

Title: **Taking back 'space': writing the manifesto**

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Session Learning Outcomes

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

Compare and contrast their initiatives with those from a range of other institutions.

Develop new ideas or reinvigorate old ones.

Take strategies for institutional buy-in back to their teams.

Session Outline

Providing professional development for staff is a challenge in a system in which research is valued and professional development is often seen as attending a conference to present one's research rather than pedagogic CPD. When pedagogic CPD is considered, it is often in the form of a workshop on a predetermined theme and can be poorly attended, despite initial enthusiasm. Marking, research, meetings all get in the way and take precedence. Finding the time and space to bring colleagues together is, therefore, a major challenge and yet the rewards for participating staff can go beyond simply ticking the CPD box. Getting this right can support staff wellbeing, engage colleagues with professional identity, facilitate curriculum leadership, but it can also assist programme design, assessment and feedback strategies, learning and mobile technologies, review and evaluation.

In this workshop we will explore the loss of 'space' which traditionally allowed staff to review teaching, provide one another with ideas and share good practice in an informal but extremely productive manner. We will then consider how to reintroduce these opportunities into already over-filled academic timetables. What sort of space should we aim to re-create and how can we gain institutional support which will 'give permission' for staff to engage in teaching based CPD whilst maintaining other aspects of their professional identity?

To facilitate discussions the workshop facilitators will outline a number of different Learning and Teaching initiatives deployed to foster CPD. We will present figures to show uptake, or lack of uptake, and consider the factors

which have supported and detracted from participation. In groups, people will then consider initiatives which they have either devised or participated in and consider which were more successful and why.

The aim of the session is to propose a manifesto devised by the delegates to help increase the visibility of and engagement in pedagogic CPD opportunities.

Session Activities and Approximate Timings

5 minutes – Introduce the types of space lost to teaching staff in recent years and consider the consequences of this loss for staff development, staff well-being, professional identity and programme development in all its forms.

10 minutes – Review of different initiatives to create space and provide L&T support and development.

10 minutes – group-based activity to consider the staff needs of your institution and list initiatives which have been set up. How well have they been supported? What were the reasons for success or failure?

10 minutes – Begin to develop a manifesto – this might be specific to your institution or shared between a group - and plan how we can follow development over the next 12 months.

10 minutes – to share our initial thoughts and manifesto directions.

References

Lefebvre, H. (1991) *The Production of Space*, 15th Edn. Oxford Wiley-Blackwell.

Savin-Baden, M. (2008) *Learning Spaces: creating opportunities for knowledge creation in Academic Life*. Open University Press.