

EDUCATIONAL DEVELOPMENTS

The Magazine of the Staff and Educational Development Association (SEDA)



Issue 16.1

March 2015 ISSN 1469-3267

£9.50 Cover price (UK only)

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Refocusing to re-imagine university learning spaces

Tom Duff and David Ross, University of the West of Scotland

University learning styles are being challenged as social and learning space design becomes a higher priority in global university education (e.g. Kuh *et al.*, 2005). There are two main reasons for this. Firstly, classrooms are being reconfigured as room optimisation and disparate developments of rooms, information technology infrastructure and academic teaching are abandoned in favour of a collaborative approach. Secondly, our knowledge of how to use different pedagogies and technologies to make space use more effective is accelerating rapidly. Naturally as educational developers, we prefer to look at the pedagogical benefits afforded by changing practice to suit the surroundings rather than embrace the space optimisation push. This article considers the situation we at UWS have found ourselves in by getting involved in such designs, and looks at the support we have had from case studies across the world.

This story starts for us about five years ago. We were (and still are!) part of an educational development unit trying to press forward on many fronts but facing resistance from hard-working academic staff uncomfortable with the speed and constancy of change. An apparent shot in the arm came in the form of an internal award of a considerable sum of money to set up a 'Classroom of the Future' on two of our campuses. We were given two weeks to spend the money – first mistake, as this sort of pressure inevitably leads to rushed decisions! The e-learning developer in our team got together with information services and estates to plan what, for us, was a revolutionary concept – we had to play second fiddle to the information and estates guys who thought they had all the answers – second mistake. They bought (the easy bit!) lots of swanky new technology, put in flexible furniture and painted the walls a nice shade of magnolia....and waited. 'Build it and they will come', someone once said (Kinsella, 1989) and they did – the enthusiasts that is, the 'initiative junkies' keen to try anything new. Through our expertise in developing staff and powers of persuasion, we managed to seduce some others to try it out as well. Chairs and tables were moved assiduously, tablet computers (like bricks compared to today!) were used to do wonderful new things, interactive whiteboards were...interactive; and evaluations showed most staff and students liked it all! But it all went wrong within six months!

Why? Well, the name was a mistake from the start – no sooner had we picked our technology than it was getting 'old-hat' and we lost credibility! We did not pay enough attention to 'marketing' the facility in an appropriate way. This meant we didn't reach enough staff to build up a critical mass of converts. Other reasons included a combination of naivety on our part in not planning adequately for future changes in technology, battery-charging cabinets that didn't work resulting in

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2015 (Vol.16) Annual Subscription Rates

Individual subscriptions are £38 sterling per year (4 issues) within the UK. Overseas subscribers should add £5 sterling postage and packing for delivery within the EU or £8 sterling for the rest of the world.

Packs of 10 copies (each copy containing 4 issues) are available for £270 sterling.

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tablets that burnt out very quickly, video conferencing that didn't work on a multi-campus basis – the list goes on. But by far the biggest challenge was a technology infrastructure (Wi-Fi and so on) that was weak, resulting in frequent crashes and failures. Students started to complain and new converts in the staff quite simply stopped using the rooms, partly because of student complaints but mostly because they lost all confidence in themselves and the equipment in teaching situations. Our 'classroom of the future' quickly became a white elephant and we had to think again.

We actually shelved the concept but put some of the technologies that did work reliably (e.g. audience response systems, interactive whiteboards) out into general use. We thought again. No point in starting a similar concept until the infrastructure issues were reduced. We needed to get the learning, teaching and assessment strategy to drive interactive and flexible learning harder. We needed to ensure staff would gain confidence quickly in their own abilities and the reliability of technology. So we set about getting as many academic staff as possible comfortable and confident in using 'safe' technologies without pushing them towards new applications. We did this by recruiting a new breed of 'learning technologist' who was technically very able but more importantly good at understanding and explaining pedagogy and, therefore, capable of talking the same language as the academics. This group has been very successful, achieving high rates of success and glowing tributes from the staff they have helped.

We developed and revised our learning, teaching and assessment strategy (LTAS), forging closer links on the need for technology in the classroom with our problems in student retention (considerable), and nurtured desires for a learning environment that championed an interactive, engaging approach and a more expansive view of flexibility in learning. For the first time the strategy outlined some fundamental principles which some of us had always championed but had never made explicit before!

Fundamental principles:

- How learners learn is at least as important as what learners learn
- Quality and quantity of feedback – both to and from learners – is a key driver in improving performance in, and of, learning activities
- Transformations in learning are achieved by managing partnerships with students and by growing their independence and resilience as learners
- Enabling engagement with learning should focus on flexibility in mode, timing and place of delivery
- Learners should be made critically aware of the sources and uses of knowledge
- Internationalising our curriculum and maximising opportunities for our learners to learn abroad are encouraged and enabled
- The research and knowledge exchange activity of all staff is valued and evident in the delivery of our learning.

From a viewpoint of using technology in teaching and developing a more engaging, interactive approach to learning, the 'tenets' above on 'how', 'transformations' and 'enabling' were the ones we wanted to particularly promote. In the new 'Values' section we put in that 'Our learning environments should offer support and flexibility that is pedagogically feasible and economically viable', and we also included specific stretching targets on using technology in modules. At the end of this exercise we felt we had a much stronger position to pursue a pedagogical support that championed our desired interactive and engaging approach.

We got a considerable boost to our intentions from a new teaching and learning-focused Vice-Chancellor and his vision for the future. This helped to cement concepts of learner-centred approaches in the minds of considerably more staff than in the past. We had an open forum debate with staff and students around 'why space matters in university education and how it fosters "how to learn?" in students'.

This was also fuelled by the changes to corporate strategy and the revised learning, teaching and assessment strategy discussed above. The new strategy is much more visionary than before – it has a central concept of ‘Dreaming, Believing, Achieving’ and helpful statements (when you are trying to make step-changes in staff practice!) such as ‘...we will provide student-centred, personalised and distinctive learning and teaching experiences...’ (UWS, 2014). In other words, through the development of LTAS and the new corporate strategy, the platform for effective and sustainable change had become much stronger.

In parallel with the strategy development, the authors undertook an extensive programme of background research, seeking out current practice in the area. We concluded that global university education is undergoing fundamental transformation. The drivers of change lie in increased globalisation, potentially reduced government funding and new markets in international recruitment. The development of new business models to deliver learning through MOOCs is yet to be validated but will undoubtedly lead to more collaboration with private education providers. Universities for their part need to deliver content via the ‘cloud’ that matches expectations from a world market in education. Goddard (2012) estimates that the number of students around the globe enrolled in higher education will reach 262 million by 2025, up from 178 million in 2010. Altbach (2013) suggests that just two countries, China and India, will account for 30% of this growth to 2025, with developing countries like Sri Lanka and Sub-Saharan Africa accounting for 20-25% of the 262 million. These statistics require a response to change how we teach our students – or we are just storing up trouble for the future.

After extensive exploration of the literature, several visits to leading UK centres, together with seminar and conference attendances, and a learning spaces conference at UWS, a definitive webinar was encountered entitled ‘Beyond the Classroom: Changing Culture Through Environment’. It considered pedagogy and technology as central factors to improve learning but argued strongly for collaborative social and learning spaces as of equal importance influencing student engagement in 21st-century classrooms. The webinar also talked about the concept of spaces themselves as agents for change (Oblinger, 2006).

From this research we also concluded that students are changing and we need to explore the characteristics of millennial students, particularly that pedagogy is about team and collaborative learning, that much learning is outside class and that students are no longer consumers of knowledge but co-creators. Bring Your Own Device Learning (BYODL) is now mainstream (Milne, 2006). Previous classical methods of educational development have tried to change people. We learnt that the alternative approach of changing the environment first will eventually result in self-change in people themselves (Oblinger, 2006). So, we adopted a model (Figure 1) in which innovative pedagogies, learning spaces and technology had to develop together.

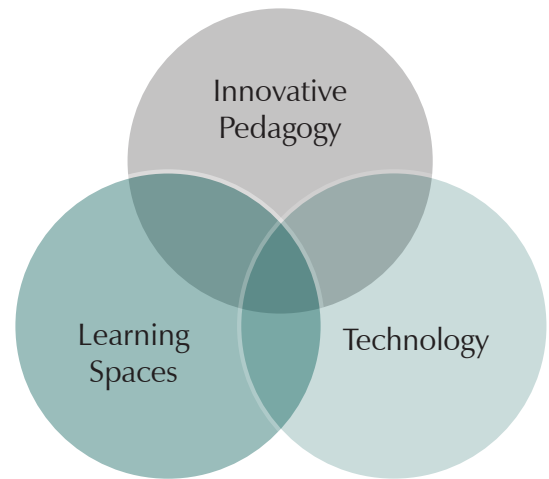


Figure 1 Educational development change model

Our search for a solution through visiting other institutions (e.g. Wolverhampton, Edinburgh, Derby and in the USA, Stanford and the University of California, Berkeley) took us to the concept of ‘Active Learning Studios’. ALS are learning spaces designed to foster interactive, flexible, student-centred learning experiences, utilising BYODL applications. They feature a fully immersive interactive learning space for 36+ students, a multiple flat-panel display projection system, synergetic ‘plectrum’ tables that accommodate six students each, and a central teaching station that allows selection and display of table-specific information using push and pull technology (see Figure 2).

Using such a space creates collaborative learning environments that encourage staff-student interaction and cooperation, and simple to use technology that allows students to easily present work for review by peers and instructors. These learning spaces are designed to facilitate small-group break-outs and the development of resilient, active and independent students.

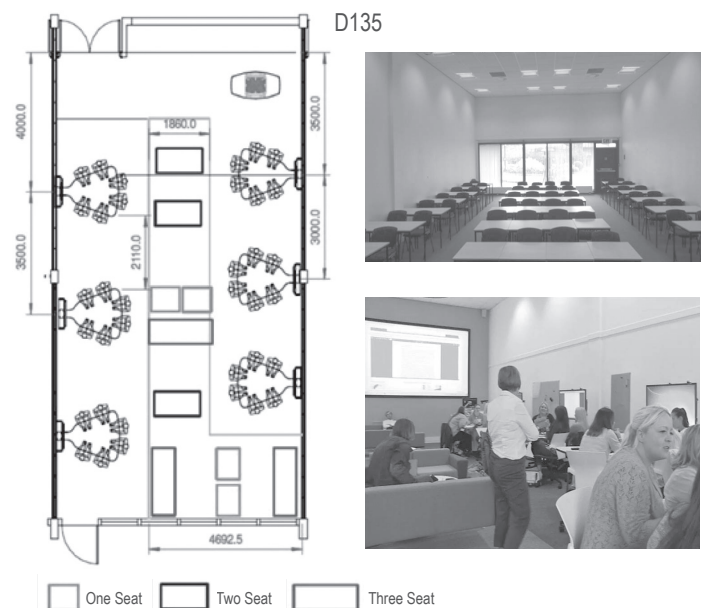


Figure 2 Active learning studio

We had enough time to do our evaluations of existing spaces before we started – a big difference from our previous attempt back in 2009. One of the key questions asked of contributors in this field is how effective is this approach? The University of Wolverhampton has shown 31% increase in average grade for students using an ALS room (Rhodes and Green, 2014). Also, research informs us that using a learning studio approach conceived as a space for colleagues to gain digital literacy confidence and collaborate in a ‘community of practice’ approach brings success in staff development (Andrews *et al.*, 2011). Similarly, Fisher (2010) examines the emergence of technology-enabled active learning environments and the reasons for their appearance. He explores three case studies and considers how effective they are in enhancing teaching and learning outcomes and concludes these areas ‘yielded very positive responses from instructors and students’ with 85% recommending wanting to teach and learn in them. Lippman (2010) considers how the physical environment may be structured to support learning and concludes learning studios and spaces embrace a ‘culture of inquisitiveness’ for individuals and staff and emphasised the importance of team and active participation – no place to hide in a classroom.

As another example and as an injection of caution, the University of California Berkeley have invested substantial funds in the active learning concept (Berkeley, 2014). After initial successes, both students and staff became more reticent (a natural response with changes of this magnitude) on using this approach as they did not see or achieve the long-term benefits straight away. Ease of use, simple effective technology and confidence were all achieved but empowerment was found to be a longer-term outcome possibly over at least a year. Some students felt the change from the didactic approach they were immersed in to the collaborative approach was a risky strategy – so we felt that it wouldn’t necessarily be easy. Elsewhere, an active learning post-occupancy evaluation (AL-POE) tool, for measuring the impact of classroom design on student engagement in redesigned collaborative classrooms (Scott-Webber *et al.*, 2013), has shown that 84% of students felt they were better able to improve marks; 72% were more motivated to attend more often, and 77% felt more creative. Among staff teaching in such spaces, 68% felt students engaged more, 88% reported that attendance improved and 88% felt creativity in the classroom was improved.

