

EDUCATIONAL DEVELOPMENTS

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Supporting Higher Education in College Settings – A new SEDA PDF award

Rebecca Turner, Plymouth University, with **Claudine Barnes**, Solihull College

SEDA is known for supporting a diverse array of HE professionals working in many contexts. Though the SEDA community works across a range of HE providers it would be fair to say that the majority of the SEDA community are based within universities; this is not a limitation to SEDA's *modus operandi*, rather it reflects the traditional location of much HE provision. However, successive government agendas have seen the breadth of HE providers expand, with growing numbers of private and college-based providers. Whilst this expansion should be celebrated, in that it increases the opportunities available for potential students to engage with HE, it does mean for SEDA to achieve its core mission the SEDA community needs to consider how they support the provision of HE in these settings.

Framing educational development in college-based HE (CBHE)

The trajectory through which CBHE has grown means that CBHE providers often face a number of challenges not commonly associated with 'traditional' HE (Lea, 2014). CBHE often represents a minority of an FE college's provision; staff are therefore bound by practices more commonly associated with FE (e.g. the application of an Ofsted-based peer review framework is a common frustration) than with HE (Dutton and Rapley, 2014). HEFCE recognised the need to promote HE-related staff development to enhance the provision of CBHE. However, with the exception of a minority of land-based institutions and several larger CBHE providers, progress within colleges with respect to developing HE-specific staff development opportunities has been mixed (Lea and Thinnesen, 2014). The absence of an institutional culture, isolation from validating partners, and lack of local expertise have all been cited as factors hampering progress (Turner *et al.*, 2009). Practical issues such as high teaching loads can also constrain the extent to which CBHE staff are able to attend external staff development. But this does not mean that there has not been considerable appetite for HE-focused staff development (e.g. Turner and Carpenter, 2013). A different approach has been needed to enhance the practice of college-based colleagues.

Thinking differently about educational development for CBHE

SEDA recognised this need to think differently and in 2014 began discussions to design a PDF award for those working in this sector. Existing SEDA awards (e.g. Supporting and Leading Educational Change) have successfully provided a flexible approach to support diverse and dispersed participants; therefore this was

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highlighted as a model through which SEDA could serve the CBHE community. In developing this award SEDA had to adjust its thinking about who were the Educational Developers in CBHE. Depending on the size of HE provision, colleges increasingly have a central team who have a remit for supporting all aspects of HE, from managing their relationship with validating partners, through quality assurance to staff development. Likewise those involved in HE delivery in colleges wear multiple hats – often teaching their ‘subject’ area across HE and FE, as well as involvement with activities including student support, study skills and employer engagement (Turner *et al.*, 2009). Rather than working with ‘Educational Developers’ this SEDA award would be developed for ‘frontline’ CBHE staff. Consequently, though the award would be grounded in the SEDA values, it would also have outcomes relevant to those directly involved in the delivery and support of CBHE.

The breadth of subjects associated with CBHE is vast, a consequence of the drive to expand sub-degree provision in areas such as public services, tourism and hospitality, and construction (to name a few). Consequently, the professional profile of frontline CBHE teachers is hugely variable, with many entering HE teaching from a vocational or professional background rather than due to their track record as researchers (Turner *et al.*, 2009). Any SEDA award would therefore need to be cognisant of this diverse subject base and able to accommodate the breadth of vocational and disciplinary perspectives that CBHE encompasses. No small challenge!

A new PDF award

In January 2015 the Supporting HE in College Settings was validated by the PDF Committee. To accommodate the diverse array of CBHE professionals the course had broad learning outcomes (Table 1). The course also recognised the need to create a space through which participants could reflect critically on issues pertinent to CBHE e.g. scholarly activity and research and peer review of teaching. As with any SEDA award, there was a strong emphasis on forward planning and future developments; however, participants were encouraged to consider these not only in terms of their own practice, but also their own institutions – so that they could adopt the guise of an ‘Educational Developer’ as and when opportunities arose.

<i>Learning Outcomes</i>	<i>Brief Description</i>
LO1	Reflect on the distinctiveness of the student experience in college HE.
LO2	Review the engagement with scholarly activity and research-informed practice within college HE.
LO3	Analyse appropriate pedagogies in teaching, learning and assessment and curriculum design within an HE in FE setting.
LO4	Evaluate quality processes and strategies for the continual enhancement of student learning in college HE.

Table 1 Course Learning Outcomes

Due to our experiences in supporting CBHE, the team designing the course were well versed in the challenges of potential participants. Therefore through the course we aimed to foster a community to overcome the professional isolation. We also wanted the course to be flexible in terms of delivery and engagement to allow participants to engage with course-related tasks and discussion forums at times that suited them, rather than when we dictated.

Course delivery

The course was delivered over 12 weeks; it involved six fortnightly sessions (Table 2) themed around key agenda relevant to CBHE or HE provision more

generally, then a further six weeks of independent study. It was delivered entirely online, using Moodle, and drew on a range of resources and study tasks through which key agenda could be explored. In anticipation of each session participants were introduced to readings, videos and relevant issues from contemporary media/policy. For example, in the Scholarly Activity session participants reviewed the results of a UCU (2013) survey which captured data from members around support for scholarly activity. Scholarly Activity strategies developed by a number of colleges and a narrated PowerPoint around this topic were also shared. They then drew on their reflections, own experiences and knowledge gained about this subject to develop a scholarly activity strategy for their college, as well as engaging in discussions around this topic. This represented one of the lively discussions over the weeks. However, over the weeks the themes chosen for each session were broad enough to be applicable to all potential participants and study tasks were framed to allow common themes to emerge.

In addition to the themed content participants were also introduced to resources designed specifically for those working in CBHE to develop their knowledge and experience of research methods. The inclusions of these resources recognised the desire for some in CBHE to become engaged with research but who felt that existing provision was not directly relevant to the context in which they may be undertaking their research, *i.e.* CBHE researching CBHE.

Course assessment

The course was assessed through a portfolio which represented a collection of the work participants completed during the course. It could include, for example, outcomes of study tasks (e.g. their scholarly activity strategy or their appraisal of peer review in CBHE undertaken through session five). To support participants in completing the portfolio they were encouraged to keep a reflective blog, to track their development, and draw on discussions from the online forums.

Integral to the portfolio was the development of case studies which encouraged participants to examine themes explored within the course with respect to their own institutional context and their own experience. It was anticipated the

case studies would trigger wider reflections and analysis of practice(s) with reference to course reading and study tasks. As part of their independent study participants were encouraged to identify a theme or idea that had emerged during the course which could be developed into a research proposal. Participants developed the idea for their proposal for the final session; peer feedback was encouraged and tutorials were arranged to discuss developing their proposals further. It was a desire of the course team in designing this task to create the opportunity to support participants in developing a proposal they could potentially submit for funding in the future.

Reflections on the first iteration

In September 2015 seven participants began the course, six of whom went on to submit a portfolio and successfully pass the course. They were drawn from across the UK and represented a range of disciplines from the creative industries to public services. Lecturers, as well as those supporting CBHE, undertook the course; this provided an exciting dynamic as a range of perspectives were represented with each course task – for the teaching team this was hugely interesting.

From a teaching perspective the course proved challenging and enjoyable simultaneously. Given the course was entirely online we experimented with delivery formats to promote engagement; however, we were mindful to keep these simple to ensure we did not create a barrier owing to the technology participants were expected to use. Over the course UTube/ TED Ed videos, PowerPoints and online forums were all used. We sourced open-access or freely available resources to avoid issues participants may have through limited institutional access to journals or online resources. As a course team we updated our technological skills, however the accessibility of the Moodle or the online tasks thankfully did not prove an issue for participants.

In designing the course we discussed with fellow PDF course leads levels of course readings and work expected each week. We estimated that per session participants would have to spend approximately two hours on study tasks, as well as an additional time reading, reviewing work of their peers and contributing to discussion forums. Given that CBHE can be very demanding we designed sessions to be independent

<i>Session number</i>	<i>Session title</i>	<i>Indicative activities</i>
1	Introductions and the HE landscape	Debate the position of CBHE in the wider HE landscape and the contributions made to widening participation
2	Research and Scholarly Activity in CBHE	Develop a 'scholarly activity strategy'
3	HE pedagogies and promoting independence in learning	Research, critique and present a pedagogic approach relevant to HE
4	Vocational HE	Critique the concept of vocational with reference to HE
5	Mechanisms of reviewing and enhancing teaching and learning in HE	Review mechanisms of teaching enhancement; develop a method of peer review relevant for CBHE
6	Portfolio and professional development	Develop a research proposal and critique those of peers

Table 2 Session themes and LO

from one another, therefore allowing time for participants to catch up if needed. This proved effective over the initial 12 weeks as levels of participation varied hugely, attributed in the course evaluation and on the forums to issues relating to participants' workload. The course progressed despite this though at times some discussions took time to get going, with flurries of activities from participants when time allowed.

The themes explored over the course proved relevant to all participants. For some it confirmed their experiences or ideas, and for others it provided a timely opportunity to undertake work or take forward developments they recognised as essential, e.g. reviewing their college's peer review policy. Importantly, one participant reflected on the sense they gained from the course of shared frustrations and expertise, something which they had not experienced before. Another realised the potential for CBHE professionals to become active researchers and the difference this could make to their institution following the scholarly activity session.

New course dates

We are in the process of reflecting on the feedback from past participants and preparing for the next iteration. Supporting HE in College Settings will run again from 21 September 2016 until 6 February 2017. Delivery will take place every two weeks from 28 September 2016, with taught sessions running until 18 December 2016.

The course will be led by Dr Becky Turner, Pedagogic Research Institute and Observatory, Plymouth University and supported by Jonathon Simmons, recently Director of the UWE Federation. If you have any queries about the course please contact Becky directly (rebecca.turner@plymouth.ac.uk), though all bookings will be taken through the SEDA office.

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Supporting HE in College Settings: a participant's experience

Claudine Barnes, Solihull College

Despite having 20 years of FE teaching behind me, I was not quite prepared for the difference between FE and HE teaching – not only in the pedagogy but also the administrative aspects of the job. Having taught one or two modules over the past couple of years on the HND in Animal Management, suddenly my role became much more HE-focused as my teaching timetable became entirely HE, and I was also asked to co-ordinate the recently validated FdSc Animal Behaviour and Welfare. Delighted, but slightly out of my depth, I knew I would need support.

I was forwarded an email that had originally been sent to the Dean of HE from our partner university, which listed several CPD opportunities. This is how I found out about the SEDA course. The link to the SEDA website provided more information, and it seemed ideal – I was also mid-throes of completing my HEA Fellowship application, and the College was scheduled for HE review the following term – so it seemed perfect to back this up.

The online nature of the course has both its advantages and drawbacks – the obvious advantage being able to complete the course at a distance, where I wanted and at a time to suit. Working full-time, I found this such an advantage. All the materials and communications are provided via a VLE. Disadvantages? The lack of face-to-face contact – however forums were opened up and online discussion was heavily promoted by the course tutors.

I had perhaps underestimated the volume of reading I would undertake too – not only were there many key texts provided as pre-session reading, but as I began researching further, articles of interest would appear. It was hard not to get 'sucked in' as the research began, and at times I wished I could have devoted more time to the course than I could actually afford.

The course was fairly intense, but I learnt so much over the duration. It helped immerse me in the culture of HE, provided essential knowledge on benchmark criteria and level descriptors, made me ask questions about the quality procedures and practices of HE, stimulated much discussion on scholarly activity and how it expands not only into the subject area but also the scholarship of teaching (causing me to review my own pedagogy of the subject I teach), and provided completely new information on funding proposals. It has opened up avenues at work – I was selected as part of the interview panel for the HE Reviewers – and I'm now involved in piloting an engagement survey in addition to the NSS.

'Don't put your head above the parapet': Why academics don't come for help

Jo Peat, University of Roehampton

In recent years, my colleagues and I have been involved in a number of educational projects across different higher education institutions. It is our normal practice to encourage open reflection and discussion amongst all the members of a project team during and at the end of such projects and so we have read and listened to many informal reflections on the challenges and opportunities academics face in their teaching and support of learning. This is an assumptions-based article, based on those reflections. I have identified themes which have emerged from these reflections, rarely foregrounded, yet powerful, expressing common concerns. These themes are important for educational developers, at times driving and offering explanations for behaviours. They are not the only themes implicit in the reflections, but taken together they reveal interesting assumptions which it is important for educational developers to understand.

