EDUCATIONAL DEVELOPMENTS

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

SEDA
STAFF AND EDUCATIONAL
DEVELOPMENT ASSOCIATION

Contents

Senior Fellowship of SEDA: Strengthening provision, strengthening community

Marita Grimwood, independent academic development consultant, and **Sarah Wilson-Medhurst,** independent HE consultant and researcher

The SEDA Fellowships Scheme was launched in 1994 and, since a review in 2010, Senior Fellowship has been achieved by direct application. Some SFSEDA members remember the earliest version of the scheme, when application involved compiling a portfolio and undergoing a viva. Most remember it as being particularly demanding.

In 2010, the scheme was revised, and Senior Fellowships went over to an individual recognition process. While Fellowship of SEDA was now achieved via the SEDA online course *Supporting and Leading Educational Change,* Senior Fellowship was managed by the Fellowships Co-ordinator, who also had oversight of the scheme as a whole. A survey of the small numbers who have taken this route in recent years shows that they feel it enhanced their professional credibility, and found it to be an intrinsically valuable reflective exercise.

Running the SEDA Fellowships Scheme is a fantastic learning opportunity. One of the things you learn pretty quickly is that experienced Educational Developers are like learners anywhere. They can be anxious and uncertain. They sometimes find the process of reflective learning uncomfortable. In particular, the question of how openly to reflect in a small, yet growing, professional community could be a source of anxiety. Equally, like any other group of learners, SFSEDA applicants showed a range of strengths and weaknesses. Given that the career routes into educational development are varied, and that this already complex picture is overlaid with the full possible range of 'home' disciplinary backgrounds, this should not be a surprise. Some found reflective writing easy. Others found it relatively hard to turn spoken thoughts into written ones. To complicate matters, modesty and educational development often go hand-in-hand: it was common to talk through someone's first draft, only to discover they had been wildly underselling their impact, or failing to articulate their leadership role in a project.

After the new SFSEDA scheme had been running for a few years, a pattern emerged. A few new people would complete the route through the scheme each year, many of them after months (sometimes over a year or even two) of intermittent work. In addition, the speed of completion and the numbers who could complete the scheme each year were limited by the time available to the Fellowships Co-ordinator. It was easy to spot upward and downward trends in

participation as the Fellowships Co-ordinator became more or less busy with their day job. Add to this the fact that people were starting at different times of the year, and a spreadsheet was needed to keep track of contact with them; it was a fairly inefficient model. This total flexibility also meant that, although peer support pairings existed in theory, in practice new applicants had no guarantee that there would be anyone at a similar stage to be paired with. Those involved in running the Scheme also shared a growing sense that applicants were well placed to benefit from one another's wisdom, as well as that of the existing Senior Fellowships community.

With its structural limits on expansion and peer learning, and the double-edged nature of flexibility, it seemed clear that it was worth reintroducing a more formal and developmental approach. Discussion with and feedback from those applying for SFSEDA has shown that they greatly valued the support of the Fellowships Co-ordinators, but would appreciate a fixed deadline and more buddying and mentoring.

In 2015, Marita worked with the then assessment team, including the external examiner, to evaluate feedback and experience on the scheme so far, and developed a proposal for a new cohort-based model of delivery. In 2016, we recruited and trained a team of mentors and assessors from the SFSEDA community, building on the small team we already had. We also recruited seven participants – more than double the annual number of new SFSEDAs compared with any of the previous three years. As well as being entitled to three hours' support from their mentors, participants have had two webinars led by existing SFSEDAs, who have facilitated a discussion around their understanding of a particular SEDA value or outcome as it relates to their practice. We believe this provides a helpful way in to the SEDA community for those new SFSEDAs who have had limited prior involvement. In addition, participants have self-organised some online sessions, allowing them to share progress, thoughts and problems in a way that was not always possible before. There is a deadline, which as well as providing focus for participants is time-effective for the Fellowships Co-ordinator, and permits richer moderation discussions with assessors and the external examiner, as a group of applications are assessed together.

It has been very much a pilot. SEDA only got its own dedicated webinar facilities after the scheme started, and much of it was implemented during the period of handover from Marita to Sarah. We have also been ready to learn from participants, and expect that the set-up will look slightly different when we start the next cohort in the 2017/18 academic session. However, the early signs are that participants have valued the peer interaction and individual feedback as part of this process, and the good news is all members of the pilot cohort have submitted their applications by the deadline. This is a great testament to participants' commitment and engagement with the application process, as well as to the dedication of the mentors and other contributors, and a strong indication of the benefits (to all) of a cohort-based model of delivery. Perhaps most significantly, this is a potentially scalable model that will make SFSEDA accessible to those who would benefit from it.

Current Senior Fellows of SEDA who would like to become mentors and/or assessors on the new Senior Fellowship scheme, or those interested in becoming a Senior Fellow of SEDA and joining the 2017/18 cohort, are invited to contact the current SEDA Fellowships Co-ordinator Sarah Wilson-Medhurst at sarah.wilsonmedhurst@gmail.com. For further information about the SEDA Fellowships scheme please visit: http://www.seda.ac.uk/fellowships

Marita Grimwood is a freelance Learning and Teaching consultant (https://www.linkedin.com/in/maritagrimwood/; learning@maritagrimwood.co.uk).

Sarah Wilson-Medhurst is an independent HE consultant and researcher (https://uk.linkedin.com/in/sarahwilsonmedhurst; sarah.wilsonmedhurst@gmail.com).

Educational Development and me: Stephanie Marshall

In the first of a series interviewing significant figures from the world of Educational Development, Claire Taylor talks to Professor Stephanie Marshall, CEO of the Higher Education Academy.

1) Where were you born and where did you grow up?

I was born in Yorkshire which some people find rather surprising when they hear my American-influenced accent. Both sides of my family had a tradition of working in local mills, but my parents did not want to follow that path and so we moved to the United States when I was five years old and I grew up in Detroit.

2) How has this shaped you?

Living in Detroit between the ages of five and sixteen has hugely influenced me. It was a rich and interesting experience, with a fascinating cultural and social mix that I really missed when we returned to Britain. In Detroit I attended a huge comprehensive school that operated a whole range of vocational options alongside the more traditional 'academic' ones, and I remember feeling that perhaps I was missing out on the opportunity to engage with what I now understand to be 'real world' learning. When we returned to Britain I went straight into A-levels (double maths and physics) and had to immediately shift from a liberal arts curriculum to a much more focused approach.

3) What kind of student were you?

I began a joint degree in maths and physics at the University of York because that was what I was deemed to be 'good at'. But quite soon I felt the need to break away from this. I missed broader and deeper conversations around social and economic issues and so I took some time out and took A-level history and then switched to a history degree. I remember my best two terms at university were when I was doing my research dissertation. I loved being cooped up for days on end in the archive; researching and investigating truly excited me.

4) How has your career intersected with Educational Development work?

I followed a research track initially, completing my doctorate around the intersection of educational policy and practice and the importance of effective leadership and management in getting policy translated into practice. I was based in the Department of Education at York and contributed to the PGCE there, focusing particularly on pedagogies and curriculum development. Then, I was seconded to develop and run a programme for new academics, which was unusual at the time in a Russell Group university. This led to me working with colleagues on *The Handbook for Teaching and Learning in Higher Education* (now in its 4th edition). It was exciting and pioneering work at the time.

5) How have your roles shaped your approach to leading the HEA?

Fundamentally, I have learned that education is truly transformative, but that great leadership really matters. If you are serious about making a significant impact you have to lead from the top, get the right internal policies and structures in place and really think through the impact on student learning outcomes on the ground. I've always believed that continuous professional development is the key to staying excited about one's job, and crucial to staying at the forefront of best practice, irrespective of stage of career. This, of course, is at the core of the HEA's mission.

6) What, in your view, should Educational Developers in HE be focusing on right now?

We have coming through a tremendous new generation of incredibly creative and innovative educational developers. We should be harnessing this talent to provide internal 1:1 support for staff involved in teaching or supporting learning. The personalised learning approach that we advocate for our students is necessary for some staff now in the midst of unparalleled change in higher education. In addition, the greatest thing that we can give to students is the tools to learn how to learn – in my view this will always be a key challenge for anyone involved in educational development.

7) What are the most interesting things going on in relation to learning and teaching in HE currently?

Two things particularly interest me currently. Firstly, there is some incredible work going on around learning spaces, not only within universities but also for communities. I was privileged recently to experience 'The Cube' at Queensland University of Technology. This is one of the world's largest digital interactive learning and display spaces that provides a hub for scientific and digital exploration and for public engagement – it's amazing! The 'right' learning environment has the power to engage, encourage and excite great learning. Secondly, I continue to be convinced that integrating the global dimension into learning and teaching practice is vital; we can learn so much from global practice.

8) Do you have a learning and teaching hero?

My choice is someone who suits my own style and my own discipline interests: Lord Peter Hennessy (English historian and academic specialising in the history of government), who I have worked with now for decades. Peter is truly inspirational and has fired up students to look at political history

with new levels of engagement, self-directed enquiry, and criticality.

9) *How do you see the proposed merger of the Higher Education Academy, the Leadership Foundation for Higher Education and the Equality Challenge Unit unfolding?*

I have consistently said that the HEA welcomes the merger. We are working on a smooth transition whilst being mindful of the needs of stakeholders across all three organisations. As the three organisations have developed we have seen some real synergies in relation to their work, so the time is right to bring things together.

10) *What keeps you awake at night?*

An increasingly uncertain and turbulent world and the knock-on effects of those developments. But really, these things underline that we have even more responsibility for educating global citizens than ever before. We have to continue to look at what we can do to bring about even greater cultural understanding and tolerance within our communities, locally and globally.

11) *What would you like to be remembered for?*

Supporting the UK to be recognised for world-class teaching and learning and rebalancing the need for both quality education and research within our universities.

Dr Claire Taylor FSEDA PFHEA is Deputy Vice-Chancellor at Wrexham Glyndŵr University.

Enhancement-led curricular and pedagogic design: a tale of two institutions

Elizabeth Cleaver and **Rachel Cowie,** University of the West of England, and **Derek Wills,** University of Hull

Introduction
In the increasingly competitive UK (and global) higher education environment, academic programme design, development and review has arguably taken on new relevance and resonance as the R&D (research and development) arm of two of the core 'products' of higher education: curriculum and pedagogy.

Whatever our personal and professional views and beliefs about the purpose of higher education, it is difficult to escape the fact that the UK Competition and Markets Authority (CMA) now classifies university students as purchasers of an educational experience with associated rights under consumer law (CMA, 2015). Within this market-driven context, where academic programme viability rests increasingly on student recruitment and continuation, the focus on such metrics can be viewed by some to undermine or downplay the very academic purpose and value of programmes of study.

With this in mind, in this article we discuss how strategically-led curriculum change programmes at two institutions have been designed actively to pursue a balance between academic integrity, market need and institutional strategic priorities. To begin, we provide a brief overview of the aims, scope and progress of the two programmes: Curriculum 2016+ at the University of Hull and Learning 2020 at the University of the West of England, Bristol. We then move on to outline the strategically-led conceptual frameworks developed to support curricular and pedagogic design, and the dialogue-based design and review approaches created to ensure that academic teams can actively lead and own their programmes and pedagogies. To conclude, we offer some overall reflections that we hope will be encouraging to others undertaking similar curriculum development activities in the higher education sector.