The last piece in the jigsaw was a much better understanding in our estates and information services staff of how space needed to be configured and equipped to effect more engaging, interactive teaching and learning. Achieving this was simpler than we had anticipated – we included them in joint visits to other institutions, where they could see for themselves and talk to their counterparts – an enlightening experience for all!

Pulling all the background research, strategic changes and internal focus group studies together, we believed we had a compelling case to seek internal funding to move forward and create such a learning space. Senior management were very supportive and released sufficient funds to create

an ALS in a large non-tiered space in one of our main teaching blocks. As well as the necessary technology and infrastructure, we got the room fitted out with bright carpets, coloured walls, plenty of empty spaces, glass boards for free writing and soft comfy armchairs – no more magnolia or seats in rows! We also had much stronger marketing profiles to encourage staff participation.

By the spring of this year, the Active Learning Studio (ALS) was up and running with test classes initially, but timetabled sessions from the start of this academic year. Internal evaluation is being undertaken by our educational development unit with several classes and staff utilising the room for the first time over the trimester. The results showed 83% of respondents liked the colour, layout and opportunity for collaborative learning. 76% felt the room provided better learning and engagement opportunities. Qualitative comments included:

‘...need more of this type of learning space in UWS...It is about the ability to allow students to convert material and develop a more in-depth understanding of theory. Traditional rooms do not allow for this level of peer interaction.’ (Staff)

‘...I feel like I have just done a workout at the gym.’ (Student)

‘...I love teaching in this class – it mirrors my enthusiasm for my subject in my students.’ (Staff)

Overall, so far, the experience has been very positive in respect of the room, decor, layout, and reduced class size. Utilisation of the space is now 80% with over 100 staff and 300+ students using it so far. Staff who initially adopted the role as test pilots have mostly positive comments but have raised some ‘teething issues’ such as the intermittent quality of wifi access. Staff preparation time, including briefing and staff development from us to allow them to embrace and change teaching style, was greater than last time in order to fully maximise the room functions – challenging but worthwhile once developed. Students liked the experience overall but some were worried if they were actually learning better and some preferred a didactic style! We have modified our approach to advocate that mixing styles during a module is good practice.

There is nothing earth shattering or ‘rocket science’ about this article – it’s not about the ‘kit’. The new technology is available and used in several UK institutions and abroad. What it is, though, is a salutary lesson on having more of the nuts and bolts in place *before* you make bold decisions, for example, developing good collaboration from Day 1 of all stakeholders involved in planning the layout of classrooms. Taking risks and experimenting is one thing – inviting inevitable failure is another. There is hopefully a lesson for all educational developers and e-learning specialists – that you will never motivate more than the enthusiasts (and even then, not all of them) to change practice without giving them sound reasons for change, the necessary tools in place and working reliably, commitment and funding from the top, and a sustainable approach.

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Preparing for the UKPSF at Ulster University: an exploration of the role the academic manager plays in engaging and supporting staff preparedness for professional recognition

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Introduction

In the context of the development of the UK Professional Standards Framework (UKPSF) and growing sector engagement with it, this article describes work undertaken at Ulster University to better inform and support professional development and recognition provision for staff.

Ulster University is a multi-campus institution with around 1200 academic staff and a student population of nearly 27,000. The alignment of learning and teaching (L&T) practices with the UKPSF is clearly articulated in Ulster's new Learning and Teaching strategy (2013/2017):

'To increase the proportion of, and support for, staff seeking internal recognition of effective learning and teaching practice through alignment to the UKPSF, and teaching excellence through appropriate internal/external awards.'

In support of this aim, an internal Professional Development and Recognition (PD&R) Scheme, aligned to the UKPSF, was developed during 2012 and piloted in January 2013; the scheme offers Ulster staff and research students opportunities to engage in certificated and accredited courses to achieve Descriptor 1-2, and continuing professional development

in order to achieve Descriptors 1-4. The development of this scheme has been supported institutionally through the introduction of key strategic performance measures and targets for professional recognition in the Learning and Teaching Strategy action plan and in the Organisational Development Strategic Programme.

The study described here began in May 2013, during the pilot phase of the PD&R scheme, in advance of the setting of UKPSF targets for staff to achieve HEA Fellowship. In 2013, around 30% of staff had attained HEA Fellowship but this average masked the variability at school level. The UKPSF dimensions require all staff

applying for professional recognition at any category to demonstrate effective practice through appropriate activities, the core knowledge and professional values that underpin them. In the context of this study, of particular relevance here are the following:

- Activity 5: *Engage in CPD in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices*
- Value 3: *Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.*

Academic managers who practise and can evidence the effectiveness and impact of their activities will be better placed to make a case for Senior Fellowship themselves; this would require them to fulfil D3.7 (successful co-ordination, support, supervision, management and/or mentoring of others in relation to teaching and learning) of the UKPSF.

Within the university, the Centre for Higher Education Research and Practice (CHERP) was established in 2009 and, in conjunction with the Staff Development Unit, has established multiple opportunities for staff to engage with L&T professional development through events, funded projects, an internal pedagogic journal and development processes such as Peer Supported Review (PSR). In addition, processes such as internal distinguished teaching and learning support fellowships and CHERP membership have been established, enabling staff to seek recognition for their L&T achievements. At an institutional level, overall staff engagement with these CHERP activities and initiatives has grown year on year; however, we were aware of variations in the levels of staff engagement with CHERP within and across faculties and schools. It also became apparent, during the conversations with staff and key stakeholders involved in the pilot phase of the PD&R Scheme, that there were differing levels of understanding of concepts such

as teaching excellence, academic leadership and mixed views on the value of the scholarship of teaching and learning (SoTL). Indeed, it was also apparent that more needed to be done to build up awareness of the UKPSF and its significance within contemporary higher education. As we moved to embed the UKPSF at Ulster, it was clear that these issues might challenge the establishment of a culture of professional development and recognition and therefore needed to be more fully understood.

Aims

With this in mind, this study aimed to explore the role the academic manager plays in influencing, motivating and supporting staff engagement in L&T-related continuing professional development (CPD) and preparedness for professional recognition. The impact of academic managers' own beliefs and values was analysed by examining factors such as their conceptions of: SoTL, teaching excellence, reflective practice, the development and value of learning communities and their awareness and understanding of CPD opportunities and approaches within the institution and the higher education sector more generally. Furthermore, the study sought to make use of the findings to inform subsequent professional development and recognition provision and infrastructure in support of academic managers.

Previous studies

The key ideas for the study were drawn from a number of previous studies that focus on the relationships between teaching excellence and/or student learning and leadership of L&T. The article by Gibbs *et al.* (2008) on departmental leadership of teaching highlights that, in order to develop teaching excellence particular leadership activities, such as nurturing an environment where it is permissible to talk in a scholarly manner about L&T, need to occur. The list of leadership activities (see Figure 1) by Gibbs *et al.* particularly resonated with us and provided the study with an important theoretical focus. Gibbs *et al.* also concluded that to drive teaching excellence forward managers need to value, encourage

and celebrate teaching. This is echoed in Roxå and Mårtensson's (2011) study of academic micro-cultures in which the authors argue that the notions of trust, loyalty and collective enterprise are engendered in settings where teaching is clearly valued. Similarly, in their article on followership in higher education, Billot *et al.* (2013) explore the relationship between leaders and followers and the impact that positive and negative relational spaces can have on student learning. The authors contend that positive relational spaces are cultivated between leader and follower where they co-construct optimal and healthy interactions; they suggest that such constructive spaces empower, build confidence and motivate followers to work hard and encourage followers to see themselves as active leaders of L&T who innovate, develop and collaborate with others. Conversely, negative relational spaces are cultivated where there are inhibiting, unhealthy and damaging interactions between leader and follower, which can leave followers with a sense of tension, isolation and a lack of agency. Our study was also informed by Quinlan's (2014) review of the leadership of teaching for student learning in higher education; Quinlan highlights that it is important for such leaders to have knowledge of L&T and proposes a holistic model of change that links 'organisational development, the development of leaders as people who are in relationship with other members of the community (transformative leadership) and knowledge of teaching and learning' (Quinlan, 2014, p. 33).

Methodology

Our study adopted a multiple methodological approach that combined quantitative and qualitative strands to explore the links between academic managers' views, approaches and attitudes to L&T and levels of their staff engagement with L&T-related activities. For the latter, data sets relating to staff engagement with a variety of professional development initiatives and reward and recognition schemes were collated and analysed at school level, for patterns of engagement. We also conducted semi-structured interviews with 10 (approximately one-third)

academic managers to explore the potential links between their particular leadership approach, its activities, beliefs and values, and its influence on staff engagement with L&T-related development opportunities. The interview sample was representative of the faculties, campuses and disciplinary background of the schools. In addition, based on an initial analysis of institutional data, the sample included academic managers with low, medium and high levels of staff engagement with institutional L&T professional development activities. The interview structure was designed around the list of leadership activities (Figure 1) prescribed by Gibbs et al. (2008) and our own observations about variations in staff engagement, understanding of teaching excellence and the mixed views on the value of SoTL.

Analysis

The interview transcripts were analysed using a thematic content analysis based on the Gibbs et al. (2008) framework of leadership activities. Taking the 10 interview transcripts collectively (see Figure 1), there was evidence for all 10 categories of leadership activity; furthermore, all 10 academic managers made reference in their transcripts to 'building a community of practice' and 'rewarding and recognising teaching'. However, it is important to note that we detected variations in the degree to which these activities were embedded in schools; some academic managers provided explicit examples of where and how leadership activities were

actively and formally implemented, while for others, to varying degrees, the activities were espoused or less informally applied. This variation is illustrated in the following quotes that relate to the leadership activity category 'Devolving leadership':

'We have divided the School into sub-schools with different subjects...and each of these is led by a Sub-School Head...these were appointed via a competitive process.'

'X tends to look after T&L and that's because he keeps a handle on teaching workloads, allocation of space and rooms...he's on that side of things. So it's much better for him to attend T&L meetings; he has a predilection to that, he's very interested in that personally.'

Analysis of the transcripts also revealed contrasting views on the value or importance of a particular leadership activity; for example, in the following responses relating to 'setting teaching expectations':

'I think people need to feel themselves that they need ideas and then they need to go back to those books on teaching romanticism.'

'I would encourage people to be quite self-critical about their teaching; if work is being handed in late, perhaps you have got your assessment schedule wrong?'

Drawing on Figure 1, we used the leadership activities evident for each academic manager to construct a profile for each school/academic manager (see Table 1); this also included school size in relation to the number of academic staff (small <20; medium 20-39; large >40), educational context (professional education or traditional academic) and academic manager characteristics in terms of their length of time in the role (new – less than four years; experienced – into their second four-year term). The profile also incorporated information about their experience in an L&T leadership/coordinator role prior to their current position and any L&T recognition such as an internal teaching award or HEA Fellowship. With reference to Table 1, all 10 school/academic manager profiles were ordered by the total number and degree of embedding of leadership activities; this ranged from 3 (at the top of the table) to 8 (at the bottom) of a possible 10 categories.

With the exception of school/academic manager no. 7, who was new to the institution, all academic managers with 6 or more leadership activities had at least one, and in some cases three, of the types of prior L&T experience; a few of these academic managers spoke of how their previous experiences gave them a sense of personal credibility and trust among their staff. Furthermore, some talked about how, despite the demands of the management role, they continued to teach and/or engage with L&T activities as a means of maintaining a sense of authority in relation to L&T; for example:

'Lots of Heads of Schools give up teaching immediately and I really understand why but it was always very important for me not to do that...it allows me to speak to my colleagues with a level of authority; they understand that I am not just making it up...It makes me part of the team instead of on top of the team...'

Interestingly, the academic managers with the greatest number of leadership activities (7 or 8 of the possible 10) come from medium or large



Figure 1 Total number of academic managers in the study sample that made reference to each leadership activity in the Gibbs et al. framework (2008)

School / Academic Manager	SCHOOL CHARACTERISTICS		EXPERIENCE		L&T RECOGNITION		LEADERSHIP ACTIVITIES (Gibbs et al. 2008)
	SIZE (S < 20, M 20-39, L 40+)	EDUCATIONAL CONTEXT	NEW OR EXPERIENCED	T&L COORDINATOR (FORMERLY)	INTERNAL AWARD	HEA FELLOWSHIP	Max 10 categories
1.	Medium	Traditional Academic	Experienced				3
2.	Small	Professional Academic	Experienced				4
3.	Small	Traditional Academic	New	T&L Coordinator	Internal Award	Senior Fellow	6
4.	Small	P. Education / T. Academic	New	T&L Coordinator			6
5.	Medium	T. Academic / P. Education	Experienced		Internal Award		6
6.	Small	P. Education T. Academic	Experienced	T&L Coordinator	Internal Award	Fellow	6
7.	Medium	Professional Education	New (to institution)				7
8.	Large	Professional Education	Experienced			Fellow	7
9.	Medium	Professional Education	New		Internal Award	Senior Fellow	8
10.	Large	P. Education/ T. Academic	Experienced		Internal Award		8

Table 1 School/academic manager profiles ordered by the number leadership activities in the Gibbs et al. (2008) framework

schools with a professional education or mainly professional education context; these dimensions may be worth exploring further in future work building on the findings of this study.