They include a feeling of isolation and 'being under the cosh'; being under surveillance; frustration that the *locus* of power resides with others; and students not being 'up to their studies'. The reflections positioned the academics as solitary and isolated in their practice, which challenges notions of collegiality and communities of practice (Lave and Wenger, 1991). Many of these assumptions and perceptions are, of course, already known; however, I would argue that there is a new rhetoric around them in a climate in which students are almost encouraged to voice dissatisfaction. In the light of this, academic colleagues have suggested that they are unlikely to actively seek out support for their teaching and prefer to remain silent.

Using a phenomenographical approach to unpick the unspoken assumptions arising from discourse, I have reflected on those I have surfaced

in these reflections to try to discover the main reasons for this silence. In order to ensure anonymity, the academics who have contributed to these reflections are not named nor is their institution given. In total eleven academics are cited here from a range of different disciplines, including Business, Sports Science, Dance and Humanities. These are both new and mid-career academics, all of whom are research-active, so working to balance their research obligations with those of their teaching.

Four main reasons have emerged, which will be recognised by many educational developers:

Issue 1: The surveillance culture

The work of individual academics in the UK is increasingly subjected to an audit culture with numerous judgments and measures of their performance. Information is collected, recorded and published in the form of league tables; to inform the Key Information Sets (KIS) and other data sets, including, potentially the Teaching Excellence Framework (TEF); and internally for appraisal, promotion, and, potentially, performance management. This can lead to a sense of vulnerability and a diminishing of the professional autonomy of the academic.

Academics described this surveillance culture as limiting their pedagogic imagination and calling into question their professional autonomy and judgement. Some institutions now have more centralised evaluation of modules, cited as a further example of the audit culture and a feeling of having to kow-tow to the students' demands as the basis for pedagogic choices:

'We are made to take into account what these evaluation forms say,

instead of saying "OK, that is the perception of the student. I'm a professional and I don't agree. And now they get published, which puts even more pressure on us to do more and more and more, instead of saying 'sorry, bad pedagogy'".' (Female academic 1)

This scrutiny of the academic, through a multiplicity of lenses, has led to certain academics talking about adopting what Mann (2001) calls 'a false self', the adoption of a *persona*, which is at odds with one's real self. Mann applies this to students, but it can be applied to academics who fulfil duties, take on unwanted and unsolicited identities and work in ways which are inimical to their professional beliefs, values and, at times, integrity, but which enable their integration into the current context. As one interviewee stated:

'You don't want to be the one to put your head above the parapet, so you just go along with it.' (Male academic 1)

Some scrutiny is, of course, valid and beneficial and can be used to help enhance teaching and student learning. As professionals, we need to be aware of how we can use these systems to our own benefit and that of our students to drive forwards the enhancement of practice. Here evaluation becomes a development tool to promote reflection and action. All too often, however, evaluation is now seen as a tool of management for performance management purposes.

Accompanying this feeling of surveillance is a feeling that institutions choose to listen to student demands rather than the views of the academics. Much of this is bound up with the discourse of student satisfaction and expectations:

'It's all about what they want, not about what we know is good, any more. If they want it, they get it. It makes us look better in the league tables.' (Female academic 2)

There seems to be the feeling that, faced with the pressures to meet institutional and student demands, academics are reluctant to willingly seek help or advice from others; perhaps requests for support will be interpreted as a lack of competence and the current climate is not conducive to this.

Issue 2: Lack of collegiality and resultant vulnerability

Another common theme, perhaps surprising, was that of a feeling of a lack of collegiality. Academics' reflections suggested that traditional community and collegiality were being eroded by the fragmentation of the academic role, and the culture of individualism and managerialism within higher education (see Smith and Sachs, 1995). Gale (2011) has described the isolation of new academics: far from being included in a supportive 'community of practice', the new academic has to depend on his/her own resources. In these reflections, this discourse of isolation extends to mid-career academics in terms of their research and, more recently, their teaching.

We know that social isolation of students is not conducive to academic achievement and collaborative practice can significantly enhance learning potential (Wallace, 1996, p. 112). It would, therefore, seem axiomatic to assume that collaboration and collegiality are beneficial to academics. A respondent in Gale's (2011) research describes the 'professional bubble' she has created within which she works to 'survive'. This was echoed in reflections to me:

'I find it a very solitary existence working here. It's just like being in a room – yeah I'm locked in a cage – and quite lonely actually.' (Female academic 3)

This academic suggested that, for her, this dearth of collegiality stems from the

professional vulnerability of academics; in comparison to research, teaching is widely considered a lesser aspect of the academic role. It would, therefore, be inimical to academic pride to admit to finding it problematic:

'Maybe it's an identity thing, I don't think many people would feel comfortable coming down and saying this happened today, what can I do about it? Everyone please give me advice.' (Female academic 4)

An experienced academic lamented the 'good old days' when this collegiality seemed more possible:

'There's a time, harking back to the good old halcyon days, the senior common room was right beside the canteen, so you went in, bought your tea, and sat down, and you always knew there was going to be somebody there at half ten, and you always knew there was going to be somebody there at half past three. That area was only for staff, so we used to go and meet, you know. And we could talk over our teaching, talk about what the students were like.' (Male academic 2)

For more established academics there is also the discomfiture of finding themselves in a position of 'being at sea' pedagogically. For some, previously these anxieties could have been shared informally with colleagues but opportunities to do so now are infrequent and collegial bonds less strong. Perhaps we are partly to blame here: educational developers exhorting the need for change and innovation and encouraging the adoption of less traditional forms of pedagogy, thus adding to the feeling of a lack of mastery over pedagogic initiatives and developments.

A wish for greater collegiality was expressed, but with a certain trepidation:

'I wonder if we could help each other more. I mean I'm not saying we should go open plan or anything...we could help each other more if, you know, if we

were a bit more sociable, more doors open, more just chatting, you get lots of different people's opinions.' (Female academic 5)

Perhaps we could argue that a new virtual collegiality is developing in the form of social and other media. Initiatives whereby colleagues share resources and ideas online, for example Twitter and Instagram, are flourishing and maybe this is replacing traditional forms of collegiality, offering a wider and potentially less threatening pool of experts with whom to share experiences and concerns. It is contentious and, I would argue, erroneous to suggest that this can replace the former actual collegiality found in higher education. Nevertheless, collectively, there seems to be a feeling among many academics that they are unable or unwilling to admit to concerns with their teaching, largely because of a lack of confidence that this would be seen as part of a developmental process and would be recast as an element of performance management.

Issue 3: Power of the student/lack of power

Until recently, discussions of power relationships in higher education have centred on the power of the academic over the student. Students had limited recourse to action if the teaching during their studies proved disappointing. The academic held the power in this relationship and the academic's expertise was unquestioned. A common reflection to me was the theme of the students as the new holders of power. Research suggests, for example, that student complaints rose significantly by 37% in the two years between 2008 and 2010 (Shepherd and Williams, 2010, in Williams, 2013). This adds to the pressure the academics feel under to act on student demands.

On top of this, student evaluations and opinions no longer remain confidential between the author and the academic. This information is used to rank the institution officially in league tables and the academics unofficially within their programmes and departments, leading to a fear that evaluation (based

on unmitigated, de-contextualised student satisfaction) is now becoming another example of performance management:

'We're evaluated at every turn and these evaluations are listened to and acted on. And not in the right way. If a student says that she doesn't like my teaching, why is that taken as evidence that my practice isn't sound?' (Female academic 1)

This can push the academics to adopt pedagogic practices at odds with their professional judgement but which students prefer in this risk-averse culture. This can lead to the academics *delivering* what is required to satisfy student wants whilst lamenting the fact that this is not what university learning is about:

'They come, also, increasingly, with a consumer attitude; they want so and so many PowerPoints and so many hours contact. But the particular kind of learning that should go on in universities is not fully understood. It is not about learning every golden word we utter, but it's about thinking and thinking for themselves.' (Female academic 6).

Nevertheless, despite academics frequently voicing a wish for more active engagement in the learning process and greater passion and enthusiasm from their students, at times they suggested what amounts to reluctant collusion between them and students, with neither party wanting to take greater risks in their learning or teaching. As students pay more, they are unlikely to actively seek out pedagogic processes that put more responsibility on them for their own learning and have, perhaps, more uncertain outcomes. It could, perhaps, be argued that the academics are, unintentionally, colluding in this, creating a culture of dependency and reliance, pandering to what they see as student expectations. So a conspiracy between the lecturer and the student arises for a risk-free, non-challenging learning environment:

'They are not choosing the modules because they know it's stimulating or it's Marketing. It's actually – I'm safe with this person.' (Male academic 3)

Issue 4: It's the students' fault

A final recurring theme is that of the academic trying to make a silk purse out of a sow's ear.

There is a clear temptation to link widening participation with declining standards, *i.e.* to blame students for being poorly prepared and for lacking academic ability or to blame the institution for accepting students who should not be there. This is not new. The longer one remains in academia, the more one recognises that this is perpetual. Issues such as the need to fill places were concerns before Robbins. These are long-term problems, recast at various times through various lenses. The real constant is the feeling of frustration these issues engender:

'When I started lecturing, you could assume that they'd get it, and now [...] there are people there going "I don't know what she's doing. I have no idea, there are numbers flying around on the board and they might as well be airplanes". They have no clue, you know.' (Female academic 7)

This discourse of the deficient student and the resulting pressure on academics to make continual adjustments and to offer ongoing, quasi-remedial support to students runs through many of the reflections with the perception that teaching in higher education has become more transactional and uni-directional – information transmitted from the academic to the students as a result of low academic ability and unrealistic expectations. For some, students seem unaware of or unwilling to fulfil their role and responsibilities in learning:

'It doesn't matter what I do. I can try everything in my repertoire, but they don't get it, you know. They just don't get what university is about. I get up at 5 am to prepare a really good, interactive session and they either don't

turn up or turn up and remain silent and baffled for two hours.' (Female academic 8)

For academics who position themselves in this way *vis-à-vis* their students, there is little point seeking advice from others on their teaching and support of learning, as the deficit is not theirs and they can do little to ameliorate it.

Implications for academic developers

These assumptions, if accepted, have wide applicability for educational developers, in particular in terms of finding ways in which to work with academic colleagues who do not come to ask for help. One particular intervention that was spoken about with real enthusiasm by academics was that of the creation of deliberative spaces (Kandlbinder, 2007), spaces in which they felt able to air and exchange views of their pedagogic challenges, without fear of reprisal. The establishment of trust is paramount for educational development, particularly in the climate cited by these academics. As Ramsden argues: 'Genuine learning requires an atmosphere of trust and an absence of fear; in these circumstances academics, like their students, take risks, improve, and do remarkable things' (Ramsden, 1998, p. 268). Deliberative spaces provide such a context and can provide opportunities for the development of new communities of practice from a starting point of facilitated academic development centred on dialogue. These could take the form of academic learning communities (Cox, 2001), whereby a cross-disciplinary group comes together to engage in active, collaborative dialogue over a period of time in a format that provides learning, development, interdisciplinarity, scholarship and community. Such learning communities would allow academics to collaborate in an atmosphere of mutual support.

These reflections also underline the need for the academic developer to 'manage upwards'. All too often, senior management can be seen as distanced from the reality of the ground level of academic work.

It becomes the duty, therefore, of the educational developer to create opportunities to raise the awareness of senior management to the uncertainties and challenges experienced by academics and work with them to address these. This is not to say that great change will automatically result; more that opportunities for shared experience and dialogic encounter must be extended throughout the academy if they are to be of any real value. As McGrath and Laksov (2014) point out, such discursive fora would help to avoid crosstalk and would allow participants to talk together, facilitating rich dialogue without the usual level of hierarchical constraints. The benefits to academic/management relations could be considerably enhanced through this sharing of experiences, fitting with the discourse of capacity building, in terms of increasing the collective effectiveness of a group, or in this case, an institution (McGrath and Laksov, 2014). It is incumbent on us as educational developers to find a way to parlay assumptions and concerns to management in such a way as to open avenues for discourse.