Two strategic programmes of change

Curriculum 2016+ at the University of Hull
In 2013, the University of Hull began its strategic journey towards whole-institution curricular and pedagogic redesign. Key to this strategic decision was a recognition of rising stakeholder (student and employer) expectations, the changing technological landscape and the growth of the digital knowledge economy, and the increasing competition within the higher education sector. Recognising that these challenges were unlikely to be comprehensively addressed through the usual incremental and risk-based enhancement processes that underpin curricular and teaching development in higher education, a major change programme – Curriculum 2016+ (C2016+) — was launched to deliver a step change in practice. The programme comprised six interrelated projects focusing on market appraisal, curricular and pedagogic design, technology-enhanced learning, regulatory and quality approaches, graduate attributes and employability, and curriculum information management for recruitment, marketing and admissions purposes.

The C2016+ change programme completed in July 2016 following the successful redesign and validation of over 680 undergraduate and post-graduate taught programmes of study. The phased introduction of the new academic portfolio and associated policies and processes began in September 2016 and completes in September 2017.

Learning 2020 at the University of the West of England (UWE)

The UWE Learning 2020 (L2020) change programme is currently under way with the core purpose of delivering two UWE Strategy 2020 priorities: *outstanding learning* and *ready and able graduates*. L2020 comprises a series of interrelated projects which are designed to develop *outstanding programmes* and *outstanding academic practice* characterised and supported by:

- Inspiring, well-connected and passionate colleagues
- Innovative learning strategies and environments
- Relevant, authentic and engaging assessment strategies
- Learning communities engendering a sense of identity
- Experiencing practice-based learning within and out of the university
- A leading-edge research-informed and scholarly focus within all programmes.

To support the delivery of these aspirations, a new institutional Enhancement Framework for Academic Programmes and Practice has been designed to provide a strategically-led end-to-end approach to programme and pedagogic enhancement. Following the move of one of the authors to UWE from Hull, this new approach builds on the experiences and lessons learned from C2016+.

The UWE Enhancement Framework brings together key strands from the Learning 2020 strategic programme of change, ensuring that its priority areas of activity can be fully embedded into ongoing practice. It divides into three phases which encompass the lifespan of an academic programme and its associated pedagogic practice: the development and design of programmes and associated practice leading to programme validation; the ongoing enhancement of programmes and practice aligned to in-year and annual reviews; and a periodic review, leading to programme revalidation for a defined period of time.

Taking an alternative approach to the C2016+ one-off curriculum redesign programme, the Enhancement Framework is currently engaging programme teams in its processes at their natural touch points. For new programmes in development from September 2017 this will be at validation, and for existing programmes this will take place during continuous and periodic review activities.

At the heart of both C2016+ and L2020 has been a purposive refocusing of the processes leading to the development and capture of curricular and pedagogic design and review, to create an enhancement process which balances and meets the needs of what can be perceived by academic teams as three competing drivers:

- the disciplinary or practice-based academic endeavour
- market and metric imperatives
- the strategic mission and priorities of an institution.

Each project has captured this approach in a conceptual framework for the development and enhancement of curricula and pedagogies, and it is to a discussion of these frameworks that we now turn.

Strategically relevant and locally resonant: Using conceptual frameworks in curricular and pedagogic design

At both institutions, we have adopted approaches to curricular and pedagogic design and review which are primarily designed to empower academic programmes teams to think critically about their programmes of study. By programme teams we mean all stakeholders who can and should be involved in the curricular and pedagogic design process including academic staff, students, alumni, employers and other external stakeholders, technical and professional services staff. This approach encourages teams to make explicit to each other and their students any curricular and pedagogic choices they have made: 'why we do things the way we do'. In particular this has focused on curriculum design choices, disciplinary 'ways of thinking and practising' (Hounsell and Entwistle, 2005) or 'disciplinary genres' (Berkenkotter and Huckin, 2016) and associated signature or disciplinary pedagogies (Chick *et al.,* 2012; Gurung *et al.,* 2009; Shulman, 2005). At the heart of both approaches is a reimagined enhancement-led developmental and dialogic process which prioritises the discussion and development of academic practice, understanding and knowledge within teams and with students.

To ensure that teams and their academic programmes remain strategically aligned, each change programme has developed a conceptual framework to guide team-enhancement dialogues. The conceptual frameworks operate at two levels. First, they are designed to be flexible in their application in order that local distinctiveness can be celebrated and fostered, purposefully shifting focus away from what can be perceived as abstract strategic change initiatives and tick-box quality assurance processes. Instead we have encouraged teams actively to interpret and contextualise key strategic principles in the local disciplinary and programme settings and to work together to identify shared and meaningful approaches to curricular and pedagogic enhancement. This approach is heavily influenced by the ideas of Lee Shulman (1993) who argued for teaching to be viewed as disciplinary 'community property' in the same way as other academic activities such as research:

> *'...the communities that matter most [in higher education] are strongly identified with the disciplines of our scholarship. "Discipline" is in fact a powerful pun because it not only denotes a domain but also suggests a process: a community that disciplines is one that exercises quality, control, judgement, evaluation, and paradigmic definition.'* (Shulman, 1993, p. 6)

Secondly, and of equal importance, the conceptual frameworks are designed to ensure that programme teams from across the university can come together to exchange ideas and good practice under the umbrella of institutional priority areas. Rather than seeing local distinctiveness as a barrier to sharing, we believe that a strong understanding of 'why we do things the way we do' provides staff and

students with the confidence to know what they bring to an interdisciplinary table, why they do things differently from others, and a willingness to seek out informed connections and to build synergies. At both of these levels, new spaces are supported and created in which staff, students and stakeholders can work together to build, challenge and enhance curricula and pedagogies.

Examples of these processes in action are provided below, following a brief overview of the conceptual frameworks designed at each institution.

The C2016+ Conceptual Framework for Curricular and Pedagogic Design

The C2016+ conceptual framework was designed around four principles:

- *Thinking outside of the module-box:* the prioritisation of programmes of study that are connected and coherent by design and not simply a collection of loosely-linked modules

- *Involving a range of stakeholders:* the involvement of students, academic, technical and professional services staff, employers, and professional bodies in curricular design

- *Making the implicit explicit:* creating a shared understanding amongst curriculum creators and users about how and why curricula and pedagogies have been designed

- *Starting from the discipline:* promoting a shared understanding of how curricular and pedagogic design are integral parts of disciplinary academic practice and play a role in building and redefining disciplinary cultures and boundaries.

This provided the foundation for the development of an approach where staff, students and stakeholders worked together to challenge and enhance programme curricula and pedagogies.

Aligned to this, six institutional themes for curricular design were developed to ensure that all new programmes of study aligned, where relevant and practicable (taking into account professional, statutory or regulatory body requirements), to Hull's strategic direction of travel:

1) Using threshold concepts (Meyer and Land, 2003) in curricular design
2) Identifying and defining disciplinary pedagogies
3) Transforming assessment at the programme level
4) Creating an inclusive curriculum
5) Internationalising the curriculum
6) Creating employable graduates.

With these principles and themes (see Figure 1) as a starting point, the emphasis was on building a rigorous design and approvals process enhanced by dialogic, developmental and collegial opportunities.

Throughout the process, programme teams were supported in a number of flexible and team-responsive ways including a series of critically reflective design questions captured in C2016+ briefing notes and associated development seminars and bespoke team workshops. These workshops took a variety of forms and were adapted for particular area needs. Weekly open drop-in sessions were arranged throughout the process to ensure that issues could be addressed and ideas developed in a timely manner. A large number of Hull's programme teams visited these on a regular basis. The process of programme validation, including the capturing of programme information, was also re-imagined, placing greater focus on the themes of the C2016+ conceptual framework and academic dialogue in order that the event itself could be viewed as more than a quality assurance hoop through which to jump. Opportunities for inter-team exchange and dialogue were additionally embedded into the programme of change including, for example, the dedication of one of two institutional annual teaching events to the sharing of new curricular ideas: *The Big Ideas Exchange*. Overall, agility was made possible through regular contact between quality assurance and academic colleagues and the willingness to reflect on, review and adapt processes and, where necessary, academic regulations.

Feedback on the C2016+ process was gathered from a range of participants, indicating that the process was experienced, as we had hoped, as enhancement-led, developmental, informative, collegial and empowering:

> *'Overall, I would like to say how positive the… experience was particularly in regards to the support and help received prior to going into meetings and the meetings themselves.'*

> *'The chance to explain and justify [programme design] with externals present, academic and non-academic, was useful, and helped in identifying things that seemed obvious to us but were unclear to others.'*

> *'[We valued the]…opportunities to transform pedagogical approaches within subject teams or to further embed existing practice.'*

> *'[The process was] Collegial, supportive, teamwork [based], accessible (e.g. drop-ins), quick, responsive.'*

One programme team further argued that the process had enabled enhancements that had previously been impossible to take forward:

> *'We are strong advocates of the [C2016+] process and have engaged in national conferences to share our experiences… [it] resulted in new scholarly knowledge within the team and a greater understanding of our disciplinary approaches to learning, teaching and assessment. We also believe that this process allowed us to achieve something that colleagues across the sector had deemed impossible: we became the first undergraduate programme in England and Wales to*

receive dual professional accreditation for youth work and community development.' (Youth and Community Work programme team, cited in Cleaver and Wills, 2017)

The UWE Enhancement Framework for Academic Programmes and Practice

Currently at an earlier stage in its development, the UWE Enhancement Framework has been designed to encompass six strategic guiding principles for the design, enhancement and review of academic programmes and practice (see Figure 2):

- *Programmatic by design:* the prioritisation of programme-level curricular and pedagogic design over individual module developments and changes

- *Discipline and practice-oriented:* the development of explicit and shared understandings of how the epistemic roots and cultural norms of disciplines and areas of practice form the founding principles of each academic community's programmes of study and pedagogies. (The term episteme is used to describe particular understandings and perceptions of what 'knowledge' is, how it is created and how it is best communicated. We acknowledge that these understandings and perceptions may differ across and even within each programme of study. However, it is expected that the core disciplines and areas of practice that together underpin each programme will play a key role in formulating each area's epistemic starting points.)

- *Scholarly and enquiry-based:* the defining of what makes higher education 'higher' in each programme area, beyond a simple reference to programme levelness

- *Inclusive and international:* the expectation that academic programmes and practices at UWE explicitly embrace and embody an ethos of inclusion and internationalisation in their design, their content, their pedagogies and their assessment practices

- *Graduate attribute enabling:* the identification of the ways in which each academic programme and its associated modes of teaching, learning and assessment, can be meaningfully and directly linked with the skills of the workplace and citizenship

- *Transformative for staff and students:* the identification and articulation of a programme of study's transformative 'big ideas', any associated programme-level threshold concepts (Meyer and Land, 2003) and how these are embedded to support transformative learning experiences.

Similar to the enhancement-led processes developed at Hull, at the heart of the UWE Enhancement Framework are the processes of academic dialogue and debate. A priority as the framework rolls out will be the reduction of unnecessary information capture and a commitment to ensuring that, where needed, information is recorded in ways that can be repurposed for a range of audiences and purposes including externally-facing web pages, staff continuing professional development recognition claims and best-practice sharing events.

