenging.

Challenge 5: 20 years ago SEDA colleagues recognised the need for nationally recognised learning and teaching programmes. They are still in place…Some have hardly changed. What should we be offering the sector now and for the next 20 years?

This challenge was completely driven by the groups' discussions and ideas. Some of the responses to this fifth challenge included:

- Tools to evaluate the impact on student learning
- A comprehensive unified professional development structure
- To offer professional development which meets the needs of all those involved in change in higher education even the people who don't realise they are educational developers
- To position EDUs in the VC's office
- A greenhouse or incubator space to grow and test educational development ideas.

To conclude, the challenges for SEDA can be seen as the two halves of one coin:

a) how to remain true to SEDA values and the spirit of the organisation, and

b) how to remain relevant and valuable to a university sector which is changing rapidly both in terms of ideology and pedagogic practices.

I suggest that we do the first by ensuring that SEDA values underpin our practice and all our SEDA products and by consciously developing ways of doing educational development and being a professional association which reflects these values. This means we should encourage all our members to think carefully about ethical approaches, a commitment to lifelong learning and inclusive practices while maintaining critical perspectives. In SEDA we should not be reticent about saying we care about staff and educational development in higher education, we care about student learning and we care about an organisation which supports educational development work especially because this work is often hidden, highly political and individualised.

Yet I would argue that this will not be enough unless we also pay attention to maintaining relevance and value. SEDA's Professional Development Framework, for example, may need to orientate more towards the disciplines and the development of programme teams rather than individuals. We need to pay more attention to student engagement and consider the ways in which educational development will change with students at its heart. We need to continue to build the scholarship of HE pedagogic practices and develop more systematic evaluation and measures of quality student learning and enhancement activity. We need to continue to reach out to the vast numbers of people involved in change in higher education – especially those who don't call themselves developers. As universities change there is an urgent need for more effective and enjoyable courses and assessment methods.

However, not all universities see us as the people to lead such projects or even contribute to them. While some UK Learning and Teaching units close or shrink, others are busier than ever. My hope is that in twenty years' time someone will read this and say, 'In celebrating SEDA@40 we are grateful to those who were active in creating and sustaining SEDA and who ensured it remained true to its values, relevant and above all a community worth fighting for.'

Acknowledgements

I am grateful to all those who helped with this keynote and to all those involved in SEDA since its early days and I acknowledge their influence on my love of educational development work and my professional community.

References

Beaty, L. (2012) Email correspondence with author.

Bhanot, R, Cousin, G. and Jenkins, D. (2000) 'The literal and metaphorical; some recent factual and figural accounts of Educational Development Units in British universities', *Educational Developments,* 1.4, SEDA.

Bourdieu, P. (1996) *The State Nobility: elite schools in the field of power,* Cambridge.

Cadwalladr, C. (2012) 'Do online courses spell the end for the traditional university?', *The Observer.*

Elton, L. (1992) 'Quality Enhancement and Academic Professionalism', *The New Academic,* 1.2, SEDA.

Freire, P. (2004) *Pedagogy of Indignation,* Paradigm Publishers, London.

Gibbs, G. (2000) 'Learning and teaching strategies: the implications for educational development', *Educational Developments,* 1.1, SEDA.

Giroux, H. A. (2004) 'Cultural studies, public pedagogy and the responsibility of intellectuals', *Communication and Critical/Cultural Studies,* 1.1, pp. 59-79.

Holmes, T. and Grant, B. (2007) 'Thinking otherwise in academic development', *International Journal for Academic Development,* 12.1, pp. 1-4.

Jacques, D. (1991) Editorial, *The New Academic,* 1.1, SEDA.

Kruse, S. D. and Louis, K. S. (1995) 'An emerging framework for analyzing school-based professional community', in *Professionalism and Community: perspectives on reforming urban schools,* Newbury Park, CA: Corwin Press.

Orr, J. E. (1996) *Talking about Machines: an ethnography of a modern job,* Ithaca (NY), Cornell University Press.

Webb, G. (1996) *Understanding Staff Development,* London: Society for Research in Higher Education.

Julie Hall is the Director of the Learning and Teaching Enhancement Unit at the University of Roehampton.

Developing SEDA's Professional Development Framework

Stephen Bostock, SEDA Co-Chair, Glyndŵr University

Introduction

SEDA's Professional Development Framework (PDF) is ten years old and it continues to develop in its range and audience. Let me first explain why I am writing this. I recently finished three years as the chair of the PDF committee and a year as the 'outgoing' vice-chair. So this is partly a review of my stint as chair, which seems in retrospect notable for two themes: growing overseas interest and the continuing development of new 'named awards' within the framework. This is not all we did as a committee: there was a steady turnover of new recognitions and reviews of existing ones, we trained recognisers and tweaked the recognition (aka accreditation) documentation. We worked with the Staff Development Forum and talked to OFQUAL, and so on. But in retrospect the development of new awards and the increasing international interest seem most significant as examples of SEDA's developmental activity and mission.

More recently, I have helped in clarifying the alignment between some PDF awards and the UK Professional Standards Framework for Teaching and the Support of Learning in HE (UKPSF). This will be of particular interest to institutions with PDF-recognised programmes, and of wider interest in clarifying the future of the PDF in a UK context, where the UKPSF is increasingly important.

Unlike SEDA's more visible activities like conferences and publications, readers who are not leaders of SEDA-recognised programmes may not be familiar with SEDA's PDF recognition activity. So I will summarise the PDF's developmental character. Once an institution registers a programme or pathway for recognition against one of the named awards, a mentor is provided for those new to the PDF, to help in writing the two recognition documents. Once these are complete, the recognition process that follows has more the character of a critical friend than of an auditor. There are currently 30 trained recognisers/mentors, all of whom have had experience as staff developers, programme leaders and/or heads of units. Nonetheless, following a visit, the recognisers' report may include recommendations and/or requirements for recognition, which would have been discussed at the visit. These are typically accepted and implemented immediately as improvements. The PDF recognition process thus combines a collegiate evaluation activity amongst peers, as well as providing a quality mark against the clear standard of a named award.

Developing new awards

Over ten years, eighteen 'named awards' have been developed within the PDF, not counting those used to assure the quality of the processes used by SEDA to award its own fellowships to its members. Any one of the eighteen can be used as the basis of the recognition process where a specific programme (or pathway) in an institution is mapped against the named award's elements, and certain questions about the programme and the institution are asked for quality assurance. Where did these named awards come from? Why were these awards, in particular, developed?

The general answer is that the awards were developed in response to need. Most address a specific role or activity of academic or non-academic staff. A few examples will give a flavour: Action Research; Developing Leaders; Embedding Learning Technologies; Enhancing Academic Practice in Disciplines; Enhancing Research Practice; External Examining; Supervising Postgraduate Research. A few are generic: Responding to Change in HE; Developing Professional Practice. The first named award was Learning, Teaching and Assessing, which was based on the predecessor of the PDF, the Teacher Accreditation scheme begun in 1993. This is typically used to recognise programmes providing initial professional development for new lecturers. A little later came Supporting Learning, for programmes providing professional development for those with a partial teaching role. (Later we mapped these two named awards to UKPSF Descriptors 2 and 1 respectively – see below.) Another early named award was Embedding Learning Technology, developed within the EFFECTS project. The materials can be found on the project web-site – tinyurl.com/b6g63an.

What does it mean to have a framework? All these named awards share the same recognition process, which at its core requires being able to demonstrate how a programme will support its participants in developing and then demonstrating (for assessment) the three elements of any named award. All named awards share two of these elements: the six SEDA values and the four core development outcomes describing the cycle of reflection on professional development. What is different about each named award is the third element, the specialist outcomes, typically four or five intended learning outcomes capturing the essence of the role or activity that the programme is to support. This structure, of fixed values and development outcomes with variable specialist outcomes for each award, has proved flexible in developing new awards to meet a variety of needs, relatively easily and quickly. For full details, see the PDF website at tinyurl.com/b3vxn7x.

Two recent examples of new named awards are Mentoring and Coaching, and Leading Programmes. In both cases the process was initiated by an educational developer in an institution who wanted SEDA recognition for their new, or developing, programme.

In the case of Mentoring and Coaching, Angela Menzies and Karen Aitchison at Napier University approached SEDA. We recognised that not only did no existing named award fit their needs neatly but also that a named award in mentoring and/or coaching would have a wider usefulness and was therefore worth the developmental effort. What followed was a dialogue, supported by another PDF committee member, Carol Maynard, to develop the specialist outcomes, in time to have the new named award scrutinised and approved by the next PDF committee meeting. It can be found at tinyurl.com/a8n6zbv. It was then used successfully to recognise the Napier programme using the normal recognition process. Every named award has one or two award coordinators, first contacts for programme leaders with an interest in it. We were pleased that Diana Eastcott, with great experience in mentoring, has joined the committee and become the coordinator for this award. Diana is now working with the Napier programme.

A second example, Leading Programmes, followed a similar path. John Peters had developed a staff development programme for academic programme leaders at Worcester University. He had looked at the existing PDF named awards but did not find one that fitted the programme well. Working with Jenny Eland from the PDF committee, John helped develop the specialist outcomes that would both address the particular need of his programme but also, in the committee's view, suit other programmes developing this role. Again, once the named award was approved it was used to recognise the programme at Worcester, using the normal process.

As in these examples, new named awards have been developed in a productive discussion between a programme leader wanting SEDA recognition and committee members with experience in both the subject matter of the award and the PDF recognition process. It has been a dialogue reconciling the specific level of a programme and the generic level of a named award for wide use. The PDF has proved to be a flexible framework for developing new awards, allowing the committee to be responsive to suggestions and reasonably quick in adding new awards to the existing framework, with its advantage of being a well-tested, robust and transparent process.

Overseas recognitions

Ten years ago, there was already a handful of overseas institutions using the teacher accreditation award (LTA) and there is a steady stream of overseas enquiries. My own first experience of overseas recognition was the University of Windsor, Ontario, Canada, where in 2009 I mentored academic developers at the Windsor Centre for Teaching and Learning in developing two programmes, while I was a visiting fellow there. These programmes were subsequently recognised for the named awards Supporting Learning and Learning, Teaching and Assessing, and both are now thriving (Bostock and Wright, 2010). Since then, three other Ontarian universities have registered their programmes for SEDA recognition. SEDA is in touch with the Canadian association, STLHE, and one possible outcome of their use of PDF recognition would be for STLHE to develop its own scheme. In my view, SEDA does not want to run a global empire of programme recognition but rather we should use PDF recognitions to 'seed' national, and perhaps international, schemes for quality enhancement and recognition of professional development in the non-compulsory education sector.

A second personal example was the recognition in 2010 of the programme for new academics at King Saud University, Riyadh, for the named award Learning, Teaching and Assessing. KSU is the oldest and largest university in Saudi Arabia. This was a new programme, and in such situations it is not unusual for conditions to be set for recognition. In this case – as in others – I believe the conditions, which were all quickly met, contributed to the programme's quality.

In both of these cases, due to academic, or wider social and cultural differences, there were minor issues about the applicability of the PDF, developed within the UK, for other countries. In Canada, a reference in the specialist outcomes of Learning, Teaching and Assessing to pastoral support of students by academics was not relevant to the role of the faculty. (Indeed, it is sometimes disputed in the UK.) This was accommodated by the committee modifying the specialist outcome so that a specifically pastoral, as opposed to academic, support of students was not a requirement.

In Saudi Arabia, the cultural context is strictly segregated by gender. KSU has separate male and female university campuses with separate staff development programmes. Did this conflict with the SEDA value, 'working effectively with diversity and promoting inclusivity'? No. The recognisers, myself and Vicky Davies of

the University of Ulster, decided that programme provision for the genders was equal but separate, as required by the national culture, and the committee confirmed that view.

So, despite some small issues of transferability, the PDF awards for new teachers have proved relevant outside the UK, and the recognition process has been equally developmental, as it is intended to be.

The PDF and the UKPSF

The third topic of this review is the relationship between the PDF and the UK Professional Standards Framework for Teaching and the Support of Learning in HE (UKPSF). UK readers will be aware that 2011 saw the publication of the second version of UKPSF (UKPSF, 2011) following wide consultation on the operation of the first version since 2005. It is important to note, as does the HE Academy, which hosts the UKPSF, that the UKPSF is owned by the sector: the UKPSF 'is the property of all of those with a direct interest in the HE sector. It is not ''owned'' by the HEA'. Of course, the HE Academy has made much use of UKPSF publicly, as the basis of its fellowships, both individually awarded and through accredited programmes in institutions.