Conclusion

The academic environment is extremely competitive (Lee and Boyd, 2003), riven with disjuncture and compromises to which academics have to adapt (*ibid.*, p. 719). Adaptation is not always made for reasons of pedagogic integrity or advancement, but instead to meet the demands and expectations of a range

of competing agenda and pressures, isolating the academics still further from aspects of their practice once deemed fundamental to their identity and autonomy as higher education professionals:

'In these very time pressured times, with this enormously changing culture and the university constantly changing its structures, and always reviewing us, we are always under this pressure. It seems to me that the students are changing, our jobs are changing, the university is changing, how do we get a handle on who we are and what we do?' (Male academic 2)

This feeling of isolation and alienation has resulted in a deep-seated sense of vulnerability and unease, compounded often by a growing lack of collaborative and collegiate activity, particularly in the sharing of concerns about teaching performance. A marked reluctance to challenge the students and become more demanding about expectations is too risky. In this climate, seeking help seems to be becoming ever more unlikely. The role of the educational developer as mediator of pedagogic disjuncture and of fragmented institutions is, therefore, becoming ever more important.

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'Feasible utopias': one scholarly approach to developing Academic Strategy

Claire Taylor and **Jane Chambers**, St Mary's University

Engagement with scholarship encourages educational developers to approach their practice in an informed, critical and analytical way. However, we rarely consider a scholarly approach to developing strategy, defaulting instead to the approaches, pro-formas and templates of an often overly-managerial domain. In this article we attempt to unpack a different approach to the development of strategy, using the work of Ron Barnett – and specifically *Imagining the University* (2013) – as a framework for re-envisioning

the strategic imperative. We try to tackle head on the impoverished and unimaginative way in which strategic planning is often approached within universities by presenting a way of supporting the development of a more meaningful, trusting, sustainable and engaging strategic planning process and by suggesting some practical approaches to engaging both academic and professional support staff in strategy development.

But first we turn to the seminal work *Imagining the University* where Barnett throws out a challenge to all of us involved in the too-often overly-managerial task of Corporate or Strategic Planning and urges us to situate our work within a framework predicated upon 'hopeful fictions':

'The development of the university's largest visions, hopes and intentions is fraught with hazard. The production of its corporate strategy, accordingly, can only be at best the establishment of a set of hopeful fictions. All that a corporate strategy can achieve is that of sightings of institutional possibilities. They are the sightings of lands, where landings may take place; and perhaps of strange creatures lurking.' (Barnett, 2013, p. 149)

As educational developers and university leaders we rarely give ourselves the time and space to indulge in 'sightings of lands, where landings may take place; and perhaps of strange creatures lurking'. The notion of a 'strange creature lurking' and just what that 'strangeness' could mean for a University in terms of opening up new possibilities for developments in learning and teaching, hitherto unimagined, is tantalising. But without the space and time to practice imagination, such possibilities may never be identified or recognised, let alone practised.

However, Barnett is also, to some extent, a pragmatist, as illustrated by his explanation of 'feasible utopias':

'Vision is a necessary component of a utopia, for it is the imaginary sighting – as in a vision – of a world or a situation not yet present...(But)...the vision that is characteristic of a feasible utopia is a practical vision. It searches outwards, with its hold on the real world becoming somewhat tenuous; but still that bond will not be broken. That bond is always there, along which the wandering eye can return, to make sense of the vision in the practical interstices of the university.' (Barnett, 2013, p. 130)

The pragmatic challenge is clear. As educational developers we have a responsibility to maintain the intellectual 'space' needed for us to identify and develop 'hopeful fictions' in relation to strategy. But we also have to ensure a practical and meaningful 'real world' edge; a feasible utopia founded upon a practical vision and, indeed, hopeful fictions anchored in reality. This is a challenging and unsettling proposition, for it demands a process of strategy development that holds conflicts and tensions together, that avoids a process that consolidates the inevitability of what was and what should be, and that constantly looks to balance opposite ends of continua: prescription/innovation; creativity/practicality; space/squeeze; assumptions/engagement.

Therefore, we offer two practical approaches that may be used as staff and student engagement tools in the development of strategy. The approaches seek to provide space in which to embrace imagination and utopian vision, as well as provide a scaffold for dealing with the practical outworking of strategic vision. We believe these approaches really do support the imagining and development of 'feasible

utopias' and we can confirm that each approach has been used with academic staff, professional support staff and students within our own University, to positive effect.

Imagining 'feasible utopias': Using the World Café

The World Café technique for dialogue, engagement and collaboration is well documented (<http://www.theworldcafe.com/>). Those familiar with the technique will recognise the practice of round-table discussion and the recording of insights onto paper tablecloths. Participants (sometimes called 'travellers') move around different tables so that ideas circulate, evolve and deepen through layered dialogue, critique and challenge. As patterns of conversation emerge, these then enrich subsequent rounds of dialogue. Managed well, the process provides space for imagining the 'feasible utopias' that Barnett refers to. Figure 1 (<http://www.theworldcafe.com/tools-store/hosting-tool-kit/image-bank/guidelines/>) graphically represents key world café guidelines and conveys an approach that is playful, imaginative and creative. Further free downloadable resources are available from <http://www.theworldcafe.com/>.



Figure 1 World Café Guidelines

Depending on the context you are working in, the approach is easily adaptable. We went a step further and themed our World Café with table menus that summarised key aspects of the proposed strategy for discussion. It really is possible to develop and make the approach as fun and engaging as you wish. Furthermore, the use of open questions encourages an uninhibited approach to engaging with the process – there are no right answers; rather the World Café Forum is genuinely interested in development through dialogue and collaboration. The following questions worked well for us:

1. What have you heard?
2. What are you thinking?
3. How can you help?
4. Have you anything to add?
5. What does this mean for you and your service?
6. What else do you need to know?

Imagining ‘feasible utopias’: Using Appreciative Inquiry

The use of Appreciative Inquiry as a tool to enable change is well documented (<https://appreciativeinquiry.case.edu/>; Cooperrider *et al.*, 2008; Taylor, 2013). The approach starts by looking at what works and how to make this better and is unashamedly positive. By using the 4D process of Discover-Dream-Design-Destiny (Cooperrider *et al.*, 2008), space is created to move through an appreciative cycle that seeks to build upon what is already working well, and make it even better. The potential for imagining ‘feasible utopias’ is clear, particularly during the ‘Dream’ stage. Again, the approach hinges on the use of questions to support dialogue. For example:

- *Discover (identifying the best of what is):* in relation to the strategic aims and objectives what are we already doing well? What works? what is successful? What are the best bits?
- *Dream (imagining what could be):* do the strategic aims and objectives stretch, challenge or innovate? Are they provocative? Can you imagine what the strategy will look like that in practice? Do you share the desired future?
- *Design and Destiny (planning, creating and achieving what will be):* what do we need to do in order to achieve the dream? Are there resource needs? What changes may be needed? What support do we/you need? What needs to be done to achieve this? Who needs to be involved?

In a previous article for *Educational Developments*, Taylor (2013) unpacked Appreciative Inquiry in detail and also suggested an adaption to the model: Evidence-based Appreciative Inquiry (Figure 2). This would draw upon research in relevant areas at each point of the 4D cycle and in practice a series of questions could be applied at each stage of the 4D cycle (*i.e.* for each of the discover, dream,

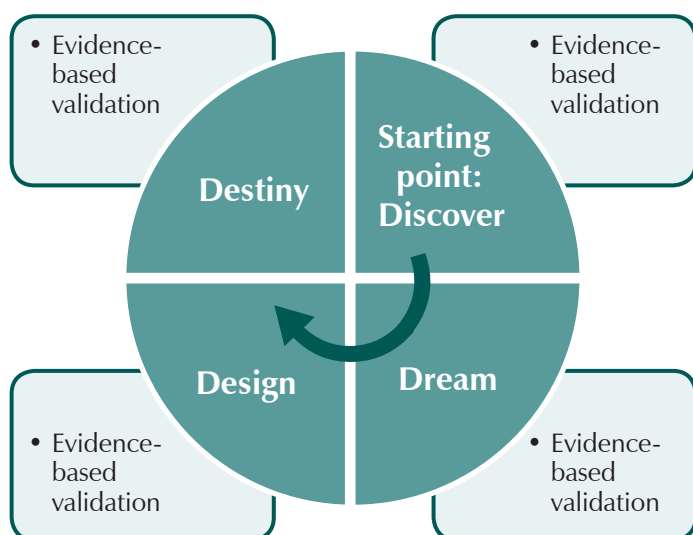


Figure 2 Evidence-based Appreciative Inquiry

design and destiny phases) in order to ‘test’ outcomes. For example:

- Has the D been evaluated in a peer-reviewed journal?
- Has the D been replicated across other settings and participants?
- Are there other Ds that are better researched or more effective?
- Has the D been shown to produce outcomes like the ones intended?

This adaption retains space to use the imagination, but also allows for validation and testing at each stage of the cycle. For many educational developers, the added rigour of this approach may well be attractive.

Utopia imagined

So, the challenge to ourselves is this: find the courage to create the space in which imagination can flourish in relation to strategic development and deny the occasion of reverting to a more impoverished developmental approach. The challenge is a real one. To create the conditions in which feasible utopias may be imagined is hard work and takes time. Creativity, imagination, dialogue and collaboration cannot be rushed. As Barnett (2013) suggests, the act of strategic planning and development is hazardous. We may hope for glimpses of new, exciting and perhaps strange possibilities, but too often we revert to the less interesting, perhaps safer and speedier options. Furthermore, as educational developers we are constantly managing the tension between utopian thinking and pragmatic application. Vision is all very well, but what does it look like on the ground? How will it work in practice?

We hope we have offered two practical approaches that go part way to achieving a sense of developing hopeful fictions that are nonetheless anchored in reality. We have tried to challenge the impoverished and unimaginative way in which strategic planning is often approached within universities and have suggested ways to support the development of a more meaningful, sustainable, imaginative and engaging strategic planning process that results in real, practical outcomes. But success demands some risk-taking on our part as educational developers; as Mark Twain is reputed to have said ‘Sail away from the safe harbour. Catch the trade winds in your sails. Explore. Dream. Discover.’

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Websites

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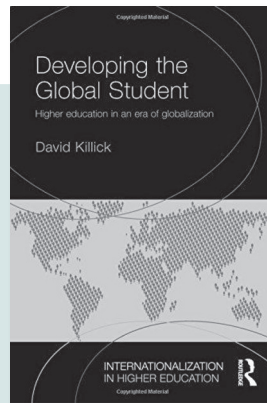
Book Review

Developing the Global Student: higher education in an era of globalization

David Killick

Routledge, 2015

ISBN: 978 0 415 72805 8



This volume from the *Internationalization in Higher Education* series, edited by Elspeth Jones, explores challenges faced by teachers, students and other stakeholders engaged in Higher Education, in the context of increased globalisation. Drawing on cultural and learning theories it supports the reader through approaches to the internationalisation and interculturalisation of their own interactions and/or functions in higher education.

Throughout the five chapters (209 pages) of this book is a recognition that the support of global students cuts across the academic and social aspects of student identity and highlights the need for internationalised curriculum to be delivered in an inclusive social and environmental context. At regular intervals the reader is invited to critically engage with the discussion through reflective questions and tasks, and to consider the application of

the ideas in their own working and practice contexts.

Despite feeling that today's prospective students are more culturally aware and 'internationalisationally savvy' than Killick suggests, which may be a reflection of my particular context, I found this an interesting and thought-provoking read. Whilst students are incorporating varying cultural perspectives into the shaping of their identities and world views, academics and university staff are frequently lagging behind in developing a global outlook. Explicit discussion of challenges and opportunities of globalisation presented in this book might foster change and support institutions to deliver the globally relevant education which today's students want and need.

Chapter 1, 'Questions of context', explores what is meant by internationalisation as the response

to the complexity of globalisation within universities and the wider environment. It serves as a useful reminder that there are multiple interpretations of internationalisation and globalisation which need to be clearly articulated in order to gain collective understandings.

Chapter 5 of this volume, 'Questions of practice', focuses on the construction of learning spaces to support creativity and curiosity within the formal, informal and hidden curriculums which now exist in the global international context. Disappointingly, the discussion is limited to campus-based students despite a huge expansion in the market for online distance programmes in higher education, which are increasingly being delivered to a global audience. Having experience as both a student and a teacher in online classes spanning countries, continents, time zones and cultures, I have encountered significant challenges of globalisation which are missing from Killick's discussion, but perhaps that is a big enough topic for a separate volume.