Over the next few months UWE will be piloting the new approaches to periodic review and revalidation – Programme Enhancement Review – across four contrasting academic areas. This new process is based on capturing the discussions and actions from active team-based review and design
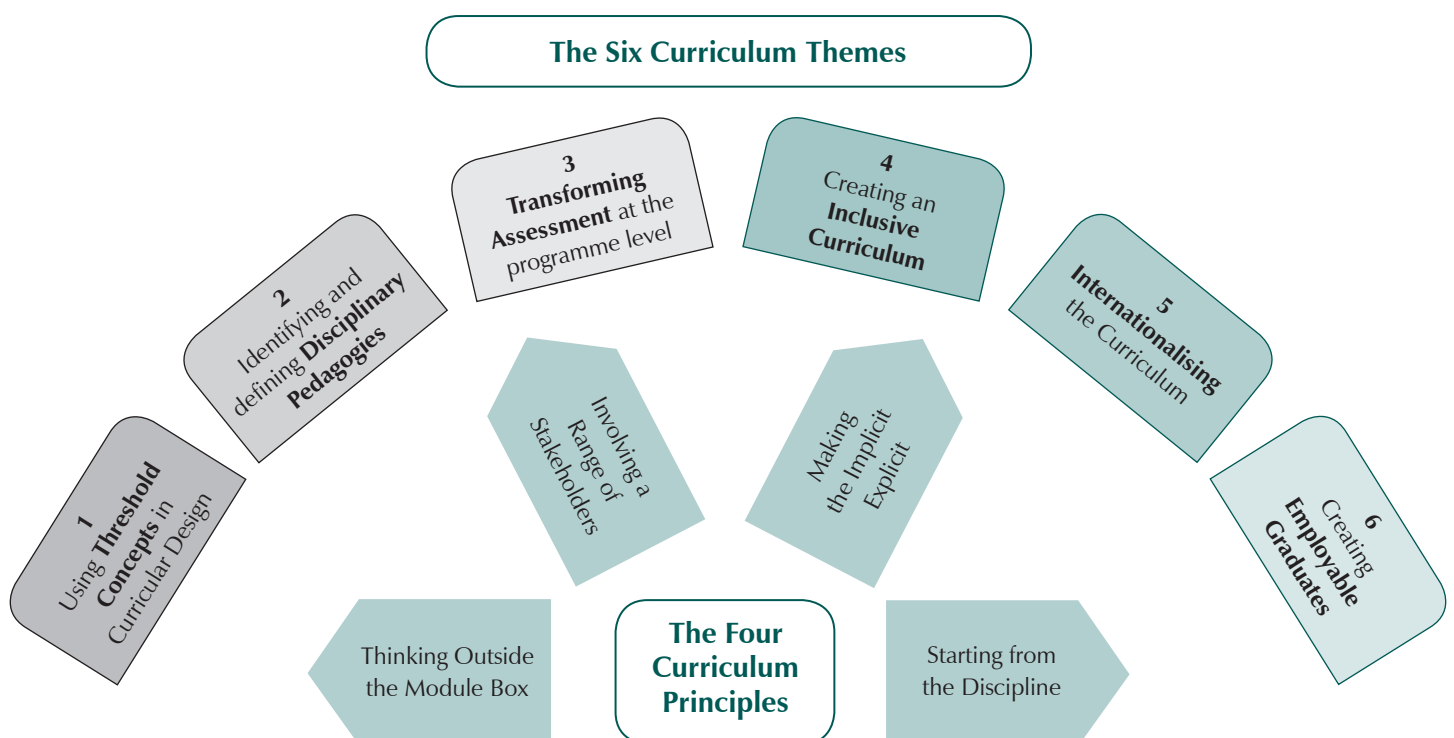

Figure 1 *The C2016+ Conceptual Framework for Curricular and Pedagogic Design*

workshops, rather than using a written self-evaluation document that formed the basis for earlier periodic reviews. Each design workshop will focus on data relevant to a programme's performance gathered by our quality assurance processes, an assessment of its continued market relevance and resonance, and a consideration of how the strategic principles of the enhancement framework can be meaningfully interpreted within the context of the particular discipline or area of practice. In this way, programmes can be enhancement-led and locally relevant while remaining metric-minded and strategically resonant − something which takes on ever-increasing importance as the Teaching Excellence Framework (TEF), the UK Government's new approach to monitoring and assessing the quality of teaching in higher education, develops and embeds.

The Enhancement Framework and its associated processes are designed to be collegial and empowering from their inception, with pilot teams working closely with us to design and define each stage and its outputs as we progress. All programmes at UWE will undergo Programme Enhancement Review over the next three years, leading to their revalidation in line with the principles of the Enhancement Framework by 2020.

Some final reflections

In such a short article, we have not been able to provide more than a brief overview of the two institutional approaches that have been developed to ensure that curricula and pedagogies continue to be experienced as academically-owned endeavours, simultaneously mindful of the imperative to be market, metric and strategically aligned. Our experiences so far show that this has been welcomed by staff and students alike. At Hull, it was not only seen to have a positive impact on the development of

curricula and associated pedagogies, but was also viewed as developmental for those who engaged in design workshops and validation panels. Programme teams spoke of the 'freedom' and 'ownership' accorded to them in the design approach, and the 'beneficial' nature of the contact they had with professional services colleagues.

Ultimately, the success of the approaches described here can only be judged when new and revalidated curricula have been delivered in full at both institutions. However, evidence and experience so far suggests that they have been received well and have already had very positive effects on building team cultures and shared and individual understandings of curricular and pedagogic design. They have also begun to close some of the perceived divides between programmes and modules, between strategy and operation and between professional services and academic areas.

References

Berkenkotter, C. and Huckin, T. N. (2016) *Genre Knowledge in Disciplinary Communication: cognition/culture/power,* London: Routledge.

Chick, N. L., Haynie, A. and Gurung, R. A. R (eds.) (2012) *Exploring More Signature Pedagogies: approaches to teaching disciplinary habits of mind,* Sterling, VA: Stylus.

Cleaver, E. and Wills, D. with Gormally, S., Grey, D., Johnson, C. and Rippingale, J. (forthcoming, 2017) 'Connecting research and teaching through curricular and pedagogic design: from theory to practice', in D. Fung, B. Carnell and V. Tong (eds.) *Disciplinary Approaches to Connecting the Higher Education Curriculum,* London: UCL Press.

Competition and Markets Authority (CMA) (2015) 'Higher Education: guide to consumer rights for students', (retrieved from: http://tinyurl.com/mwg9ytz).

Gurung, R. A. R., Chick, N. L. and Haynie, A. (eds.) (2009) *Exploring Signature Pedagogies: approaches to teaching disciplinary habits of mind, Sterling,* VA: Stylus.

Hounsell, D., Entwistle, N. with Anderson, C., Bromage, A., Day, K., Hounsell, J., Land, R., Litjens, J., McCune, V., Meyer, E., Reimann, N. and Xu, R. (2005) 'Enhancing teaching-learning environments in undergraduate courses', final report to the Economic and Social Research Council (retrieved from: http://tinyurl.com/lryqajn).

Meyer, J. and Land, R. (2003) 'Threshold concepts and troublesome knowledge', Occasional Report 4, ETL project (retrieved from: http://tinyurl.com/kdgh83z).

Shulman, L. (1993) 'Teaching as community property', *Change,* 25 (Nov).

Shulman, L. (2005) 'Signature pedagogies in the professions', *Dædalus,* 134(3), pp. 52-59.

Professor Elizabeth Cleaver is Director of Learning and Teaching and **Rachel Cowie** is Director of Academic Services at the University of the West of England, and **Derek Wills** is Honorary Senior Fellow in Computer Science at the University of Hull.
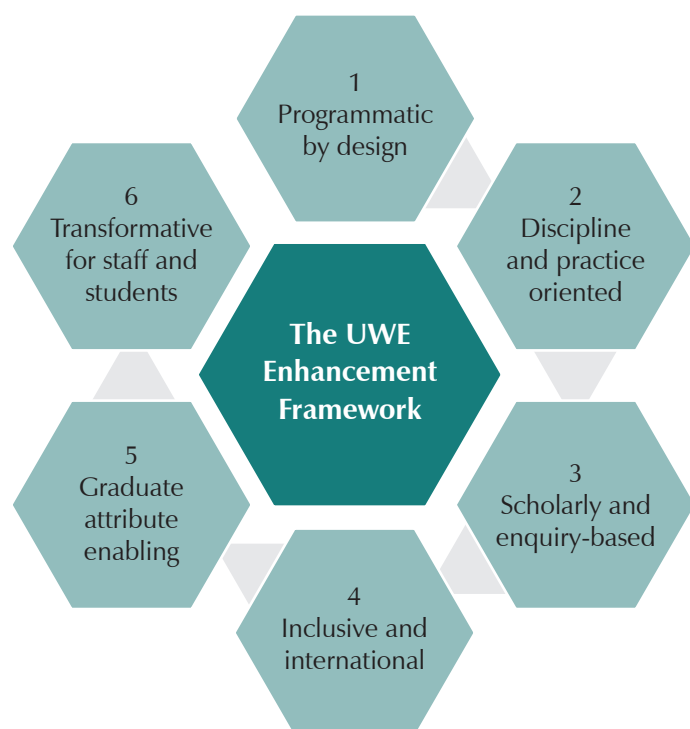
Figure 2 The UWE Enhancement Framework for Academic Programmes and Practice

'Bansōsha' (guide runner) as a metaphor to suggest a professional development model for third space professionals

Machi Sato, Hiroshima University, and **Kiiko Katsuno,** Seikei University

Background

In Japan, educational development, more commonly known as faculty development (FD), was introduced in 1999 and later mandated in 2008. As a result, universities created the role and position of FD practitioner and both Kiiko and I (Machi) happened to be placed in such positions. Around that time, there were numbers of seminars, symposiums, and workshops on FD, which mainly focused on explaining the concept of FD and 'how to' practice FD or organise FD events.

One day, we were sitting in a workshop that was meant to be a training session for first-time FD practitioners. It was about two years after we started to work as FD practitioners. After fifteen minutes, we were both extremely frustrated and almost walked away. The workshop was all about how to design a good workshop and be a good facilitator. Yes, it is important to be able to run a good workshop but the FD practitioner's role is not only about being a good facilitator! It is a lot more than that. That moment, we decided to develop a different model to support FD practitioners.

The FD practitioner's position is not a stand-alone career in Japan. Some universities have an FD committee and faculty members take turns to work as an FD practitioner. Some universities have a centre for higher education and have full-time academic staff, but their responsibilities include various matters such as conducting students' evaluation, providing learning support, conducting institutional research, managing general education, and so on. Higher education policy has a significant impact on deciding what should be included in their responsibilities. At some universities, the administrative staff organise FD events.

Currently, there are three types of structure to support FD practitioners: networks for FD practitioners, training programmes, and tools. The networks for FD practitioners, such as a regional consortium, offer a platform to meet other practitioners to exchange ideas and information. The training programmes offered by various institutions include thematic programmes to develop the skills and knowledge of practitioners, such as curriculum design, educational management and active learning. The tools such as an FD map, strategy, and framework are available to support practitioners to organise institutional FD. Those are all valuable and we also benefited from them.

However, studies on workplace learning show the effective model to support the professional development of the staff is the one embedded in their daily contexts. We also realised that by being in the third space alone or with a few others and given unspecified tasks (we would be told 'please do faculty development', but what does it mean?), FD practitioners tend to do what they are good at rather than what should be done. In many cases, FD practitioners are under pressure to meet the institution's

expectations and extremely busy doing multiple tasks simultaneously. The speed of higher education reform led by the Ministry of Education, Culture, Sports, Science and Technology (MEXT) accelerates the pressure. As a result, they have little time to reflect on their practice and the direction they are heading in. Based on the analysis of the status quo, relevant literature and practices in other countries including the UK, we've designed a model that is embedded in their daily life and that would enhance their reflection. We put in a proposal and luckily received in 2011 three-year funding from the Japan Society for Promotion of Science.

