

## Poster

**Title:**                   **The creation of a short online course with links to the professional accreditation framework for new part time hourly paid lecturers at the University of Portsmouth**

**Presenter:**           **Mary McKeever**  
University of Portsmouth

### **Session Learning Outcomes**

Identify the key teaching challenges that new part time lecturers face during their first few months

Gain an insight into the steps involved in designing and creating an online learning environment to help part time lecturers meet these challenges

Recognise the team work and different skills and roles involved in creating an on line learning environment

Clarify the link between the short online introduction and the university's professional development programme which is accredited by the Higher Education Academy.

### **Session Outline**

The HESA figures for 2011/12 indicate that there were 117,845 full time academic staff and 63,540 part time academic staff in UK and this poster presentation addresses the question of how to address the professional development needs of the 'lost (or invisible) tribe' of PTHP lecturers (Brand, 2007). This poster will focus on the development of a short online course aimed at providing new staff with 'information and skills for survival' (Issacs and Parker 2006, p. 43) as a first step on a professional development pathway leading towards fellowship of the Higher Education Academy. We will visually present the environment, the team work involved in its creation and the pedagogic rationale behind the development of this short online course which includes an assessment element. The challenges in identifying new PTHP, recruiting them to the programme and encouraging their participation will be illustrated. Finally, the engagement of staff in the online environment and their evaluation of the programme will be presented.

### **References**

Key texts mentioned in the outline, please use the Harvard referencing system.

Beetham, H. and Sharpe, R. (Eds.) (2013). *Rethinking Pedagogy for a Digital Age; Designing for 21<sup>st</sup> Century Learning*. London: Routledge.

Brand, T. (2007). The long and winding road: professional development in further and higher education. *Journal of Further and Higher Education*, 31(1)7-16.

Brand, T. (2012) Foreward in Beaton, F. and Gilbert, A. (Eds.) (2012). *Developing Effective Part Time Teachers in Higher Education. New Approaches to Professional Development*. London: Routledge.

Briggs, S. (2005). Changing Roles and Competencies of Academics. *active learning in higher education*. Higher Education Academy and Sage Publications. Vol 6(3) 256-268.

Higher Education Statistics Agency (2013). Retrieved 1st November 2013 from:

[http://www.hesa.ac.uk/index.php?option=com\\_content&task=view&id=1898&Itemid=239](http://www.hesa.ac.uk/index.php?option=com_content&task=view&id=1898&Itemid=239)

Issacs, G. and Parker, R. (2006). Short courses, beyond and beside: What do newly appointed university lecturers want? *International Journal for Academic Development*, 2:1, 43-51.