Overall, the book is a thought-provoking and extensively referenced discussion of the internationalisation of campus-based university provision and experience.

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A Noah's Ark of Education: Technology and hands-on learning in the 21st century

Caroline Keep and **Mark Feltham**, Liverpool John Moores University

Building an Ark

In the 21st-century economy, science fiction technologies are becoming everyday realities and this new knowledge- and innovation-driven economy requires not only new skill sets but an education system that focuses more on critical thinking, problem solving, communication, collaboration and initiation and less on knowledge acquisition and regurgitation.

We believe passionately therefore that a paradigm shift in education is needed in which new technologies are used to facilitate hands-on learning as an alternative to more traditional, didactic teaching practices. We need to 'move towards a more dynamic, mobile way of teaching and learning that has the potential to transform curriculum delivery, enhance student learning and see a return to creativity in the classroom and lecture hall, whether these

be real or virtual' (Keep and Feltham, 2015). Unlike some educators, however, we do not see these new technologies as the panacea for all our educational ills but rather part of a continuum with creative, hands-on, technology-rich learning at one end and more traditional didactic approaches at the other. This is because students are incredibly diverse with respect to the learning styles they prefer and yet all too often as educators we seem determined to teach and assess them as if they were all 'didactic individuals' and give few opportunities for our more creative students to demonstrate their learning in ways that best suit them (Feltham and Keep, 2015). Einstein was correct when he said '...if you judge a fish on its ability to climb a tree, it will spend its whole life believing it is stupid'. As science educators in FE and HE, we couldn't agree more!

We believe what students really needed was choice! Choice in where, when and especially *how* they learned in order to give them the best opportunities we could to develop their skills and demonstrate their learning in ways that best meet their needs and personal circumstances (Gordon, 2014; Hammersley, Tallantyre and Le Cornu, 2013). In short, we needed a 'Noah's Ark of education' in which everyone could find a home, including those 'animals' who wished to innovate and be more creative. We therefore founded HEdWorks – a collaborative project on maker education and makerspaces for teaching and learning aimed at bringing educators and makers together to promote creative learning through the use of new technologies.

We specifically wanted to embed flexible, smart learning into our teaching through the use of social media, mobile technologies and especially 'making' in order to provide students with the opportunity to break free of the shackles of traditional teaching and learning and develop a unique portfolio of skills. We wanted to design something that would stimulate students' curiosity, develop their creativity, encourage their engagement, enhance retention, and promote autonomy, initiative and innovation. And we wanted it to be fun! Put simply we wanted to help our students rise above the flood waters and take them with us on a journey to explore new horizons. Three years on, we have a Maker Education Working Group (MEWG) and makerspace based at Liverpool John Moores University and a new pedagogical mantra: Think. Make. Learn. Share.



Staff and students from LJMU sharing what they have learned at MakerFaire UK

Filling the Ark: The maker movement, makerspaces and maker education

As educators *and* avid members of the maker community, we decided early on in the project that the best way to introduce technology-enhanced, hands-on learning to our students was through 'making'. The natural starting point for us, therefore, was to instil in our students the idea of design thinking and rapid prototyping as a means to develop deep learning. We wanted to bring what the Maker Movement had started into the classroom. The Maker Movement is a technological and creative learning revolution taking place around the world that has exciting implications for education. It focuses on hands-on learning by providing learning environments (makerspaces) in which learners are given access to new tools and technology, such as 3D printing, robotics, microprocessors, wearable computing, e-textiles, 'smart' materials, and programming languages to support the creation of tangible, physical artefacts. Such Maker Education (MakerEd) gives students opportunities to brainstorm, invent, design and build; and then time to fix mistakes, improve, test and improve again as part of their formal education.

This learning revolution has been made possible by three relatively recent developments: (i) cheap computer-controlled fabrication devices (laser cutters, 3D printers); (ii) cheap physical computing devices (Arduino, Raspberry Pi, Beaglebone, Linkit); and (iii) easy-to-use coding languages (the Arduino IDE, Scratch etc.). FabLabs and Makerspaces are now beginning to appear in formal educational settings and 3D printers and physical computing devices like Raspberry Pi™ and Arduino™ are becoming more common in our schools, colleges and universities. Companies such as the BBC, Google, Intel, Arduino, Raspberry Pi, Minecraft and Lego are collaborating to develop educational initiatives and provide schools with free 'tech' to enable children to learn coding. We decided therefore to bring making into our teaching as a means of providing alternative creative outlets for our students as part of their formal learning and assessment. How did we do this?

Testing the water

We redesigned a first-year undergraduate module at LJMU (Fundamentals of Scientific Research) to allow students to choose how, where and when they learned, depending on their personal needs and circumstances and how they wished to demonstrate their learning (Feltham and Keep, 2015). The module caters for 250-300 students across five bioscience programmes (Zoology, Animal Behaviour, Wildlife Conservation, Biology and Forensic Anthropology) and comprises classes on the 'doing of science', scientific communication, experimental design and data analysis etc.

We currently offer students three distinct modes of study. All three modes of study have identical learning outcomes tied to assessment but the means by which students on the different modes demonstrate that they have met these outcomes differ considerably.

In the first semester of teaching we expose students to all three modes of learning, they then choose one mode to

follow exclusively in semester 2. Mode 1 is a traditional, didactic mode of study in which students learn via lectures and ICT workshops and demonstrate their learning as individuals through phased, in-class tests. Mode 2 is taught via lectures only and workshop materials are provided for students to work on in their own time via the university VLE rather than in taught ICT workshops. Instead of class tests, students on this mode are allowed to demonstrate their learning by either producing a guide to data analysis, or, if they prefer, by carrying out a mini technology-based project using phone apps and producing a short report. Mode 3 is 'taught' entirely via social media (there are no lectures or ICT workshops) and students instead work on their own 'hands-on creative projects' using mobile devices, drones, micro-controllers, simple sensors, 3D printers and laser cutters in the university makerspace. They may work as individuals or in groups of up to five. These students are the most autonomous group and demonstrate their learning by making, doing, shaping, engineering and inventing and then evidencing this in a portfolio. The results have been interesting.

Didactic v. creative learning

We anticipated that students would overwhelmingly choose not to come to lectures and workshops on a Monday morning (Mode 1) but instead choose the more autonomous, creative modes (Mode 2 and 3). This was not the case. Instead, just over half the cohort chose Modes 2 and 3, with the majority of these choosing the less creative and autonomous of the two modes, Mode 2. This we believe has fascinating implications for how we teach. First, our traditional methods of teaching at university (lectures, workshops) were not opted for by the majority of students when given a choice; clearly one size does not fit all and yet too often we continue to treat our classes as if it does! In doing so, are we not disadvantaging those students who learn best by being allowed to be more creative? Second, it confirmed our views that simply replacing traditional, some might say 'old fashioned', didactic teaching with more technology-based learning really isn't the answer because not all students want the 'techy' creative alternative either. What this shows us is that it's the choice that's important and that we need, therefore, to adopt more flexible methods of teaching and assessment within individual modules so that each student can fulfil their potential. If we grab the udder of Einstein's metaphor and milk it to the full, what we're saying is this – given that our classes clearly contain squirrels and fish shouldn't we really be judging the fish on their ability to swim and the squirrels on their ability to climb trees?

A view from the Ark: diary of a university makerspace

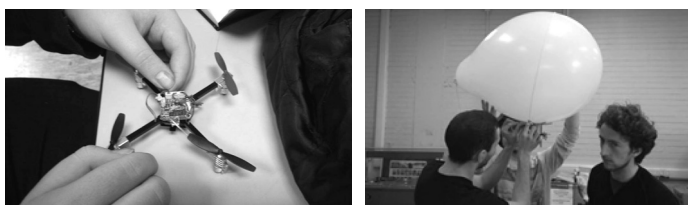
As part of Mode 3, students worked on a variety of projects of their own choosing in order to demonstrate their learning. These ranged from simple Rube Goldberg machines to home-made breathalysers, reaction timers, laser and motion sensor triggers for camera traps, drones for aerial survey work, 3D bone scanning and printing and burrow bots. These extracts are diary entries from the makerspace.



Student projects in the University Makerspace

'It's been fun in the Uni Makerspace lately. The students have all been busy tinkering away for weeks now, prototyping and sorting their experiments ahead of next week's "MEGA-BUILD DAY" when the final builds need to be completed ready for data collection. One of the greatest joys has been the range of ideas they have come up with...so here's a sneak peek at what some of them have been getting up to.'

Blimping your ride...



'Drones with fully gimballed cameras capable of sophisticated and controlled video and stills photography for aerial survey work are expensive. So one team of lads have set about trying to make an ultra-cheap alternative. Their plan is to strap a PowerUp 3.0 unit controlled via bluetooth on a phone app to a helium-filled balloon and then attach a mini video camera hacked from a Microdrone 2.0 to get their survey footage.'

Badgering sleeping animals?



'Meanwhile some of the girls have been working with a Logitech Spy-tank. This is also controlled from a mobile phone app and has a tilt up-down IR camera on it that takes video and stills. So once they'd all finished taking "spy-tank selfies" their thoughts turned to what it could be used for. Now being bioscience students their thought, naturally enough, was to send it down an animal's burrow. They reasoned that they

could build a sensor pack, strap it to the back of the tank and explore the micro-climate inside, for example, “a slumbering badger’s burrow”. So they tinkered with an Arduino Uno and played with various sensors and triggers but didn’t seem entirely pleased with the micro-climate logging idea once they’d explored the possibilities. What they really wanted to do was to map the inside of the burrow and so they decided to use some HC-SR04 range-finder sensors hooked up to an Arduino Mega to do the job.’

Dem bones...



‘Not all the students in the Makerspace are tinkering with physical computing, drones and rovers today. One Forensic Anthropology student wants to 3D print bones so that students can have their own sets of reference materials.’

‘To make this viable, though, this process needs to be cheap and produce 3D prints that retain the subtle surface features of the original. He’s therefore comparing 3D prints on different quality 3D printers (filament – Ultimaker 3D; 3D UPS printer; powder – Z650 3D printer), from different quality 3D scans (free 123D catch phone app, mid-range Matter & Form portable scanner; iSense iPad scanner add on; top-range Next Engine 3D scanner) in the hope of finding a means of producing cheap, high quality facsimiles.’

Beware of using tech for tech’s sake...

It seems to us that in educational circles it’s pretty much taken as read these days that using technology in the classroom is a good thing. It’s considered to be innovative, it’s what gets teachers noticed and it’s what students want. But is this really true? What technology is it that we are all talking about when we use the phrase ‘technology in the classroom’ and what is it exactly that we’re trying to achieve with all this technology? We need to be careful that we are not just using technology for technology’s sake. Take, for example, physical computing. We love our Arduinos, we really do, and there’s no doubt that students develop skills in using them that will make them stand out from some of their more traditionally taught peers...but...in building a data-logger to record temperature, or making a range-finder, we need to be sure that we are not simply over-engineering something simple to make a point. In short, we need to be using tech and hands-on learning for the right reasons. We need to continually ask from a pedagogical perspective, ‘Why are we doing this?’

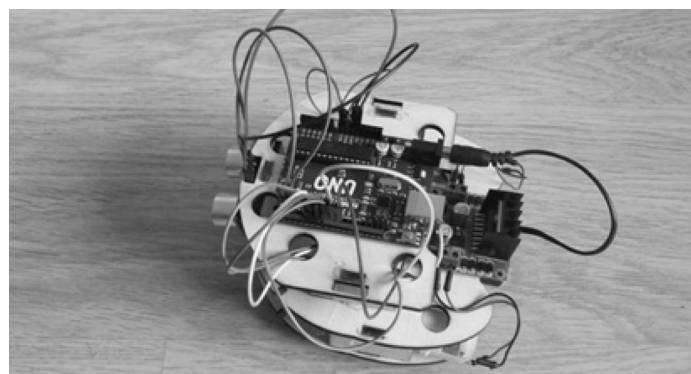
Perhaps we’re just trying to make certain subjects more ‘engaging’? Let’s face it, it’s more *fun* to build your own data-

logging device than simply whip a thermometer or ruler out of a drawer. But then how do we measure this engagement? And is there really any demonstrable relationship between engagement and learning anyway? It seems like one of those implicit assumptions again – greater engagement leads to greater learning. But does it? Really? Yes, your classes may be more popular and you may get better feedback from your students and their attendance may be great, but do they learn any better? Are the technologies and more creative ways of doing things invariably better than any other teaching method? In our experience, one size never fits all.