Bansōsha as metaphor

We decided to call our model the 'Bansōsha Model'. 'Bansōsha' is a Japanese term for a guide runner. The role of a guide runner is to run with a blind runner to secure their safety by explaining the surrounding situation, set the pace and check the form, and keep records. In other words, a guide runner is a trustworthy third party.

In envisioning Bansōsha's role, we also borrowed the idea of being an ethnographer. An ethnographer is a professional other in the field. Their

Type	Supporter	Purpose	Training for supporter
Mentoring	Experienced person	Experienced person would give advice to inexperienced staff	Mentoring training
Coaching	Experienced person	Experienced and trained person would support/lead learning of inexperienced staff	Coaching training
Counselling	Certified counsellor	Certified counsellor would give mental support to the staff	Official training
Bansōsha	Anyone	Bansōsha would enhance reflection of the staff	Bansōsha training

Table 1 Differences between similar models

1. Describe your role in one word			
2. Who are the stakeholders?	Faculty staff	Academic managers	
3. What are their expectations of your role?	Know about teaching and learning, design necessary FD		
4. How do you wish to be seen?	Co-worker		

Table 2 Example of a work attribute exercise (e.g. both Bansōsha and the practitioner/staff are FD practitioners)

role is to try to understand the world from the perspective of the people being observed. I am an ethnographer by training and my experience and knowledge about ethnography gave us the theoretical foundation.

The differences between the *'Bansōsha Model'* and other similar models are shown in Table 1.

The main feature of the *'Bansōsha Model'* is that anyone can be the supporter. He or she does not need to have experience in the same role and does not need professional training. In our pilot cases, we have several patterns: FD practitioner supporting other FD practitioner (in other institutions); University Research Administrators (URAs) supporting other URAs in the same institution; and URAs supporting early career researchers (in the same and other institutions). Although we originally came up with the *Bansōsha* Model to support the professional development of FD practitioners, in the process we realised that this model can be applicable for other third space professionals.

So how does the Bansōsha Model work?

Flow of the Bansōsha Model

Here is the flow of the *Bansōsha* Model:

- Step 1: *Bansōsha* is assigned to a practitioner or member of staff
- Step 2: They set a goal and period for *Bansōsha* to run with the practitioner/staff
- Step 3: They have regular reflective dialogues during the period
- Step 4: They evaluate and reflect on the process and outcome.

We developed methods for each step and modified them based on our pilot studies.

Step 1: Work attribute exercise
After pairing *Bansōsha* to a practitioner or member of staff, we invite them to do a 'work attribute exercise'. The purpose of this exercise is: a) to locate the professional role by assessing the relationship with other stakeholders and external expectations; b) to gain an objective view by taking various standpoints; c) to understand the professional values of each other. In the exercise, we ask them to fill in the table (Table 2) with expectations of the practitioner/staff role from other stakeholders and how the practitioner/staff wishes to be seen. If *Bansōsha* and the practitioner/staff are in the same role, they can work together but if they are in different roles, we ask them to look at the practitioner/staff's role.

We use the white board to do the work attribute exercise (Figure 1).

From the pilot studies, it became clear that this exercise is effective in looking

at the role not from the perspective of what he/she thinks should be done but from others' expectations. The conversation they have while filling in the table also helped them understand each other and start to build a trustworthy relationship.

Step 2: ICE exercise
In this step, the practitioner/staff is required to identify and categorise issues at work, choose one issue and set a goal, and decide the period for *Bansōsha* support. To support this process, we introduce the ICE Model approach, which originally was introduced by Sue Fostaty Young and Robert Wilson (2000). ICE represents the three stages of learning: *Ideas* that represent the building blocks of learning such as facts, definitions, steps, and skills; *Connections* that are either those made at the content level or those made at a more personal, meaning-making level; and *Extensions* where new learning is created from old (Fostaty Young, 2005). This framework is used to design teaching and learning, assessment, or assignments.

In our exercise, we introduce this model to support their brainstorming. We ask them to identify issues that the practitioner/staff are currently facing. We then ask *Bansōsha* to ask questions according to the ICE framework to narrow down the issues to be able to tackle them in a certain period of time. This process is similar to how a supervisor helps a supervisee identify his/her research question. The period of *Bansōsha* support can be from one month to three months.

Step 3: Reflective dialogue and journal exercise
During the period for *Bansōsha* to support, practioner/staff are required
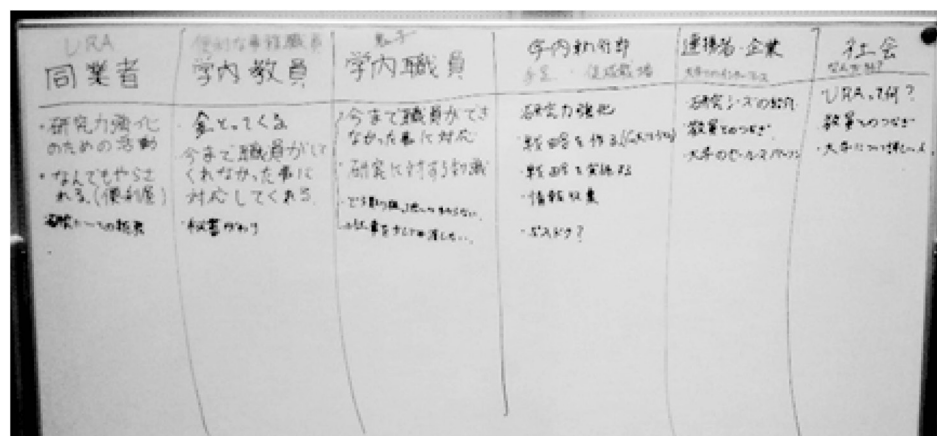

Figure 1 We use the white board to do the work attribute exercise

to have regular conversations about the progress and keep records. In the meeting, *Bansōsha* takes notes of the conversation. It does not have to be a full transcription of the conversation, but records of the key words, expressions, and message of the practitioner/staff. After the conversation, *Bansōsha* shares the note either by email or by using the Cloud service. Here, what *Bansōsha* is expected to do is similar to what an ethnographer does in the field. Then, by reading the notes, the practitioner/staff writes reflective thoughts.

The most critical point is that *Bansōsha* does not work together with the practitioner/staff to solve issues. The purpose of having *Bansōsha* is not to solve work-related issues but to be an independent reflective practitioner. To support this process, we developed a handbook for *Bansōsha*.

Step 4: Professional work exercise
After the period for *Bansōsha* support, we ask the practitioner/staff to come up with a metaphor that explains his/her role, and to answer the following question, 'What does it mean to be a professional for you?' The purpose of this exercise is to encourage the practitioner/staff to reflect on his/her professional identity, and to raise consciousness of professional identity and values by expressing him/herself.

It turns out that this exercise is tough for many participants and why this is the case needs thorough investigation.

Reflective thoughts
It's been six years since we originally came up with the idea of designing a model to support FD practitioners. During those six years, we've met and worked with many third space professionals in the university and discussed the model. Let us share some of our reflective thoughts.

First, although the *Bansōsha* model is meant to support third space professionals, being a *Bansōsha* is in fact a great professional development model for those who support others in various ways. To borrow Becher's (1989) metaphor, higher education is a place with multi-academic tribes. If the third space professionals are to work with all those tribal people, they'd better be able to understand their worldview. The elements from ethnography embedded in the *Bansōsha* model helps *Bansōsha* to be a good ethnographer. Therefore, we are now developing a training programme to become *Bansōsha*.

Second, this model is useful to support the formation of professional identity. One of the participants of the pilot study said, 'I do think about what to do, what I should be doing, but rarely thought about why I should be doing. The questions *Bansōsha* asked helped me verbalise my values.' We understand that professional identity and values alone can't get our work done, but without having those, we can easily be carried away with the stream of higher education reforms. We consider that having both the *Bansōsha* model and other professional development opportunities that primarily focus on

knowledge and skills acquisition would be an ideal for third space professionals.

Finally, we developed this model based on the pilot studies in Japan but after having a few opportunities to present this model to international audiences, we are certain that this could work in different cultural settings with minor modifications.

With the *Bansōsha* model, we are hoping to make however small a contribution to the community of people who are devoted to make the landscape of higher education attractive. If you have any comments or thoughts, or are inspired by the model and want to know more about it, please contact us at any time.

References
Becher, T. (1989) *Academic Tribes and Territories: intellectual enquiry and the culture of disciplines,* Buckingham: Open University Press/SRHE.

Fostaty Young, S. (2005) 'Teaching, learning and assessment in higher education: using ICE to improve student learning', *Proceedings of the Improving Student Learning Symposium,* London, 13, pp.105-115.

Fostaty Young, S. and Wilson, R. (2000) *Assessment and Learning: the ICE approach,* Portage and Main Press, Canada.

Machi Sato (mach@hiroshima-u.ac.jp) is an Associate Professor at the Research Institute for Higher Education at Hiroshima University, and **Kiiko Katsuno** (kiiko@ejs.seikei.ac.jp) is a Professor at the Seikei Center for Higher Education Development at Seikei University.

Developing an e-learning module for personal tutors

Elaine Fisher, University of Westminster

Introduction
The pressures and influences on students' wellbeing accentuate the need for effective personal tutors within a university context. Universities also have forces such as the Teaching Excellence Framework which means this role is fundamental to ensuring high levels of perceived student satisfaction and effective retention. This article explores a review of the personal tutor's role within a university, the journey from exploration of views to identification of needs, and the introduction of an e-learning module. It also explores the lessons learned and the future development of personal tutors.

Context
The role of the personal tutor is essential to ensuring that students have the necessary support to enhance their academic and personal development. Universities have a duty of care for their students and personal tutors play a vital role in complementing the development of both academic and personal attributes of these students (Gidman, 2001). This has become even more critical with increases in fees and increased competition for places, with subsequent pressures on students. Staff also experience pressures, such as the evolving Teaching Excellence Framework, with the

consequent impact, whilst trying to provide the best teaching and learning environments for students.

With these issues in the forefront of everyone's mind, universities are looking at strategies to ensure that all students continue to receive effective and significant support for both their academic and broader development. Supporting these mechanisms, in whatever shape or style they take, needs an institutional approach and clearly designed strategies to ensure that staff have the necessary assistance, whether that is training, resources or additional time, or a combination thereof. It is clear that with the emphasis on student satisfaction every possible opportunity is provided for support staff to cope with ever diverse and increasing workloads.

Experience has shown the value of face-to-face interactions for students in terms of learning and support. Kandiko and Mawer (2013), in the QAA-commissioned report on a study of UK Higher Education, recommended that there should be both initial and continuing support for staff development and training. The report provided an insight into what students perceived as value for money and what was important to them. One of the key findings was that there is a 'consumerist ethos towards higher education' across all student year groups with students wanting 'value-for-money' (Kandiko and Mawer, 2013, p. 7). Many students, together with their parents, are unclear as to where their tuition fees are spent and there is a perception that they are not 'getting their money's worth' (p. 7). Face-to-face interactions were valued, with technology seen as a means to access resources, but institutions were cautioned about 'using technology as a replacement for face-to-face interactions' (p. 9). However, personal tutors still do have to engage with technological advances and the challenges these produce, such as the increasing emphasis on effective data security.