The quantitative and qualitative strands of the methodology were brought together to look for patterns between the academic managers' leadership activities and the levels of their staff engagement across a variety of L&T initiatives (Table 2). The indicators were organised into three key areas of engagement, namely: professional development – attendance at best practice events and peer-supported review submissions; engagement with SoTL – L&T Development Fund applications, authorship of articles in the internal pedagogic journal and internal teaching excellence awards; and recognition – HEA Fellowship.

The highest levels of staff engagement for each indicator were highlighted (see Table 2, entries in bold italics) and a number of interesting patterns emerged from this. The highest

levels of engagement in terms of event attendance (and some PSR) occur towards the top of the table, in schools with academic managers with the lowest levels of leadership activities (Gibbs et al., 2008). The interview transcripts suggest that there is a culture of compliance in these schools and this may have inflated the levels of engagement for the professional development indicators. This general pattern is reversed for the more time-consuming and challenging SoTL initiatives with the highest levels of engagement clearly coinciding with the highest levels and degrees of embedding of leadership activities. Indeed, engagement with SoTL is virtually non-existent in schools situated at the top of the table. The proportion of staff with HEA Fellowship also increases, generally speaking, with the level of leadership activities; this pattern is unsurprising given that attainment of HEA Fellowship requires evidence of engagement with professional development and the more challenging SoTL activities.

What is perhaps most striking in Table 2 is the contrast between levels of engagement between the School/Manager no. 1 and no. 10 (top and bottom rows); while they both have similar levels of event attendance, for School 1 engagement with SoTL is non-existent and it has the lowest level of HEA recognition of all schools. In complete contrast, school no. 10 has the highest number of leadership activities and good levels of staff engagement across all L&T initiatives; it has received internal funding for projects; staff have published articles in the internal pedagogic journal; a significant number have internal awards; and the proportion of staff with HEA recognition was much higher than the institutional average.

Generally speaking, as the number and embedding of leadership activities increases, the engagement with SoTL initiatives and the proportion of staff with HEA recognition grows. As reflected in the number of leadership activities, the transcripts for academic managers 4 to 10 are suggestive of

School/ Manager	Leadership Activities	Professional Development		SOTL			Recognition
		Event attendance % of staff	PSR 2012 % of staff	Development Fund No. of applications, successful app.	Pedagogic Journal (Vol. 1-3) No. of staff	Teaching Excellence No. of staff	
1.	No. out of possible 10 3	42%	10%	0, 0	0	0	12% (SF 0)
2.	4	60%	100%	1	0	0	20% (SF 0)
3.	6	89%	22%	0, 0	0	1	33% (SF 1)
4.	6	50%	81%	2, 0	1	0	25% (SF 0)
5.	6	65%	0%	4, 1	0	2	35% (SF 0)
6.	6	47%	100%	1, 0	2	1	42% (SF 0)
7.	7	54%	25%	5, 4	0	1	42% (SF 0)
8.	7	75%	52%	6, 1	0	1	54% (SF 0)
9.	8	71%	100%	1, 0	1	3	32% (SF 2)
10.	8	50%	57%	6, 4	7	6 (7 awards)	49% (SF 3)

Table 2 School level staff engagement with key L&T initiatives ordered by the number of Gibbs et al. (2008) leadership activities

leaders who, albeit to varying degrees, value and encourage their staff to pursue these initiatives (echoing the recommendation by Gibbs *et al.* for developing teaching excellence). Conversely, the transcripts for the three academic managers positioned at the top of the table suggest that they adopt a more managerial approach that focuses more on maintaining procedures and standards than encouraging or placing any real value on these L&T opportunities and initiatives. While the figures suggest that some staff in these schools are interested enough to attend events, a very small minority have moved beyond the less demanding types of engagement towards the more challenging and rewarding opportunities. The engagement figures for these schools are perhaps a reflection of a culture where the onus for engagement is placed solely on staff with little motivation or support from their leader.

Clearly, these less positive relational spaces (Billot *et al.*, 2013) between academic manager and staff could have implications for the preparedness of staff for recognition; only staff who are intrinsically motivated to engage with the range of L&T opportunities will do so. Certainly, academic managers who can evidence the effectiveness and impact of their activities and leadership in relation

to teaching and learning will be best placed to make a case for Senior Fellowship themselves. Furthermore, academic managers who devolve leadership and encourage their staff to innovate and influence practice beyond their own will be providing an environment that is more conducive for their staff to achieve the profile needed for Senior Fellowship. Ultimately, some academic managers and their staff will have more difficulty in meeting the UKPSF targets than those schools with a culture where L&T is valued, encouraged and recognised by the leader.

Conclusions

The results from our study clearly indicate that staff engagement with L&T initiatives are enhanced by an academic manager who implements the types of leadership activity that creates a culture where L&T is openly valued, encouraged and recognised. The findings also strongly suggest that the greater the number and degree of embedding of leadership activities, the greater the level of staff engagement with the more demanding opportunities and initiatives that are required as evidence for recognition. In other words, academic leadership is pivotal in engaging and supporting staff preparedness for professional recognition and continuing professional development.

This study has focused on the role of academic managers in relation to the leadership of L&T particularly and has uncovered a range of leadership styles, approaches, and focus of goals in relation to preparing and supporting staff for professional development and recognition. This leadership role is increasingly demanding during a period of organisational change and the findings presented here indicate a need to develop additional infrastructure to support all academic managers and their staff to achieve UKPSF recognition. Importantly, at Ulster University we believe that this scaffolding of L&T leadership must encourage staff to engage in a meaningful process of professional reflection and development for learning enhancement and transformative change – not a tokenistic compliance to achieve targets.

To that end, as a basis for building capacity for the leadership of L&T and to develop a supportive UKPSF infrastructure for heads of schools and staff, faculty UKPSF leads were recruited in late 2014, via a competitive process; these leads are members of staff with HEA Senior or Principal fellowship and a track record of engagement with L&T initiatives. They will work closely with staff in other L&T leadership roles, liaising with PD&R Scheme leads,

the CHERP Director and key faculty staff; this partnership approach aims to work strategically to identify ways to encourage and support faculty staff to become familiar with and engage with professional development opportunities and the UKPSF as a means of enhancing, developing and maintaining their learning and teaching practice. It is hoped that by this more explicit faculty focus on aligning developmental opportunities to the UKPSF staff will be better supported and positioned to progress towards recognition.

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Towards employability via happiness

Glen Crust, Career Consultant, and **Helen Hicks**, University of Plymouth

In 2012, as a response to growing public policy interest in wellbeing (Dolan *et al.*, 2011), we supplemented the University of Plymouth's HESA graduate destinations (Destination of Leavers from Higher Education, DLHE 'Delhi') survey with four Office of National Statistics (ONS) subjective wellbeing (SWB) questions, introducing a fifth Social Trust item from the European Social Survey (ESS) in our second year of data collection (see Box 1). My colleague Helen Hicks and I gathered 4600 responses during a two-year zero-budget 'Wellbeing of Leavers from Higher Education' (WLHE) project. Having completed groundwork such as ethics approval and surveyor training we simply tacked the SWB questions onto the end of each DLHE survey phone call. You can easily do the same at your institution.

On a scale of zero to ten...

1. Overall, how satisfied are you with your life nowadays?
2. Overall, to what extent do you feel the things you do in your life are worthwhile?
3. Overall, how happy did you feel yesterday?
4. Overall, how anxious did you feel yesterday?
5. Generally speaking, would you say that most people can be trusted, or that you can't be too careful in dealing with people?

Box 1 Four ONS SWB questions and an ESS social trust question

We expected to map the four ONS SWB dimensions (satisfaction, meaning and purpose, happiness, anxiety) against the job titles and subject of study recorded in the DLHE data. We were surprised by the opportunities that emerged.

Undergraduates from a range of disciplines enjoy exploring the data as part of their taught programmes. Wellbeing scores

for graduates from a range of discipline areas (Table 1), or working in a variety of roles (Table 2) simply make interesting reading. Students scour the data, exploring for example the low-anxiety scores of the warehouse, leisure centre and retail assistants, waiters and waitresses, developing an enquiry into anxiety management, exploring approach and avoidance, and discussing anxiety as excitement and paralysing fear. The university experience is an anxiety management playground, peppered with unfamiliar assessed self-directed coursework, exams, groupwork and the dissertation embedded in a vibrant cashless student economy – Edgar Cahn's Core Economy (Cahn, 2006), Charles Eisenstein's Gift Economy (Eisenstein, 2011). Universities maintain a long-standing tradition of creating public social capital by providing opportunities for students to discover co-operative working, and the rules of fair play, reciprocity and reputational wealth that governed Core Economies long before the invention of money (de Waal, 2012).

The 'worthwhile' data provides an opportunity for students to explore when and how they experience a sense of meaning and purpose, to examine their values and re-invent their identities as part of their higher education. Resources such as Schwartz' taxonomy of basic human values (Schwartz, 2012) provide a theoretical framework, some protection against promoting specific values, and support an open-minded open-hearted enquiry into our own values, our individual narratives and our imagined selves.

Perhaps surprisingly, this enquiry can extend graduates' employability. Many employers recruit for attitude (Murphy, 2012) and train for skill. Attitudes emerge when graduates make occupational choices that respond to their values. Curiosity, initiative, ingenuity, determination and drive for results, for example, arise in me when my time, energy and attention are occupied by activities in my professional, community and family lives that I experience as meaningful and worthwhile. This work invites students to re-examine

'occupational choice' as a habitual everyday assertion of personal autonomy rather than an occasional economic duty.

Students' emerging sense of their values is important to universities' business. It enables students to develop a quality university experience that is fit-for-purpose, and 'co-produce' (after Elinor Ostrom, in Stephens *et al.*, 2008), with

JACS Level 2 Subject Group	n	S	W	H	A	SWB
Nursing	132	8.16	8.57	7.71	2.80	31.64
Initial Teacher Training	76	8.17	8.34	7.82	3.28	31.05
Medicine and Dentistry	19	7.79	8.63	7.42	3.11	30.74
Education Studies	130	7.90	8.28	7.68	3.15	30.71
Medical Science and Pharmacy	37	7.73	8.05	7.92	3.11	30.59
Civil, Chemical and other Engineering	37	7.92	7.76	7.51	2.76	30.43
Psychology	113	7.64	7.80	7.53	2.72	30.25
Sports Science	47	7.40	7.49	7.66	2.53	30.02
Electronic and Electrical Engineering	18	7.61	7.67	7.78	3.17	29.89
Other subjects allied to Medicine	62	7.68	8.34	7.29	3.45	29.85
History and Archaeology	74	7.54	7.61	7.82	3.22	29.76
Social Work	83	7.37	8.06	7.49	3.22	29.71
Mathematical Sciences	25	7.40	7.48	7.68	2.96	29.60
Other Creative Arts	65	7.37	7.66	7.28	2.85	29.46
Human and Social Geography	34	7.65	7.50	7.26	3.03	29.38
Agriculture and related subjects	76	7.17	7.37	7.61	2.78	29.37
Business	180	7.54	7.56	7.33	3.14	29.29
English-based studies	65	7.46	7.68	7.43	3.29	29.28
Sociology, Social Policy and Anthropology	78	7.45	7.59	7.19	3.06	29.17
Technology	69	7.65	7.94	7.14	3.59	29.14
European Languages and Area Studies	7	7.14	6.57	8.29	2.86	29.14
Architecture, Building and Planning	84	7.63	7.64	7.45	3.62	29.11
Tourism, Transport, Travel and others in Business and Administrative Studies	91	7.62	7.64	7.42	3.57	29.10
Politics	27	7.67	7.52	7.48	3.59	29.07
Physical Science	79	7.47	7.65	7.24	3.37	28.99
Physical Geography and Environmental Science	103	7.48	7.60	7.19	3.34	28.93
Performing Arts	77	7.35	7.77	7.65	3.87	28.90
Mechanically-based Engineering	30	7.73	7.70	7.57	4.23	28.77
Computer Science	91	7.42	7.25	7.24	3.20	28.71
Biology and related Sciences	120	7.00	7.18	7.33	3.23	28.28
Art and Design	205	7.09	7.35	7.30	3.48	28.26
Finance and Accounting	87	7.47	7.29	7.51	4.02	28.24
Law	103	7.13	7.48	7.04	3.80	27.84
Management	47	7.32	7.53	7.06	4.51	27.40
Economics	24	6.58	6.92	6.33	3.88	25.96

Table 1 Mean subjective wellbeing scores by subject area (S = Satisfaction, W = Worthwhile, H = Happy, A = Anxious; SWB = 10+S+W+H-A)

their tutors and the student community, a client's tailored educational solution rather than expect a customer's off-the-shelf educational service.