The importance of choice...

Giving students choice in how they are taught and how they are assessed is, we believe, key. Allowing those students who want to use technology, to be ‘hands-on’ and innovate is vitally important but so too is the recognition that not all students are like this. And that’s fine. Whilst there’s no doubt that the 21st-century economy in which our undergraduates will ultimately seek employment needs students with critical thinking, problem-solving, communication, collaboration and initiation skills, it also needs students who can take instruction, carry out tasks as prescribed and do things by the book. Put simply and perhaps a little ironically, we’d rather have our prescription at the local pharmacy drawn up by one of our Mode 1 students than risk one of our Mode 3 students’ creative concoctions. Let us never forget that it’s their learning, not ours and that there should be room in the Ark for everyone!

Potential barriers to MakerEd: A perceived lack of ‘TECH-spertise’

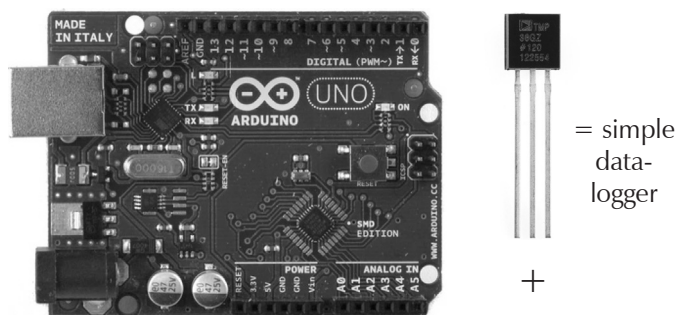


Spaghetti robot

We have no doubt whatsoever based on our experiences that creative, hands-on, maker education is deeply enriching for those students who wish to pursue an alternative learning lifestyle. And yet it is met with suspicion, trepidation and fear by the majority of our colleagues. One of the main reasons we find for the fear of MakerEd is that colleagues have the perception that they don’t possess the skills needed – they lack the ‘TECH-spertise’. Physical computing in particular appears to be viewed like this... but this need not be a barrier. Take for example the ‘spaghetti’ robot above that we get our students to build. It avoids obstacles using an ultrasonic sensor module mounted on a servo so that it can look left and right and then decide the best way to go. Pretty cool...but our point is this. That robot was laser cut, wired

up and coded by a 14 year old who two days previously had never even heard of physical computing, had no idea what an Arduino was, had never coded and had never used a laser cutter! When we say a lack of 'TECH-spertise' is no barrier, we mean it!

The trick is to start with something really, really simple! By this we mean build something that doesn't require circuits, or writing your own code, or downloading data or talking to the internet. In short, start with an Arduino 'plug in and go' project. These cheap micro-controllers allow you to connect to sensors and/or control other devices and so are ideal starters for MakerEd projects to get students making simple working devices and interacting with their environments quickly and easily. So how simple are we talking about? As simple as (i) downloading and installing some free software (it's called the Arduino IDE) and is where you type in or cut and paste code), (ii) plugging a sensor into sockets on an Arduino board, and (iii) reading off the results on your laptop or PC.



Data-logger

There are literally hundreds of online tutorials and books out there on how to do this. What's more they cover everything from the simple data-logger depicted here to the most complicated thing you might ever wish to build. You really do not therefore need to be a 'TECH-spert' in order to get started with MakerEd projects involving physical computing, because there's nothing you cannot find with a click of the mouse. So why not give it a try? Climb aboard the Ark. There's room for all.

'A journey of a thousand miles begins with a single click'
(Robo Tzu).

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Three strategies for moving curriculum mapping online

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Are you grappling with how to collect data as part of curriculum mapping within a curriculum review process? As you wrestle with how to determine alignments or misalignments with programme-level learning outcomes, course outcomes, learning tasks and student assessment, it may become apparent that you need a tool to make the process easier. In this article we share the following three strategies for moving curriculum mapping online: 1) templates using standard tools; 2) online survey tools; and 3) specialised curriculum mapping software. Further, four factors are shared that impact

on selecting a mapping strategy for curriculum review.

Curriculum review and curriculum mapping

A curriculum review is a systematic process. Diamond and Gardiner (2000) describe it as 'an approach to continuous programme improvement that asks the right questions (which) can provide academic administrators, faculty members, and others with the information they need to develop an appropriate, effective, and efficient academic program'. At our institution it is defined as an 'academic staff-led

critical examination...for the purpose of optimizing the learning outcomes of that program' (University of Calgary, 2013, p. 2). It is a formative component of quality assurance that engages in research and is evidence-informed with regard to identifying the strengths of the programme and degree of alignment or misalignment and determining the quality of student learning experiences. As such, a curriculum review needs to have two foci: 1) enhancing the student learning experience; and 2) addressing quality assurance concerns (University of Calgary, 2013).

As part of conceptualising a curriculum review, reviewers need to identify guiding questions that will be answered through the review process. Based on the questions, purposeful selection of data sources will occur. A key component of a robust curriculum review involves data collection from several sources, such as student data surveys, interview and focus groups, stakeholder feedback, and curriculum mapping.

Curriculum mapping documents the expectations of the learning at the programme and course levels, the instructional practices that facilitate student learning, and the assessment of learning (Veltri *et al.*, 2011; Zelenitsky *et al.*, 2014). In the literature (Stefanidis and Fitzgerald, 2010; Veltri *et al.*, 2011), various curriculum mapping approaches are described. There is no standard format or one way of conducting mapping. Rather, a common approach involves aligning each learning outcome for a course with the appropriate programme-level learning outcomes and/or programme goals. Through visual representation of the mapping data,

different facets of the curriculum and the interrelationships are exemplified (Harden, 2001).

Curriculum mapping makes implicit components of the curriculum explicit. The visual representation, often in diagrammatic format using matrices, charts or graphs (Harden, 2001; Wang, 2014), conveys information about the curriculum to stakeholders, especially students and instructors. These data help instructors and administrators to make evidence-informed decisions based on the strengths, gaps, patterns, linkages between courses, and other facets of the curriculum (Harden, 2001; Holycross, 2006; Robley *et al.*, 2005; Sumsion and Goodfellow, 2004). It offers evidence of programme quality and can be used for accreditation purposes. Analysis of curriculum mapping data offers a way to ensure the curriculum is structured and delivered in a strategic and intentional manner that enhances student learning (University of Calgary, 2013). It is essential when conceptualising the mapping process that purposeful decisions are made

regarding what will be mapped, to ensure the outcome or result will inform the questions being used to guide the curriculum review.

Selecting a tool for curriculum mapping online

In this article, we assume that instructors within departments or faculties are mapping their own courses and that they are responsible for entering or contributing their course data for the review. This is an important distinction given that they will not have the same degree of expertise or experience of a curriculum developer, who may be engaged in mapping on a regular basis and may have expertise in using various methods of mapping.

There are many ways in which you can conduct the curriculum mapping process, even when people are not in the same physical location. The purpose of this article is to share the following three strategies instructors may use for tools in conducting curriculum mapping: 1) templates using standard tools such as Word™ or Excel™; 2) online survey tools; and

Course Outcomes (COs) Mapped to Program-level Learning Outcomes (PLOs) for One Course

Course Name and Number:	Teaching & Learning Activities (list)	1. Develop a knowledge base of theories and concepts within the field	2. Use different approaches to solving problems using well established ideas and techniques	3. Locate and critically evaluate qualitative information	4. Locate and critically evaluate quantitative information	5. Formulate and communicate arguments orally and in writing	6. Apply knowledge and skills in a variety of contexts	7. Conceptualize, design and implement research for the generation of new knowledge	8. Demonstrate an ethical understanding of the discipline	Student Assessment (list)
Course Outcomes										

Mapping Scale:
 I = Introduced
 D = Developing
 A = Advanced

Figure 1 Word™ template with course outcomes (COs) mapped to programme-level learning outcomes (PLOs) for one course

3) specialised curriculum mapping software.

1) Templates using standard tools

Standard software such as Word™ and Excel™ can be used to conduct curriculum mapping online. When using this method, create a template for the mapping process and distribute it through email. Instructors will complete one template for each course that they teach, either by completing the template electronically, or by printing it, writing by hand, and scanning the form. They then send it back to the person who is aggregating the data.

Using Word™ templates

There are major benefits to using Word™ for mapping a curriculum. It allows complete flexibility to structure the mapping template. Not only can you create the page layout that best suits the review, but there are few restrictions on question types. Possibilities include tick boxes, fill in the blank, and open-ended questions, arranged in grids or tables, blocks, or list format. Given that everyone who is mapping a course will be familiar with this software, few will need technical support.

An additional benefit to using Word™ for curriculum mapping is that it allows you to create a template that highlights the constructive alignment of a course. Constructive alignment is a term used to describe the congruence between

what you expect students to learn (the course outcomes), how you know if they've learned it (student assessment), and how you get them there, or the teaching and learning activities (Biggs, 2014). A chart such as the one in Figure 1 prompts instructors to map teaching and learning activities and student assessments in addition to making connections between course and programme-level learning outcomes:

- How well do the assessments measure student learning of the course outcomes?
- How well do the teaching and learning activities support student learning of the course outcomes?
- What changes might be made to the course to improve student learning?

Quick changes can sometimes be made that improve a course's constructive alignment, thereby providing a more effective learning opportunity for students.

A major drawback to using Word™ as a curriculum mapping tool is that it does not automatically generate a report. This requires someone to create one manually, a time-consuming task. With an increased number of courses that are mapped, there is a greater workload for the person tasked with aggregating the data. An alternative is to add the data to Excel™ to assist with aggregating the data. Again, this requires time and effort.

Using Excel™ templates

Many of the benefits of using Excel™ to conduct curriculum mapping are the same as when using Word™. With Excel™, you have a high degree of flexibility to structure the mapping template, with different physical layouts and most question types available. Excel™ offers you the added benefit of being able to aggregate the data in ways that produce helpful charts and visual representations of the data. Figure 2 shows an image of a mapping template in Excel™.

There are three key drawbacks to this approach. First, reports are not automatically generated, which requires someone to collect completed templates and aggregate the data. Second, the person in charge of administering this process needs to have solid skills in Excel™. Third, instructors who are mapping their courses need a basic working knowledge of Excel™ in order to complete the task. Templates that involve different question types or multiple tabs may be confusing to some. One way to mitigate the problem is to provide support for using the tool.

2) Online survey tools

Another strategy for curriculum mapping is to use an online survey tool. There are many options, with a number of commercial products available. Two that we have used successfully are Qualtrics™ and SurveyMonkey™. Benefits to using

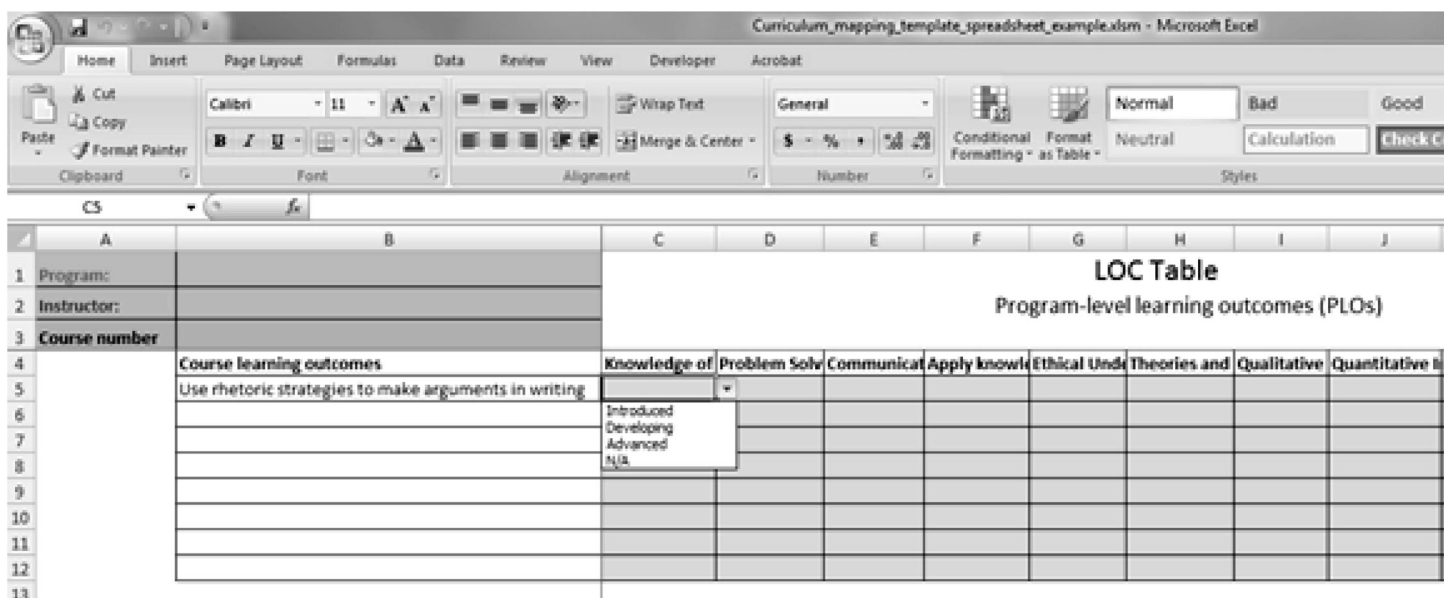


Figure 2 Excel™ template

online survey tools include a fairly high degree of flexibility with question types and response formats, and participant familiarity with the tools. Most respondents will have experience with online survey tools. This method also gives better reporting options than some of the other tools. For example, if using SurveyMonkey™, you can download the results as a report as well as an Excel™ file for further analysis.