The report also recommended that the 'role and function of personal and academic tutors may need to be revised at some institutions. Students should have clear avenues for support that they are comfortable using for personal and academic concerns' (p. 11). The mix of pastoral and academic support is one that personal tutors are in a good position to provide. However, often academics start the role without any training or support. They are also expected to have at their fingertips knowledge beyond course details and academic standards and have to deal with the huge range of issues from academic processes such as mitigating circumstances through to personal student areas including depression.

There have been reports which have looked at the issue of personal tutoring and the impact that this has on student satisfaction and retention. Mike Laycock in the SEDA Special 25, *Personal Tutoring in Higher Education — where now and where next?,* carried out an extensive literature review. In this extensive literature survey he extricated the principal issues, such as who does the tutoring, benefits and costs of a variety of systems and the model utilised. Various models were analysed and case studies offered revealing recent developments. He also offered recommendations for future action.

Case study

The University of Westminster considers the main focus of personal tutoring is to provide academic support. It acknowledges that this will change as students progress through their university journey, from induction to completing their studies. In addition to this, personal tutors have a secondary role of signposting students to the right academic and personal support services when required. The key responsibilities are to welcome students to the university, support them, provide feedback and assessment, review their progress and provide signposting to support mechanisms.

The University stresses that 'Personal tutoring is central to delivering a holistic, coherent and student-centred curriculum. It represents the University's commitment to ensuring all students have the opportunity to achieve their full academic and personal potential' (taken from the University of Westminster's Personal Tutoring Policy). It was seen as key that in any development there should be an emphasis on the idea of holistic provision addressing both the academic and the pastoral so that students would have the necessary support in order to achieve their potential.

Learning Futures was a major change programme at the University which ran from 2012/13 to 2016. The ideas for change came from students' and staff ideas and feedback. It introduced a revised undergraduate curriculum, which commenced at the start of the 2016/17 academic year; a new Learning and Teaching Strategy; integration of graduate attributes across the student experience and potentially a tool to help students engage with the graduates; new cross-disciplinary Westminster Electives; academic practice development opportunities; improvements to the signposting of student support services; and using students as co-creators as a model for student partnership working (taken from University of Westminster's web page).

As part of this project the Academic Tutoring and Support Group was formed which included members of the Learning Futures project team. Part of the group's remit was to review the Personal Tutor policy and look at the role of and support for personal tutors.

The Personal Tutor Policy was revised in April 2016 and a personal tutoring quick reference guide was developed to provide information and links to support beyond the personal tutor's area of expertise. There already existed a staff guide to personal tutoring which was updated to reflect the new policy and procedures resulting from the Learning Futures developments.

The Group agreed that there was a training need for academic staff around knowledge of the available resources and the revised policy. What this training would look like was under discussion and so I was asked if I would undertake a review of what was currently on offer in terms of Personal Tutor training at other universities. I undertook to explore what needs the University of Westminster personal tutors and senior staff felt necessary, what was already in use within other universities and identify possible methodologies to address any training or development needs.

SEDA colleagues and others from the Staff Development Forum (SDF) were kind enough to allow me access to their university training offer for personal tutors. These ranged from 10-minute online 'lite bites' which consisted of very basic information and signposting to further reading, through to a variety of face-to-face sessions of 90 minutes, to all-day sessions and online modules of 1.5 hours.

Clearly there was a great deal of good practice within the University and excellent performance by Personal Tutors – however, needs were also identified. After conducting the review, recommendations were produced. The training module's purpose is to shift perspectives of personal tutors about their role in supporting tutees in order to enhance students' views of the university and complement their wellbeing and retention (Beal and Lee, 1980). The senior personal tutors within the group felt that face-to-face training would be best but after much consideration it was decided that an online module would be developed with an opportunity for face-to-face sessions to follow. This allowed for a flexible, cost-effective and wide-ranging development tool to be produced.

The 1.5-hour model from an existing provider of e-learning was felt to encompass the necessary elements and so we began discussions around housing the module on our system. Despite great support from the provider team the systems were not compatible so simply offering their module on our system was not going to work. Compatibility of online systems has to be a constant consideration when using e-learning in the current context of multiple and varied platforms of delivery.

Therefore after lengthy discussions it was felt that we should design our own module using an external developer for technical support but base it on the external provider's model. Following an initial meeting with the senior personal tutors, I drafted an outline and contents based on the University of Westminster's policies and procedures together with attributes of personal tutor's information built on the provider's module. There followed considerable back and forth communication between members of the Group with ideas and resources, and quality checks on accuracy for procedures were undertaken by the Academic Standards Manager.

It was challenging developing a module which was appealing to both new academics who were taking on the role of personal tutors and those who had considerably more experience. The learning activities needed to be authentic (Smart and Cappel, 2006) in order to engage participants; therefore the case studies I chose had to be ones that the personal tutors would come across in their day to day role. The quiz at the end and questions on the case studies would also support more active learning, building on learning as participants made their way through the module, rather than simply going through a very didactic online module with no interaction.

Specific issues involved with working across the Faculties and levels of experience quickly manifested themselves. Faculties offer different approaches to supporting students and that meant I had to develop a module which covered all the differences without over-complicating the design and content. I also had to take into consideration that the language used was not patronising to experienced tutors nor assumed previous knowledge and experience for new ones. I could not assume that those more experienced were necessarily aware of all the existing and new policies and procedures, e.g. new personal tutor policy and mitigating circumstances process. Using my experience of both online delivery and face-to-face teaching I made sure that the language was accessible, e.g. by reducing jargon and providing examples to illustrate specifics wherever possible and appropriate.

One interesting issue that came up during the review process was that of professional boundaries and personal involvement with students. I had assumed that this was an area which was almost self-explanatory as it has formed part of my own professional practice and was part of my PGCert. One of the questions raised was what professional boundaries meant and was it possible to have some examples. I realised as I thought this through that providing examples could potentially prove difficult so I searched for a policy which would address this issue. In reality there was no such stand-alone policy, other than general Human Resource regulations around behaviour, so I am bringing this up in the Support Group as something that we need to address. In the meantime I have linked the personal tutor policy and guide to this particular section of the module. In addition I have ensured the provision emphasises the need to discuss progress and any questions with line managers and faculty senior tutors to encourage open and developmental professional discussions.

The module will be used, in the first year, as a pilot which will be evaluated at the end to see what has worked and what needs to be changed. In addition the face-to-face workshops will be a further chance to engage tutors and seek their commentary. Cox (2004) details that the qualities for collaboration include openness, relevance and respect. Engaging the senior tutors and other academic and professional colleagues in the review process of the module prior to launch has proved invaluable and demonstrates the value of collegiality. In terms of the module design the engagement of senior tutors and others has ensured that the module flows and includes all relevant information which supports personal tutors in their role e.g. new policies, offering varied faculty case studies as examples.

One future development that the faculty senior tutors are keen to see implemented is the accreditation of personal tutor training. One potential for this is the Centre for Recording Achievement's (CRA) Personal Tutoring and Academic Advising award. In the CRA's introduction to their award they 'recognised the importance of the role of the mentor or "significant other" in supporting effective practice' and suggest that 'this picture is likely to be repeated with more formal and developmental approaches to the implementation of the HEAR' (Higher Education Achievement Records).

This national award is delivered by the CRA, accredited by SEDA and aligned to the UKPSF, and is now in its second offering. This award was developed to address 'a national demand for the continuing professional development of higher education staff in the field of Personal Tutoring and Academic Advising' and 'as with other SEDA Awards, it supports professional engagement with the implementation of enhanced practice in evidence informed ways, and in the presentation of the learning and outcomes from this in the form of a Portfolio for accreditation' (http://tinyurl.com/gmlhpe4).

This route for staff development is still to be explored and it will be interesting to see whether personal tutors see the need for accreditation and if so what the next steps are. The purpose of what such accreditation may take and how it might be integrated into the role will need to be explored. If made compulsory the journey to such accreditation would need to accommodate the role being undertaken – if not, then low take-up may become an issue.

Conclusion

Exploring the changing pressures and influences on the Personal Tutor role in the University of Westminster has been informative. Whilst the review confirmed a great deal of good practice it was also clear extra support would be valuable to enhance the role. The use of an e-learning module appears to offer flexibility of delivery and integration with current policies. How well the module is perceived to add value, its compatibility with wider systems, and the feedback from Personal Tutors will inform future staff development practice.

Bibliography

Beal, Philip E. and Noel, Lee (1980) *What Works in Student Retention: the report of a joint project of the American College Testing Program and the National Center for Higher Education Management Systems,* US Department of Health, Education and Welfare National Institute of Education.

BIS (2011, 2015) *Students at the Heart of the System.*

Chickering, Arthur W. and Gamson, Zelda F. (1987) 'Seven principles for good practice in undergraduate education', *AAHE Bulletin,* pp 3-7.

Cox, M. D. (2004) 'Introduction to faculty learning communities', in M. D. Cox and L. Richlin (eds.) *Building Faculty Learning Communities,* pp. 5-23, New Directions for Teaching and Learning, No. 97, San Francisco: Jossey-Bass.

Gidman, J. (2001) 'The role of the personal tutor: a literature review', *Nurse Education Today,* 21, pp. 359-365.

Kandiko, C. B. and Mawer, M. (2013) *Student Expectations and Perceptions of Higher Education,* London: Kings Learning Institute.

Laycock, M. (2009) *Personal Tutoring in Higher Education – where now and where next?',* SEDA Special 25, SEDA.

Smart, Karl L. and Cappel, James J. (2006) 'Students' perceptions of online learning: a comparative study', *Journal of Information Technology,* vol. 5, pp. 201-219.

Thomas, L. (2012) *Building Student Engagement and Belonging at a Time of Change in Higher Education,* London: Paul Hamlyn Foundation.

Elaine Fisher is a Learning and Development Adviser at the University of Westminster.

Developing cross-disciplinary education by facilitating collaboration within and between diverse teams

Mark Gardner, University of Westminster

There is currently substantial interest within Higher Education in providing modules or courses that are interdisciplinary, or that cross disciplinary boundaries in one way or another. A cross-disciplinary education may benefit both the student and the educator. Yet developing such a cross-disciplinary offer is challenging when it requires collaboration between academics more familiar working within their own silos. Particularly so when these colleagues are also dispersed across multiple sites. This article addresses this issue by offering a personal reflection on such an educational development at the University of Westminster.

Our challenge – To develop innovative cross-disciplinary education

In recent years, there has been great interest in developing cross-disciplinary education. Lyall *et al.* (2015) report that across the sector most HEIs endorse the view that interdisciplinary courses or programmes have increased over the past five years. For students, there may be added value in working with peers with different types of expertise. This provides opportunities to develop soft skills and more complex problem-solving through collaborative enquiry. For educators, this offers the potential for developing in our students the attributes of highly employable graduates capable of making a positive contribution to the big challenges we face in our uncertain world. As a multi-faculty institution, the University of Westminster might employ cross-disciplinary education as an aspect of its distinctive offer. Thus, our current corporate strategy contains a commitment to enhance learning through cross-disciplinary provision.