(At this point, for those not familiar with the UKPSF, we should note that within this framework there are four Descriptors, D1 to D4. The basis of the UKPSF is D2, the description of the teaching, assessment and professional development activities of a typical university lecturer, with a full teaching role. D1 is a variable subset of this, for those with partial teaching roles. D3 and D4 build on D2 in the leadership in learning and teaching being demonstrated, typically by more experienced and senior staff.)

The importance of teaching qualifications, and the role of UKPSF in particular, has been growing steadily since the Dearing report of 1997, but it was given a fillip recently by the decision to add 'academic teaching qualification' to the data about staff collected by HESA from UK universities – see tinyurl.com/ACTCHQUAL. Teachers in UK universities in 2012-13 will have their qualifications recorded in one of 10 codes, including HE Academy fellowships and postgraduate certificates in academic practice. The HESA guidance on how to record SEDA PDF awards was to use the code for '09, Other accreditation or qualification in teaching in the higher education sector', along with other qualifications pre-dating the first UKPSF.

One problem with that HESA guidance is that it fails to note the distinction between SEDA-recognised courses for teachers (LTA and SL) and SEDA awards for other roles (using other named awards). More importantly, it failed to acknowledge the close alignment between LTA and the first version of the UKPSF, demonstrated by Ruth Pilkington in a SEDA Special (Pilkington, 2007). The publication of the revised UKPSF in November 2011 was therefore a good opportunity to revisit the relationship between UKPSF and PDF awards, particularly Learning Teaching and Assessing, and Supporting Learning.

As the chair of the PDF committee I volunteered to write a paper discussing the alignment of these two named awards, SL and LTA, with UKPSF descriptors D1 and D2, respectively. It showed a close alignment between these PDF awards and the relevant descriptor. It was also an opportunity to recommend some small changes to the specialist outcomes of PDF-LTA, which would both strengthen the award and make the alignment UKPSF even more explicit, following its revision. The paper also discussed the relevance of other named awards to Descriptor 3.

To demonstrate this alignment a mapping exercise was necessary because of the different structures of PDF and UKPSF. While both have a list of professional values, which map easily against each other, the UKPSF has five Areas of Activity and six items of Core Knowledge, while PDF awards have four shared developmental outcomes plus a list of specialist outcomes (five in the case of LTA). Knowledge, then, is explicit in UKPSF but in PDF awards it is incorporated into active learning outcomes. Despite the differences in structure, LTA maps easily to the UKPSF D2.

With UKPSF D1 and PDF-SL there is a further issue for the mapping: D1 is a variable subset of D2 while SL is a specific award aimed at a specific role. For example, SL does not include an outcome concerning assessing student work or giving feedback. It can be mapped easily to one particular example of D1. This is in line with the way the HE Academy uses D1 for the accreditation of programmes that award its Associate Fellowship. (In my day job as the head of an educational development unit, I lead a programme accredited by the HE Academy against D1 to award its associate fellowship.)

This alignment paper was discussed and approved by SEDA's PDF and Executive Committees in June 2012. Three things then followed. Firstly, a press statement was published on the SEDA website. Secondly, HESA was contacted and supplied with the alignment document. It agreed that in future guidance the paragraph on SEDA awards would be updated so the PDF-LTA and PDF-SL awards would be coded as '01, Successfully completed an institutional provision in teaching in the higher education sector accredited against the UK Professional Standards Framework'.

Thirdly, to ensure that the alignment noted by SEDA Executive was completely robust, SEDA's current external examiner, Prof. Sally Brown, was asked to convene an independent panel of academic developers who were not members of any SEDA committee (with the exception of myself), to validate SEDA's alignment document. This panel met on 27 September in Leeds. It suggested a number of clarifications useful for a wider audience. As the minutes of the meeting note, 'It was agreed by those present that the meeting had been a robust and rigorous process during which independent members had thoroughly debated the details as well as the overall nature of the mapping exercise, and that consensus had been achieved. The panel was content with the final form of the mapping document and recommended that the SEDA Executive Committee

adopt the proposed modifications in order to give the sector greater clarity. The panel agreed to validate the mapping of Descriptors 1 and 2 against SEDA PDF Supporting Learning (SL) and PDF Learning, Teaching and Assessment (LTA), respectively.' The SEDA Executive approved the revised document and has published it on the website (tinyurl.com/bzudsdq).

An additional guidance note has also been published regarding the usefulness of some other PDF named awards in developing staff for D3, and one for D4 will follow. These will not affect HESA coding but may be useful to institutions considering how to develop staff beyond D2.

Elsewhere in this issue there is an article by Lynnette Matthews: 'Using SEDA PDF to support researcher development', on the alignment between the PDF Enhancing Research Practice award and the national Researcher Development Framework.

To end on a personal note, SEDA's Professional Development Framework is ten years old, and I joined the committee almost at the start. When recently moving my office, I came across the letter – *on headed paper,* no less – inviting me to join the committee in 1992. Later, being the committee chair was, of course, more challenging than I had imagined before agreeing to it – obviously, they don't warn you! So I now appreciate more than most how much SEDA owes to my predecessors as chairs, Ruth Pilkington and Tony Brand, in maintaining and developing the PDF. I hope my period as chair has also produced useful developments. Jenny Eland and Lynette Matthews are now the co-chairs of the committee for three years. I wish them well in their role and apologise for not fully warning them!

References

Bostock , S. and Wright, A. (2010) 'Accreditation of faculty initial professional development – an international collaboration', ICED Conference presentation (tinyurl.com/3taur9u).

Pilkington, R. (2007) *SEDA PDF- A Tool for Supporting and Structuring Continuing Professional Development Frameworks,* SEDA Special 21.

UKPSF (2011) 'UK Professional Standards Framework' (tinyurl.com/d8qokjw).

Dr Stephen Bostock SFSEDA is a Co-chair of SEDA. In his role as head of an educational development unit, both at his previous university (Keele) and his current university (Glyndŵr), he has experience of both SEDA and HE Academy accreditation/recognition of programmes and pathways.

Using SEDA PDF to support researcher development

Lynnette Matthews, Co-Chair, SEDA PDF Committee

In addition to supporting the professional development of staff involved in learning, teaching and assessment activities, SEDA is also committed to supporting researcher development. SEDA's *Enhancing Research Practice* award provides a framework to enable institutions to develop their provision for staff engaged in research activities. Programme leaders, who have worked with SEDA, have been able to offer researchers structured activities, the opportunity to meet other research staff, and a nationally recognised and therefore portable award.

Research staff who have undertaken such a programme have been enthusiastic:

> *'I found it refreshing that the award targeted research staff.'*
>
> *'I saw the programme as enabling me to be more systematic in my approach to my development… I enjoyed the fact that we went through the programme with colleagues from other departments in the University. It created a kind of community in which we shared an interest.'*
>
> *'I felt it was a great achievement and without the course I think I would have struggled.'*

(Research staff, University of Leicester)

Now, SEDA's *Enhancing Research Practice* award has been mapped to the Researcher Development Framework (RDF). The RDF was developed by Vitae, the UK organisation championing the personal, professional and career development of researchers in Higher education (see www.vitae.ac.uk). To assist programme leaders, a document illustrating how the development outcomes for the *Enhancing Research Practice* award and the SEDA values map to the four key domains of the RDF is available on the SEDA website – tinyurl.com/aqfbv68

Lynnette Matthews is an Educational Developer in the Academic Practice Unit at the University of Leicester.

Hearing Voices and Seeing Visions: why the conversation with students matters for higher education

John Peters, University of Worcester

The current buzz words in Educational Development and Quality Enhancement seem to be 'student engagement' and 'student voice'. This statement, in itself, should perhaps set alarm bells ringing. It is not that there is anything particularly wrong with the concepts but – when set in the broader context of major student fee rises and government use of management and market speak about key information sets informing student choice to drive up HE quality – these words can sound uncomfortably like frantic attempts to get our 'customers' interested and find out what they want. When I co-wrote two proposals for the SEDA Spring conference on the Student Journey in 2012, comments on the proposals, numerous conference conversations and feedback on the two sessions suggested I had not fully explained the underpinned philosophy of the work.

Though we made the 'easy' references to recent work on student engagement and voice (Bland, 2007; Czerniawski and Kidd, 2011; Seale, 2012; Trowler and Trowler, 2010), I felt uncomfortable with this, as the ethos seemed deeper and much more fundamental. On reflection, conversation with students about what they expect and hope of higher education is not something to be presented as a valuable, novel, optional extra – nor should it be disparaged as part of the new market relationship between customer and provider. It is fundamental to education in general – part of a far more venerable debate about the nature and purpose of higher education itself. It is worth exploring elements of these bigger debates before returning to some of the things we have learnt from our conversations with students at Worcester.

Government pronouncements about UK Higher Education over the past decade have a dispiriting tone to them. They measure the value of higher education primarily in economic terms and, even when praise is given, its frame of reference is HE's contribution to UK PLC. This contribution is largely presented as an 'output' of qualified graduates ready both to contribute to the UK economy and earn the graduate premium, the higher wages they can command through the skills they bring to the economy. This premium, in turn, is presented as the key individual gain from attending higher education. It is used to justify the establishment of a quasi-market in higher education with fee-paying students selecting their HE provider on the basis of perceived cost benefits and key information sets which allow them to judge the possible returns on their investment. This in spite of Graham Gibbs' repeated warning that the KIS data is measuring either the wrong things or the right things in the wrong way (Gibbs, 2010, 2012). Other Oxford professors have issued similar warnings of the threat posed to higher education by marketised approaches where:

> *'The professors are in a state of most degrading dependence on the good will of the students.' (Quarterly Review,* 23, 447, July 1820, quoted in Briggs, 1997, p. 137)

And have urged that:

> *'[The] purpose of the University is to counter the effects upon the individual of gross materialism… not to train directly for any specific profession but rather to develop an elevated tone and flexible habit of mind which would enable them to carry out with zeal and efficiency all the offices, both private and public, of peace and war.'* (Copleston, E. (1810) 'Reply to the calumnies of the Edinburgh Review against O.', quoted in Pring, 2004, p. 42)

As the language used in these two quotations may suggest, these are not recent contributions to the debate but are rebuffs to the criticism of an unreformed University of Oxford in the early nineteenth century. It turns out that the debate about the value and purpose of higher education is not new:

> *'[T]hey insist that Education should be confined to some particular and narrow end, and should issue in some definite work, which can be weighed and measured. They argue as if everything, as well as every person, had its price; and that where there has been great outlay, they have a right to expect a return in kind.'* (Collini, 2012, p. 48)

This last quotation comes from 'the single most important treatise in the English language on the nature and meaning of higher education' (Rothblatt, 1997, p. 287) – Newman's *The Idea of a University,* first presented as a series of lectures in the 1850s. What is interesting to the discussion of student engagement and voice, as well as the marketisation of HE, is that Newman's vision of the University is a teaching-led institution. In defending a 'liberal education', his University is primarily a place for 'teaching universal knowledge'. However, the knowledge concerned is not information or content but something that involves change in the students, it is 'an acquired illumination', 'something which takes a view of things; which sees more than the senses convey; which reasons upon what it sees, and while it sees; which invests it

with an idea' (Newman, 1976). A higher education is a change in the way students see and think about the world, the way they relate to it – and that includes the way they see, think about and relate to HE.

Much more recently, Richard Pring has argued teaching is a 'moral enterprise, namely the initiation of (usually) young people into a worthwhile way of seeing the world, of experiencing it, of relating to others in a more human and understanding way' (Pring, 2004, pp. 17-18). And he goes on to quote Oakeshott's characterisation of education as an introduction to the conversations between the generations. Stefan Collini, in his important and often persuasive defence of what universities are for, makes the case that universities are 'possibly the single, most important institutional medium for conserving, understanding, extending, and handing on to subsequent generations the intellectual, scientific, and artistic heritage of mankind' (Collini, 2012, p. 198).