Drawbacks to this approach are that advanced reports will require time and effort to generate, the same as when you use a Word™ or Excel™ template. There will also be a cost for the software licence if your department or faculty does not already have one. A major drawback we have found to this approach, though, is difficulty in prompting instructors to think about constructive alignment as they complete the mapping process. For example, if you would like to have a question field populated with information from a previous

response (such as a course outcome that the instructor has added in the previous survey question), drop-down arrows (to indicate alignment of the course outcome to programme-level learning outcomes) and text boxes (to add information such as student assessments or teaching and learning activities), most online survey tools are not able to do this. We have addressed this issue by using consecutive questions instead, as in Figure 3.

3) Specialised curriculum mapping software

Specialised curriculum mapping software includes commercial products, tools that are custom-built at your own institution and/or open-source software. Benefits and drawbacks are different depending on which route you take. In general, curriculum mapping software is the easiest tool to get up and running out of the box. Many of the decisions have been made for you with regard to the screen layout, and standard questions are ready to go, though there are some

decisions to make and customisation to complete. Specialised curriculum mapping software tends to be easy to use. Many tools offer user support in terms of customer help lines, manuals, or online tutorials.

Such convenience tends to come at a price. Commercial products have an annual licensing fee which can be expensive depending on the number of users. Costs associated with building your own tool include development time, ongoing maintenance and user support. Open-source tools also require ongoing maintenance and user support.

Strategy selection

When considering selection of tools for curriculum mapping, the following four factors must be considered. First, the needs of the users are critical in tool selection. Potential issues include familiarity with the tools, types of support needed, and the potential for frustration when using complex mapping tools. We have learned

9. Please enter your first course outcome:

10. Map the course outcome listed above to one or more program-level learning outcomes:

	Knowledge of theories and concepts	Problem solving	Evaluate qualitative and quantitative information	Communication	Apply knowledge	Research
(course outcome)	▾ ▹	▾ ▹	▾ ▹	▾ ▹	▾ ▹	▾ ▹

11. Indicate the teaching and learning activities associated with this course outcome (check all that apply)

- Direct instruction: eg. lecture, presentation, demonstration
- Interactive instruction: eg. brainstorming, discussions, lab and study groups
- Indirect instruction: eg. case studies, inquiry, problem solving
- Independent study: eg. essays, homework, problem solving
- Experimental: eg. practicum and internships, projects, observations
- I do not teach the learning outcome in this course

12. Indicate the ways in which you assess student learning of this course outcome

Figure 3 Online survey tool

through experience that barriers to the mapping process will have a negative impact on the number of courses mapped and quality of the data collected.

Second, the degree and nature of the review should influence the selection of the online tool. For example, if mapping course outcomes to programme-level learning outcomes, Word™ or Excel™ may be sufficient. However, if greater granularity is required, then a tool that provides more robust reporting might be required.

Third, the budget will have a direct impact on tool selection. If specialised curriculum mapping software is purchased, then annual fees are standard and have to be included in department or faculty budgets. Further, there may be hidden costs associated with custom-built or open-source software if technical problems need to be addressed during the mapping process. These costs may include paying for the time of a programmer to develop a solution or trouble-shoot a problem.

Fourth, a timeline for the work is a major consideration. A quick solution to curriculum mapping can be addressed by using the commercial curriculum mapping software. The curriculum

software is ready for data entry and may require limited customisation. If flexibility is more important, then a custom solution may be an option. The time to customise and test it will need to be factored into the timeline.

Conclusion

There are several options for moving the curriculum mapping process online. All options have benefits as well as drawbacks to consider within the context of your review process. There is no single best option. Rather, selection is a matter of balancing your users' needs and skills, budget, timeline, flexibility needed, and expectations for a standard report.

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Diversity and inclusion in higher education: Sharing experiences and best practice

Claire Gordon, London School of Economics and Political Science, and **Anna Mountford-Zimdars**, King's College London

Introduction

The context of UK higher education currently offers interesting opportunities for educational developers to genuinely impact on inclusion in higher education and to work with academic and professional service staff colleagues on enhancing an inclusive student experience in higher education.

This article shares the main points of discussion from a one-day event designed to exchange experiences, initiatives, resources, and established and emerging good and best practice supporting this agenda. The workshop

took place at King's College London on March 10, 2016 and was attended by over 20 UK presenters and delegates from a range of higher education institutions, including London-based universities as well as from further afield such as Plymouth and Edinburgh. The participants worked in positions ranging from an Associate Dean for Learning and Teaching and a Head of Academic Development, to academics from their disciplines, experienced and new staff developers and project officers working on inclusion. The event took the format of 13 short presentations followed by themed discussions and a plenary.

Background context

The inclusion agenda has moved centre stage in institutions of higher education in the UK in part the result of long-standing initiatives and the work of key individuals and groups with a commitment to inclusion which, though creating islands of good policy and practice, stopped short of being fully integrated throughout UK universities. A series of more recent developments has heightened the imperative of developing effective approaches to diversity and inclusion across the higher education sector.

One such development is the shift of the Widening Participation agenda in the UK from its original focus on 'access to' university to supporting a student life-cycle approach. This means institutions now have to report progression and activity in supporting students prior to entry to higher education, through transition to university life, during the period of their study in the institution as well as support in finding employment and preparing for life beyond the university. In other words access without support throughout the student life-cycle does not lead to success; access without success is not opportunity.

There have also been a number of academic and student-led initiatives around a lack of inclusion in higher education curricula and micro-aggressions on campus (for example UCL's *Why is my Curriculum White?* and NUS *Liberate your Curriculum*, to mention only two). The imminent removal of most of the Disabled Student Allowance in September 2016, which shifts responsibility for supporting learners with a disability from an individual approach to asking institutions to change their routine practices to accommodate a range of learners and their needs, has further heightened the urgency of this agenda.

Push has also come from several recent research reports that have established not only that there are differences between different student groups in progressing through higher education but also in achievement at university and in graduate outcomes (e.g. Mountford-Zimdars *et al.*, 2015). Taken together these different strands of activity have created the momentum and the critical mass for the agenda of diversity and inclusion to become a strategic priority for policy makers and senior university managers with remits for teaching and learning.

In informal discussions with colleagues in educational development, a picture began to emerge of a range of innovative and interesting individual, departmental or institutional initiatives and pockets of excellent practice. However, there seemed to be a lack of awareness and perhaps availability of practical shared resources and a lack of knowledge of initiatives elsewhere in the UK and sometimes of initiatives in the same institution. Rather than a duplication of efforts, the potential for creating shared spaces (online and face to face) for the exchange of practice and for the development of shared resources which could be made available across the sector became increasingly clear. For example, the co-organisers of the event discovered in conversation that the LSE has recently developed an online diversity and inclusion training resource with case studies and videos, something King's College was thinking of developing. Both King's and the LSE were working with lecture capture

systems, although the system was 'opt out' at King's and 'opt in' at LSE. The idea of a workshop for networking and sharing practices and institutional journeys in embedding the inclusion agenda was born. A subsequent call for contributors to the SEDA mailing list then led to a full programme with a diverse range of delegates for the event.

The workshop

The workshop was divided into two distinct parts. In the morning a series of short papers were presented grouped into three key themes – institutional perspectives, curriculum design and delivery issues to staff development programmes. In the afternoon participants divided themselves into groups to explore key issues that had arisen out of the morning's discussion.

The first part of the morning focused on institutional perspectives. Jane Collings and Priska Schoenborn presented the valuable work undertaken to develop, build and support an inclusive student journey at the University of Plymouth from the point of admission to providing supplementary support for students with additional needs to assist them in seeking employment. This has been underpinned by the development of a rich set of multi-media resources including the Seven Steps series and student films designed to support academics in developing inclusive practice which are openly available on the University's website.

This presentation was followed by Saranne Weller's paper exploring the institutional approach being undertaken at the University of the Arts London to address the attainment gap, which among other things has involved the building of an institutional team to address student attainment and an audit of current mechanisms to address differential attainment across the institution. Then Neil Currant shared the institutional journey and policy-making process undertaken at Oxford Brookes in relation to applying for the Race Equality Charter Mark. The final paper in this section was presented by Chris Ross and Anna Mountford-Zimdars who outlined developments at KCL to promote inclusive practice. These ranged from the diversity module on the university's PGCAP programme for newer academics, mandatory unconscious bias training, the establishment of an inclusive education network offering events in faculties demonstrating good inclusive practice from academics from that faculty, and student presentations and engagement.

In the next part attention shifted to the curriculum development level with the presentations focusing on issues about inclusive design and delivery, including both projects and the development of resources to raise awareness, understand the student experience and support the learning of all students. Mike Mimiris reported on two undergraduate projects of Middlesex University aiming to raise awareness of LGBTQ issues in programmes of study in Arts and Design and Social Work, highlighting a series of critical questions including: Is there such a thing as a LGBTQ student experience? How do academics/academic developers approach LGBTQ awareness and engagement with the curriculum? How much attention is given to race, class, sexual orientation, gender and physical ability as discursive regimes of diffused power? Teresa McConologue presented the *Liberating the Curriculum* project at UCL. This project forms an integral part of UCL's *Connected*

Curriculum initiative and seeks to interrogate the place of race, gender, sexuality and disability in the context of an intersectional perspective in the curriculum 'to ensure that knowledge from these marginalised knowledge producers is fairly represented in UCL curricula'. The work is being developed and disseminated across the institution through a combination of myth-busting sessions, grants from the Vice Provost for Education and Student Affairs, hot questions in Moodle, the development of videos with BME alumni and the development of curriculum review tools to help staff bench programmes.

Next, Julian Ingle from QMUL explored the complex place of writing, as the most common form for measuring and judging the knowledge and understanding of most participants in higher education and its potentially excluding/othering role for students from so-called non-traditional backgrounds, which risks barring entry to and participation in higher education and, by extension, society. This was followed by a paper by Linda Robson from the Open University which raised interesting and pertinent questions about online inclusivity. While access to the internet has enabled us to transform and extend teaching and learning opportunities into more accessible virtual spaces, Robson underlined the importance of taking into account the challenges of online working for students with disabilities and enabling teachers to support their students in an online learning environment.

Colleen McKenna from the LSE presented a set of resources on inclusive curriculum that she had developed in a project for the University of Bath on inclusive practice in relation, among other things, to small and large group teaching, assessment and feedback, teaching diverse cohorts and online learning. The resources included guidance, case studies and a checklist of issues to be considered by programme designers, academics and students. As part of her presentation McKenna highlighted some of the broader questions around inclusivity relating to language, choice, variety, access and discipline, that practitioners in different roles needed to consider.

This session ended with a fascinating disciplinary perspective in which Fiona McHardy from the University of Roehampton presented the results from a survey of undergraduate students on inclusivity and diversity in UK Classics Departments, a discipline that has traditionally been seen as the reserve of 'rich, white men', undertaken by herself and her colleague Susan Deacy. This was accompanied by an account of steps taken to attract a more diverse student body into the Department ranging from changes to the departmental website, outreach in schools and a shift to portfolio assessment.