For several years, the University of Westminster has offered students from our Arts and Science faculties the opportunity to learn from each other in the form of an optional Art/ Science Collaboration module. This module was developed over a number of years through the Broad Vision project (Barnett and Smith, 2011; see also: http://broad-vision.info/). Led by National Teaching Fellow Heather Barnett (now based at Central Saint Martins, University of the Arts

London), Broad Vision was initially supported by a University pedagogic innovations scheme, and has attracted follow-on funding from the Wellcome Trust. Early on, Broad Vision was very experimental, and extra-curricular. Situating the project outside the formal curriculum freed us to take risks, and allowed us to develop a pedagogic model for cross-disciplinary learning. From 2012 onwards, the credit-bearing interdisciplinary Art/Science Collaboration option module has been on offer, but taken by a relatively small number of students restricted to Science and Arts disciplines. In order to enhance the impact of cross-disciplinary learning, our challenge therefore was to find a way of scaling up this singular innovation to reach a greater number of students.

The Broad Vision project provided us with a pedagogic model for cross-disciplinary learning that promotes true interdisciplinarity (Box 1 distinguishes between these terms). Initially, we provide a period of disciplinary exchange in which students serve as teachers and demonstrate to others aspects of their discipline relating to

a central common theme that varies from year to year (e.g. in our first year this was visual perception). In this way, students become aware of their developing subject expertise. They also practise key transferable skills in communicating this knowledge, overcoming differential subject expertise. This provides the groundwork for project work in which students undertake collaborative enquiry in cross-disciplinary teams to produce an output of their choosing that relates to the module theme. The outputs have been diverse, including artworks, experiments, computer games, conference presentations and co-authored publications. Each is interdisciplinary in that students from multiple disciplines combined their knowledge into a single activity, accomplishing an outcome that would have been difficult from a single disciplinary perspective.

A blog by music researcher Alexander Jensenius provides an accessible entry point into the different types of 'disciplinarities' (intra-, cross-, multi-, inter-, trans-; see Jensenius, 2012). Distinctions drawn can be subtle, and relate to the extent to which the subject disciplines are integrated. In our venture, we sidestepped these subtleties by using the term 'cross-disciplinary module' as the generic, referring to a unit that is team-taught and considers a given subject from multiple disciplinary perspectives. We were permissive regarding the extent to which modules required integration of approaches. Some, but not all, of the modules developed were interdisciplinary in the sense that they involved project work that required the methods of enquiry of two or more academic disciplines to be combined.

Box 1 Cross-disciplinary and interdisciplinarity

The vehicle that provided the impetus to scale up the Broad Vision innovation at Westminster was an ambitious and wide-ranging change programme called 'Learning Futures' that took place from 2012-2016. Two of the many outcomes of this programme were a new academic framework, and rewritten undergraduate curricula. Our goal was to provide an initial catalogue of cross-disciplinary electives available to students to choose alongside the

new curriculum when it launched in 2016/2017 at Levels 4 and 5. The Learning Futures programme provided a fertile environment within which to reconsider our cross-disciplinary offer; it offered a rare opportunity to adapt operational structures to facilitate cross-disciplinary provision. This was important because the Broad Vision project outcomes were achieved despite structures and systems that were not particularly conducive for cross-disciplinary work.

A specific challenge we had to confront in developing these modules was an organisational structure comprising five faculties distributed across four geographically dispersed sites. The University of Westminster is a large institution, currently providing an undergraduate education to approximately 16,000 students. Our portfolio is diverse, spanning science and technology, social sciences and humanities, and media art and design. Our degrees tend to have a practice focus, encompassing also business, architecture, and law. In scaling up our cross-disciplinary offer, our main initial challenge was to bring together disciplinary and geographically diverse teams, and foster collaboration, in this large multi-faculty, multi-site organisation.

Educational Development of cross-disciplinary elective modules at the University of Westminster

Our educational development of an initial catalogue of cross-disciplinary electives required collaborative working in diverse teams, both at university and module level. At the university level, two task groups, situated within the auspices of the Learning Futures change programme, performed the leadership and project management of the development of the electives. At the module level, cross-disciplinary teams of academics developed the actual electives. In this section, I outline what we did, identifying what worked well, and what worked less well in our collaborative working at each of these levels.

Leadership and project management
Leadership and project management of this educational development were performed by two time-limited task groups. Each task group was chaired

by a senior manager (Prof. Kerstin Mey, Pro-Vice Chancellor and Dean of Westminster School of Media Art and Design), and was diverse, comprising academics from each faculty, professional support staff, and students. One group focused on the academic development of the elective modules, and some of this development work is described in more detail in the next section. The other group focused on the operational framework for the electives, which was groundbreaking for us in several ways. Innovations introduced by this group included a dedicated timetable slot for electives, amendments to the workload allocation model in recognition of the extra challenge of teaching across faculties, and bespoke financial arrangements. Furthermore, because it was quickly determined that the electives should be 'University Owned', dedicated Quality Assurance and assessment board arrangements were put in place that were outside normal faculty structures, while remaining compliant with regulations.

One clear advantage of working as task groups within the Learning Futures programme was that it provided the opportunity to change how we operate to facilitate delivery of cross-disciplinary electives. This allowed us to confront at least some of the challenges encountered by the Broad Vision team in developing the Art/Science collaboration module. In this fashion, the task groups were effectively working in the 'third space' in Higher Education (Whitchurch, 2008). This project-based approach afforded us some agility to pursue a new direction of travel, less encumbered by regular committee structures. However, a limitation of this approach was that this work took place intermittently, as team members' schedules allowed. The contribution of a project manager from the change programme was essential to keep these developments on track – particularly given that, for this new initiative, the programme leader role was effectively distributed across a group of people.

In summary, the process we put in place to develop an initial catalogue of cross-disciplinary electives was as follows. Two open meetings were held for academic staff to pitch ideas for modules and to network across disciplines. These meetings elicited 27 written expressions of interest in offering a module. The academic

development task group selected fourteen of these proposals, primarily on the basis of their cross-disciplinary potential. This included an explicit requirement that module teams should comprise academics from more than one faculty. Ultimately, eleven of these proposals went forward for validation following module development, including those summarised in Table 1.

Residential event to facilitate module development

We put on a 48-hour residential event to facilitate module development. We were working with module teams that already had an overview of their proposed module. However, these teams generally had had limited opportunity to work with each other. Our aim was to provide teams with the time and space to collaborate, so that by the end of the event they had developed module outlines and tested their ideas on some students. As developers, we also wanted to provide fresh input designed to broaden the range of possibilities considered by teams, beyond those contained in their initial expression of interest.

In overview, we began by working with the entire group for half a day, mixing up module teams. We combined short plenary presentations with discussion mediated through open space technology (see Owen,

2008). This provoked consideration of opportunities afforded by interdisciplinarity and Learning Futures, while allowing colleagues to set the agenda and further explore points of interest. The next full day was devoted to module development. Case studies of cross-disciplinary and collaborative electives were presented, before module teams collaborated to sketch out module plans, ultimately pitching their ideas to a panel of student reviewers (our pedagogic Dragon's Den!). The residential concluded with a final half day that focused on practicalities: ideas were translated into formal module specifications, and emerging operational issues were collated to be addressed by the operations task group.

Our residential took place in a corporate training venue situated on the outskirts of London, with good transport links. The venue provided space for plenary sessions for approximately 50 participants, and ample break-out rooms for development work by module teams. By good fortune, our event coincided with the hottest day of 2015, allowing us also to make good use of the grounds. The residential offered protected time away from normal academic commitments, providing creative space for module teams.

Having two evenings away enabled constructive discussion to continue beyond the working day. By bringing together our diverse teams in this way, our aim was to facilitate collaboration within and between teams in the belief that this was essential to the development of a strong cross-disciplinary offer.

Reflection

An important function of the residential event was enabling collaborations between geographically dispersed academics. The facilitators were academic peers who had themselves experienced the joys and challenges of cross-disciplinary education. Heather Barnett, Prof. Mark Clements (now at the University of Lincoln) and I had worked closely before on the Broad Vision project and on the Art/Science collaboration module. A concrete outcome of this process was the submission of eleven module outlines for validation. Less tangibly, however, we were enabling colleagues with an interest in cross-disciplinary learning to network and learn from each other, kick-starting a community of practice with an interest in cross-disciplinary learning (Wenger, 1998).

However, our reliance on task groups to lead and manage the development process was not ideal. We were fortunate that in Prof. Kerstin Mey this initiative had an influential sponsor, committed to our aims, and a skilful chair of task groups meetings. Nonetheless, leadership was distributed, with our sponsor, a project manager, and the module development team all variously contributing.

This diffusion of responsibility was inefficient (Petty *et al.*, 1977), and progress was intermittent. Some issues were overlooked, such as putting in place constructive peer review of module outlines prior to validation. Also, as described in the next section, we might have done more at the start of the process to estimate a target number of modules to develop. Although sub-optimal, this arrangement was required in the absence of a single academic lead with responsibility for these novel developments. By turn, this was a consequence of the scale of the changes simultaneously introduced at Westminster through the Learning Futures programme.

Rank	Title	Brief Synopsis
1	Pop Goes the Now: Deconstructing Popular Culture	Appreciate one's own place in the context of popular culture, drawing upon multiple disciplinary perspectives
2	Art/Science Collaboration	Interdisciplinary project work, involving collaboration across arts and science disciplines
3	LGBTQ Studies	Studying LGBTQ lives from a range of academic disciplines and perspectives
4	Developing Effective Communication for Professional Life	Interpersonal communication skills, across a range of professional contexts
5	Game On: 'Serious Games' Production, Entrepreneurship and Social Change	Interdisciplinary project work, involving the production and marketing of an electronic game to address a societal issue ('gamification')
6	Coaching and Mentoring	Developing coaching and mentoring skills for leadership, across a range of professional contexts

Table 1 Cross-disciplinary electives provided in 2016/17 (ranked by number of registered students)

Preliminary evaluation

At the structural level, this initiative was successful. In 2016/17 the University provided six times as many cross-disciplinary modules as was the case in the previous year. This provision enabled a 565% increase in the number of UG students learning in a cross-disciplinary context. More importantly, an operational framework is now in place that enables further development of our cross-disciplinary portfolio. This includes a dedicated timetable slot, amended workload allocation model, and specifically tailored arrangements for Quality Assurance.

However, the impact of this work in year one was limited by low student take-up. Only six of the eleven validated modules attracted sufficient module registrations to be provided. This was despite our best efforts to publicise the electives through online communications, video clips and at module fairs. With the benefit of hindsight, a low take-up was perhaps unsurprising. Historic module registration data suggests that our students tend to favour an option from their own discipline in preference to a module offered by another discipline. Anecdotal reports suggest that this pattern has also occurred at other universities when introducing cross-disciplinary electives. Thus, a limitation of our planning was a failure to forecast the number and nature of electives that would be viable. Making an accurate prediction would have been particularly challenging in our context given the broad scope of Learning Futures, and the wide range of changes simultaneously introduced.

To address this limitation, we consulted our students to determine potential *foci* for further developments of our electives offer. A large and representative sample of our current students (1165 respondents) completed our online survey of their attitudes towards elective modules. As illustrated in Table 2, this revealed that students express a preference primarily for electives that relate to personal interests (73%), or align with their programme of study (54%). This attitude towards electives seems to be borne out by our module registration data, judging from the range of electives that were viable to

run in year one. Other findings were more surprising, such as a mismatch between student and staff evaluations of the relative importance of a range of characteristics of cross-disciplinary learning collated at our residential. In particular, the item least endorsed by our students was 'Examine grand challenges requiring interdisciplinary solutions'.