Students enjoy reading occupational reasoning data (Table 3), for example, examining the wellbeing costs, and modest financial benefits associated with pursuing well-paid work rather than self-directed values-based choice. The 'only offer I received' data extends conversation around autonomy, personal agency, locus of control, self-efficacy beliefs and possibly even the nuts and bolts of how to compete in graduate selection and recruitment processes. Finally (Table 4) we discuss the highlight of the students' previous weekend, while I glimpse uncomfortably at my own, before reframing the main-reason-for-taking-the-job question as the main-reason-for-getting-involved-with-the-weekend's-highlight. Now we can reflect together about how we build the habits of student and graduate lives that feel meaningful and worthwhile.

SOC Occupation	n	S	W	H	A	SWB
2 Physiotherapists	13	8.77	8.85	8.69	2.46	33.85
2 Further education teaching professionals	9	8.33	9.00	9.44	3.22	33.56
2 Management consultants and business analysts	8	9.38	9.00	7.50	3.00	32.88
2 Chartered surveyors	12	8.25	8.25	8.25	2.33	32.42
2 Chartered and certified accountants	12	8.33	7.75	8.42	2.17	32.33
2 Health professionals not elsewhere classified (nec)	14	8.29	8.50	8.07	2.71	32.14
2 Nurses	70	8.20	8.70	7.77	2.69	31.99
2 Midwives	10	8.40	8.70	7.80	3.10	31.80
2 Primary and nursery education teaching professionals	47	8.17	8.53	8.02	3.11	31.62
2 Podiatrists	12	7.92	8.67	7.75	2.92	31.42
1 Managers and directors in retail and wholesale	24	7.79	7.88	8.08	2.38	31.38
3 Paramedics	16	8.25	8.69	7.75	3.31	31.38
6 Educational support assistants	11	7.82	8.36	7.27	2.09	31.36
3 Graphic designers	13	7.92	8.08	7.85	2.62	31.23
4 Book-keepers, payroll managers and wages clerks	11	7.82	7.45	7.91	2.27	30.91
6 Teaching assistants	37	7.84	8.35	7.57	2.92	30.84
6 Animal care services occupations (nec)	13	7.77	7.54	7.77	2.38	30.69
3 Human resources and industrial relations officers	22	8.14	7.59	7.73	2.77	30.68
2 Programmers and software development professionals	9	7.67	8.33	7.56	3.00	30.56
3 Architectural and town planning technicians	14	8.29	8.07	7.50	3.43	30.43
3 Conference and exhibition managers and organisers	8	7.88	8.25	7.38	3.13	30.38

6	Nursing auxiliaries and assistants	13	7.77	8.54	7.23	3.23	30.31
3	Welfare and housing associate professionals (nec)	43	7.60	8.07	7.60	3.00	30.28
1	Restaurant and catering establishment managers and proprietors	12	7.67	7.42	7.58	2.42	30.25
4	Sales administrators	11	8.00	7.73	7.82	3.64	29.91
3	Artists	9	7.67	8.67	8.00	4.67	29.67
2	Social workers	11	7.55	8.09	7.55	3.55	29.64
3	Sports coaches, instructors and officials	12	7.00	7.67	7.92	3.00	29.58
4	Other administrative occupations (nec)	48	7.50	7.67	7.52	3.35	29.33
9	Waiters and waitresses	36	7.00	7.50	7.42	2.67	29.25
6	Sports and leisure assistants	9	7.00	7.44	7.11	2.44	29.11
2	Design and development engineers	14	7.79	7.79	7.14	3.64	29.07
4	Receptionists	14	7.21	7.36	7.29	2.79	29.07
3	Business and related associate professionals (nec)	8	7.75	7.13	7.00	3.00	28.88
3	Business sales executives	15	7.53	7.53	8.13	4.53	28.67
9	Kitchen and catering assistants	30	7.13	7.03	7.40	2.93	28.63
7	Customer service occupations (nec)	10	7.50	7.60	8.00	4.60	28.50
6	Care workers and home carers	24	6.75	7.58	7.08	2.92	28.50
7	Sales and retail assistants	160	6.93	6.79	7.14	2.63	28.23
7	Sales supervisors	14	7.00	6.71	7.21	2.93	28.00
3	Marketing associate professionals	19	7.89	7.95	6.95	4.79	28.00
1	Publicans and managers of licensed premises	8	7.50	7.25	6.63	3.63	27.75
9	Bar staff	42	6.64	7.02	7.26	3.33	27.60
7	Call and contact centre occupations	13	6.77	7.08	6.85	3.15	27.54
7	Retail cashiers and check-out operators	14	6.64	6.14	7.57	2.86	27.50
3	Sales accounts and business development managers	9	7.89	6.89	5.78	3.67	26.89
2	Teaching and other educational professionals (nec)	13	6.38	8.31	6.62	4.92	26.38
3	IT user support technicians	8	7.38	7.13	6.75	5.13	26.13
9	Elementary storage occupations	8	5.88	5.00	6.75	2.13	25.50

Table 2 Mean subjective wellbeing scores by subject area (S = Satisfaction, W = Worthwhile, H = Happy, A = Anxious; SWB = 10+S+W+H-A. Standard Occupation Codes beginning with 1, 2 or 3 (shown in bold italics) are a proxy for professional or managerial level ('graduate level' occupations.)

The 'satisfaction' data raises the question 'satisfaction with what?' which begins a discussion examining the extent to which students and graduates are capable of achieving their goals. This enquiry often leads conveniently towards popular performance development authors such as Stephen Covey (Covey, 2004) through strategic laziness, background values, attitudes and successful goal striving (the worthwhile and satisfaction scores correlate with $r = 0.6$) and finally into personal style and models of personality such as Myers Briggs Types. Employers value graduates who recognise individual difference as an opportunity, and enthusiastically develop their own and their colleagues' confident effective authentic personal styles.

All five subjective wellbeing themes support reflective practice. We can review specific aspects of the academic programme, for example, 'What one thing could you/we change to make your next fieldwork assignment more satisfying/more worthwhile/happier/less anxious/more socially connected for example with your student colleagues?' Students with patchy and robust satisfaction-seeking habits, anxiety management habits, etc. share their strategies discarding 'problem student' labels as they review colleagues' approaches that might work well with their own personality and individual style. Academics and their professional services colleagues can collect and examine longitudinal SWB data with a student cohort from entry to graduation, and beyond through the WLHE survey.

At university Open Days, I'd like to say to prospective students:

'In return for saddling you with a £60,000 graduate debt and relieving you of three years of your working life, we offer an experience that builds the habits of a self-directed life that feels worthwhile, satisfying, happy and socially connected, where you experience little uninvited anxiety, and earn a respectable salary doing what you love in an effective, personally authentic style with like-minded like-motivated colleagues. You can judge our commitment from our data collection, and you can judge our impact from the trends in student and graduate wellbeing data, and in graduate employment data, that I will show you now. If you feel inclined to avoid, rather than engage with this agenda, come back and have another look at university in a year's time. We'll still be here when you're ready.'

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	SWB as percentile in survey population						SOCs 1 to 3		Salary	
	n	S	W	H	A	SWB	n	Mean	n	Mean
'Why did you decide to take the job...?... indicate the ONE MAIN reason...'										
It fitted into my career plan/it was exactly the type of work I wanted	647	78th	76th	65th	59th	65th	647	83%	517	£19,536
To see if I would like the type of work it involved	30	70th	75th	69th	62th	61th	30	63%	21	£17,429
It was an opportunity to progress in the organisation	72	77th	62th	59th	60th	58th	72	61%	65	£18,096
The job was well paid	39	64th	49th	60th	53th	58th	39	51%	32	£19,859
To gain and broaden my experience in order to get the type of job I really want	197	66th	68th	60th	61th	56th	197	54%	119	£15,521
It was in the right location	88	57th	56th	60th	60th	52th	88	53%	59	£16,181
It was the best job offer I received	102	57th	55th	49th	59th	49th	102	54%	70	£17,307
In order to earn a living/pay off debts	591	46th	42th	52th	58th	45th	591	18%	421	£11,915
It was the only job offer I received	68	37th	38th	48th	56th	42th	68	34%	49	£13,263

Table 3 Mean subjective wellbeing scores by main reason for taking the job (S = Satisfaction, W = Worthwhile, H = Happy, A = Anxious; SWB = 10+S+W+H-A)

'Why did you decide to take the job...?...indicate the ONE MAIN reason...'	Main reason for getting involved in last weekend's highlight
It fitted into my career plan/it was exactly the type of work I wanted	It fitted into my main long-term interests/it's exactly what I like to do
To see if I would like the type of work it involved	To see if I would like that kind of thing
It was an opportunity to progress in the organisation	It was an opportunity to move up a level with something I already do
The job was well paid	I was being paid to do it
To gain and broaden my experience in order to get the type of job I really want	To broaden my experience as a step towards another ambition I have
It was in the right location	I happened to be in the right place at the right time
It was the best job offer I received	It was the best offer I received
In order to earn a living/pay off debts	To earn a living or pay off debts
It was the only job offer I received	It was the only offer I received

Table 4 Comparing undergraduate and graduate occupational choice habits

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Information for Contributors

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Of sweet pears, Stilton and nuts: Reflections on the 19th Annual SEDA Conference

Diogo Casanova, Kingston University London

The annual SEDA conference was held this year in Nottingham, in the outstanding National College for Teaching and Leadership (NCTL) Learning and Conference Centre. It revolved around a special topic: 'Opportunities and challenges for academic development in a post-digital age'. This reflection is written by an academic with a specific interest in Technology-Enhanced Learning (TEL), who is part of the Centre for Higher Education Research and Practice (CHERP) at Kingston University London.

As someone who does research on TEL-related topics, my heart lies with technology and my soul with innovation. I am truly inspired by the potential of technology and what it can bring to both learning and teaching. I argue that technology should be used with a clear pedagogical purpose: to enhance the students' learning experience (Casanova *et al.*, 2011). Technology should not be used because it is trendy or cost effective, but because it really makes a difference to the learning experience.

I first moved to a UK higher education institution in May 2013. I came from a traditional and research-intensive Department of Education at the University of Aveiro, in Portugal. I am now working at Kingston University London in the recently created Centre for Higher Education Research and Practice, whose purpose revolves around both pedagogical enhancement and HE Research. Since my arrival, I have had the opportunity to increasingly become familiar with a sector that is at the same time rich, diverse and exciting. For me, the SEDA conference was a valuable opportunity to meet new colleagues and network, to discuss the sector and to reflect about my position in

it. It was a great opportunity to meet colleagues who I had only known through social media or their writing. It was great to meet Sally Brown and her impeccable pronunciation of Portuguese; it was great to have lunch with colleagues who were willing to listen with genuine interest to my experiences at Kingston and, in turn, to listen to their own thoughts about common challenges and concerns. Sharing and discussing challenges, new developments and ideas for academic development was an enriching experience which will lead me to improve my understanding and knowledge of what is out there.

For this annual conference, SEDA organisers put together a programme which led to exciting discussions about the relevance of TEL. The two keynote speakers – Gráinne Conole and Helen Beetham – explored in detail the relevance of technologies for HE. The atmosphere was welcoming and the venue inspirational – so what could go wrong? Well, the Wi-Fi did not work properly, thus making true one of teachers' biggest fears: what to do when technology fails us?

To add to this discomfort, my colleague Dejan Ljubojević and I decided we would prepare our PowerPoint presentation using Google Docs and that we would use a set of different web-based apps during our presentation. The main advantage of Google Docs and web apps is that you can work synchronously with your colleagues in a seamless process; the disadvantage is that, when the Wi-Fi connection is not stable, it simply doesn't work...so my first day at the conference was mainly occupied solving technical issues with our presentation...oh and I lost twice my wallet (thanks to Joseph Callanan for telling me via Twitter where to find it).

This annual SEDA Conference was very driven by TEL. So, of course MOOCs were 'present', as it was the case for OER, Social Media, Learning Analytics *etc.* Gráinne gave an excellent overview of how technologies are being used and where they might be going to. Being a researcher and a practitioner on the topic, all of that was not new to me. However, some presentations conveyed a lot of enthusiasm and Simone's video (Pearson North America, 2013), that Gráinne presented about the possible use of Augmented Reality, was actually refreshing. Two sessions which I found of special interest, because of my current work at Kingston, were the one about the experience of using audio feedback presented by Claire Beecroft (University of Sheffield) and the experiences of flipped classroom narrated by Giles Martin (University of Bath). Both of these practices are under vigorous discussion in HE, both in this country and internationally. Although flipping the classroom can perfectly be achieved without the use of technologies, the increased use of mobile devices will give this kind of innovation extra kudos in terms of the learning and teaching experience. For example, producing a short podcast is both simple and fast and it gives a degree of personalisation to feedback that one is unable to have otherwise in written feedback (Gould and Day, 2013). With speech recognition software, it should be even possible for Turnitin or Blackboard to have a feature that could transform voice into text giving the possibility for students to have both types of feedback available, without any extra effort on the part of the lecturer.