Robert Pirsig, in his passing discussion of higher education, draws parallels between the idea of the University and the concept of the Christian Church in terms of a common confusion about their nature. He makes this polemic but highly important distinction between the real and the visible University:

> *'The real University… has no specific location. It owns no property, pays no salaries and receives no material dues. The real University is a state of mind. It is that great heritage of rational thought that has been brought down to us through the centuries and which does not exist at any specific location. It's a state of mind which is regenerated throughout the centuries by a body of people who traditionally carry the title of professor, but even that title is not part of the real University. The real University is nothing less than the continuing body of reason itself.*
>
> *In addition to this state of mind, "reason", there's a legal entity which is unfortunately called by the same name but which is quite another thing. This is a non-profit corporation, a branch of the state with a specific address. It owns property, is capable of paying salaries, of receiving money and of responding to legislative pressures in the process.*
>
> *But this second university, the legal corporation, cannot teach, does not generate new knowledge or evaluate ideas. It is not the real University at all. It is just a church building, the setting, the location at which conditions have been made favourable for the real church to exist.'* (Pirsig, 1974, p. 153)

For Pirsig, in the same way that the Church should not be seen as a building but rather as a way of seeing, thinking and being shared by generations of people, so the University is a powerful and lasting ideal – 'the church of reason' – rather than a place or business. While this may seem fanciful to some, it does have parallels with Collini's universities as an intergenerational ark of learning and the ideas of Newman and Pring. As such, it raises intriguing issues about our role as higher educators. Surely it places on us a duty to help students see and become part of the real university rather than merely engaging as paying customers with the legal corporation.

The implications of this tour of 'liberal humanist' ideas on higher education perhaps become clearer when we add in some of the key concepts that have underpinned numerous SEDA teacher accreditation programmes and PG Certs for the last decade or more. If we need to start where the students are and support their meaning-making from that point onwards, then having an ongoing conversation with students is not just a good idea, it is the basis of higher education itself. In the light of this, we do not listen to student expectations or consult them on the development of the University because they are our key customers or stakeholders. We talk to them and engage them because it is their ideas, ways of seeing and being, that are their higher education. If, through their conversations with us they are not developing ways of seeing, reasoning and being, we are not providing them with a meaningful higher education. If they cannot see and engage with the real university, the university of Newman and Pirsig, then it is unlikely they will gain a higher education as we would understand it.

So, to return to the different ways in which we have promoted conversations with students about the way they see, think about and idealise the University at Worcester. The two papers taken to the SEDA conference were a report on part of a large-scale project which has sought to elicit student expectations of higher education (Peters *et al.,* 2012) and a development project using appreciative inquiry to enhance inclusive practice within one university Institute (Snell *et al.,* 2012). These are both educational development interventions which seek to understand how students see and think about the University whilst also introducing them to the way we see it; the first through asking new students what they expect higher education to be like and treating that as a research question, the second by involving experienced students in working with academics and educational developers to research the best of the university and collectively envisage its ideal.

A random sample of new student answers to the question 'what do you expect higher education to be like?' gives a real sense of students expecting higher education to be stimulating, hard-work and to involve elements of self-discovery. For example:

- *'I expect higher education to challenge me both academically and emotionally. I hope to have the chance to develop and learn new skills, both in and out of the classroom, as well as being able to mature and take responsibility for myself'*
- *'I expect higher education to help me develop as a person both educationally and within the community'*
- *'I expect higher education to give me freedom, independence, help me reach the best of my potential, make me into a more confident outgoing person, lots of fun in between all the work'.*

A number of SEDA conference delegates commented, with surprise, on how positive and non-instrumental these students sounded. Perhaps this suggests that our students may be more resistant to the dominant rhetoric and less jaded by it than we are. Sharing these anonymous responses with academic staff certainly encouraged a more optimistic approach to their own new students. Also by clearly asking students their expectations as part of declared research activity, we were both demonstrating that we cared what the students thought and engaging them with the idea of a University as a research-based institution. This started the higher education conversation for these students.

Equally, delegates at the SEDA conference repeatedly commented on the enthusiasm, vitality and engagement of the student researchers who had been involved in our institutional change project. Those students (whose article 'Student Researchers as Educational Developers: Our Journey' is in this issue) convey the power of engaging them in helping us develop academic colleagues and I shall leave it to them to tell you about what that did for their way of seeing and thinking about higher education and the wider world.

Collini argues that, if we seek to defend the value of universities, we need to appeal over the heads of politicians and their fixations with accountability and value for taxpayer money, and talk to the general public who he believes may well have a deeper sense of HE's worth rather than just its price. With the rapid expansion of HE in the last generation we are increasingly talking to a general public who themselves are graduates. Wouldn't it be good if listening and talking to our students – discussing with them what they expect, experience and hope higher education to be – could help improve the currently impoverished national debate about the nature and purpose of HE?

References

Bland, D. (2007) 'Students as researchers: engaging students' voices in PAR', *Educational Action Research,* 15, 3, pp. 337-349.

Briggs, A. (1997) 'Oxford and it critics, 1800-1836', in Brock, M. and Curthoys, M., *The History of the University of Oxford,* vol. 6, Oxford Clarendon Press.

Collini, S. (2012) *What Are Universities For?,* Penguin.

Czerniawski, G. and Kidd, W. (2011) *The Student Voice Handbook: bridging the academic/practitioner divide,* Emerald.

Gibbs, G. (2010) *Dimensions of Quality,* Higher Education Academy.

Gibbs, G. (2012) *The Implications of 'Dimensions of quality' in a Market Environment,* Higher Education Academy.

Newman, J. (1976) *The Idea of a University,* Oxford Clarendon Press.

Peters, J., Breeze, N., Jones, R. and Peters, D. (2012) 'Student expectations of Higher Education', SEDA Spring Conference (tinyurl.com/bcnnmzu).

Pirsig, R. M. (1974) *Zen and the Art of Motorcycle Maintenance*, Vintage.

Pring, R. (2004) *Philosophy of Education. Aims, theory, common sense and research,* Continuum.

Rothblatt, S. (1997) 'An Oxonian ''Idea'' of a University: J. H. Newman and "well-being"', in Brock, M. and Curthoys, M., *The History of the University of Oxford,* vol. 6, Oxford Clarendon Press.

Seale, J. (2012) 'Doing student voice work in higher education: an exploration of the value of participatory methods', *British Educational Research Journal,* 36, 6, pp. 995-1015.

Snell, E., Dagman, O., Tutton, C. with Kadi-Hanifi, K., Wright, T. and Peters, J. (2012) 'The student voice in staff development through student-led appreciative inquiry for inclusion', SEDA Spring Conference (tinyurl.com/a9sewqk).

Trowler, V. and Trowler, P. (2010) *Student Engagement Evidence Summary,* Higher Education Academy.

John Peters is the Deputy Head of Academic Development and Practice at the University of Worcester.

Student Researchers as Educational Developers: Our Journey

Caroline Tutton and **Elle Snell,** University of Worcester

Three years ago, while sitting at our computers working on our separate degree assignments, we received an email informing us that we had been selected to become part of innovative research. We were invited to join a research group consisting of staff and students within the Institute of Education (IoE); this was all we knew – we had never met each other before. At this stage we had no idea of the avenues of opportunity or the personal academic achievement that would present themselves to us from this venture.

When we were contacted we felt really privileged to be given the opportunity to be part of innovative educational research. Both of us were at different stages of our academic and professional careers. Elle was a first year student studying an undergraduate course for Initial Teacher Training within Primary Education. Caroline was enjoying studying her Master's Degree in Education and was at the initial stages of planning her dissertation research project, as well as working as a full-time Secondary School ICT teacher. The third member of our group was Ozlem Dagman, also a Master's student in Education, who came to study full-time at the University all the way from Cyprus. We all felt that research was something that naturally interested us as individuals. This, accompanied with an enthusiasm for education and personal ambition, meant that we were dedicated to devoting our spare time to educational research.

When we arrived at the preliminary meeting we didn't know what to expect or the specific topic we would be

researching. We were welcomed by a team of three staff members from the IoE at the University of Worcester. We were informed that the area of focus was Inclusivity within the Institute and that we would be using the methodology of Appreciative Inquiry (AI) to investigate the topic. Except for Dr John Peters, nobody within the team had used AI as a methodology before. Dr Peters trained everyone within the team simultaneously, which was empowering as everyone was treated equally and started from the same knowledge base, with regards to the specific methodology. Instantly it did not feel like a staff research team with the help of students, but instead a team of equal research enthusiasts. Our ideas and opinions were encouraged, respected and listened to from the offset and we were very much part of the team.

The three of us were given the role of data collection and data analysis for the project, a key role which signified the great deal of trust and responsibility placed upon us by the staff member of the team. Once data collection had taken place we shared our results, analysed the data and prepared to disseminate our findings to all IoE staff at their Staff Development Day. Although initially daunting, the opportunity to deliver a 30-minute presentation to a room full of academic staff was really exciting and we felt really fortunate to be a part of the day. The feedback from the training day was really positive and further educational development occurred within the Institute as a direct result of our research.

Another opportunity then presented itself – to write about our experience within the staff/student research team for an article in 'Innovations in Education and Teaching International'. Being part of a publication was really exciting and something we previously had not had the opportunity to be involved in. As always the staff in the research team treated us as equals and instilled confidence in us to complete the task to a high standard. We worked over several months to write and collate our experiences and then spent a further year working on the editorial aspect of journal articles to prepare for publication. Critically reflecting on, and reworking, our article proved a valuable learning opportunity and has developed our own academic writing skills at both master's and undergraduate level.

Further opportunities came our way as a result of the work we had been doing with the research team. We were asked to present at the SEDA conference in Chester and deliver a 90-minute workshop on how Student-led Appreciative Inquiry had promoted educational developmental change within the University of Worcester. Sadly, Ozlem could not deliver at the conference due to completing her MA in Education and returning back to Cyprus, leaving the two of us (Elle and Caroline) to represent the student voice within the project.

In preparation for the SEDA conference, we decided we needed to capture the impact of the project on IoE staff. Elle set about creating video testimonials with four members from across the centres within the IoE. The video was created with the support of Gerry Beattie (Learning Technologist at the University of Worcester) and illustrated the impact on them as individuals as well as within their teams. Elle thoroughly enjoyed refining both her interview and technical skills and the process provided a great opportunity to reflect back over the year since the project began. Staff talked about how 'inspirational', 'refreshing' and 'powerful' it was to be presented with the students' views on the 'life giving' aspects of their practice particularly as this was delivered by students. As researchers we found this enormously rewarding and fulfilling to hear.

During the SEDA conference we were able to attend some of the other workshops, the keynote speeches, and network with academic professionals. This was a valuable experience and we gained a great deal. Our workshop was on the last day and we wondered how we would be received and if we would be taken seriously considering we were students and not staff working in Higher Education (HE). However, when the workshop was over most delegates stayed to talk to us and congratulated us on completing such an adventurous research project. Later that day we were approached by other academic staff that had heard really positive feedback about our workshop and about us as individual researchers.

The whole experience was so positive and really encouraged us towards our career goals. Caroline's is to work as a university lecturer and academic researcher. Through the educational opportunities that Caroline has grasped and developed as part of the research group she has enhanced her academic potential. Opportunities such as delivering workshops and lectures to staff who already work within HE made her part of an academic circuit and instilled confidence in her own ability. Whilst Caroline was off on maternity leave Dr Peters forwarded her an email which advertised an opportunity to apply for a full PhD Studentship at one of the country's leading universities in education research, the University of Lancaster. Caroline managed to obtain the one full studentship opportunity which had been advertised nationally. Without the experience she has obtained through being part of the AI research group she feels she would not have had the confidence to study at PhD level so soon after having her daughter and so soon after the completion of her master's degree. Being part of the research group in her spare time, as well as working as a full-time secondary school teacher, completing an MA in Education, as well as having a new-born baby at home, was a massive commitment. This further illustrates her passion and enjoyment for developmental educational research.

Elle has thoroughly enjoyed being involved in the project and has valued the support of the whole team. She feels the process has scaffolded the development of many valuable skills and the nature of AI has shaped her approach to elements of classroom practice and given her a taste for the exciting outcomes of educational research. Elle feels that not only has she developed a great number of skills and learnt a lot about educational research, she

has also learnt a great deal about herself and her own values. Discussions with the research team, IoE staff and other academic staff (particularly at the SEDA conference) have challenged her thinking and prompted deeper self-reflection on a great deal of issues.