Factor	Endorsement (%) (selected within top three factors)
Personal Interests	72.80
Relevance to Subject of Study	53.70
Assessment Type	46.90
Timing	32.30
Location	29.50
Module Leader	19.70
Recommendations from Peers	16.10
Recommendations from Academic Staff	15.10
Recommendations from Careers Advisors	7.50
Other	1.70

Table 2 Attitudes towards electives – factors determining choice

Recommendations, and next steps

There are three main recommendations I would like to draw from our experience of developing cross-disciplinary modules. First, I would recommend that an academic programme leader should ideally be appointed at the earliest practical time to avoid the inefficiency and diffusion of responsibility associated with task groups. Second, I would advise against making assumptions about students' appetite for cross-disciplinary learning. Our catalogue of cross-disciplinary electives emerged from the interests of staff, rather than being demand-led, or managed around themes that might produce an easier to communicate 'brand'. While we tested out ideas on students during the residential, I believe we missed a trick by not co-curating the catalogue of electives with student partners from the outset. Third, I believe it is important to provide protected time and space for module development when

these modules are to be delivered collaboratively by disciplinary diverse teams. Our residential event seemed to serve this function well. In the spirit of a community of practice, it was facilitated by peers who had themselves designed, developed, and delivered a cross-disciplinary module.

At the time of writing, the new electives modules are being delivered for the first time, and we are keen to evaluate how students receive them. A senior appointment has recently been made to the role of University Director of Cross Disciplinary Learning (Dr Thomas Moore). We anticipate that this will provide clearer and more visible leadership than was possible by a group of individuals (no matter how well intentioned). There are plans afoot to rebrand the electives, around the theme of expanding professional skills to support career development. Processes have been put in place, under the University's newly formed 'Centre for Teaching Innovation' (see http://cti.westminster.ac.uk/), to support the formation of communities of practice.

References

Barnett, H. and Smith, J. (eds.) (2011) *Broad Vision: the art and science of looking,* London: University of Westminster.

Jensenius, A. (2012) 'Disciplinarities: intra, cross, multi, inter, trans' (available online at: http://www.arj.no/2012/03/12/disciplinarities-2/)

Lyall, C., Meagher, L., Bandola, J. and Kettle, A. (2015) 'Interdisciplinary provision in higher education. Current context and future challenges', HEA/University of Edinburgh.

Owen, H. (2008) *Open Space Technology: A user's guide,* Berrett-Koehler Publishers.

Petty, R., Harkins, S., Williams, K. and Latane, B. (1977) 'The effects of group size on cognitive effort and evaluation', *Personality and Social Psychology Bulletin,* 3(4), pp. 579-582.

Wenger, E. (1998) *Communities of Practice: learning, meaning, and identity,* Cambridge: Cambridge University Press.

Whitchurch, C. (2008) 'Shifting identities and blurring boundaries: the emergence of third space professionals in UK higher education', *Higher Education Quarterly,* 62(4), pp. 377-396.

Dr Mark Gardner (m.gardner@westminster.ac.uk) is currently Director of Learning and Teaching for the Faculty of Science and Technology at the University of Westminster.

Book Review

Enhancing Teaching Practice in Higher Education

by H. Pokorny and D. Warren

London: Sage (2016)
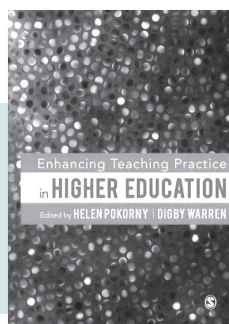
This insightful book is a welcome addition to the educational practice library. It should be of value to PG Certificates students and individuals preparing for HEA Fellowship. But it is capable of wider use too. I imagine chapters, or sub-sections thereof, forming the focus for debate amongst staff, and with students, to facilitate reflection on practice, enabling its enhancement. And although it is the case that the publication's cross-cutting themes were sometimes quieter than they might have been throughout each of the chapters, the privileging of resilience and care, in respect of students, colleagues and ourselves, is inspiring. Citing Smith (2010), the editors identify 'care as a resilient value that, despite the pressures, remains fundamental to many in academic life' (p. 4). It is an orientation which presents as an antidote to the context within which higher education locates currently and which they overview effectively in their introductory chapter. Indeed, so comprehensive is this chapter, individuals who are unsure how to understand V4 in the United Kingdom Professional Standards Framework (UKPSF) could be guided to it. Other interweaving themes are identified in these early pages and are equally welcome – diversity, relationships, dialogue and enquiry.

A small, but important point for note is that whilst the book has much to offer individuals who practise within HE in the UK, there is more than one reference to tuition fees in the introduction and subsequent chapters, which is misleading. At present, some students in the UK do not pay them.

Whilst each chapter fits within the totality of the book and its intended purpose, a number stand out. Chapter 2, centred on course and learning design and evaluation, is illustrative of the book's potential. It is both philosophical and practical. It is also provocative, for example, by inviting the reader to view the construct of the curriculum critically with an emphasis on its lack of neutrality. It also offers guidance for early career academics and those who are more experienced as they enact the curriculum and it is why I imagine this book stimulating debate because academics can and do make choices in their practice which shape what students experience. It leads seamlessly into Chapter 3 and an exploration of learning environments. It too is challenging, pressing the reader to reflect on their conceptions of the learning environment, and how they intervene within it. This raises the question of expectations – those of students and those held by the individual academic. The risk of mismatch is suggested. At heart, this is a very practical chapter with ideas offered making it a rich resource. Chapter 6 focuses on student engagement and encourages reflection from the outset. It recognises that the primary vehicle for engaging students is the relationship with the educator. As such, it values the role and suggests the need to invest in it.

Overall, the book's potential rests in the fact that it does not offer solutions without first engaging the reader in reviewing their practice. Each chapter is a rich resource with direction to useful websites and further reading. I recommend it.

References

Smith, Jan (2010) 'Academic identities for the twenty-first century', *Teaching in Higher Education,* Vol. 15.

Dr Fiona Smart SFHEA is a Senior Teaching Fellow/Senior Lecturer in the Department of Learning and Teaching Enhancement at Edinburgh Napier University.

Academic staff as advocates for a teaching recognition framework in a research-intensive university: What was their experience?

Ian Willis, University of Liverpool, and **Janis Davidson,** University of Glasgow

Introduction
Each university will develop its continuing professional development (CPD) framework (teaching recognition framework) differently. In this article, we outline the steps that the University of Liverpool took, with a focus on involving academic staff from the beginning of the process. We conclude by highlighting key points that we have learnt from the project.

Underpinning the development of the University of Liverpool Teaching Recognition and Accreditation (ULTRA) CPD framework were three key commitments: to involve academic staff, to research the process and to gather evidence of other outcomes. Before involving academic staff two key actions occurred. Firstly, the senior management of the university actively championed the introduction of ULTRA and, secondly, they put in place the Educational Development staffing to enable the project to be successful.

We believe that the active support of senior management and these three commitments were integral to the success of the project and may provide useful points of comparison for Educational Developers in other universities as they review their own progress.

Background

Over four years ago, Educational Developers at the University of Liverpool began working with a group of academic staff to support their successful applications for Senior and Principal Fellowship of the Higher Education Academy (HEA). During the same period, ULTRA was being developed. Since then, Educational Developers and academic staff have been working in collaboration to implement and promote the framework across the University.

Historically, like many research-intensive universities, formal recognition of contributions to learning and teaching were not well recognised in the promotion criteria or other formal systems. Happily, this is now changing, in part due to the external pressure created by the Teaching Excellence Framework (TEF) as well as internally motivated efforts to enhance the student experience (Kahn, 2017). We believe that ULTRA, as the teaching recognition framework put in place at Liverpool, has genuinely made an important practical contribution to this changed approach.

One of the first actions in developing ULTRA was to provide support to four academic staff and one Educational Developer to achieve Senior or Principal Fellowship of the HEA through direct application. Prior to this the university had no Senior or Principal Fellows but had a considerable number of Fellows and Associate Fellows of the HEA who had completed accredited learning and teaching programmes.

This first group of Senior and Principal Fellows worked closely with Educational Development staff to design, implement and promote ULTRA. At the same time, we were working towards the accreditation of ULTRA by HEA.

Over time this growing group of staff was closely involved in the initial stages of promoting ULTRA

to their academic colleagues, mentoring others and participating in the recognition panels that made judgements on applications. As one part of the commitment to research, we were interested to know what this experience was like for staff who are dedicated to learning and teaching in a research-intensive institution.

Gathering evidence

To facilitate the gathering of evidence, we secured a small grant from SEDA that provided additional impetus for our research, supported dissemination of our initial findings and had the bonus of making us externally accountable to produce results! We interviewed key members of academic staff from the group that had worked with us on the development and promotion of ULTRA, and the interview data was thematically analysed.

The research aim was to explore the experiences of academic staff in promoting engagement with ULTRA in a research-intensive university. In addition, we drew on two further case studies to illustrate staff experiences in applying for Senior or Principal Fellowship, and their subsequent support for ULTRA.

Personal and professional benefits

All of the participants said that they had enjoyed being involved in the project. They had gained personally, especially from the reflective element of their application for Fellowship. One participant stated: 'Actually the sitting and reflecting and, I know there's a feel-good factor, I think "oh yes! I've done this, I've achieved that, this is what I did".' Similarly, in reporting the reflective experiences of their mentees another commented:

'In some cases, they [mentees] had benefited from the processes of working through their own experiences and thinking to get them into a form that they could explain themselves.'

However, participants remained doubtful as to whether it would make a difference to their careers, in terms of recognition or promotion. Some of the interview responses suggested that this was due to a perceived emphasis on research in the institution, with learning and teaching being less valued:

'It had no impact on the promotion application…was not even mentioned at the interview, even though of the three things I've done this year, it's without question the most significant. Not mentioned.'

'In terms of career development… for me personally probably not. I don't think it will make any impact on my personal career.'

In research-intensive universities there is considerable variation in how the award of Senior Fellowship is valued and in the extent to which Senior Fellowship counted towards promotion (Fung and Gordon, 2017). More generally, Chalmers (2011) observes that there are many challenges to be addressed before contributions to learning and teaching are appropriately recognised, but adds that the picture may be changing.

At the University of Liverpool, and many other universities, the picture is certainly changing. Recently, several of our academic colleagues who have been awarded Senior Fellowship have been highly influential in their departments and faculties and have achieved promotion on the basis of their contribution to learning and teaching.

Wider perceptions

In seeking their experiences beyond the personal it was clear that participants perceived learning and teaching to be 'higher on the agenda' than it used to be and that interest was building around ULTRA. As one participant explained: 'My impression is that the scheme has acquired a certain momentum.'

At that time, it was clear from our participants that there needed to be stronger links between the achievement of Fellowship and promotion and that development of the institutional systems for reward and recognition was needed: 'People will not do this work unless they feel they get something from it.' The participants were optimistic that there would be greater impact as ULTRA became more embedded across the institution.

Cashmore et al. (2013) report that there are routes to promotion based on learning and teaching in a range of institutions but that their acceptance is lacking and there is a need for a

change of culture in some institutions. Following on from the acceptance and success of ULTRA, the promotion criteria for academic staff are being reviewed and are drawing extensively on the language and criteria that were articulated in the ULTRA development and documentation. In addition, the group that revised the criteria for institutional teaching awards drew heavily on the language of ULTRA and the UKPSF in their review.