The workshop Dejan and I presented was based on the challenges and opportunities that online learning brings to our programmes in our department. We presented the

recently created PGCert in Learning and Teaching in Higher Education, which is an online 60-credit programme. This programme replaces the more traditional face-to-face one at Kingston. The programme was designed having especially in mind external audiences, both from the UK and internationally. We received very constructive feedback, and we had the opportunity to share our experience in designing the course with colleagues who are engaged in similar tasks in other institutions, all very positive!

In conclusion, for a new member of staff who has only relatively recently moved to the UK, the SEDA conference was an excellent

opportunity to learn, to meet new colleagues and to network. I felt myself as part of a community and I will definitely try to go next year encouraging other colleagues who have never been to a SEDA conference to do the same.

The title – ‘Of sweet pears, Stilton and nuts’ – reflects the name of the starter at the conference dinner. My piece is also a tribute to Stilton, one of my favourite cheeses in the UK, which is also manufactured in Nottinghamshire.

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Open CPD by being open together – The future present of CPD

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In SEDA co-operation and collaboration is central to the idea of association: not only do we like to help each other because it is in our nature, we know that by aligning our efforts through common purpose we develop and assure our institutional work. With this principle of valuing working together in mind, and given that the academic development landscape is always in flux, this article considers a near future view of academic CPD.

One view of association with a future spin can be found in the collaborative experience of developing an open CPD experience called *Bring Your Own Devices for Learning* (BYOD4L). This immersive CPD experience has been designed to take place over five days and engages its participants through an enquiry-based learning method structured around five key themes relating to the subject of the personal use of social media and mobile technologies for learning.

Some have used the current parlance and referred to this as a MOOC, but that belies its essential purpose: BYOD4L is not intentionally massive, it is not necessarily online, and it’s probably not a course (depending on your definition). But it is open and made available under a creative commons licence.

BYOD4L offers an open CPD experience focusing on how smart technology and social media establish different learning opportunities. So while the idea of open and collaborative working is most important to its learning design, its thematic

focus is reinforced by the way it makes good use of smart technology and social media as a learning environment. In most cases interactive engagement in BYOD4L happens through the use of online social media, though in the July 2014 iteration of BYOD4L we also looked at how open approaches to CPD can be experienced face to face (f2f). In exploring the principle of openness in CPD in this article it may be useful, therefore, not to associate it necessarily with being online.

The rest of this article begins to explore what openness means for CPD, especially with regard to the way professional development for teachers in higher education can be supported, by looking at the experience of BYOD4L and its 5C framework.

Open is...participatory

The first way of understanding openness here is to look at how BYOD4L has been organised. One of the authors, Chrissi Nerantzi, originated the idea to develop this open five-day event and link it to further CPD opportunities. Discussions with the Media-Enhanced Learning Special Interest Group (MELSIG) followed and at the SEDA Annual Conference in Bristol in 2013, Chrissi and Sue decided to develop a series of activities structured over five daily topics organised as a framework. BYOD4L was duly developed following the conference, structured around the five topics which developed into ‘the 5Cs’ framework. These provide a scaffold to explore how smart technologies and social media can be used for learning and teaching and to progressively

introduce more complex applications. The development involved creating two bite-size and authentic problem-based video scenarios which served to introduce each of the topics and their associated tasks, together with links to further web-based resources.

Using existing social networks, a group of facilitators was identified and invited to take part. The strength of a network of facilitators is not in the spread of knowledge that they all have, but in the depth of knowledge they have between them. This depth of knowledge meant that each facilitator, in effect, became a learner too. In the case of the BYOD4L focus, for example, we needed to find facilitators who could offer specialisms in areas like social media, smart technology, innovation, creativity, problem-based learning, open accreditation, user-generated content, and so forth. In an effective network the different strengths combine and, in BYOD4L, the unity grew out of a fundamental shared understanding amongst the facilitators of the power of social media. Through this we were able to form a very knowledgeable and experienced association of CPD volunteers. The community of facilitators was mostly based within the UK due to the initial reach of the network. One facilitator, however, was based in Australia and on reflection we found this time-zone difference affected his sense of involvement and belonging (Nerantzi *et al.*, 2014).

In the majority of cases members of the facilitator group had never met in person. A Google Hangout virtual group video meeting was held in the week prior to the first iteration of BYOD4L to give the facilitator group a chance to clarify their role and learn more about each other's interests and expertise. The technology allowed nine of the facilitators to participate in this evening meeting. One was excluded and in hindsight this exclusion highlighted the importance of facilitator bonding in running such an open course. We feel this idea of bonding in a facilitator group should not be underestimated.

Having established the core facilitation group, we realised that the richness of a CPD activity run using social media can be enhanced for facilitators and participants by extending the network. This creates the potential for self-supporting or self-identifying nodes or connections to form. We sent a message using Twitter and the SEDA, ALT, LDHEN and MELSIG JISCmail lists to other educational development units inviting them to take part. Guidance was provided so that other institutions could quickly synchronise a series of common events around the #BYOD4L Twitter hashtag. Whilst we established the principle for this extended approach we did not allow enough time for colleagues to take full advantage of this alongside the initial iteration of BYOD4L in January 2014.

Open roles

While BYOD4L facilitators are able to contribute on the basis of their own interests and knowledge-bases, running the open CPD entails facilitators accepting specific responsibilities. One area of responsibility, for example, was to lead each evening's one-hour discussion for each of the five daily topics. Using an innovative Twitter 'tweetchat' method, two facilitators 'double-headed' the evening discussions. Pairings created a buddying approach.

TweetChats result in a frenetic discussion when they are well designed and when there are enough people present to keep it flowing, making the 'double-header' method invaluable as a fantastic, supportive teaching experience; however, it can be challenging to manage.

But there was no reason why the facilitators, like the 'student' participants, could not enjoy taking part in all the activities. BYOD4L, as a CPD subject, is a rich, emerging and cutting-edge field of study and the facilitators comfortably straddled the teaching-learning domain. Because of the open-ended, authentic and problem-based nature of the daily activities there was no reason to be limited by a purely facilitation role. Crossing the divide was appropriate and caused the facilitators to lead by genuinely modelling learner behaviour. On reflecting on the two iterations of BYOD4L so far, only now does it seem remarkable that neither student participant nor facilitator raised the issue of movement between roles as being disconcerting. On the contrary, comments from all participants were positive to the extent that we also saw transition from 'student' participant to facilitator participant between the two iterations. The method therefore allows for and benefits from open roles even if it looks like 'learners learning from learners' from time to time.

Other roles and duties included: developing and maintaining the BYOD4L site; ensuring responses were given to student posts in their social media postings; TweetChats were aggregated and narrated using Storify; and contributions were reviewed so that open badges could be awarded.

Open doors

In the second iteration of BYOD4L the core team specifically decided to explore the idea of 'blended and open CPD' by involving a small number of institutions to run it concurrently with the possibility of incorporating their own strategies to make it more likely to engage staff from their own institution in the CPD. This 'best of both worlds' model retained its global reach through its use of social media networks, but at the same time created a way to attract staff locally through both f2f activities and through the various online social media used by facilitators (eg the BYOD4L WordPress site and TweetChats) and participants (e.g. tweets, blog posts, sharing of YouTube presentations, Pinterest groups, etc.).

Five universities participated by offering a f2f dimension. Of these several made it known that they would welcome participation from anyone within reach of the workshops, whatever their affiliation.

Having developed a local f2f dimension, it then seems to be an obvious next step to open the doors to anyone, even in an f2f situation. If the principle has been successfully established online, it follows that greater diverse participation can add to the richness of the CPD experience and the potential to foster local communities. Invitations to colleagues in neighbouring universities and colleges to attend f2f CPD activities were sent from some BYOD4L partner institutions.

Academic CPD as Open Learning

The value of openness has been ingrained in every discussion the facilitation team have had in planning, offering and reflecting on BYOD4L. Perhaps fundamental to this has been

the idea of the ‘open road’ which is so typical of discussions about self-organised and self-determined learning and individual and collective learning ecologies. Sometimes educational developers discuss CPD as a problem (e.g. of delivery and engagement) and perhaps do not notice enough how often academic CPD is viewed as being self-determined and found through non-formal and informal learning. In BYOD4L in the July 2014 iteration we found 135 people actively and visibly engaged in CPD (Reed, 2014). The nature of that engagement plots a surprising picture of self-determined and, within that, self-directed inquiry. This was represented, for example, in over 3000 contributions to five one-hour TweetChats: 10 tweets a minute over a week suggests some valuable CPD was happening each evening (yes, engagement with CPD in the evening!).

In conclusion

By focusing in on the idea of openness (rather than the more contentious and specific idea of MOOC, for example), academic developers find a more useful and creative space for discussion. Our experience suggests we should look positively for new models of open and collaborative CPD especially where openness in participation, roles and attitudes fosters a more self-determined and intrinsic engagement with CPD. This requires us to be creative and

to challenge any long-standing ideas we may hold about the academic development of staff and begin to replace these with more flexible and open ideas for CPD.

The example of BYOD4L, especially in the interplay between universities, challenges us as educational developers to look at the many ways we can open our doors to each other and draw upon each other’s strengths more habitually through an open CPD network. For example, perhaps this can be achieved by making and sharing open educational resources (OERs), but more than this, by exploring how we can do more by proactively connecting our individual and collective interests and areas of expertise to develop teaching.

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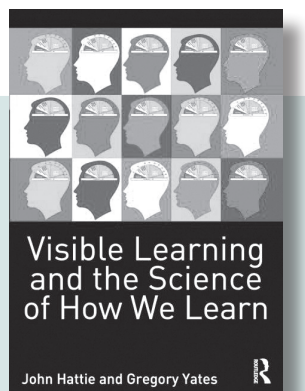
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Book Review

Visible Learning and the Science of How We Learn

John Hattie and Gregory C. R. Yates

SAGE Publications Ltd
ISBN 10: 0415704995



‘Anatomy is to medicine as psychology is to education’, which makes Gray’s *Anatomy* an essential book for budding GPs. Here we might just have the education equivalent.

‘Well I do that already and it is just common sense, isn’t it?’ Sometimes, too frequently I think, beginner teachers say this to me. If it were, academic developers would be unemployed in terms of teacher education work and this book would not need to be published. It is a book of psychology and its application to learning and teaching. There is much of great value contained within the 349 pages and the three parts (learning within classrooms, learning

foundations and know thyself) and yet there seems to be a nagging common sense element to it. Collins defines common sense as: ‘plain ordinary good judgment’. I have an issue with this. Plain good judgement demands that Bob Dylan is awarded a Nobel prize in literature or that Deep Purple (eligible since 1993) are inducted into the Rock and Roll Hall of Fame. The problem with common sense within teaching is that it is not. Teaching is neither ‘common’ in the sense of being commonly understood nor is it plain good judgement – if it were it would not be so contested, contextualised or contingent.

Cognitive load theory (CLT), which has many references within this book, appears to be self-evident common sense. However, having read the details here it goes beyond common sense and ought to be taught as theory to inform practice to all teachers. For example, about the multimedia principle within CLT the author’s state: ‘We learn better when words accompany pictures, rather than words alone (bullet point power point users take note). Our minds combine words and images efficiently’ (p. 150).

We might debate the role of an HE teacher in aiding a student to ‘know thyself’ but advice like ‘directly teach healthy attributions’ (p. 225) is surely part of the role. In this section there is also fascinating material about ego depletion, self-control, self-efficacy, smiling (‘your smile can be used to reinforce a world-view that stresses shared humanistic values bolstered by common interpersonal decencies such as respect and politeness’, p. 268), system one and two thinking and the IKEA effect (an active role in producing a positive outcome is positively valued

– ‘the effect will play a hidden but vital role in how your students appraise what they have been able to achieve. Hence, they are asking for their investments to be recognised in the feedback process’, p. 309).

Each chapter within each of the parts reports, in a highly readable way, the research related to the chapter focus. Each chapter concludes with a section entitled ‘in perspective’ in which considerations for teaching and learning are distilled and this is followed by ‘study guide questions’ and ‘reference notes’. The brief

‘in perspective’ section I found to be particularly useful and thought-provoking. For example, in the chapter ‘how knowledge is stored in the mind’ (within the learning foundations part) the authors note, ‘on a logical basis, such taxonomies (Bloom) are useful in devising assessment items, but they do not account for how the mind actually works’ (p. 133). They then argue that Biggs and Collis’s SOLO taxonomy is a more convincing ‘analysis of knowing’.