Elle is currently focused on her goal of completing her undergraduate degree and achieving qualified teacher status. Although in the near future she is keen to concentrate on her own practice as a primary school teacher, she feels that this project has broadened her aspirations of future possibilities. When the time is right, Elle feels she has the confidence, skills and self-belief to study at Master's Level. She has a passion about supporting children with special educational needs within mainstream schooling and would like to engage in future learning and research which will allow her to do this effectively.

Fast forward three years since that initial email and we are once again sat at our computers, this time together; as changed individuals. Since then we have been writing articles for publication, delivering lectures and 90-minute workshops at large conferences. Confidence and ability have been instilled in us since day one of the project, with praise, encouragement and affirmation given at each developmental stage. The positive outcomes for us personally are evident in our academic achievements and belief in our own potential. We were excited about being asked to write about our experience as student researchers for *Educational Developments*. This opportunity has allowed us to share our story as educational developers from the perspective of the student researcher.

Caroline Tutton and **Elle Snell** are or have recently been students at the University of Worcester.

Contexts and concerns influencing the rise (and fall?) of the educational developer

Elizabeth Rider-Grant, Curriculum Consultant

SEDA is 20 this year, and in case you have missed another auspicious anniversary, the *Educational Developments* magazine (known affectionately as 'Ed Devs'), is getting on in years too. Ed Devs is thirteen this year and to mark this, I compared the articles in the first (Spring, 2000) and last issue (Winter, 2012) to see how much it would reflect change. I found plenty of interest, and the comparison led me to question how senior management decide to 'position' their educational development teams and the implications that this has for our practice and our developing profession.

Thirteen years ago, in the first issue, Professor Graham Gibbs outlined the opportunities for educational developers as a result of the post-Dearing era of higher education. His article was an apposite front-page feature marking a new stage in higher educational development. His enthusiastic call to arms, announcing the ascendancy of the educational developer was, however, tempered with caution. If the community was to 'seize the day', there were a number of challenges that would have to be faced. These challenges, Gibbs suggested, required educational developers to work strategically, adopting organisational development approaches to practice.

Academic staff from faculty, he predicted, would fill new posts because of an urgent need to increase the number of educational developers. I was one of the many academic 'foot soldiers' who would move from faculty into educational development at this time. Multi-disciplinary forums and pan-institutional working groups were established that enabled disciplinary boundaries to be crossed (sometimes reinforced) and new professional relationships emerged. Moreover, just as Gibbs entreated established developers to adapt their own practice and align their work more closely with institutional mission, the newly recruited band of teaching fellows also had much to learn (and unlearn!). Working within an inter-culture, learning a meta-language and developing an ability to translate this 'Edu-speak' to colleagues within faculty took time to accomplish. Not least, because, then, as now in our field of work, few initially really wanted to listen.

At this critical juncture then, newly appointed and established educational developers were all on a steep learning curve but we became pivotal to the development and implementation of the first institutional teaching and learning strategies. As Gibbs reported in this first article in the new publication, in some universities, it was often left *solely* to the Heads of the Educational Development units to write these strategies in the first place.

The 'massification' of higher education – a term used to describe widening and fair access, as well as the need to develop key skills and exploit technology for a rapidly globalising context – was, Gibbs advised, the driver for the increased need for educational development. In turn, there was a need for institutions to develop enabling and accountability systems that led to the introduction of the 'Institutional Teaching and Learning Strategy' – a document that continues to be a cornerstone of our professional activity, although, unlike the early days, far more pedagogically informed senior management teams are involved in writing them.

Those early post-Dearing days seem halcyon. Funding for learning and teaching was plentiful – and there were plenty of new and exciting pedagogic development possibilities around every corner. An article about sources of funding by Carole and David Baume in Issue 1.1 advised on the many opportunities that were available and they disseminated the results of the first funded projects. From these reported projects it would appear that 'Assessment' was the key theme thirteen years ago. Assessment working groups were established, whilst national generic and disciplinary funded projects and resources were developed on topics such as 'peer assessment', 'self-assessment' and 'computer aided assessment'.

Hearing 'the word'

In contrast, 'assessment' *per se* is not referred to once in the 2012 issue, but 'feedback', perhaps unsurprisingly given its prominence in the NSS results, crops up on almost every page in one guise or another. However, far from concluding that feedback is a new concern for educational developers, two rigorous book reviews by Lorraine Stefani (Issue 1.1) 'Student Assessment in Higher Education: a handbook for assessing performance' (Miller, Imrie and Smith, 1998) and 'Assessment Matters in Higher Education: Choosing and Using Diverse Approaches' (Brown and Glasner, 1999), showed just how feedback was energising our minds then. Published over thirteen year ago, these books promoted student feedback strategies as integral to effective assessment, reflecting the need to develop approaches for an increasingly diverse student population. Similarly, although not mentioned in the 2012 issue, educational developers are only too aware of the importance of assessment so perhaps the increasing use of the term 'feedback' (to and from students) reflects a significant change in perceptions of its role in assessment and learning.

Sustaining success

More cynically, however, have tutor-student, student-tutor feedback concerns been reinterpreted as another indicator of customer satisfaction – and if so, what does that mean and does it really matter? If economic drivers are increasingly influencing our practice, what are the implications for student feedback if, as David Willetts MP in his 2012 New Year address explained, 'a university should link students, emotionally, personally and financially to their university'? (cited in Grant, 2012). What are the ethical implications for Educational Developers when the political landscape alters, and the purpose of higher education appears to change focus?

If we did 'seize the day' thirteen years ago – did we sustain the position? Since we developed our academic colleagues' pedagogic knowledge, and research and development in higher education widened, is there less need for the smooth strategic operators that Gibbs suggested we should be? In a sense, could it be that the more successful we have become, the more likely our work is less visible? In the 2012 issue, I found a reference within Viv Caruana's review of the Stefani (2011) publication 'Evaluating the Effectiveness of Academic Development, Principles and Practices' that seems to reinforce this view. Caruana reminds us of the transient nature of educational development and suggests that as the status of teaching and learning has grown, so the role of the academic developer has diminished. A central tenet for Stefani too, is the transient nature of the educational developer's practice, with definitions and measurements of effectiveness changing according to differing regimes. The importance of keeping abreast of socio-political trends and contexts is thus essential.

Humility: an attribute of the educational developer?

Over the years, because of this transient position – sometimes reacting and occasionally leading educational reform – it is difficult to establish collectively where we 'belong' and how we practise. Working in implementing roles may be frustrating if strategies that we implement are not inclusive of our own views, and it can be disheartening to see others rewarded for innovations from ideas we have seeded and supported in the first instance. Remaining in the shadows to support innovation is sometimes hard to do, but the best educational developers I have ever met have the humility to do just that. Perhaps, as Brian Smith proposed in his article 'When good teaching becomes outstanding' (Issue 1.1), 'an outstanding teacher may not be remembered at all but the learning experience is likely to have changed students' lives in some deep and significant way'; an outstanding educational developer should be identified similarly.

Locally global

The educational development community should engage in international dialogue through the use of technology, concluded Dr Patricia Weeks, FSEDA (Issue1.1). Her robust response was to an article 'SEDA goes Global' in the SEDA Newsletter (1999). Perhaps an unsurprising comment, since in the same Ed Devs issue, Liz Beaty, announced the seventh overseas institution adopting the SEDA programme. These short articles exemplify how international dialogue and the development of off-shore provision were emerging. Since then, and more particularly, the 2006 HEFCE Leadership Summit, Internationalisation, has been one of the top challenges for our institutions. Moreover, educational developers have developed quite a sophisticated response to the rationales that underpin it and researched and developed new perspectives and approaches that have led current thinking.

Smith (Issue 1.1) emphasised the essential role that 'student collaboration, personal reflection, non-intellectual challenges, and emotional states' have in student learning. Such learning considerations continue to be essential but, as we consider the intercultural, international and global dimensions of teaching and learning, they become re-focused to reflect the diversity of needs arising from diverse learning contexts characteristic of 21st century HE.

More recent articles in 13.4 that demonstrate the context and practice of educational developers today are

'Research and scholarship amongst HE in FE lecturers' (Turner and Carpenter) – quite an evolution from the objectives of the early years – and the articles by Towers and Gee and Bright and Pokorny reflecting the increasing use of experiential and reflective learning. These are perhaps another indication of the concern we now have with the emotional aspects of learning and student wellbeing.

We have come far over thirteen years, and there may well be variations of the 'educational developer' across the sector, but just as the senior managers who now write mature learning and teaching strategies themselves, we have become far more mature in our practice ourselves and far more flexible in our approaches. Because of this ability, perhaps we have been able to influence student learning far more profoundly. Indeed, we have led and supported academic staff and changed hearts and minds, even when hearts and minds have not wanted to be changed; we have contributed directly and indirectly to senior management decisions and changed the experience of higher learning for students. Most importantly, I believe, we have over the years implemented many strategies through devising innovative solutions to some of the most complex challenges thrown our way.

Ultimately, whether or not educational developers are in the ascendancy and invited to the top table to write high level strategies, or our roles 'seem' diminished by the focus upon implementation, we have made an enormous difference to higher education, to thousands of academic staff and countless students across the world.

References

Baume, C. and Baume, D. (2000) 'A developer's guide to major national initiatives', *Educational Developments*, 1.

Beaty, L. (2000) 'Accreditation: the ILT and SEDA developments', *Educational Developments*, 1.

Bright, J. and Pokorny, H. (2012) 'Contemplative practices in higher education: breathing heart and mindfulness into the staff and student experience', *Educational Developments*, 13.4.

Caruana, V. (2012) Book Review: Stefani, L. (ed.) (2011) 'Evaluating the Effectiveness of Academic Development, Principles and Practices', *Educational Developments*, 13.4.

Gibbs, G. (2000) 'Learning and teaching strategies: the implications for educational development', *Educational Developments*, 1.

Grant, E. (2012) 'Response to David Willetts' New Year Address', UCL's Learning and Teaching Portal, UCL.

Smith, B. (2000) 'When good teaching becomes outstanding', *Educational Developments*, 1.

Stefani, L. (2000) Book Reviews: Miller A., Imrie, B., and Smith, K. (1998) 'Student Assessment in Higher Education: a handbook for assessing performance'; Brown, S. and Glasner, G. (1999) 'Assessment Matters in Higher Education: choosing and using diverse approaches', *Educational Developments*, 1.

Towers, C. and Gee, R. (2012) 'Acting on the knife edge: incorporating role play within the curriculum', *Educational Developments*, 13.4.

Turner, R. and Carpenter, A. (2012) 'Research and scholarship amongst HE in FE lecturers', *Educational Developments*, 13.4.

Weeks, Patricia (2000) 'A personal response to "SEDA Goes Global"', *Educational Developments*, 1.

Elizabeth Rider-Grant is an independent curriculum consultant specialising in Transnational Education and was formerly UCL's Principal Teaching Fellow, 'Internationalisation of the Curriculum' (Elizabeth_Rider@hotmail.co.uk).

An open peer observation experiment within a Postgraduate Certificate in Academic Practice

Chrissi Nerantzi, University of Salford

Introduction

The shared peer observation experiment discussed here took place as part of a PGCAP session. This programme is offered at the University of Salford to new academics, more experienced colleagues and other professionals who support learning. During the core module 'Learning and Teaching in Higher Education' (LTHE) students are asked to engage in a series of peer observations carried out by their tutor, mentor and peers.

I thought that modelling this process by having a peer observation during a class would be of value to my students. Evidence gathered from students' e-portfolios and conversations confirmed that a session and self-study resources on observing peers do not provide enough support. Many remain unsure about their role when observing and being observed and feel uncomfortable providing and receiving feedback from their peers. This is especially evident when the tutor observation is not their first observation. Experiencing the whole process of an observation as a student with their peers would be, I thought, beneficial for them and better prepare them for the observations they would carry out over the coming weeks.

