

Title: Institutional culture and orientations to development

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Abstract:

Session Learning Outcomes

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

- Compare alternative orientations to educational development in the context of different academic community cultures
- Evaluate relationships between educational developers and academic community members in terms of a simple relational model

Session Outline

Key issues to be addressed are:

The session will address the conference themes of Enabling Effective Academic Performance and Enhancing Academic Roles. The workshop will present a re-working of Ray Land's 2004 analysis of educational developer orientations, and will apply this to a simple model of academic communities, their cultures and their own orientations towards educational development. It will begin with a short presentation proposing that different orientations are required to successfully engage with different communities, or members of such communities, largely because of differences in community culture, but also because "*development' may be viewed as a site for contest*" (Webb, 1996), and because it is inevitably "*situated*" in the context of each particular academic community (Lave and Wenger, 1991). It will suggest how educational developers may seek to adapt their orientations accordingly. The workshop participants will then be invited to review the framework and the model in groups, and in the light of their own experiences, and to propose amendments to both in a feedback session.

Key issues emerging from the analysis include concepts of:

- transactional versus trust based relationships
- joint practice development (Fielding *et al.* 2005)
- intervention and democracy in educational development

Session Activities and Approximate Timings

Presentation: 15 minutes

An outline of the model proposed

Discussion groups: 15 minutes

An opportunity for participants to relate the model to their own professional practice and experience, in small group discussion.

Feedback: 15 minutes

An opportunity to share these preliminary evaluations, and to identify: the relevance of the model to academic development practice as experienced by delegates to the conference; innovative features and weaknesses in its design; and suggestions for its application and further development.

References

Fielding, M., Bragg, S., Craig, J., Cunningham, I., Eraut, M., Gillinson, S., Horne, M. Robinson, C., Thorp, J. (2005). *Factors influencing the transfer of good practice*. DfES. Nottingham

Land, R. (2004) *Educational development: discourse, identity and practice*. Society for Research into Higher Education & Open University Press. Maidenhead

Lave, J. and Wenger, E. (1991) *Situated learning: legitimate peripheral participation*. Cambridge University Press. Cambridge.

Webb, G. (1996). 'Theories of staff development: development and understanding.' *The International Journal for Academic Development* . Vol. 1, No. 1. 63-69