Two problems: a conclusion to each part and the book overall is needed, and more difficult to address is the

tone and feel. The chapters are easy to read and quite brief giving a slightly ‘lite’ feeling to the material and at the same time not quite inspiring you to read more as you seem to know enough. In a sense I guess this is a success but if I were a student teacher it almost removes the need to refer to the source. Having noted that, this is an essential read for all academic developers and a mandatory read for any PGCE student including PGCE HEs.

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Exploring e-journaling as a tool for academic identity work: pilot study reflections

Clare Kell and Cath Camps, Cardiff University

In common with module and programme design teams across the UK Higher Education sector, we have been exploring ways to create curricula and specific learning opportunities that are true to our vision of an educated person (after Boyer, 1995), enable participants on our programme to evidence practice aligned with national external accreditation benchmarks, and ‘deliver’ an educational experience that meets university-policy specifics, with the whole sited in nationally agreed learning ‘level’ and credit tariffs. This article first introduces and explores the rationale for one of the learning opportunities (staff:participant e-journaling) on our Postgraduate Certificate in University Teaching and Learning (hereafter PgCUTL), and then critiques the artefacts created for evidence of efficacy. We conclude with some observations about how the e-journaling activity, its critique and the writing of this article, are informing our ongoing practice, as educational developers in a research-intensive university, in the hope that these will resonate with, and start discussion amongst, readers of *Educational Developments*.

E-journaling as a tool to support academic identity work

Academic Identity as a focus for educational developers

Much has been written about the changing nature of Universities and the potential impact of these changes on the academic workforce and their identities as professionals in the university workplace. The notion of identity is, however, ‘slippery’ and also deeply contested. In the context of university academics, at least two ‘forms’ of identity have been named and studied: Academic Identity and Professional Identity. Billot (2010) describes Academic Identity (AI) as an

individual’s sense of an ‘academic self’ created through their imaginings of what comprises ‘the academic’, where these imaginings are drawn both from their understandings of real current circumstances and their imagined or projected past experiences. In the workplace one’s AI becomes ‘intrinsically bound up with the values, beliefs and practices held in common with others locally’ (Billot, 2010, p. 712) and is thus a fluid property influenced powerfully by context – and perception of context. Day *et al.* (2006, cited in Billot, 2010) suggest that our AI influences our sense of purpose, self-efficacy, motivation, commitment and job satisfaction. A Professional Identity develops where agency and structure or context interact *i.e.* in the enactment of practices thought by one’s AI to be commensurate with locally valued practices. Thus an Academic Identity can be described as the personal part of the various sub-identities an individual holds, and the Professional Identity as the visible part, the enactment of the AI in the classroom (Trowler and Cooper, 2002).

Academic Identity work is the focus of our first PgCUTL module as we support participants’ articulation and critique of their developing identity as academics and the impact of that identity on the learning environments they create in their place of employment, the Welsh Russell Group University. The PgCUTL programme, framed in a person-centred social constructivist ethos, was designed to locate participants’ self in a critical exploration of the personal, disciplinary and institutional discourses framing local, regional and national practice with a view to fostering personal practice agency (Brookfield, 1995). Its aim was that, having completed the 40 Level 7 credit component of PgCUTL required for probation, participants will have both some cultural literacy (Mathieson, 2011) and the confidence to use it in order to

place, scope, and engage with or side-step/challenge agenda as they impact or threatened to impact on their student-facing teaching practices. To quote Kreber (2013, p. 858), the intention was to empower colleagues to own an AI 'that is oriented not just to questions of what works and what one is supposed to do, but also to ask "why one does it and who benefits from it?"'. These questions, underpinned by ideas of social justice and equality in education (principles framing the Welsh HE policy document: For our Future), are of course, deeply challenging so participants require a lot of support from Day 1!

From theory to practice: AI work in PgCUTL Module 1
 Module 1, a 10-credit Level 7 module (Experiencing UK Higher Education), begins our PgCUTL's journey of noticing and critiquing the discourses of twenty-first century UKHE. Day 1 of the three-day contact-time block starts with a discussion of the preliminary UKHE context and structure ideas collated in Figure 1.

Over the next seven weeks participants are expected to draw on these and other, personally relevant policies and literature (i.e. in order to make sense of the UKHE context, many participants need to explore the global HE policies they have themselves experienced as students/teachers) to create a single lesson plan that illustrates how their emergent thinking informs teaching practice. Cognisant that AI is most powerfully influenced by the site of practice (Boud, 1999; Jawitz, 2009), each participant's discipline-based mentor undertakes a Peer Review of Learning and Teaching (PRLT) with their mentee. Conducted as a live observation or desk-top review of the created lesson plan, the PRLT enables participants and mentors to explore the translation of Module 1 UKHE context discussions into authentic local practice (Kreber, 2013; Trede et al., 2012). Simultaneously, for the full seven weeks, participants engage in private 1:1 e-journals with one of the PgCUTL academic team.

What we call 'e-journals' are asynchronous conversations held using the Campus pack plug-in situated within the Blackboard virtual learning environment. Each participant is paired with one of us, typically linked to cognate disciplines,

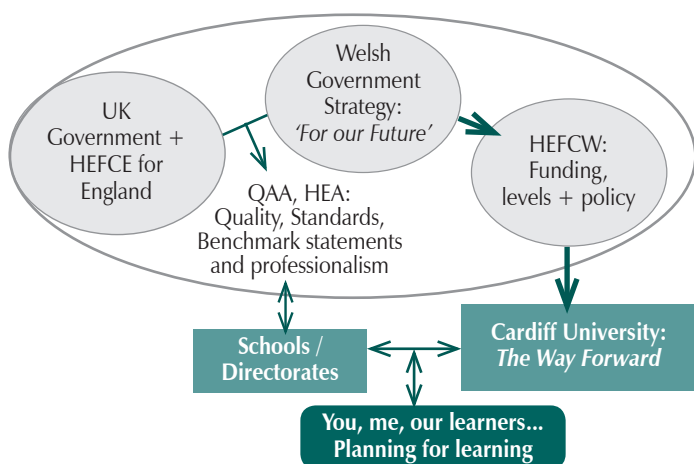


Figure 1 The schematic representation of some current UK/Welsh HE agenda impacting on an individual teacher's learner-facing practice

and allocated to a journaling space accessible only to the pair. Participants are invited to explore three ideas within the e-journaling space: the context of UKHE and their role within it, themselves as learners and teachers, and the translation of these macro and micro ideas into one student-facing practice – a lesson plan. As illustrated in Figure 2, the journals are a conversation between the participant:tutor pair where the participant writes some initial thoughts which trigger a response, often in the form of a question or suggestion for some targeted reading, by the tutor. The participant, using a different font colour responds and the conversation progresses until, typically, the tutor suggests that discussions move along so that all questions are explored in a timely manner.

E-journaling addresses a number of issues core to the original programme design. First, by requiring participants to write so early in their PgCUTL journey, the journals both recognise the value of writing for AI development (Lea and Stierer, 2009), and create artefacts for the autobiographical analysis central to meaningful critical reflection and exploration of identity assumptions and possible blind spots (Brookfield, 1995). Second, as a private space, and with the participant in full control of what, if anything, is taken from the journals and made public within the Module's portfolio-based assessment, the journals provide a space for those who wish to use the conversations to tussle with issues that may be sensitive, but important, to their workplace understandings and empowerment. Third, the conversations, which can be both time and emotionally intensive, mirror our educational philosophy in practice by valuing participants' conceptual and energy investment and placing them and their learning central to our attentions (Clavert et al., 2014; Gibbs, 2013). And finally, the use of technology as a medium for teaching/learning and the potential foci on UK, Welsh and local HE agenda are a useful vehicle to begin participants' engagement with K4 and V4 of the UKPSF.

The e-journaling initiative has, therefore, a sound rationale and offers PgCUTL participants opportunities to take an active part in their teacher-identity journey with support



Figure 2 Samples of e-journals illustrating in grey for the tutor and black for the participant how the (confidential) conversation progresses.

from experienced academics during the crucial first few weeks on the Programme. We have been e-journaling now for three years with six cohorts of learners. Anecdotal evidence from participants and mentors (collected in a range of ways using our Appreciative Inquiry-based evaluation approach), which complemented our own experiences as journaling partners, indicated that people use and respond to the e-journaling activity in different ways. Resonating with Trowler and Cooper's observations (2002), preliminary reflections suggested that for some the experience was 'transformative' while others 'did', rather than owned, the task. This diversity of response and our concern to be efficient with our own and participants' time, challenged us to undertake a formal review of the e-journaling activity. It is to this study and its preliminary findings that we now turn.

Exploring the work being accomplished by PgCUTL's e-journals

Outlining the project

Our project asks 'How are the e-journals done? What, if anything, is going on within the e-journals? And how is "it", the "anything" we find, impacting on AI and/or academic practice over time?' As we are exploring the unknown, we sought and gained ethical approval for a study framed in a grounded theory approach (Glaser and Strauss, 1967). We anticipate that the whole project will take several years and involve repeated cycles of discourse analysis and interviews with journal authors before moving on, at a later stage, to review participants' longitudinal journeys through the three core PgCUTL modules.

To date we have analysed the e-journals and related Module 1 summative submissions for 17 participants (those giving consent to be part of the study from one cohort), undertaken our own critical reflection of the role and impact of the PgCUTL team 'voices', and sought initial feedback on our emerging findings from colleagues at two national conferences. The latter discussions have been particularly helpful in enabling us to challenge our own practitioner-as-researcher evidence and context-based familiarity (Delamont, 2002). Thus far we have some observations about the first research question, and are beginning to explore the second.

Typical first responses to participants' opening texts:

How do you feel?
How does this fit with your...
This is fascinating, I'm interested in...
What do you think?

Typical second responses: the participants having responded to the above:

Hmm this made me think...
I remember...
Yes, thinking about our role...
You will be able to explore this in your...

Figure 3 Typical PgCUTL team response stems to participants' journal writing

Preliminary findings

1) How are e-journals done? Emerging patterns of 'e-conversations'

Perhaps surprisingly, because we are an academic team of two, we had not, prior to starting this study, discussed how we approached e-journal conversations. While we had discussed the types of UK/local HE issues that might be discussed and how these might contribute to meeting the Module's ILOs, there was little other discussion. Preliminary analysis of the e-journals suggests, however, a strong similarity in the ways in which we responded to participants' first and second posts, as illustrated in Figure 3.

The similarity of approach and the specific usage of certain words/phrases suggest something about the work being done through the written conversation. Tracing the pronouns used in each set of responses, a pattern of 'You, I, we/our, you/your' emerged. This pattern resonates powerfully with pronoun 'educator' sequences reported both in Amann and Knorr Cetina's (1990) study of scientists working in laboratory settings and Kell's observation of physiotherapy students learning in hospital-based placements (Kell, 2014). Such patterning is said to evidence educators' increasing endorsement of their learners' legitimacy as practitioners in the focused community of practice (after Lave and Wenger, 1991).

Further, our journaling responses not only used increasingly inclusive pronouns in their opening, but also evidenced tutor-triggered sharing of mini-stories or values in practice, e.g. how they responded to challenges experienced following the introduction of pedagogic change.

And finally, the texts suggest that journal conversations are being supplemented by additional contacts e.g. through emails, phone calls etc. As journals develop they become sprinkled with Tutor reference to participants' practice or personal data that are not traceable in the journaling space alone. Typically, this braiding of personally relevant insertions signals a shift in the pair's writing style. While still evidencing engagement with literature and policy documents, an initial sense of restraint and formal 'academic writing' gives way to more conversational styles with mutual tutor:participant 'fuzzling' of issues and ideas.

2) So what might be going on here?

At this preliminary phase of our analysis, and noting that we have yet to interview participants, the study is evidencing some tutor practices and learner responses that can be accommodated into the framing pedagogic philosophy of PgCUTL, but there are also some observations that are causing us to pause and ponder.

It is no surprise, for example, that conversation practices within the journal texts resonate strongly with Community of Practice (CoP) literature. With Module 1 designed to enable participants to engage in authentic tasks, as legitimate peripheral participants, that create both a conceptual bridge between existing and new learning (Lave and Wenger, 1991,

p. 55) and link into disciplinary-based discourses through their local mentor, we would anticipate participants' demonstrating, even in seven weeks, an emerging personally authentic voice and cultural literacy.

The analysis has however made us aware of the following – which we continue to ponder:

- a) If participants do not engage in the e-journaling activity – does it matter?
- b) If we become aware, during our journaling, of participants' potentially discordant (in respect of PgCUTL's values) professional assumptions about teaching, what are our next steps?
- c) If we have a hunch that Level 7 writing is new to some authors, what do we do?
- d) Are these evidenced CoP practices unproblematic?
- e) What has been the impact of our (the academic team's) engagement with the e-journaling on our own AIs?
- f) What impact is this study itself having on our ongoing journaling practice?