While none of the students would be the peer observer, all of them could play the double role of student and informal peer observer. I thought that this experiment could transform peer observation into a collaborative and transparent learning event captured from the very beginning until the end, through shared reflective accounts, documentation linked to

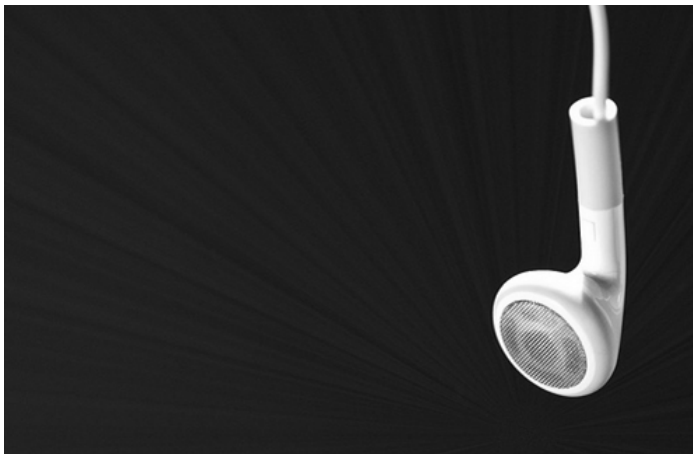
the observation and video footage of the actual observation and the feedback conversation that followed. Could this work? I was curious to find out.

The observed session took place in week 8 on a Thursday morning and lasted 2.5 hours. The weekly theme was Assessment and Feedback and the plan was to use a Problem-Based Learning approach. Twenty students participated in the session.

I need...

... a haircut

I can't sit still



I hate my voice...

I don't like my shoes

… in these videos ;o(

These were my first thoughts when I started watching the videos of the observation and the feedback conversation with my observer. I felt extremely uncomfortable and found it hard to watch the clips but in the end I watched them twice and I have to admit, it became easier.

I am currently carrying out research linked to the use of video in the context of peer observations and my own feelings shared above are no different from comments I have received from participants in this study. For example, one participant noted after watching a series of video clips from the tutor observation carried out as part of the PGCAP and in particular during the module LTHE:

> *'I really didn't want to watch myself. I think that you believe you look and sound a certain way and when you see how you "really" are, it can be a shock. Nevertheless, I learned a lot from the process and I would be happy to repeat it again.'* (Student)

After trying to forget about all the above and accepting who I am – this was really hard and painful! – I did reflect and made some valuable discoveries.

The day before, my heart was racing at 1000 miles per hour up and down a huge and scary rollercoaster and there were moments when I felt really sick…On the day, I was nervous initially when the observer arrived a bit late – was I hoping that he would have changed his mind maybe? Soon, I was more relaxed and there were three main reasons for that:

1 Critical friend: I wanted the peer observation to help me grow as a teacher (Gosling, 2000) and thought that the observer, one of our External Examiners, would be the right person. He was visiting to participate in our PGCAP Exam Board and I thought that this activity would also enable him to gain a better insight into the programme. We met the day before and had the opportunity to discuss the planned session in detail.

While my history with the observer started stressfully during an intense job interview just over two years ago, Simon, the observer, has become a critical friend in recent months and I have shared some of my dilemmas about my role and the

programme and he has been understanding and helpful. I trust him and know that he wants to support me in my role.

2 Learning partners: Shrives and Bond (2003) discuss the role of academic developers and recognise that the way forward is through 'building up a relationship based on mutual trust and respect' (p. 65). I have seen it many times: the difference relationships can make in what we academic developers do and what we can achieve following this approach.

I felt comfortable carrying out this experiment with the current group because of our special relationship and the openness I have encouraged and the group have embraced from the beginning of this module. Most of us have shared personal stories and have reached out to each other in difficult times but also to celebrate successes together. A partnership has grown in most cases, and we see each other as learning partners now which is wonderful and I hope this will continue beyond the module and the programme.

3 Familiarity of content and process: The session was around assessment and feedback using a Problem-Based Learning approach to maximise engagement and opportunities for self-directed and peer learning. I have to admit that I find it boring to just keep doing the same thing and the session has therefore evolved. Content and process were familiar, and this helped me to feel some sort of comfort and confidence that it would be ok.

While I am now writing this, I am listening to the video of the observation in the background. I hear the sounds of learning, enjoyment and excitement! I have a big smile on my face because I can really hear the engagement – the classroom sounds like a busy market on a Saturday morning. It was definitely a loud and collaborative *thinking* classroom!

So, what comments were made by the observer? What were my reflections and what did the students think?

What the observer noticed

1 'Less is more': I would agree with this but I really struggle to detach myself from some of the things I want to do and feel excited about. Too often I think that I enjoy the course more than my students…It is true, I have too many ideas that probably clutter some of my sessions. Simon's observation made me even more aware of this, especially now that there is video evidence of this as well…Simon said 'de-clutter!'. But then again, while writing this, another part of me thinks, what is wrong with a (short) detour? What if learning and teaching does become a bit messy? Is there such a thing as linear learning? Ok, we need some structure, or better frameworks which, I think, should be flexible or even elastic and create the environment for messy and experimental learning to happen!

2 'What did you notice about the group dynamics?': I had noticed that there were problems in some of the PBL groups but was unsure how much to intervene. Part of me wanted to step in and maybe I could have done this more. The other part of me was thinking, let the group work it out. Hmelo-Silver (2002) defines the role of the PBL facilitator as somebody who helps 'students construct causal explanations that connect theories, data and proposed solutions' (p. 10). I could have helped some of the groups more, the ones who needed help, but it is not always easy making that judgement. The role of the facilitator is to move progressively from a push to pull approach and I acted as if the groups were ready for pull. For the majority of students, this was the first time they experienced PBL and while we had a clear framework, a structure and agreed roles (a chair, a timekeeper and a scribe), I am not sure that all groups and all group members fully understood what was expected.

What I noticed

1 Delay in reflection to kick in or experiencing a reflective blackout: While I reflect in and on action and am constantly confronted with dilemmas which I try to resolve, reflecting immediately after the event and being asked questions about the session were challenging, stressful and a struggle…Was it too soon? Was some time in between the observation and the feedback conversation needed? Should I have watched the observation video first? I think the answer to all these questions is YES. However, due to the circumstances this was not possible.

2 Students defending teacher or ganging up on the observer: I had seen it before from the other side, when observing teachers and talking to students afterwards. Now my very own students agreed with most of my decisions and disagreed with some of the critical comments made by the observer. Is this what people naturally do? Did my students feel that they had to defend me or did they really feel that I had taken the 'right' decisions? Was it the familiar against the unfamiliar?

What I learnt from this peer observation experiment

- peer observation is a powerful tool to enhance practice
- it should be done regularly to aid reflection and refresh practice
- be open to experiment and challenge myself and my students
- allow time after the observation to reflect before having the discussion
- it is useful to take notes during the feedback conversation
- record the feedback conversation with the observer to extend opportunities for reflection
- reflecting and sharing reflections with an observer and students add transparency to the process and creates even richer learning opportunities for all involved
- record observations, or snippets to aid self-reflection
- be brave and watch the video afterwards
- watch the video clips again
- take actions to enhance practice based on the observation
- we academic developers need to practise what we preach!

Usefulness of the peer observation for my students

This peer observation experiment has been a highly useful

activity for me, but also for the students according to the evidence below:

- **Better understanding:** Students agreed that this experiment helped them develop more insight into peer observation, as one student commented, 'what it is about'
- **Demystifying peer observations:** It helped to demystify the process. A student noted 'You can also see that potentially worrisome things like observations aren't that bad...I bet loads of people on the course really benefited'
- **Common observations:** The students themselves went through a process of further reflection and a number brought additional thoughts. A number of these agreed with the observer's feedback, despite the fact that the opposite was noted during the feedback conversation. A student stated: 'The observer's feedback gave me confidence that I am good at giving feedback following observations, as his comments were similar to those I would have made'
- **Feeling nervous:** Some felt that it was helpful seeing their tutor going through what they are going through when thinking about their own observations. One student said: 'It was helpful to see Chrissi going through the same experience as we go through, and encouraging to see that she wasn't entirely relaxed either, just as we are when being observed'
- **Observation resources:** Students agreed that having these in advance was useful. One of the students mentioned that the resources 'may give them indicators about what is expected when they partake in observations, particularly those who have never experienced anything like this before'.

Recording observations

Generally, I take photographs and video clips of learning activities in my sessions and students have got used to this. In this session, however, we had an external peer observer who recorded large parts of the observation and this made a difference. Some students stated that they behaved differently during the observation because of the observer and the fact that the session was recorded. One student noted 'It is hard to pretend there isn't an observer in the room, even if you know it's not you being observed!' Similar behaviour is documented by Gosling (2002) and also noted in Bell (2002) who states that 'the presence of an observer or video may affect the dynamics in a small class' (p. 8). However, the literature also strongly suggests that the use of video in peer observation can be beneficial to aid reflection and further development (Keig and Waggoner, 1994), which confirms some of the findings of this experiment.

With agreement of the students and the observer the video clips were made available as Open Educational Resources on our YouTube channel. Uploading these lengthy files – some were over an hour long – was time-consuming and required technical assistance. I would therefore in future record short video snippets up to 5-minutes that would speed up the uploading and sharing of clips but also provide a clearer focus for discussion and reflection.

Final thoughts

Was it a risky experiment? Some might think so. I am pleased I went ahead with it. One of my students referring to the feedback conversation that followed the observation said 'doing this publicly, in front of her students, that was brave!!!' I think it is important to be open and transparent and model learning if we want our students to learn. Engaging in such shared activities with our students and opening our classrooms is vital to further enhance practice. I learned a lot and most importantly my students benefited from it. Hopefully they gained more than the person who was observed (Race *et al.,* 2009). Also, one of our External Examiners gained an insight into the PGCAP, which is an added bonus.

Next steps

- I feel that I would benefit from reading my reflections again and watching the clips too after maybe a month or so, to identify how much my thinking has developed and changed since the observation.
- I must identify some very specific enhancement opportunities to this specific session and my practice more generally!
- I would like to integrate this open peer observation experiment into the module and carry it out in week 2 or 3 to assist students in the peer observations they have to do.
- I must remember to arrange better seating for the group next time for the feedback conversation. A circle would have been much better and I wouldn't have to talk over my shoulder.
- I would like to identify a peer observation buddy for the next academic year and engage in regular peer observation.
- Such peer observations will be added to all modules on the PGCAP from the next academic year
- And last but not least, I MUST have a haircut soon! ;o)

Palmer (2007, p. 147) states 'When we walk into our workplace, the classroom, we close the door on our colleagues. When we emerge, we rarely talk about what happened or what needs to happen next, for we have no shared experience to talk about'. If we want to change this, we, academic developers, need to open our classrooms as well and engage in peer observations and reviews from which we will all benefit and as Land (2003) suggests 'Do as I do' rather than 'do as I say' (p. 3) to model academic practices. What could you do as a result of reading my reflections on this peer observation experiment?

Acknowledgements

I would like to thank Dr. Simon Lygo-Baker, the observer, for being so generous with his time and all my lovely students from CoreJan12 for participating in this experiment. A special thank you to Liz Peters who did a great job recording the feedback conversation, Sarah Kennedy who took detailed notes, and Craig Despard who patiently helped me find a way to upload the massive video files.

Related posts and documentation, as well as video clips, are available at http://chrissinerantzi.wordpress.com/tag/observation/

References

Bell, M. (2002) 'Peer observation of teaching in Australia', HEA (http://tinyurl.com/8bwk62u).

Biggs, J. (1999) *Teaching for Quality Learning at University,* Buckingham: Open University Press.

Gosling, D. (2000) 'Guidelines for peer observation of learning and teaching', HEA (http://tinyurl.com/yh83lhh).

Gosling, D. (2002) 'Models of peer observation of teaching', HEA (http://tinyurl.com/8jnqo8y).

Hmelo-Silver, C. E. (2002) 'Collaborative ways of knowing: issues in facilitation', Rutgers (http://tinyurl.com/8nbd2nt).

Keig, L. and Waggoner, M. D. (1994) 'Collaborative peer review. The role of faculty in improving college teaching', ERIC Digest (http://tinyurl.com/8coabhr).

Land, R. (2003) 'Orientations to academic development', in Eggins, H. and Macdonald, R. (eds.) *The Scholarship of Academic Development,* pp. 34-46, SRHE and OUP.

Palmer, P. J. (2007) *The Courage to Teach. Exploring the inner landscape of a teacher's life,* San Francisco: Jossey-Bass.

Race, P. *et al.* (2009) 'Using peer observation to enhance teaching', Leeds Met Press (http://tinyurl.com/995gk3f).

