

SEDA at 25 - a time to party and plan for the next twenty-five.

The 25th anniversary of the founding of SEDA is a cause for serious celebration, providing an opportunity for reflecting by both looking back, and speculating about the next 25 years (to 2043!). Supporting and leading educational change has seen major achievements to date, and we are confronted by a daunting task with challenges on, and currently well-below, the horizon to be met.

Students in the mid- late 2010s are placing new and challenging demands on university staff. They have grown up with social media and the technologies to research online at all times. They have expectations and concerns not seen in the past, and they know that the workplace ahead of them is changing and unpredictable. They have mental health concerns that are well beyond what has been seen in the past. In part change has come from new digital solutions and the ongoing automation of some jobs is perturbing the workplace, and national and international economic and population pressures add to the uncertainty.

Consequently, the role of academic staff is changing, and those that train, support and mentor staff need to be ahead of the game to make sure academic staff are not left behind! There are many reasons why academics are feeling uncertain. Not least that the core traditional role as a collator and interpreter of information from many library-based sources into a lecture with supporting reading list has been overtaken by information available electronically to everyone. This technology has potentially transformed the role of the academic, freeing up time for research, co-research and co-production of knowledge with students. Students have the tools to search and collate, to be more active learners, and less the receivers of information through lectures. But just how ready are all these players to embrace new processes, and how can they be supported?

In this session there will be an opportunity to evaluate and speculate about how these new circumstances should influence the design of the academic curriculum and broader student experience. Being positive and confident, and resilient to change is critical. Supporting staff to ask questions about the characteristics of an appropriate and challenging higher education (HE) curriculum; the teaching pedagogies which support students to be excellent in their discipline and develop critical enquiry skills alongside the skills of excellent researchers that may also have longer term workplace relevance; and supporting professional services staff to evolve the broader student experience are all pertinent points that may be mentioned.

In the spirit of a flipped classroom, before arrival what would you add or omit to these Key words for 2018-2043: Active learning; Authentic; Autonomous; Co-created; Collaborative; Context relevant; Community-based; Digital confidence; Entertaining; Enthusing; Ethical; Flexible; Inclusive; Participative; Practice led; Professional: Reflection; Research in all aspects; Sustainable; Visual.

Happy Birthday SEDA.