First, without speaking to the authors, we can only speculate why e-journaling appeared to grab some learners' enthusiasm while others evidenced detachment. Time pressures, the compulsion of the programme as part of probation and the assumed request to comply with some hidden agenda (Trowler and Cooper, 2002), the danger of opening 'troublesome uncertainties' with colleagues already perceiving probation as a vulnerable period of their careers (Smith, 2010), and peripheralisation of the 'teacher' element in their AI (Harris, 2005), may play a part, but we will need to do much more work to explore this further.

Second, each participant in the sample passed the programme irrespective of their Module 1 journaling 'style' or the assumptions they expressed within them. So were and where were shifts in perspectives/writing about their perspectives made and why? A longitudinal study is needed to understand these participants' successful, but different, PgCUTL learning journeys (Trowler and Cooper, 2002).

Our third observation has already been acted upon as we have recognised the programme's challenges for staff who have not studied at Level 7 before. We now offer writing support for these colleagues early in the programme.

The fourth observation, however, is proving challenging to reason through as we think more about CoPs from participant and tutor perspectives. What CoP are we socialising participants into and with what consequence? While many participants have strong local education-interested CoPs, others do not and can find translation of PgCUTL ideas into sustained practice challenging (Jawitz, 2009). Is our PgCUTL CoP strong enough to support and develop these colleagues? Is it our role, as a team of two, to worry about enabling new staff to scope HE discourses and develop AIs that take ownership of their potential roles and celebrate their contributions as 'new' HE professionals (Shattock, 2014)? If not us, then by whom/where is this support offered?

And finally, and perhaps most challengingly, what is the impact of e-journaling on our own AIs and ongoing journaling practices? As we have noted, the initial discussions within the team about the e-journals did not include consideration of how the activity might impact on our understandings/feelings of our personal AI. The analysis, thus far, clearly shows a mutual journeying between tutor and participant in many journals. However, although this journeying initially sees tutors meet alongside participants' needs at this early stage of their development, there is a sense emerging from the analysis that the tutors are also undertaking some form of AI work. This realisation, yet to be fully analysed, has resulted in a heightened awareness of our contributions and a questioning of their purpose when engaging in e-conversation.

Where next?

These are no small questions and, as participant researchers, they are causing sustained reflection as we continue to journal with new intakes. We still have 5 cohorts of 'pre-study' data to explore, but the study is already impacting on our practice – and demanding the revisiting of our own AI assumptions. Writing this article has enabled us to emerge temporarily from our 'identity swamp' and recognise that the e-journals do indeed provide a potential medium for participants' self-discovery and warrant the investment of our time to explore further, while also providing us, the tutors, with a trigger to open up our own AI contemplation. Sharing experiences of our own learning journeys is now something we can undertake with participants as we mirror the authentic academic practice we promote (Kreber, 2010).

Kreber (2010) suggests that the future HE world requires people who have the capacity to reason intelligently about their beliefs, are able to detect flaws in their own and others' argument and are prepared to take an informed stance on issues and develop personal commitment to them. Are we, the PgCUTL tutors, having through this project wonderful yet challenging academic development opportunities of our own? We would welcome conversations with readers about how you enable AI work with your colleagues and the impact of this work on yourselves as we begin another analysis cycle.

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Student academic leadership: who is engaging whom?

Debbie McVitty, National Union of Students

Much of the rhetoric of student engagement tacitly posits a deficit model. Students are not as engaged as we would wish them to be with their learning, with the enhancement of quality in learning and teaching or as student representatives. Many – in some institutions the majority – are 'hard to reach'. The debate is structured around the premise that it is we, academics, students' unions and educational developers, who are doing the 'reaching', creating activities and approaches that we hope will capture the interest of students.

Framing the work of student engagement in these terms does not enable us to account for the multitude of ways that students lead their own engagement with their learning, discipline curricula and communities. At the recent Future of Higher Education Bologna Researchers Conference in Bucharest, Paul Ashwin and I posited a framework for student engagement that considered two dimensions: the *focus* of engagement

or what the engagement activity is intended to contribute to the formation of learning, curriculum, or communities, and the *degree* of engagement – whether students are merely consulted in refining something that already exists, engaged as partners in forming new objects or leading the formation of new objects of engagement. We did not posit leadership as the necessarily desirable end of student engagement, but by identifying the ways that students exercise agency in learning independently of the formalised engagement structures, we make that activity visible and recognise it as a form of student engagement.

Leadership does not need to mean activity undertaken independently of academics. Many of the types of activities I have in mind are supported and shaped by academic staff. The difference is that the students are in charge of the end product. Nor need the leadership be undertaken outside the formal curriculum. Independent

research is an activity that is often built into the curriculum but that depends on students developing and pursuing their own agenda, under guidance rather than direction from an academic. An area about which we may need to accept we can know little is what forms of self-guided learning students undertake beyond the formal curriculum and what conditions prompt students to self-motivate or self-organise in this way. When I was at university, confronted with a less than satisfactory seminar programme on one of my modules, my classmates and I organised an informal reading group to enable discussion of the material in advance of scheduled contact time. I am prepared to believe that we were unusually diligent but not that we were so singular as to be a one-off case!

More visible are the student-led communities and activities that form around disciplines, such as academic societies. The very existence of student-led academic societies suggests that students in general sustain a

commitment to the maintenance of an active subject community. It is possible that the majority of these communities cluster their activities around opportunities for socials and the end-of-year ball, but we should not discount the role of communities like these in affording opportunities for induction into the subject, informal peer mentoring, development of individual career aspirations and fostering relationships across undergraduate and postgraduate students and between students and academics. Where there is controversy, academic societies can provide a focal point for fomenting resistance to the status quo; witness the Post-Crash Economics movement that calls for reform in the undergraduate economics curriculum. Similarly, a number of universities boast student-led think-tanks, fora devoted to the development and publication of policy ideas for improving society at large. There are also a number of student-run journals and student-led conference

and seminar initiatives, drawing from the cultures of research to allow students the experience of shaping academic debate.

Student-led activities have been a feature of UK academia for many years; it would be legitimate to ask why these should be taken seriously as a dimension of student engagement. After all, most of these activities are devoted to sustaining predominant academic cultures and ways of learning, teaching and researching (notwithstanding the occasional debate about curriculum content). It is possible that these activities are primarily appealing to the most engaged students and easily dismissed as part of the multitude of means by which social-capital-rich students assure their rosy future in graduate employment.

But how do we know? We do not know a great deal about which

students participate, why, what they gain from engaging and what they contribute to the wider learning community. We have not opened up this conversation with students. We have in general embraced holistic understandings of student engagement that can encompass ideas of belonging in a learning community and shaping of learning and teaching, in addition to personal investment in learning, but we have typically placed our own efforts and structures at the centre of our understanding, rather than that of students. This is not, in the main, a criticism; in order to plan and deliver activity and mobilise resource it is normally necessary to start with the things we have control over. But let's also make space for the possibility that students might want to engage us.

Debbie McVitty is Head of Policy at the National Union of Students.

Engaging student ambassadors in internationalising learning and teaching

Mary Kane, University of Sheffield

As part of efforts to internationalise learning and teaching at the University of Sheffield, our Think Global project team (Professor Ian Bache, University Director of Learning and Teaching for Internationalisation (2011-14) and Deanna Meth and Mary Kane, Academic and Learning Services) met with departments from across the University talking about challenges in internationalisation, looking at good practices and identifying priority areas. Invariably integration and interaction between home and international students was one of the common challenges departments raised.

While we have great success in most areas in terms of student satisfaction, feedback through surveys such as the Student Barometer confirmed that like many institutions, our international students struggle when it comes to connecting with fellow students. Great efforts have been made by the University, including Students Services, accommodation services and our award-winning Student's Union, to look at the issues around integration and interaction from a social perspective. However, we had not looked closely at the issue from a Learning and Teaching perspective.

There is recognition that actively involving students in learning and teaching enhancement is a crucial element in

achieving a high quality academic experience. As a model to engage students in Learning and Teaching development, the University of Sheffield was one of the first universities to create a network of Student Ambassadors for Learning and Teaching (SALTs) working on institution/faculty-wide projects. Recognising the need to verify what was happening from a student point of view with respect to integration and to look at how interaction could be addressed, we decided to engage SALTs in an institution-wide project to explore integration in the internationalised learning environment.

SALT projects and strategic priorities

The ultimate aim of the SALT scheme is to engage and work in partnership with students in the development of the processes, structures, strategies and activities which underpin learning and teaching enhancement. From the launch of the scheme, the themes of SALT projects have been closely linked to priorities in our institutional Learning and Teaching Strategy (LTS). Of particular relevance to the integration issue, priorities include creating communities of learning enabling greater student contact and encouraging our students to be capable of working with others of different cultures.

Project briefs for SALTs are pre-set to ensure that the students are working on high priority and relevant tasks. However, SALTs are free to design their own projects within the brief. They are supported by staff to come up with a project plan and encouraged to choose their own outputs and plan their own time. For all of the SALTs' initiatives, it is very important that *students have ownership* of the project with support from staff as required.

Sample project – Moving from integration to interaction in the learning environment

Having identified the theme of integration as a project focus, our Think Global project team had initially intended to look at the international student's perception of integration in the learning environment. After the appointment of our Student Ambassadors, we met to discuss the proposed project which was expanded with their input to look at integration from the perspective of *all* students.

We explored the best methods to research 'integration and interaction'. It was decided to conduct focus groups, interviews and questionnaires with students and use the SALTs' project as an opportunity to raise awareness of both good and bad practice and to provide guidance to academic staff on practice in integration. (Terminology was an important part of the literature review conducted by the SALTs as the groundwork for the project. Integration and interaction are used in terms of helping students integrate to the University community through a range of activities to help students interact.)

Other than the group leader, ambassadors only work for three hours a week so our Think Global team supported students through the planning of the project but it was very much their project. As staff, we provided the back-up support needed to move the project ahead, including:

- helping SALTs develop questionnaires
- supporting them through the ethical review process
- providing a 'home' for the project
- giving basic training in conducting focus groups including leading focus group discussions
- offering guidance on how to conduct interviews.

Once the project data had been gathered and analysed, an important aspect of the project was to identify opportunities where SALTs could present their findings and get more feedback from teaching staff. They made presentations and consultations at several events, with support from staff, including:

- University of Sheffield's Learning and Teaching Conference – as staff, we responded to the Call for Proposals and co-presented with the SALTs
- an HEA national workshop on integration – we submitted the proposal to host the event with the SALTs' project featured as a key element of the day
- the Students as Partners in Undergraduate Research held at the University of Sheffield – supported by our Student Engagement Manager who oversees the SALT scheme

- the University's Faculty of Social Sciences' Symposium on Internationalisation.

These events allowed SALTs to engage directly with academic staff and lead discussion groups with them. From comments from participants at the various events, teaching staff greatly valued *student input* and perhaps more importantly the opportunity to talk about integration and interaction.

Benefits of working with SALTs from a staff perspective

In some respects, the results generated from the project are not perhaps the most surprising to teaching staff. However, given the input to the issue of integration and interaction from a group of such engaged students, the project yielded other benefits:

- SALTs' projects give a student focus on themes which potentially have broad impact across a faculty or institution, not just a module
- By bringing students and staff together to look at priority areas, a key benefit is the value of consultation in itself
- The energy that students bring to the project is phenomenal. A 'can do' attitude was apparent from the outset. Students delivered more than expected with timeframes which didn't faze them even though they had a limited number of hours to work on the project. (The integration project won a 2013 Student Employee of the Year On Campus award in recognition of their efforts.)

Our internationalisation project has been enhanced by the SALTs' input to an area which requires continued consideration. There is no simple solution to increasing interaction but the dialogue opened by the project continues to feed our efforts. The work of Institutional SALTs also moves forward with a new team giving input to the University's new strategic curriculum initiative, *Achieve More*, which will allow students to tackle some of the biggest global challenges facing society today. As teamwork is a key part of *Achieve More* projects, we hope this will also offer opportunities to encourage greater interaction among our students.

For more specific information on the project findings, see 'Student Connections: Enhancing Interaction in the Internationalised Learning Environment', in *Internationalisation of Higher Education*, Volume 3, 2014, from which much of this article draws.

Acknowledgements

Special thanks to Christopher Maidment, Student Ambassador for Learning and Teaching, Institutional Group Leader and Amy Jeffries, Student Engagement Adviser, of the University of Sheffield, for their contribution at the time of the project.

Mary Kane is Internationalisation Project Adviser, Academic and Learning Services, at the University of Sheffield.