Shrives, L. and Bond C. (2003) 'Consultancy in educational development', in Kahn, P. and Baume, D. (eds.) *A Guide to Staff and Educational Development,* SEDA, Oxford: Routledge, pp. 61-75.

Chrissi Nerantzi is an Academic Developer at the University of Salford (c.nerantzi@salford.ac.uk; @chrissinerantzi).

Can somebody please pass the calculator? Measuring student engagement

Debbie McVitty, National Union of Students

An international observer of UK higher education might be struck by how consensual the idea of student engagement has become, at least in national policy terms. Regulation has been introduced, and multiple projects initiated, staff hired and money spent to support student engagement at many UK institutions. *Does anyone know if it is working?*

In order to answer that question you need, of course, to cover first principles: what are we referring to when we say we are 'doing' student engagement; why are we doing it; what do we hope to achieve by it; and how might that achievement be evidenced, or, in crude terms, measured?

In the UK, we tend to use student engagement as a catch-all term for two distinct forms of student engagement. The first is the classic sense of students' investment in, and engagement with, their own learning. This is measured in the USA via the National Survey of Student Engagement and, as Graham Gibbs has shown in 'Dimensions of Quality' (2010), is a reliable proxy for quality. This type of student engagement is positively associated with better learning outcomes and higher retention rates. However, there is no national measure for student engagement in the UK, we know roughly how we could do it if we wanted to.

This form of student engagement does not explicitly address the value and purpose of students having a voice in shaping their learning, whether through provision of feedback or through representative democratic structures. There may be an argument that the first must be a precondition of the second – it seems unlikely that a student would bother to offer feedback on a learning experience s/he had no interest in.

There is also a 'students-as-consumers' dimension to the argument in that some of the discomfort associated with certain forms of 'student voice' may derive from a sense that asking students about their learning experience when they are disengaged reinforces the consumer model of education rather than asserting a more positive and democratic model of students as co-producers of learning.

We should also be careful not to become instrumental about the student voice – it is valuable to the extent that it conforms with academic professional values of opening institutional matters to scrutiny and challenge, and inviting feedback and discussion of pedagogical practice; and, perhaps, the conviction that if higher education is to encourage certain capabilities in students relating to an ability to intervene to shape and improve the world, then encouraging the student voice must be an important means to this end.

Readers will be able to cite numerous examples of where academic staff have found engagement with students positive and valuable (and others, no doubt, can cite examples where engagement with students has been frustrating or disappointing). But the plural of anecdote is not data, and if we genuinely do take seriously the student voice there should be some efforts made to establish how and under what conditions that voice contributes to positive educational change.

I hypothesise that the purpose of engaging students' voices is not widely articulated in institutions as linked to, but distinct from, student engagement and thus, there is a danger of adopting mechanistic approaches that do not

allow the student voice to flourish. The other danger is that if the goal is muddy, the ends can be appropriated by all kinds of special interest groups and traditional power hierarchies are reasserted. We should always be asking whose interests student engagement serves and who is excluded.

One possible working model would be to make the distinction between the different forms of student engagement productive, and would posit students' unions as working with higher education institutions, through all the mechanisms and systems of student voice and representation available, with the intended outcome of supporting all students to engage in their learning.

Thus the test of value of the student voice would be whether it contributed to wider or deeper engagement with learning among the student body. This model shifts the conversation between student representatives and academics – student representatives would no longer be feeding back unmediated the collective opinions of course mates or the wider student body, but would be discussing with course leaders how best their course mates might be supported to engage more fully in their learning, what kinds of interventions might be effective and crucially, how those interventions could be evidenced.

Are institutions ready for such a change? Are students' unions? Are students? Maybe – but more evidence is needed!

References

Gibbs, G. (2010) *Dimensions of Quality,* Higher Education Academy (http://www.heacademy.ac.uk/assets/documents/evidence_informed_practice/Dimensions_of_Quality.pdf).

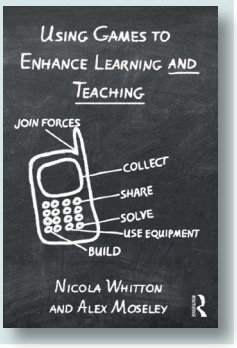
Dr Debbie McVitty is the Head of Higher Education Research and Policy at the National Union of Students.

Book Review

Using Games to Enhance Learning and Teaching: A Beginner's Guide

Nicola Whitton and Alex Moseley (eds.)

Routledge, 2012



This short text will be of interest to anyone looking to engage learners, improve their repertoire of teaching strategies, or just looking to make learning and teaching a little more fun.

The editors and authors seem very aware of their potential audiences. For example, they anticipate that educationalists will require pedagogical rationale, but that most readers will be looking simply for practical recommendations. To this end, the pedagogy comes up front, with Whitton and Moseley setting out their constructivist stall in the Introduction. At times the pedagogy can be a bit thin, but overall most suggestions for practice are rooted in theories of effective learning and teaching.

Part II focuses on aspects of gaming that can be applied to learning and teaching rather than specific games or types of games. This approach means that the focus remains firmly on education, with recognition that games are just one of many tools an educator might use to improve learning. In chapter 3 Whitton explores how to ensure that learners are being appropriately challenged to improve their learning without making tasks so difficult that motivation is lost. Hoyle and Moseley's chapter on Community is in danger of conflating 'communities of practice' with 'teams', but does offer good suggestions for getting students working together to solve problems. Moseley's chapter on Competition might be controversial to some, but does raise interesting questions about how competition can motivate students.

Gaming itself begins to move to the forefront in Parts III and IV, where specific types of games are explored for their potential in educational settings, along with practical advice. Educationalists might enjoy Moseley's consideration of how gaming principles can be used to improve assessment and feedback.

There is no shortage of practical ideas that educators could implement in their practice without a great deal of effort or expense. Even if the idea of gaming seems far from your own concept of education, this book might begin to convince you otherwise. Those primarily interested in theoretical concepts of learning and teaching may find the text frustrating in its focus on practice, but might have lots of fun thinking about how the practical solutions do or do not meet pedagogical standards.

Joelle Adams is the Student Achievement Coordinator at Bath Spa University.

Information for Contributors

The Editorial Committee of *Educational Developments* welcomes contributions on any aspect of staff and educational development likely to be of interest to readers.

Submission of an article to *Educational Developments* implies that it has not been published elsewhere and that it is not currently being considered by any other publisher or editor.

For more information please see: www.seda.ac.uk/publications

The Good Teaching Project: Identifying and making explicit the components of good teaching practice

Dr Jaki Lilly, Dr Berenice Rivera-Macias and **Mark Warnes,** Anglia Ruskin University

Introduction

This article describes the work we have undertaken to define and make explicit the components and elements of good teaching in higher education, and our review of measures of teaching quality.

Whilst our students are in a position to see a variety of teaching approaches and styles, academic colleagues have few opportunities to compare their own teaching with that of others. Through interviewing faculty colleagues, recording and analysing teaching sessions, and capturing the reflections of good teaching practitioners, this project aimed to increase the sharing of good practice and contribute to establishing benchmarks for teaching standards.

Our Corporate Plan states that we want students to recommend us to friends, and a significant influence on that is public endorsement of our teaching quality. In 2010 we embarked on The Good Teaching Project (GTP) with the aim of defining and making explicit the components and elements of good teaching in higher education. In addition, we aimed to establish links between our support for the enhancement of teaching quality and good teaching practice and where and how our support might be refined and refocused.

Despite the wide literature, there remain some key challenges to staff developers in the definition, measurement and ways to share teaching practice. According to the brief from a research report by the former Department for Education and Skills (DfES) (Fielding *et al.,* 2005), the question 'How do we know if "good practice" is good?' is answered as:

> *'The best we can do in most situations is make judgements about the enthusiasm both of the students and the teachers involved in the new way of working; for it to seem to improve learning; and for changes in practice to feel do-able and sustainable over time.'* (Fielding *et al.,* 2005, p. 4; original emphasis)

Through interviewing faculty colleagues, recording and analysing teaching sessions, and capturing the reflections of good teaching practitioners, this project aimed to increase the sharing and adoption of good practice and contribute to establishing benchmarks for teaching standards.

Defining 'Good Teaching' Practice

From the outset, we aimed to look at the constituents of 'good teaching practice', rather than 'good teachers'. Whilst it might be argued that good teachers must be good teaching practitioners, to make explicit what good teachers actually do we need to focus on their practice and reproduce it in a form which allows it to be adopted by others.

In addition, 'good' teaching practice, 'effective' teaching practice and 'excellent' teaching practice are often used inter-changeably in the literature (as you will see from the references below). Can we say that 'good' teaching practice is 'effective' teaching practice? Can we possibly expect 'excellent' teaching practice from all our colleagues? Is 'competent' teaching practice enough?

The lecturer's perspective

According to Ramsden (2003), lecturers consider that effective or good teaching practice can have many properties including, amongst others, the lecturer's:

- enthusiasm about the subject
- ability to teach in a stimulating and interesting manner
- ability to engage with the students' levels of understanding
- concern and respect for students
- encouragement for independent learning
- adaptability to changing demands
- choice of adequate teaching methods according to the subject matter and students requirements, *etc.* (Ramsden, 2003, pp. 86-87)

From these, Ramsden develops six principles for effective teaching, which are listed as follows:

(1) Interest and explanation
(2) Concern and respect for students and student learning
(3) Appropriate assessment and feedback
(4) Clear goals and intellectual challenge
(5) Independence, control and engagement
(6) Learning from students. (Ramsden, 2003, pp. 93-99)

However, whilst these might describe the 'what' of good teaching practice, they don't describe the 'how'. How do you 'teach in a stimulating and interesting manner'?

The student's perspective

The National Student Survey (NSS) provides indicators of students' views of effective teaching practice. The potential indicators are allocated within the NSS questions on 'the teaching on my course, assessment and feedback, and personal development' (Race and Pickford, 2007, pp. 134-149). At the local level, HEIs use their own surveys and techniques to gather

information on students' experience of learning. At our University, there are online module evaluation forms (MEFs) which provide information on the students' experience for each module at the end of each semester.

From the students' point of view, highly rated practitioners:

- explain the content in a way which is clear and helps students to understand
- are well prepared
- structure their lecture content effectively
- communicate the structure to students.

They also:

- are highly knowledgeable
- are up to date in their subject area
- are willing to learn from their students
- try to make the work interesting
- encourage student participation in lectures as well as tutorial or laboratory sessions.

Good teachers genuinely want students to learn, understand and develop critical-thinking abilities, as well as master content or learn skills. In addition they have personal characteristics (such as showing enthusiasm for their subject, professional area and teaching role) as well as using appropriate humour and an attitude which suggests that learning is enjoyable (IML, 2007).

Method

The Good Teaching Project was divided into three stages. In stages 1 and 2 we used a combination of qualitative research methods.

Stage 1

In Stage 1, we carried out semi-structured interviews with a variety of faculty colleagues with responsibilities for learning and teaching enhancement, and who had access to a range of methods for identifying good teaching practice in their departments and faculties (*i.e.* NSS results, one-to-one meetings with staff and students, peer observation).

Nineteen semi-structured interviews were carried out to determine the participants' perceptions in respect of:

- The components of good teaching practice as contextualised within the various disciplines within each department
- The ways in which good teaching is currently measured and how to measure it.

At the end of each interview, the interviewees identified where good teaching practice was taking place in their faculty and/or department.

Findings

Participants found it particularly challenging to identify the components of good teaching practice and when asked to do this, they consistently presented a picture of a good teacher and his/her practice. In an attempt to overcome this difficulty we contacted the interviewees via email once more for further clarification of the basis of their nominations for where good teaching practice was taking place. Interestingly, despite further guidance on what we were seeking, they did not always provide any further clarification of the nominee's practice in terms of specific aspects of good teaching practice.

From the participants' responses we were able to determine the following components and elements of good teaching practice:

Element	Components
Approach	Teaching is well prepared Outcomes, content and assessment are constructively aligned Teaching is clearly linked with the curriculum Demonstrates evidence of reflective practice
Methods	Address different learning styles Are contextualised in students' understanding and experience Engage with practice Promote independent learning Promote critical thought Promote deep learning
Scholarship	Teaching is informed by pedagogy Content is up-to-date with the subject and practice Content is informed by research and evidence

Table 1 The components and elements of Good Teaching Practice – 1

And good teaching practice is delivered by a practitioner who has the following personal attributes:

Element	Components
Personal attributes	Engaging Enthusiastic Flexible/adaptable Tolerant Eager to learn Committed and respectful

Table 2 The components and elements of Good Teaching Practice – 2

Seldom did an interviewee mention only one of the elements of good teaching practice and, when they did, they said that a good teacher is 'a natural', and went on to describe the teacher by the components of the personal attributes element, *i.e.* as being enthusiastic, committed, respectful and interesting, together with being knowledgeable and well structured.

