

**Title:**                   **Surviving and thriving in the new ecologies of academic development in the post-digital university**

**Presenter:**           **David Baume**

### **Session Learning Outcomes**

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

By the end of this session, delegates will be able to identify, and plan how they will work effectively in, the particular academic development ecologies in which they work and will work. These ecologies may variously include disciplinary, institutional, national and / or international.

### **Session Outline**

Key issues to be addressed are:

What are the ecologies in which we are doing academic development like? Now? Next year? And how are these structures, functions and patterns of behaviour of universities changing?

Who is 'doing development'? Beyond the EDU, we see the learning technologists, student developers, library and information services, careers services, organisation development teams, course and programme teams and individual academics.

How do we deal with the other developers? Ignore them? Best not. We need to make ways to work with them, meeting institutional and individual needs in ways that users of development services find coherent and appropriate.

How do we work with the changing needs and circumstances of service users? Long training courses and programmes have already become short courses; short courses have become individual workshops; individual workshops sometimes become individual consultations; in-person is becoming on-line; synchronous is becoming asynchronous; support from developers is becoming peer support within departments or course teams – especially learning about how to use new technologies. A member of staff who identifies a learning need is increasingly likely to look for a colleague who knows, or for an on-line resource, a webinar or mini-MOOC – from anywhere with a good reputation, not necessarily in their own university.

Developers may decide to help academics to become their own and each other's developers, rather than developers trying to be (remain?) the fount of pedagogic wisdom.

In the post-digital age; when IT is as unremarkable as the telephone is now; what will developers be doing? What will our worlds be like?

The session is / will be informed by the facilitator's work on editing the JISC 'UKSPF in the Digital University' Guide; convening the Higher Education Development Community; a

session with Diana Urban on collaboration in development at ICED 2014; and acting as critical friend to projects in the JISC Transformations programme.

### **Session Activities and Approximate Timings**

The outline of the workshop is as follows;

10 minutes - Who is doing development in your institution? What are they doing? Participants will work in two or three groups to prompt each other to identify those individuals and units who are doing development in their institution, what kind, and on what scale – and then share and briefly discuss. This will show, share and test accounts of institutional ecologies of development.

10 minutes – What works? What doesn't? Participants will share successful – and, if they are willing, less successful - ways of working with these various developers .

10 minutes - How are staff in your institution developing and being developed? Prompted by a list of possibilities, participants will identify as many as possible ways in which staff in their institution are currently developing their capabilities.

10 minutes - What will you be doing? Informed by all this, participants will plan and describe how they will be functioning as developers as many years in the future as they can contemplate – beyond next year, but short of science fiction

### **References**

Jisc and Professional Associations Guide to Implementing the UKPSF in the Digital University. Ed. David Baume, Helen Beetham and Peter Hartley. Jisc. 2013. Accessible at [www.tinyurl.com/ukpsfguide](http://www.tinyurl.com/ukpsfguide)