Exploring perspectives on good, inspirational teaching

Caroline Heaton, Nathaniel Pickering, Andrew Middleton, and Graham Holden, Sheffield Hallam University

Teaching excellence is high on the agenda in UK higher education with many universities wanting to be known for their excellent and inspirational teaching. However, ideas about how to achieve this are often conflated in discourse amongst managers, teachers and students and so, as academics and developers, we can receive and communicate confusing messages about the value of the teacher and the act of teaching (Gunn and Fisk, 2013).

In an attempt to reduce some of this confusion, educational developers at Sheffield Hallam University have carried out research into different perspectives on excellent and inspirational teaching with the aim of clarifying what we mean by good, inspirational teaching, to inform the professional development of our teachers.

This project emerged from recognition of the synergies within our educational development group and the realisation that each of us was already considering this from different, yet complementary, perspectives.

Our methodology

The research was carried out by three members of staff based within the educational development unit, each of whom explored a separate source of data. The literature on teaching excellence, learner engagement and expectations for teaching quality was central to the professional development perspective, while the two Education Researchers analysed the results of a survey about the practice of academics recognised as Inspirational Teachers within the institution and student comments on teaching submitted by the University's students to the National Student Survey (2013).

The data from these activities all have something to say about the taught experience, representing diverse perspectives, and to some extent different interests.

Desk-based research

Our research reviewed recent literature, including that relating to: excellent teaching; contractual engagement; student engagement; and measuring teaching quality. This incorporated a consideration of several reports produced for the HEA, including Gunn and Fisk (2013), which stated that a growing awareness of the variety of perspectives on what constitutes excellent teaching can create uncertainty and conflict. Tomlinson's 2014 HEA report also highlighted students' tendency towards 'consumerist learning' and their calls for personalised learning experiences, and Gibbs (2010) cited two factors that could be considered to contribute positively to students' experience of teaching – teachers holding teaching qualifications (typically a post-graduate certificate in teaching in higher education) and a departmental culture which values teaching, engages staff in continual professional development and creates rich and engaging learning environments.

Survey of Inspirational Teachers

We surveyed student-nominated Inspirational Teaching Award recipients to explore their practice. They told us about their commitment to establishing personalised interaction with students, developing a sense of teamwork and developing learning as a shared experience. They also highlighted the importance of maintaining a continual dialogue with students to clarify expectations, demonstrate encouragement and enthusiasm, and communicate empathy with learners. When they described their teaching methods the survey showed how they were often intended to encourage interaction and to place learning within a vocational or 'real-world' context. These teachers stressed the importance of practices which challenged students, while facilitating and providing positive recognition for independent learning. Overall, this group of academic staff were genuinely enthusiastic about

their subject, their students and their teaching, and were confident about their own ability to facilitate a positive learning experience.

Analysis of the National Student Survey

Our analysis of comments from Sheffield Hallam University's National Student Survey results showed that students do not see good teaching as a one-dimensional concept located in a fixed time and space, but as something that is multifaceted, and which incorporates many elements of the learning experience. They revealed that they value being challenged by course content and assessments, within a safe environment, in which they have a clear understanding of expectations and potential outcomes. A personalised and supportive learning experience was welcomed, facilitated by staff who provide guidance and positive feedback which encourage confidence in students' own ability and knowledge. Students like to feel confident that staff have high-quality, up-to-date subject knowledge and expertise, gained through practice or research, and want them to be approachable, helpful and enthusiastic about their roles and subject.

Conclusions and next steps

This collaborative study has enabled us to consider how we develop good, inspirational teaching by embracing the multiple perspectives we represent within our research and development unit, in particular by comparing students' accounts of good, inspirational teaching with those of staff.

In bringing together the analysis of these three strands of research, we found that similar concepts of good teaching emerged from each. Good teaching is clearly complex, involving multiple factors which combine to create positive and transformative learning experiences permeating the whole student experience.

The confidence of students in the knowledge and ability of their teachers is perhaps the most important factor that has come out of our work so far. It clearly affects their engagement as learners and the development of their own levels of confidence.

These initial findings and others have been shared with, and corroborated by, academic colleagues within our institution and at other UK institutions. We now plan to share and discuss our findings with staff in the departments to raise awareness of the importance of confidence and consistency

in creating an effective learning environment, and we plan to develop this research by engaging students and staff more closely in considering the initial findings in closer proximity to practice. We hope to use this to then develop teaching guidance for use in local team-based CPD activities.

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Graham Holden is the Head of Quality Enhancement, **Andrew Middleton** is the Head of Innovation and Professional Development, and **Caroline Heaton** and **Nathaniel Pickering** are both Education Researchers, all at Sheffield Hallam University.

Supporting HE in College Settings

A new professional development award from SEDA

This new award aims to support all practitioners – managers, teachers, and educational developers – working in college higher education, including further education colleges, university partnerships and private providers.

The course is informed by current developments in the sector, and led by **Dr Angus Carpenter** and **Dr Becky Turner**, both leading figures in the field. It aims to bring practitioners together from across the country, working in a range of roles, and to provide the space to reflect on the reality of working in this diverse and dynamic sector.



The course will provide participants with a chance to explore:

- the idea of capturing HEness and developing HE pedagogies
- enhancing scholarly activity
- issues related to higher vocational knowledge
- and the purposes of peer observation and review in HE.

Participants will produce a portfolio focusing on meeting their own continuing professional development needs, and centred on a series of reflections, case studies, and an action research plan aimed at enhancing an aspect of professional practice.

The course is run entirely online, with six formal sessions in twelve weeks, including support materials, and a core text, which is included as part of the course fee: Lea, J. (ed.) (2014) *Supporting higher education in college settings*, London: SEDA.

The course has been accredited by SEDA.

The course will run from 28th September until 18th December 2015.

Cost: £550

Full details: <http://www.seda.ac.uk/supporting-he-in-college-settings-course>

Registration: please return the registration form to the SEDA Office by Friday 11 September 2015.

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The App Factory project

Keith Brown and **Julie Letchford**, University of Bath

The App Factory project aims to enable users to easily create iOS and Android apps from existing materials such as slide-shows, videos and quizzes. The main objective is to exploit the increasing familiarity and popularity of apps to enable undergraduates, postgraduates, staff and alumni to create and share materials. These can be used to support Peer Assisted Learning (PAL), Peer Mentoring (PM), Alumni-Assisted Learning (AAL) and could be used for a range of other purposes such as apps for research, dissemination, clubs, societies, bus timetables, fresher's guides or anything else that enhances creativity, life and learning at the university.

To date, we have created a working prototype of an app-authoring system (App-Factory), and an alpha version of a distribution facility (App Centre), which is currently used by students within the department of Pharmacy and Pharmacology at the University of Bath. However, we have recently secured funding to further develop and roll out a student-driven app ecosystem across campus, with a particular emphasis on facilities for students to share student-generated apps for PAL, PM and AAL.

Typically, it takes a user between two and ten minutes to create an app from pre-existing materials. Shortly after app creation, the app is available in the App Centre for internal consumption by staff and students at the university. Although app distribution is tightly restricted to the university, the model has been designed to be scalable, and a similar infrastructure could be repeated at other educational institutions.

Please contact us if you are interested in collaborating to implement a similar app infrastructure at your university or college.

Keith Brown (keith.brown@bath.ac.uk) is an eLearning and Technology Co-ordinator, and **Julie Letchford** (J.A.Letchford@bath.ac.uk) is a Senior Teaching Fellow in Pharmaceutics, both in the Department of Pharmacy and Pharmacology, University of Bath.

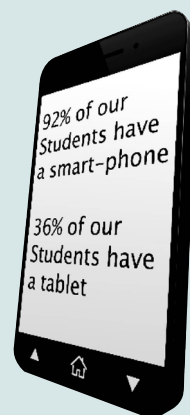
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- Learning is available anytime, anywhere, even when there is no wi-fi or mobile connection
- Familiarity – apps are second-nature to students
- Immediacy – the material is local, so there are no delays
- Reduction of printing costs



Apps by Academics

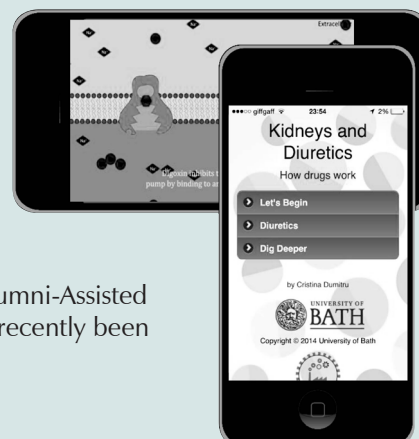
The app 'Introduction to Microbiology' contains all material for a first year unit. Over 30% of students responded to an evaluation survey (**n=54**) in **December 2014**.

- 100% find the app useful
- 96% find the app easy to use
- 83% would use the app for private study
- 85% would use the app for revision
- 46% would use the app prior to a lecture

Apps by Students

Peer-Assisted Learning apps: Developed by students, for students.

In addition, an Alumni-Assisted Learning app has recently been released.



Apps for Prospective Students

An app for 6th Formers has been developed in collaboration with the Widening Participation Office.

SEDA News

New Senior Fellowship Holders

We are very pleased to welcome **Dr Lynnette Matthews** of the University of Leicester and **Linda Robson** of the Open University to Senior Fellowship of SEDA. Congratulations to both.

SEDA Committees

We have recently welcomed **Angela Benzies** to the PDF Committee, **Alice Lau** and **Susannah Quinsee** to the Scholarship and Research Committee, **Clare Power**, **Claire Ridall**, **Angelica Rísquez** and **Mark Weyers** to the Services and Enterprise Committee, and **Rebecca Turner** to the Executive Committee.

David Walker has joined **Sandy Cope** as Co-Chair of the Conference and Events Committee, **Rachael Carkett** has joined **Jenny Eland** as Co-Chair of the PDF Committee, and **Caroline Stainton** and **Jan Smith** have become the Co-Chairs of the Papers Committee. We thank **Claire Taylor**, **Jacqueline Potter** and **Lynnette Matthews** for their huge contributions as they step down from their respective roles as Co-Chair of the Conference and Events Committee, Chair of the Papers Committee and Co-Chair of the PDF Committee.

We also wish to thank outgoing members: **Diana Eascott** (PDF Committee), **Helen King** (Scholarship and Research Committee) and **Sue Thompson** (Executive Committee) for their contributions to SEDA's committees.

Events

SEDA Writing Retreat

13-15 April 2015, Woodbrooke, Birmingham

A common frustration for SEDA members is finding quiet time to write for publication. In response to members' requests this retreat will provide a quiet and beautiful space for new and more experienced writers keen to complete writing for publication or conferences. The writing retreat offers you a 'safe space' where you are encouraged to feel at home and gain that dedicated writing time free from the usual distractions, with support from a facilitator.

Book online at www.seda.ac.uk

SEDA Spring Teaching, Learning and Assessment Conference 2015: Internationalising the Curriculum: What does this mean? How can we achieve it?

14-15 May 2015, Marriott V&A Hotel, Manchester

SEDA Annual Conference 2015: Scholarship and Educational Development: The importance of using an evidence base for learning and teaching

19-20 November 2015, St David's Hotel, Cardiff

Further details of each event, including call for proposals and booking at www.seda.ac.uk

Educational Developments Committee

We welcome **Sue Wilkinson** and **Ellie Russell** to the Educational Developments Committee, and **Lorraine Stefani**, University of Auckland, NZ, has resumed her international role. Sue is a Lecturer in the School of Education at Cardiff Metropolitan University, with experience of working with blended learning at the CETL in Portsmouth University and assistive technology for disabled students. Ellie is the Student Engagement Partnership Manager at the National Union of Students, and will keep up our links with the NUS which have been so ably supported by **Debbie McVitty**. Debbie has had to step down through pressure of work because she is now Head of Policy at the NUS. Since she joined the committee she has written 13 pieces and commissioned two others for *Educational Developments*, all of which have given valuable student perspectives:

- 12.3 The personal tutor system: any questions?
- 12.4 Postgraduates who teach: in their own voices
- 13.1 Coping with students' expectations in the 2012 regime
- 13.2 What now for student-led teaching awards? (Oliver Williams)
- 13.3 How can we persuade students to embrace groupwork?
- 13.4 How much do students need to know about pedagogy?
- 14.1 Can somebody please pass the calculator? Measuring student engagement
- 14.2 Why debate language?
- 14.3 How relevant are SEDA's values to students?
- 14.4 'Working with and developing learning communities': SEDA value no. 3
- 15.1 Ask not what your students' union can do for you...
- 15.2 When students won't be partners: the problem of discipline in the higher education classroom
- 15.3 What are the student academic representatives of 2014-15 prioritising?
- 15.4 The Student Engagement Partnership conversation ... (Ellie Russell)
- 16.1 Student academic leadership: who is engaging whom?

Two members of the committee who both joined in 2008 have recently had to step down. In the last issue we reported on Viv Caruana (Leeds Beckett University), in this issue we warmly thank **Elizabeth Rider-Grant** (Bucks New University) for all her work and support over the last six years.