Being a 'natural' teacher was considered to be independent of the effects of/or lack of institutional support. However, institutional support was considered to play a significant role in assisting the development and the enhancement of effective practice of all staff.

Interviewees emphasised that good teaching practice included administrative procedures such as the timely handing out of the module guide and efficient use of AV equipment, and that it was affected by issues such as timetabling problems or AV equipment failure. However, in our view the efficient use of AV equipment and the timely handing out of a module guide are not an aspect of teaching practice

which relates to the promotion of learning. We might regard these as hygiene factors (Herzberg, 2003) by which such factors, if present, do not promote student learning (or student satisfaction in themselves) but may provide protection against student dissatisfaction with their overall learning experience. Interestingly, other studies on the satisfaction of HE academics report similar findings (Shulze, 2006; Wilson and Morreira, 2006). Whilst in pursuit of student and staff satisfaction, it is important to address the hygiene factors, this would not necessarily result in improved teaching practice. Therefore we have omitted these factors from our table of components and elements of good teaching practice.

Measuring good teaching practice

According to the interviewees, the fact that there are well-established formal ways that purport to measure the quality of teaching practice does not necessarily result in either the enhancement of the students' experiences or reflect their actual learning.

Table 3 presents the internal and external ways in which the quality of teaching practice is currently measured across the faculties. Internal measurements originate from the analysis of quantitative student feedback such as students' results, Module Evaluation Forms (MEFs) and the NSS.

Scholarship was considered as having both quantitative and qualitative characteristics. Quantitative measures can be made from the academic's research output, presentations at conferences, publications, and amount of funding attracted. Qualitative measures were made where scholarly activities entailed the active participation and collaboration of staff within their own department and faculty.

Further qualitative measurements of teaching quality come from peer observation and judgements by proxy – holding conversations amongst staff. Finally, reports written by external examiners were also considered to be a way of assessing the quality of teaching practice.

Few of these measures can be considered objective and measurable and few provide an opportunity for colleagues to adopt the 'good' practice which led to the judgment. Interviewees themselves expressed their concerns as to the validity of the measures available to them in terms of measuring the quality of teaching practice.

How is it measured?			Methods
Internally	Students	Formal feedback	Students' results NSS results Module evaluations Quality of students' work (i.e. portfolio) Attendance Retention Mid-term module evaluation in some departments (i.e. Music and Performing Arts) Electronic database for module evaluation (i.e. FHSCE)
		Informal feedback	Students' comments Engagement Sense of membership to the module On online social networks Recommendations of the course Monthly meetings with the head of department (i.e. Law School) Staff-Student liaison committee (i.e. Law School) Students and researchers who can demonstrate they have learned
	Staff	Departmental level	Staff meetings Deputy deans and heads of department informally observing the practice (i.e. Law School, Acute Care, the Business School) Tutor selection
		Peer level	Informal feedback from peer observation Informal conversations
		Subjective judgement	By Proxy – i.e. conversations held with teaching staff; interactions between staff and students in the Open Days
		Scholarship	Active inside the department/faculty/university Fellowship of the HEA Lesson plans
Externally	Staff	External	External examiners' reports
		Scholarship	Research output Activity outside the department/faculty/university

Table 3 Measuring the Quality of Teaching

Stage 2

In stage 2 of the project we approached colleagues who had been nominated through the interview process, plus those who were University Teaching Fellows or who had performed well in the 2011 NSS, and asked them if we could video them 'in action'.

In our first attempt we were only successful in securing two brave souls who let us film them – one in a seminar, and one giving a lecture. Having filmed the whole sessions, we then analysed them against our components and elements of good teaching practice, and selected short (2-3 minutes) vignettes where we felt that components were made explicit through the teacher's behaviour and actions.

We were able to secure 3 or 4 vignettes from each of the initial two sessions which we then asked the teachers to reflect upon, having provided them with a digital recording device. Finally, the vignettes were made available on our website, accompanied by a vignette which had the reflections of the academic as a voice over.

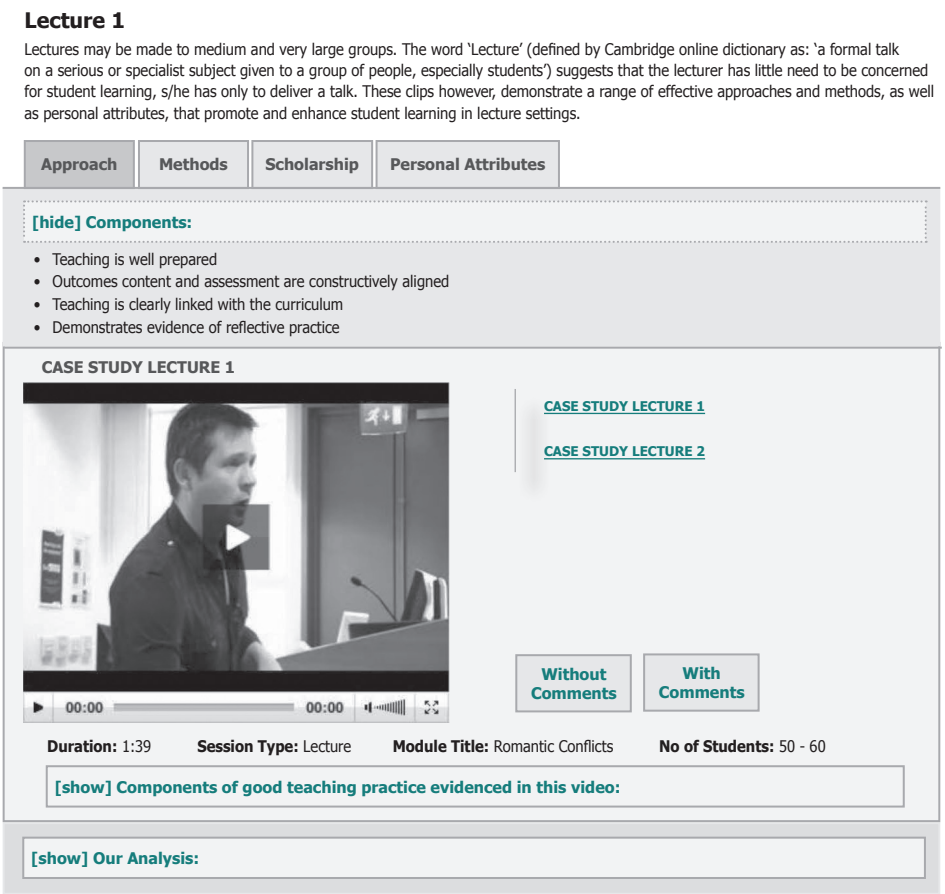


Figure 1 View of the web page and vignette without reflective comments

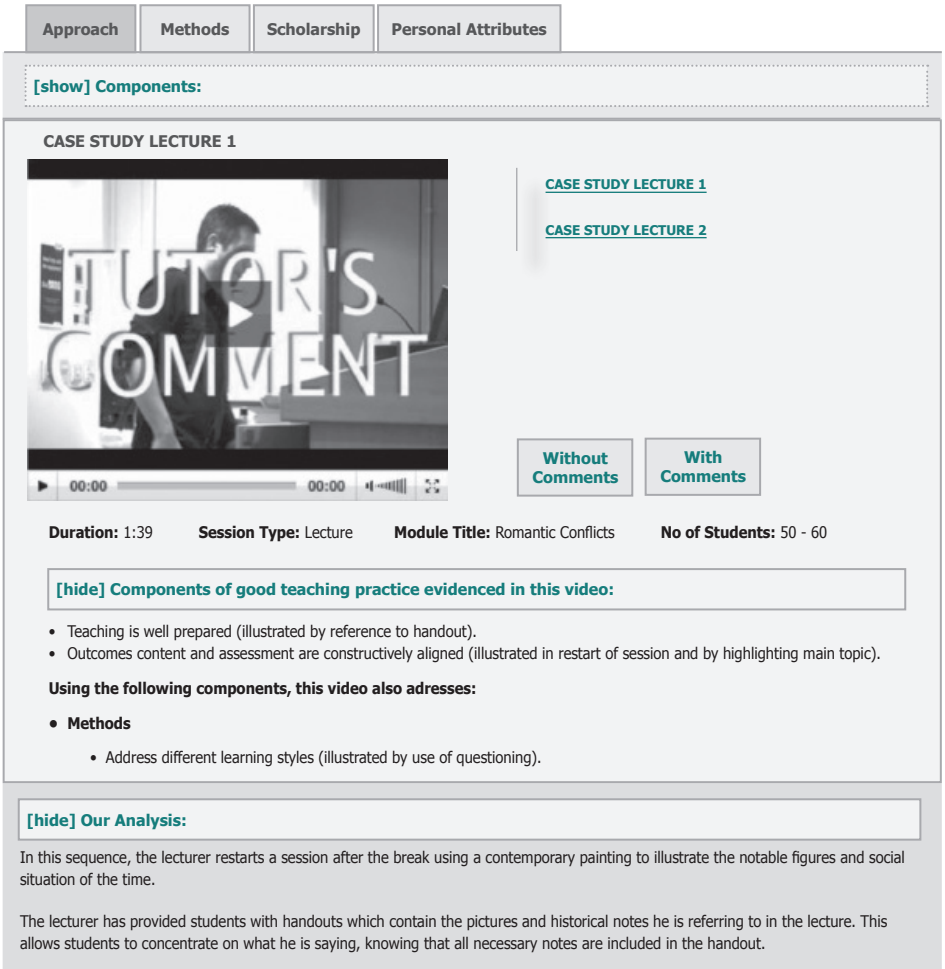


Figure 2 View of the website and vignette with tutor reflections as a voice over

Viewers can choose to hide or show the components of good teaching practice in the element in which we have placed the vignette; show or hide the components of good teaching demonstrated in the vignette and to show or hide our analysis.

Viewers can choose to view the vignette and listen to the reflections of the teacher.

Once the initial vignettes were uploaded to the website, we had much more luck in persuading colleagues to participate! Even being asked to participate was highly valued by academic staff who saw the invitation as recognition of their good practice.

We have now collected 21 vignettes from 6 colleagues across a range of settings including laboratory, studio, seminar and lecture environments, and made them available on our website (see Figures 1 and 2). We have filmed, analysed and selected vignettes from a further 5 colleagues, and are currently awaiting the return of their reflective commentaries.

Stage 3

Stage 3 will be to evaluate the use and impact of our Good Teaching vignettes. However, our components and elements of good teaching practice have already had an impact on how we assess teaching development needs as they form the basis for the review of teaching in our revised scheme (introduced this academic year). The outcomes of the Teaching Review scheme are:

- the identification and recording of good practice reviewed
- the identification and recording of developmental teaching and learning related needs
- a learning and teaching related smart target reflecting the developmental needs, for discussion in appraisal
- the identification of issues militating against a positive student learning experience (hygiene issues).

Teaching Review Form

☐ Reviewer: Please complete the 'reviewed by' and 'review outcomes' sections and check box when done.

☐ HOD: Please complete the 'approved by' section and check box when done.

Session and Reviewee Details:					
Name of Academic:		Faculty:	Select	Department:	
Module Title:		Session Title:			
Session Type:	Please choose . . .	Room Type:	Please choose . . .		
Date of Review:		Number of students:		Duration (minutes):	

Reviewed By:					
Name of Reviewer:		Faculty:	Select:	Department:	
Approved By:					
Head of Department:		Faculty:	Select:	Department:	

Components and Elements of Good Teaching Practice	
Approach: • teaching is well prepared • outcomes, content and assessment are constructively aligned • teaching is clearly linked with the curriculum • demonstrates evidence of reflective practice **Methods:** • address different learning styles • are contextualised in students' understanding and experience • engage with practice • promote independent learning • promote critical thinking • promote deep learning	**Scholarship:** • teaching is informed by sound pedagogical principles • content is up to date with the subject and practice • content is informed by research and evidence **Personal Attributes:** • engaging • enthusiastic • flexible / adaptable • tolerant • eager to learn • committed and respectful

Figure 3 The components and elements of good teaching practice used in teaching review

In staff development sessions, using the Good Teaching vignettes as a guide, reviewers define and list the observable characteristics of the components and elements of good teaching practice. This list enables them to know what they are looking for when reviewing teaching practice (see Figure 3).