The third part of the workshop turned to the question of staff development opportunities in higher education. Two interesting perspectives were presented. One from Amy Burge from the University of Edinburgh on the training and development around equality and inclusion issues for tutors or graduate teaching assistants, those part-time, sessional or casual staff who themselves are often marginalised or excluded within departmental and institutional settings. This was complemented by a presentation by Alison James from the University of the Arts London of the University's ADAPT staff development programme which aims to provide staff

with a range of resources and visual and discursive activities to help them scrutinise their practices when supported in students with disabilities and specific learning difficulties.

Discussion and exchange was based on cross-cutting themes which had emerged out of the presentations. These included: inclusive assessment; the challenges of language, communication and intersectionality; engaging academic staff across our institutions in policy process, including those resistant to explore this complex set of issues and in the process question their own practice; and the question of how to evidence effective practice in these areas.

Resources and further developments

Some resources are openly accessible while others are currently only available on institutional intranets or are still at earlier stages of development. Participants agreed that more shared resources would be useful, but other voices pointed to the fact that big shared repositories are not always the most useful way for using information. This is because there is a widely held opinion that resources need to reflect specific institutional and subject contexts. Generic resources thus usually still require a translation step to be applicable in particular contexts and specific practices. The most useful resources were felt to be real examples of what works in practice, and video-clips or other means of sharing learning could be particularly useful. Currently, at least some of the resources workshop presenters referred to are not publicly available but are instead only accessible through institutional intranets. Negotiating with institutions to make more shared resources available across the sector could be a useful way to increase collective resources and avoid duplications in resource development. However, some resources are openly available and we have compiled a non-exhaustive list of key resources we have come across and that others interested in the agenda might find useful (see boxed text below).

Openly available resources to support inclusion working in higher Education

Plymouth University:

Bibliography of Inclusive Learning and Teaching Research, includes case studies: <http://tinyurl.com/jjyslpc>

University College London:

Why is my curriculum White? A student-led video: <http://tinyurl.com/jbcwn5n>

Higher Education Academy:

A guide on inclusive curriculum design which includes subject-specific examples: <http://tinyurl.com/hddz7eb>

National Union of Students:

The NUS teaching guide, while not specific to diversity and inclusion, is helpful for engaging students in learning and teaching development processes: <http://tinyurl.com/nsme8xz>

Universal Design for Learning (a US-based resource):

A wealth of information on how to make learning accessible for a wide range of learners: <http://www.udlcenter.org/>

Equality Challenge Unit:

A toolkit for mainstreaming Equality and Diversity in higher education (not teaching specific): <http://tinyurl.com/zth8qut>

Having made a connection between a range of interested individuals and institutions in this workshop, we are planning to continue sharing resources and to revisit the development of the agenda through another workshop in autumn 2016. Meanwhile, we would love to hear from international colleagues about further open access resources they use and to think about potentially developing more shared resources and possibly organising an international inclusion event to share practices and experiences across countries.

We have set up a jiscmail list to allow us to stay in touch. We welcome new members, if you would like to be added to the list, please send a request to INCLUSION@jiscmail.ac.uk.

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Student collaborators in Educational Development

Catherine McConnell, University of Brighton

This article is a report of a SEDA Research and Evaluation Small Grant in 2014.

Involving students as partners and co-producers within educational and learning development is an exciting yet emergent practice often highlighted through a small number of highly visible schemes such as Lincoln’s ‘Student as Producer’ (Neary, 2014), Exeter’s ‘Students as Change Agents’ (Dunne and Zandstra, 2011) and Winchester’s ‘Student Fellows Scheme’ (Lowe and Sims, 2014). At the University of Brighton, the Centre for Learning and Teaching is also trying to critically challenge the notion of ‘ownership’ of educational development through the engagement of students in a range of roles.

The SEDA Research and Evaluation small grant enabled initial investigations with colleagues across the sector about practices involving students as partners in educational development.

Research questions

What is the provision for involving students in educational development departments across the UK higher education sector?

What are the perceptions and experiences of staff and students involved in this partnership work within educational development settings?

Methods

The research was carried out in two parts. First, an initial online survey aimed at educational developers investigated the practices nationally of involving students in educational development centres or projects. The online survey was distributed to educational and learning development colleagues via two jisclists: LDHEN@JISMAIL.AC.UK – the Learning Developers in HE Network, and SEDA@JISMAIL.AC.UK – the Staff and Educational Development Association. 29 responses were recorded.

Second, a qualitative study investigated experiences of staff and students across seven separate UK universities self-identified through the initial survey.

Findings

Practices

The practices described by participants indicate a range of methods for involving students, and the interpretation of ‘educational development’ varies widely:

- Pedagogic research
- Peer learning
- Mentoring/tutoring
- Student union/representation
- Learning and teaching enhancement
- Evaluation and feedback
- Learning and skills development.



Figure 1 Continuum of practices involving staff-student partnership

The methods stated range from entirely staff-led activity with student involvement invited, to apparently entirely student-led activity with staff support, and in the middle, some collaborative projects described with staff-student initiation from planning and project design through to implementation, one participant describing student co-dissemination.

These approaches can be visualised on a continuum, as shown in Figure 1.

Inclusivity

A question was included addressing the issue of inclusivity and equality of opportunity for students to engage in these roles: *How are these opportunities presented to students and are there any limitations to involving students?* 27 of 29 participants responded, the main issues arising across responses:

- Access to opportunities is frequently through existing roles, networks or contacts
- Advertising opportunities tend to take place through existing channels (Students' Union, Virtual Learning Environment, Careers Centre, or through Schools/academic departments)
- In one case students are personally invited which is an informal process
- Consideration to staff ease with student involvement was offered by one respondent as a limitation
- 'Sometimes the more vocal and well-known students get invited to participate in multiple projects' (Participant 23)
- 'Student involvement in curriculum development can be limited by the engagement of staff' (Participant 27).

The perception of lack of time was identified as a barrier to engagement for both staff and students. Difficulties such as busy timetables, student placement and student willingness to give up free time were repeatedly referred to. Similarly, many participants considered resources an issue with specific reference to external funding, expressing their view that without external funding there would be limited opportunity for student engagement. It is difficult to deduce whether a barrier such as

time available reflects actual time commitments, or is a perception of student involvement as a low, medium, or high personal or institutional priority.

Emergent or localised examples

A small number of practices cited by interview participants fall outside of formal schemes, and could be described as naturally occurring partnerships. These appear to be characterised by an emerging idea or suggestion from either a member of staff or student, a chance conversation leading to a small-scale collaboration. One participant commented that this works best when: 'the [staff] are open to suggestions and they encourage dialogue with the students about what's working and what isn't working'. The same participant, a Principal Lecturer in Learning and Teaching, also talked of the challenges of an informal approach, saying that: 'the best way is just going to be to develop a more open and trusting atmosphere between the two [academic staff and students] and that's not going to happen overnight, or be bought as it were'.

Formalisation of partnerships

Reward and recognition – a number of participants commented on their institutions offering incentives for staff and students for their contribution to partnership such as through certification, professionalisation, pay, or accreditation. Acknowledgement within workload modelling of the time required to develop staff-student activities was also emergent across some of the data.

Institutional strategy – the organisational location of job role and therefore locus of engagement and partnership practices appears to be significant to the recognition of what might be deemed 'official' institutional practice. This is further symbolised by the allocation of funding, creation of dedicated teams or departments, or written into strategic documents that attempt to articulate an institutional engagement culture (for example a Charter, Corporate Plan, or Learning and Teaching Strategy).

Conclusions

Within this research and evaluation grant it has been possible to gain greater depth of understanding of institutional practices around student engagement in educational development, as well as surfacing some of the ethical issues. 'Students as Partners' is a narrative well used across institutions at a macro and meso level. Participants commented however, that in order to embed this culture at the micro level, there is a possible relationship between recognition and reward for academic staff partnership working with students. The findings raise implications for future research, policy and practice regarding the broad interpretations of student engagement, and educational development.

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What might 'lean' educational development look like?

Steve Outram, HE researcher and consultant

In a very influential article published in *The Guardian* in 2012, Geoff Layer (Vice Chancellor of the University of Wolverhampton) and Andy Westwood (CEO of GuildHE) argued that the changes in higher education funding that encouraged further education colleges to expand their higher education provision had necessarily created the potential for increased tension between the university and further education sectors. At the heart of this expansion was the need for increased competition, according to David Willetts and Vince Cable, notwithstanding the fact that universities and colleges in many areas had established successful complementary relationships such as colleges being based in areas where there was no university provision or developing programmes such as foundation degrees for a particular kind of student. The authors argued that this led to universities and colleges having to decide whether they had a transactional or a transformational relationship.

Transactional relationships are 'a consequence of increased competition and the policies that rely on it to deliver improvements in quality, price and choice'. For example, colleges 'shopping around' for the most cost-effective accreditation of their programmes. Transformational relationships have a different aspiration. 'They draw on ambitions for a community or a place – sometimes for a specialist sector of the economy – partners working together for a common good that might not be achieved by working independently or competitively.' The new White Paper proposes to develop these trends further with increased competition coming from a more diverse sector.

Following the changes to funding and student allocation, it is interesting to apply this transactional/transformational nexus to explore the relationships that higher education providers have with their students. Clearly, one would see this as a continuum rather than a dichotomy where it is a question of emphasis and rationale. Consider the relationship that a university has with overseas students where colleagues are asked to increase their overseas recruitment to increase income rather than emphasising the enhancement in the student experience that accompanies greater diversity in the classroom. Or consider a research-led university that has been used to selecting school-leavers with high A-Level grades that starts to recruit a larger number of students with lower grades. And there is clear evidence that many students now enter higher education with a transactional rather than transformational spirit (Kandiko and Mawer, 2013).

This has increased the potential for confusion and disappointment with both students and their tutors. Where

both staff and students have a transformational engagement such as a love of the subject there is the potential for high levels of satisfaction. Similarly, where both staff and students have a shared transactional engagement, such as the professional programme of a legal practice course, there can be clear, shared expectations. Imagine the disappointment, however, for the tutor who expects to have a transformational relationship with their students who are more concerned about the value for money they are getting from their studies – the student who contacts the university finance office for a refund of the proportion of their fees following a cancelled class. Conversely, imagine the possible disillusionment of the overseas student entering a programme where the proportion of overseas students has increased considerably without the concomitant support to ensure that the experience of all students is enhanced.

Of course, there is nothing new in examining universities and colleges as business enterprises. What, perhaps, is striking, is the way in which this commercial spirit is emerging as a more significant aspect of higher education culture with the inculcation of a more 'transactional' mind-set following the marketisation of higher education. The obvious implication for higher education providers is to aim to deliver a transformational student experience whilst developing effective and efficient transactional relationships with their students and other stakeholders. This has led universities and colleges to look to the private sector for models to inform their more explicit business development. For example, in *Facing the Future: how can university boards stay ahead of the game?*, a number of university senior executives describe how they have a more business-like approach to what they see as necessarily 'more managed' universities with an accompanying focus on managing risk (Lock, 2016).

Nowhere is this clearer than in the espousal by some higher education providers in the UK and globally of 'lean' management methods to run their organisations including the adoption of such methods to deliver teaching and learning. In the USA, in particular, there has been an explicit engagement with 'lean' management methods and in the UK there is also a number of universities pioneering a 'lean' approach. Some are working within the Lean HE Hub, a peer organisation for people working to similar approaches in Higher Education following a conference hosted by Coventry University in 2013 (see <http://www.leanhehub.ac.uk>).

'Lean' management has been developed by the Toyota Motor Company over 50 years. Initially focused on manufacturing operations it was so successful that the method was applied to all of its processes and has come to be known as the 'Toyota Way'. Balzer (2010, p. 25) outlines the five principles

of 'lean' management, which are:

- 1) Define the value of the process from the perspective of the beneficiaries of the process
- 2) Identify the flow of the process, from both the beneficiary and provider perspectives, to determine whether and how each step and activity in the process adds value
- 3) Eliminate the many types of waste that add no value to the process
- 4) Make the process flow smoothly, with activities or services 'pulled' as needed by the beneficiary rather than 'pushed' by the provider

- 5) Pursue perfection through a combination of continuous improvement and radical transformation of the process.