In addition, the Good Teaching Practice vignettes are used in our compulsory staff development for graduate teaching assistants, and our PG Cert.

Conclusions

In the literature, the term 'good' teaching is often used interchangeably with 'effective' teaching and, in some cases, is used when an absence of one or more components of the good or effective teaching would actually suggest that the teaching was 'incompetent'. Further, personal characteristics such as 'engaging', 'enthusiastic', 'humorous', *etc.* may not be characteristics which can be successfully 'copied' or 'adopted' by other practitioners who lack them and, as such, we regard them as characteristics associated with a good or excellent teacher, rather than one who is at least competent and effective. Lists of the components of good teaching practice – including ours – identify the 'what' of good teaching, but not the 'how'. This makes it difficult for staff developers to be explicit about how colleagues can adopt the effective teaching practices we would like them to demonstrate.

There is confusion between the factors which constitute good teaching practice and those which constitute competent teaching practice; and the roles of the personal characteristics of teachers and hygiene factors which are not directly related to the promotion of student learning. Good (and excellent) teaching practice appears to be very closely linked with the personal attributes of the teacher which may, or may not, be difficult for colleagues to adopt and introduce into their own teaching practice. Participants consistently included environmental and administrative aspects in their identification of good teaching practice which we have distinguished as 'hygiene' factors in that their presence does not necessarily promote student learning (or overall satisfaction), but their absence may lead to student dissatisfaction.

Measures currently used to assume the quality of teaching quality are not robust or reliable. There may be standards, but no benchmarks. There is no clarity as to the purpose of the measures employed, or what should be done with the results.

Our conclusion is that we need to differentiate between competent, good and excellent teaching practice. Competent teaching practice is that which is not 'incompetent', *i.e.* if any aspect of a list of good teaching practices, standards or expectations is absent from a teacher's practice, s/he would be considered 'incompetent'.

Our project continues in its purpose to capture, make explicit, and demonstrate how the components and elements of good teaching practice and the benchmarks against which the quality of teaching can be measured. An additional, and welcome, outcome of the project is the identification of so many good teaching practitioners, their public recognition and the consequent boost to their morale that the project has achieved.

All our vignettes are available to view on the Anglia Learning and Teaching website: http://www.lta.anglia.ac.uk/GTP

References

Fielding, M., Bragg, S., Craig, J., Cunningham, I., Eraut, M., Gillinson, S., Horne, M., Robinson, C. and Thorp, J. (2005) 'Factors influencing the transfer of good practice', DfES, Brief No. RB615 (tinyurl.com/b6s7rk8).

Herzberg, Frederick (2003) 'One more time: How do you motivate employees?', *Harvard Business Review,* January, pp. 87-96.

IML (2007) 'Characteristics of good teaching' (tinyurl.com/angky32).

Race, Phil and Pickford, Ruth (2007) *Making Teaching Work: 'teaching smarter' in post-compulsory education,* London, Sage Publications Ltd.

Ramsden, Paul (2003) *Learning to Teach in Higher Education,* London: RoutledgeFalmer.

Shulze, S. (2006) 'Factors influencing the job satisfaction of academics in higher education', *South African Journal of Higher Education,* Vol. 20 (2).

Wilson. J. and Morreira, A. (2006) 'Incorporating the motivation-hygiene theory as a means of evaluating b-Learning environments in higher education', *Current Developments in Technology-Assisted Education,* Formatex, Badajoz, pp. 484-488.

Dr Jaki Lilly, Dr Berenice Rivera-Macias and **Mark Warnes** are members of Anglia Learning and Teaching at Anglia Ruskin University.

New Members of the Editorial Developments Committee

We welcome two new members of the Editorial Developments Committee:

Karen Strickland is the Senior Lecturer and Senior Teaching Fellow in Academic Practice, Office of the Vice-Principal (Academic) at Edinburgh Napier University. She is a lecturer and personal development tutor on the Postgraduate Certificate in Teaching and Learning in Higher Education (NMC, HEA and SEDA accredited) and the Masters in Blended and Online Education (SEDA accredited).

She is also the lead for the institution's 'Hub for Education Research at Edinburgh Napier' (HEREN), which involves facilitating and developing staff in education-focused research and for the development of a new open access educational resource bank which underpins the university's LTA strategy. Before moving into educational development she was (amongst other things) the Pathway Leader for the MSc in Palliative Care, a collaborative programme between Napier University and Marie Curie Cancer Care.

Peter Gossman has been an academic developer and lecturer in education for the last decade or so, both in the UK and NZ, and we are hoping he might bring a slight antipodean perspective. He has published in several international journals and has a broad knowledge of the issues that face academic development.

He is the Programme Leader for Glyndŵr University's PGCE in HE. He also teaches on a range of Education programmes – BA, MA, Professional Doctorate and PhD supervision – and so has some insight into the general working life of an academic. Before working at Glyndŵr, he was at the Auckland University of Technology, New Zealand, and Lincoln University, UK.

Copyright

The International Consortium for Educational Development (ICED)

ICED is celebrating its 20th anniversary this year. Graham Gibbs summoned it into existence, and its first meeting had representatives from the national networks of Canada, Australia, Germany, the UK and the USA. Today it has 23 networks in membership, and is expecting to be joined soon by networks in China and Saudi Arabia. Its primary purpose is to supplement the work of the national networks by sharing expertise and best practice internationally.

The two most well-known aspects of ICED are its conferences and its journal. Together with a host network, it has held an international conference every two years since 1996. The 2014 Conference will be in Stockholm in June (15-18), and the 2016 Conference will be in South Africa. These conferences are well attended, in the friendly and supportive atmosphere which we associate with educational developers. It is fascinating to learn from such diversity and intriguing to notice the improvement in the quality of the research over the years. Different events (practical pre-conference workshops, poster sessions, papers, seminars, round-table discussions etc.) enable ICED to welcome contributions from a wide range of developers.

The *International Journal of Academic Development* has been the Consortium's refereed publication since 1996. It has grown into a major undertaking, with four co-editors and a team of assistant editors, published quarterly. Its growth reflects the increasing importance that the educational development community has placed on research and scholarly practice, and there is significant pressure from potential contributors who wish to publish in such a prestigious journal. Subscriptions to academic journals are generally high, and I cannot resist pointing out that individual members of national networks can arrange a greatly discounted price for themselves through the website, as can networks who wish to distribute it to their members.

The third aspect of ICED which fulfils its purpose of exchanging expertise is the annual Council meeting. This is a two-day event at which, after the formal business, each network reports on its activities, progress and issues of concern for debate and discussion. As ICED grows, this is also becoming an effective data-gathering exercise, and currently ICED is trying to assemble an international picture of the state of arrangements for the training, support and development of HE teachers.

The ICED Council at the Conference in Bangkok, 2012

Responding to its growth, ICED recently developed a constitution, registered as a charity, revamped its website (icedonline.net) and acquired a modest amount of paid administration. A small Board includes President James Wisdom (UK), two Vice Presidents – Helen Guerin (Ireland) and Arshad Ahmad (Canada) – and Paul Deneer (Netherlands) and Marianne Merkt (Germany).

ICED welcomes and continues to support new and emerging networks and will strengthen its role as an international advocate for educational and academic development. It is also engaged in a new, collaborative project with the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) to support the growth of educational development around the 2016 Conference.

We look forward to the next twenty years!

James Wisdom (jameswisdom@compuserve.com).

SEDA Workshop - PGCerts@20: experiences across and in the disciplines

20 June 2013

Location: Roehampton University

Price: £70.00

This event is aimed at PGCert course leaders and tutors and will be facilitated by Fran Beaton, University of Kent, and Sally Bradley, Sheffield Hallam University.

The event has four main aims:

1. A brief overview of the policy contexts which have affected the development of PGCerts in the sector. These include, for example, the debate about professionalisation (Commons Select committee) and the inclusion of qualifications in KIS.
2. The accreditation process: experiences of course leaders. SEDA-accredited programme: John Lea, Canterbury Christ Church University. HEA-accredited programme Jo Peat, Roehampton University
3. Curriculum Development: PGCerts in the disciplines. Creative and Performing Arts (Hilaire Graham, University of the Arts); Medical Education (Elizabeth Miles, St George's Tooting); Engineering (Sue Moron-Garcia, University of Birmingham)
4. Where next?

For more information, visit **www.seda.ac.uk** or email **office@seda.ac.uk.**

SEDA News

SEDA's Anniversary Year: The 2013 SEDA@20 celebrations are well underway!

During the year SEDA is celebrating 20 years of being the professional association for those who lead and support educational change. Over this time the organisation has made a significant impact on developments within the sector whilst also providing a successful professional association for all staff who are committed to enhancing their impact on learning. The aim of SEDA@20 is to celebrate academic and educational development through events and activities and to share the evidence and impact of the contribution made by SEDA. We also want to focus on our achievements, make them relevant in today's context and consider what they mean for the future work of the Association.

The Launch Event: SEDA Celebratory Lecture and Reception

SEDA's 20th anniversary events took off in fine style with a champagne reception and dynamic lecture from Graham Gibbs at the House of Commons on Wednesday 16 January. A founder member of SEDA, Graham is a respected pioneer of academic development in the UK. Addressing 80 SEDA members, Vice-Chancellors and guests, Graham celebrated the UK's leading international role in the increasing focus on the quality of teaching and the student experience. From small, marginal beginnings, SEDA had brought academic development into the mainstream and pioneered models that are in use worldwide. He highlighted the robustness of these initiatives when many other trends and emphases had proven ephemeral and fallen by the wayside. He closed with a forecast of a future in which student engagement and involvement in the learning process would become increasingly central. The lecture was chaired by Professor Janet Beer, Vice Chancellor of Oxford Brookes University who eloquently managed a lively post lecture discussion.

Graham Gibbs responding to questions at the House of Commons

SEDA@20 Celebratory Conference and Symposium and Gala Evening 17-18 May 2013

The SEDA@20 Celebratory Conference and Symposium provide an opportunity for people to join SEDA's 20th anniversary celebrations at the Leeds Marriott Hotel. This two-day programme incorporates the usual 2013 Spring Teaching, Learning and Assessment Conference, and a unique opportunity to spend a day reflecting in depth on higher education teaching and learning at the SEDA@20 Celebratory Symposium.

The Conference will focus upon 'Changing Values in Higher Education'. Whether they are personal, institutional, professional or national, values underpin all our work. The SEDA values have become central to the Association and to the practice of those engaged in educational development. With the changes that have happened in education over the last few years in particular, it is timely to consider the role of values and how they can be employed to enhance our work and practice. The full conference programme can be found on the SEDA website.

The second day will be a Symposium celebrating key influences on learning and teaching development in the twenty years of SEDA's existence and looking forward to likely developments over the next twenty. Led by current and former SEDA chairs and co-chairs, each session will – in characteristic SEDA style – include an innovative interactive approach to involve and engage participants.

Participants attending the day are likely to include both experienced practitioners and new colleagues including those undertaking postgraduate research and PG Certs in higher education/academic practice (for whom a special reduced delegate fee is available).

The Symposium will provide an opportunity to spend a day reflecting in depth on higher education teaching and learning through:

- Interactive sessions with key practitioners
- Insights from leading writers and thinkers in academic development
- Scholarly and challenging activities
- A focus on educational development as an agent for change.

Each session will be captured as a sustainable resource for SEDA members. The programme can also be found on the SEDA website.

Join us to contribute your views on the impact of the last twenty years of educational development practice and research on higher education – and to contribute your forecast for the next twenty.

The Gala Evening

The celebratory Gala Evening will be held in the evening of 18 May. This is a black tie event with presentations of the SEDA Legacy Awards with inclusive dinner, dancing and entertainment. This will be at the Leeds Marriott Hotel. Bookings are now open. You can book the Conference, Symposium and Gala Evening separately or as a package. See the SEDA website for details.

Liz Shrives is a Higher Education Consultant.