As Waterbury and Holm (2011) similarly argue, 'lean' management is a *continuous quality improvement (CQI)* process informed by both top-down and bottom-up participation and informed by data. In this respect, it is similar to other CQI models which have been adapted for higher education to look at later. This all seems straightforward and there are many examples of university departments that have adopted this approach to improve systems and processes and, in doing so, improve both staff and student experiences.

<i>Lean principle</i>	<i>Example from business</i>	<i>Example from HE</i>	<i>Implications for the educational developer</i>
<i>Define the value of the process from the perspective of the beneficiaries of the process</i>	Not having to queue in a supermarket	Developing employability skills and attributes that benefit both students and their subsequent employers	Providing staff and educational development opportunities that support staff in the processes that add value to the student experience such as how to embed employability in the curriculum
<i>Identify the flow of the process, from both the beneficiary and provider perspectives, to determine whether and how each step and activity in the process adds value</i>	The introduction of Amazon Prime guaranteeing 'next day' delivery and the development of personalised recommendations	Waterbury cites the case of Winona State University where, in 2007, two faculty members 'created a curriculum concept map... which helped faculty to see duplicated assignments, lack of learning outcomes, and assignment overload. ... to see how their classes integrated with each one another or, in some cases, how they fell short of integration with the nursing outcomes'	Support tutors' awareness and understanding of appropriate pedagogic practices such as synoptic assessment Supporting the development of appropriate course leadership skills Helping tutors to support students who experience impediments or interruptions to their learning through effective academic support and guidance
<i>Eliminate the many types of waste that add no value to the process</i>	The original Toyota model identified seven types of 'waste' in businesses comprising: <ul style="list-style-type: none"> • Overproduction • Waiting • Transportation • Processing • Inventories • Moving • Defects • Behaviours that do not add value 	This section is discussed in more detail below	

<i>Make the process flow smoothly, with activities or services 'pulled' as needed by the beneficiary rather than 'pushed' by the provider</i>	The introduction of just-in-time delivery to ensure that parts or services are in place exactly when they are needed and not 'stock piled' wasting space or simply having too many	Having learning resources available when needed such as assignment tasks, readings, lecture handouts, lecture recordings, feedback from previous assignments	Being able to enable colleagues to develop integrated teaching, learning and assessment environments
<i>Pursue perfection through a combination of continuous improvement and radical transformation of the process</i>	The introduction of continuous quality improvement processes including the collection of appropriate data, involvement of all members of the organisation, a dedicated quality improvement team	The introduction of appropriate continuous quality improvement/enhancement processes that include data such as learner analytics; involve all members of the institution (and external stakeholders). The use of process improvement methods such as the award-winning process at Loughborough University (see boxed text)	An ability to facilitate evidence-informed, transformational change. An ability to work within the context of appropriate quality contexts including CQI approaches

Table 1 Applying the five principles of 'lean' management to higher education

The element of 'lean' management that can lead to very polarised reactions is the elimination of waste, not least because there is a perception that waste reduction is euphemistic for job losses, notwithstanding the axiom that 'lean' management should not lead to people losing their jobs. As Sisson and Elshennawy state, 'It is also necessary to make it clear that there will be no layoffs as a result of lean improvements. If people think they may be working themselves out of a job, they have no incentive to improve' (Sisson and Elshennawy, 2015).

Adapting Waterbury and Holm's illustrations taken from a North American context one might suggest the following examples in the UK:

- 1) Overproduction – additional efforts such as students taking modules that do not count towards their degrees
- 2) Waiting – students waiting to see a tutor; waiting to register; waiting for their grades. Staff waiting for library requisitions, IT repairs and updates, module approval
- 3) Transportation – the physical movement of staff and students across and between campuses
- 4) Processing – sending data to several recipients even though the rationale for such duplication is not clear; duplicating electronic records with paper-based ones
- 5) Inventories – excessive materials – library books that have never been borrowed. Accumulated computer data that no-one ever accesses
- 6) Moving – motion – students walking from one service to another to get an answer to a question

- 7) Defects – students graduating without necessarily achieving all of the stated learning outcomes of the programme. Classrooms where the specification for learning and teaching is faulty – a digital projector that does not have its leads; a blackout system that does not eliminate light and so on
- 8) Behaviours that do not add value – 'Frustrated faculty, staff, and students because of inefficient processes. Pointing the finger at others when something goes wrong.'

Perhaps for educational developers the emphasis should be placed not so much on 'waste' but on 'adding value' – the primary aim of a lean approach. Both Waterbury and Balzer cite numerous examples of how universities and colleges in the USA have used 'lean' management techniques to add value to both staff and student experiences. In both the USA and UK there are examples of universities using similar CQI approaches such as the Malcolm Baldrige award in the USA and the European Foundation for Quality Management approach in the UK. Although there is some evidence that both of these approaches are less popular than they were, there is no doubting their achievements.

For example, North West Missouri University in Kansas has a reputation as being one of the 'best in class' of small, publicly-funded universities in the USA following the adoption over many years of a quality system based on Baldrige under the direction of Dr Dean Hubbard, the University President for over 25 years. There are many dimensions to quality improvement at NW Missouri including the philosophy that quality at this university is based on the following five principles that all staff – tutors,

As stated on their website, the Loughborough University Change Team have been working to the following method as outlined by the Chief Operating Officer, Richard Taylor.

1. **DEFINE** the process that we are seeking to improve and its purpose. But define from the end user's perspective rather than from our own organisational structure. So, for example, it's not 'admissions'. It's 'make me a student'.
2. Establish **MEASURES** by which to evaluate the success of the new process. These would normally include hand-offs, touch points and end-to-end process times. Additional process-specific measures may become apparent during CHECK and FOLLOW.
3. **CHECK** – collect information and data on the current process from the perspective of the end user (i.e. the interactions end users have with our service). This could be email, phone calls or observing front-line drop-ins.
4. Do this by **FOLLOW**ing the flow of the process around the organisation – literally. Speak to front-line staff – not just their managers. And most importantly gather information on their interactions with end users.
5. **CATEGORISE** that data into 'Value' and 'Failure' demand. The former is where in responding to the request we are genuinely adding value (e.g. I've moved address, please update my address). The latter is where we are correcting something we should have ideally got right first time (e.g. I've not heard back about the application I made). Sub-group the demand into sets of demand.
6. **MAP** the current flow of the process at a high level – again from the end user's perspective.
7. **ANALYSE** the demand patterns and current flow. Identify where we have waste, hand-offs and duplication.
8. Establish high-level operating **PRINCIPLES** that underpin the **DESIGN** of a simpler flow.
9. **DESIGN** a new, simpler flow at a high level.
10. **EXPERIMENT** with a sub-set of end users by taking them through the new process. The reason for a sub-set is it allows you to test and refine the process using manual methods – i.e. without a need at this stage for an IT solution.
11. **SCALE-UP** the experiment by computerising the processes and rolling in additional work.
12. Continually **REVIEW** the new process to ensure that it is working as intended. Do this by **CHECK**ing and **FOLLOW**ing the new process and gauging it against the measures.

<http://www.lboro.ac.uk/services/change-projects/work>

professional staff, estates staff and so on – worked to. These comprise:

- 1) Reliability/consistency – do you do what you say you are going to do?
- 2) Accessibility – can students/staff get to where they need to be?
- 3) Timeliness – can they get to where they need to be when they wish to?
- 4) Tangibles – look and feel – what does it feel like to be a student or member of staff working at your institution?
- 5) Value-added/'wow' factor – what is special about your institution, service, department, programme, class?

The first three of these can be seen as standard ways of ensuring service satisfaction. The other two were added to the list and, together, have led to the creation of a powerful continuous improvement culture supported by other policies and systems to enable them to work, such as the use of learner analytics to inform a quality 'dashboard' and the introduction of recognising and rewarding policies that include all staff working at NW Missouri.

Within the context of 'lean' thinking it is interesting to apply this philosophy to educational and academic development work. In relation to adding value, for example, what can we do to ensure that our services are accessible and timely and, importantly, what does it feel like from the point of view of staff and students working with us and, crucially, what is special about what we do?

Undoubtedly, a part of the answer to these questions will include the ability to enable colleagues to work collaboratively to generate transformational outcomes to the development process. It is axiomatic in all of the literature on 'lean' thinking and continuous quality improvement that all members of an organisation are included and engaged with the change processes and the generation of improvement proposals.

References

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53 Powerful Ideas All Teachers Should Know About

This note is to bring *Educational Developments* readers up to date with SEDA's first electronic publication, the SEDA Special *53 Powerful Ideas All Teachers Should Know About*.



Graham Gibbs suggested this publication in early 2014, and proposed writing an article regularly which would be published on

SEDA's website and on SEDA's blog, through which readers would be able to respond. Also, news of each article would be broadcast to the c.1000 people worldwide registered on SEDA's email jislist, and discussion about the article would be tweeted through SEDA's twitter site. SEDA's Papers committee responded enthusiastically, as did other SEDA members who were part of a new and growing community who were engaging with educational and academic development through social media.

Graham has published 40 articles since 2014, and it was always his intention to hand over the opportunity for other educational and academic developers to make their contributions. This note is an invitation to you – the reader – to continue the publication with your own article.

If you wish to respond to this invitation, in the first instance please contact Joseph Callanan in the SEDA office (Joseph.Callanan@seda.ac.uk).

SEDA News

New SEDA Fellowship Holders

Congratulations to our new Fellowships holders:

- **Noor Abdulghani**, University of Roehampton
- **Carole Anderson**, Open University
- **Rehana Awan**, Open University
- **Tracey Bailey**, Cranfield University
- **Cath Camps**, Cardiff University
- **Supachai Chuenjitwongsa**, Cardiff University
- **Crystal Cooper**, University of Roehampton
- **Stephanie Dayes**, OCAD University
- **Paul Deary**, University of Hull
- **Cary DiPietro**, OCAD University
- **Clare Kell**, Cardiff University
- **Philip Long**, University of East Anglia
- **Linda Matthews**, Manchester Metropolitan University
- **Jill McLachlan**, Open University
- **Rebecca O'Loughlin**, York St John University
- **Stephen Powell**, University of Bolton
- **James Wilson**, Xi'an Jiaotong – Liverpool University

SEDA Research and Evaluation Small Grant Winners

Competition for our small grants this year was strong once again and we've awarded the following five grants. Congratulations to the successful candidates.

- **Anna Mountford-Zimdars, Claire Gordon, Alex Standen, Paul Seldon, Alison Ahearn, Jennifer Bright, Penny Burden and Roberto Di Napoli:** *Developing a shared situational judgement/case-based training resource for supporting the development of Graduate Teaching Assistants in Higher Education*
- **Diane Nutt, Pieterjan Bonne, Will Carey, Erkki Harkonnen, Ed Foster, Harald Age Saethre, Herman van de Mosselaer:** *Academics and professional teaching recognition in middle and northern Europe: a case study approach to understanding, and learning from, similarities and differences*

- **Namrata Rao and Anesa Hosein:** *Immigrant academics in the pedagogic 'foreign-land': factors influencing their pedagogic acculturation*
- **Christine Smith and Simon Lygo-Baker:** *The intersections between digital fluency and teaching excellence: case study-based and media-rich explorations with HE tutors*
- **James Wilson, Dawn Johnson, Jianmei Xie and Henk Huijser:** *Implementing and evaluating a Communities of Practice model to align diverse learning and teaching styles in a transnational university*

SEDA Executive Committee

We wish to thank **Stephen Bostock**, who came to the end of his term on the SEDA Executive Committee at the AGM in May, for his enormous contribution to SEDA, especially in recent years as Co-Chair and Vice-Chair. SEDA also wishes to thank **Clara Davies SFSEDA, Sue Beckingham FSEDA and Penny Burden** who have completed their terms on the SEDA Executive Committee; and to welcome **Jenny Eland** to the same committee.

Forthcoming SEDA Courses

SEDA will be piloting **Supporting HE in College Settings** for the second time in the Autumn. This course aims to support all practitioners – managers, teachers and educational developers – working in college higher education. The course will be led by Dr Becky Turner and Jonathan Simmons, both leading figures in the field. The course will run from 21 September 2016 until 6 February 2017. You can sign up at www.seda.ac.uk.

Details of our 'Supporting and Leading Educational Change' and 'Online Introduction to Educational Development' courses will be published on the website soon.