Networks

Through their involvement with ULTRA, participants had heard about colleagues' developments in learning and teaching, and have had opportunities to share good practice that might otherwise have been lost: 'There were more conversations happening about learning and teaching.' They recognised that there was a role for ULTRA in connecting members of staff with an interest in learning and teaching: 'I've put somebody in Chemistry in touch with somebody in the Management School.' This type of experience was described in terms of 'a family' and a 'network' that would focus on learning and teaching: a mechanism for the dissemination and sharing of good practice. Network analysis reveals patterns by examining interactions, flows of information and the links that connect people within and *across groups* (emphasis added) (abridged: Matthews *et al.,* 2015, p. 239). Networks in this case can be seen in terms of weak ties:

> *'Weak ties are more likely to link members of different small groups than are strong ones, which tend to be concentrated within particular groups.'* (Granovetter, 1973, p. 1376)

Thus, the networks facilitated by ULTRA and similar CPD frameworks can be understood as facilitating weak ties across groups who would normally not have any interaction and certainly not around learning and teaching. One future development might be a proactive fostering of networks based on these emergent weak ties across disparate groups.

We think that these networks of weak ties were a significant factor that led to positive feedback from academic staff about the contribution of educational development to a recent QAA review panel.

Applications for Senior and Principal Fellowship

Demonstrating scholarship of teaching and learning in their applications was a challenging area for applicants. In our experience, rarely did applicants from the various disciplines come equipped with clearly articulated educational theory to explain their practice! Mostly, it was a retrospective engagement with the literature that helped them to connect theory and practice and to explain their rationales for practice to themselves and to others.

In the next section, we describe two cases to illustrate the experiences of becoming an advocate of learning and teaching in a research-intensive university. The cases are distinct but both show how the process of applying for Fellowship of an accredited framework can be as significant as the outcome.

Case – Principal Fellowship applicant

This applicant was known to be a leader and advocate of learning and teaching in his faculty. He was clearly a good candidate for Principal Fellowship. However, his application:
- conflated Principal Fellowship with an application for promotion
- was managerial in approach
- relied on his (considerable) achievements in his role
- largely ignored the UKPSF and himself as a teacher
- contained little/no scholarship of teaching and learning.

The application was unsuccessful.

Fortunately, he fully accepted the feedback from the panel, engaged in discussions with Educational Developers on the role of educational theory, and resubmitted successfully. He is now a strong supporter of the ULTRA application process and open about his learning through his own process.

Case – Senior Fellowship applicant

This was a strong candidate for Senior Fellowship and again she had little prior knowledge of the scholarship of teaching and learning. In this case, she did read around before applying and discovered 'Liminality' as a way of explaining the disruptions in identity experienced by her students (Masters in a professional subject). She accepted the guidance

from her mentor in order to shape her application. She described it as: finding meaning retrospectively (constructivism!).

This application was successful.

She now uses the concept of 'Liminality' in her classes to explain her students' experiences in identity disruption and formation as they prepare for professional careers. She has also willingly presented to our PG Certificate participants to show the value of educational theory in practice.

In her words: 'The application of learning and teaching theory in professional education. Or…how I learnt to love theory.'

Developments

In response to the rhetoric and reality of the Teaching Enhancement Framework, ULTRA and institutional strategic plans for learning and teaching have all moved on considerably. It is clear that all universities, including research-intensives, must now pay more attention to teaching, whatever form this may take.

At Liverpool, we have been pleased, and somewhat surprised, by the extent to which many Senior Fellows have been willing to commit to delivering CPD sessions on Learning and Teaching. Less surprising was their commitment to presenting at the annual Learning and Teaching conference. In addition, we have been successful in getting engagement in panels that review applications and in recruiting mentors from the Senior Fellows. We attribute this to their personal passion for learning and teaching, to the relationships and networks built up during their own ULTRA applications, and to the manifest change in institutional commitment to enhancing learning and teaching.

There has been a steady increase in ULTRA numbers; we have awarded 5 Associate, 16 Fellow, 64 Senior and 7 Principal Fellowships. As most staff gain recognition at Associate or Fellow through the accredited programmes, our target was always primarily the Senior category and to encourage participation without making it mandatory. This steady increase and growing support from faculty and departmental leaders means that we can expect sustained growth in numbers in the immediate future.

Key points that may resonate more widely

Through our involvement with the development and implementation of ULTRA we have identified some aspects of the project that we think are important:

- Support senior management in their active engagement in the framework
- Emphasise the importance of sufficient resourcing (staff time) to develop and promote a recognition framework
- Use TEF as an external driver to promote internal change
- Use the framework to influence change in internal systems (e.g. reward and recognition)
- Keep engagement voluntary and emphasise the benefits
- Create and promote opportunities to contribute to panels, CPD sessions, and internal conferences
- Build networks across the institution
- Research the process and outcomes. (SEDA funding was helpful here.)

We have found it helpful to reflect and make these points explicit as the next steps are planned. There will be similarities and differences in other contexts and there is value for Educational Developers to make comparisons with their own contexts and to make their own 'key points' explicit.

References

Cashmore, A., Cane, C. and Cane, R. (2013) 'Rebalancing promotion in the HE sector: is teaching excellence being rewarded?', Higher Education Academy (accessed at: https://tinyurl.com/hk68ppa).

Chalmers, D. (2011) 'Progress and challenges to the recognition and reward of the Scholarship of Teaching in higher education', *Higher Education Research and Development,* 30:1, pp. 25-38.

Fung, D. and Gordon, C. (2017) 'Rewarding educators and education leaders in research-intensive universities', Higher Education Academy, York (retrieved from https://tinyurl.com/grlopr3).

Granovetter, M. S. (1973) 'The strength of weak ties', *American Journal of Sociology,* vol. 78, no. 6, pp.1360-1380.

Kahn, P. (2017) 'Gaining recognition for high quality teaching – in a scholarly fashion?', posted 14 February 2017, Blog, LinkedIn (https://tinyurl.com/hbjcp6l).

Matthews, K. E., Crampton, A., Hill, M., Johnson, E. D., Sharma, M. D. and Varsavsky, C. (2015) 'Social network perspectives reveal strength of academic developers as weak ties', *International Journal for Academic Development,* 20:3, pp. 238-251 (DOI: 10.1080/1360144X.2015.1065495).

Having been Head of the Educational Development Division and Director of Studies of the Postgraduate Diploma/MA in Learning and Teaching in Higher Education, **Ian Willis** is the Lead on internationalisation research for the EdD (the University's online professional doctorate in Higher Education) at the University of Liverpool. **Dr Janis McIntyre Davidson** is a Senior Academic and Digital Development Adviser (University Lecturer) in the Learning Enhancement and Academic Development Service (LEADS) at the University of Glasgow.

Fifteen ideas for making assessment and feedback more effective, efficient and manageable for us, and for students

Phil Race, Independent educational developer

We often find ourselves stuck with a system where assessment methods still include essays, long reports and so on, and where feedback processes continue to focus too much on written comments on students' work (or electronic equivalents). As a result, staff burn themselves out trying to assess student work, and students get feedback too late to put it to good use, and the student experience of assessment and feedback continues to be problematic.

Each of the following different ways of going about assessment and feedback can save us a great deal of time, make everything far more effective for students and ourselves, and liberate us from the tyranny of historic ways of going about the most important parts of our work with students.

Several of these suggestions involve using at least some of our face-to-face time with whole groups of students to demystify assessment, clarify expectations, or to provide feedback, rather than fill the occasions with just giving students yet more subject content. In any case, in our digital age the content can be provided to students online and electronically much faster than we can deliver it ourselves in person.

These fifteen suggestions for improvement are not in any intentional order of merit or practicability, nor are they intended to be used in isolation, but rather in combination.

1) **Design much shorter assessments** (e.g. a 300-word annotated bibliography, instead of a 3000-word essay or review)
We tend to keep using long assessments, because that's what we've always done (or in the belief that it's what we're expected to do). Long assessments (such as essays and long-form reports) tend to encourage students to 'word-spin' (waffle?). As a result, we spend ages trying to mark their work, and too little time actually assessing it.

Word-constrained assessments can be used. Short assessment can be harder, and more intense, and helps us to achieve better discrimination between best and worst work. And short assessments are much, much faster for us to assess. Two or three short assessments can cover at least as much learning as one long one, and give students more chance to learn from formative feedback on the first, to put into practice in the next, and so on.

2) Increase formative assessment and reduce summative assessment

We know (from experience, and masses of research literature) that students learn little or nothing from feedback on summative assessments. Many students hardly look at the feedback we give, and some don't even collect their marked work at all. Even those students who do look carefully at feedback tend to be the ones who need it least in practice. Students often don't learn much from feedback on supposedly formative assessments, as they've already moved on to the next task.

When formative assessment and feedback are designed to work well, they can be a great learning experience for students. Students' final results on purely summative tasks can benefit enormously from earlier formative feedback.

3) Don't just use essays

Essays take ages for students to write, and ages for us to mark! Research shows we're not at all good at assessing essays, with different assessors awarding very different grades for the same essay (even using the same criteria), and individual assessors awarding different grades for the same essay on different days! Marking can degenerate into copy-editing rather than assessing.

Essays may well be fine for giving students feedback on their thinking and writing, but not for assessment or grading! And there is now a lot of concern that we may not even know who wrote the essays! (http://phil-race.co.uk/whodunit/).

Students are very sensitive whenever assessment may be perceived as at all unfair, and the mark or grade becomes much more important to them than any feedback.

4) Make more use of oral feedback rather than written feedback

Face-to-face feedback can make good use of tone of voice, encouraging facial gestures, speed of speech, repetition where needed, body language, the opportunity for us to respond to puzzled looks on students' face and explain things in a different way, and so on. We can profitably use some class time for these effective processes, reducing the time we need to spend on written feedback or individual comments on students' work.

Students in groups (whole cohorts or small groups alike) can learn together from oral feedback on other students' triumphs and disasters (with due anonymity, for example not looking directly at the student concerned when discussing particular instances in their work). Even one-to-one oral feedback can be quicker, and much more powerful and memorable than written feedback.

Oral feedback can be 'packaged up' to reach multiple students in podcasts or audio files, retaining much of the tone-of-voice and facial expression power of face-to-face feedback, and allowing students to revisit explanations.

5) Speed up feedback, so students still care about it when they receive it

Students often complain that they don't receive feedback on their work quickly enough – with considerable justification, especially when in large cohorts. Because student satisfaction (or otherwise) with feedback feeds strongly into the National Student Survey, and the league tables inevitably resulting from such surveys (not forgetting the forthcoming Teaching Excellence Framework), institutions have become preoccupied with the turnaround time for feedback to students, and have often adopted particular turnaround targets – typically within three weeks. In practice, three weeks is a long time in students' lives, within which they have often moved away from a submitted assignment in their thinking.

Here's a time-saving alternative which can get at least some feedback to students much more quickly. A lot of feedback can be given at the moment a class of students submits work for assessment, before we've even begun assessing the work. Since many students will actually have completed the work not long before handing it in, this means that we can often give them feedback within 24 hours of them actually doing the work. Such immediate feedback means that students still remember what they did – and what they had problems with, and are far more receptive to feedback than they would be days later (let alone weeks later!).

6) Get students giving feedback to each other, and sharing feedback

Students can learn a great deal from the process of explaining things to someone else, not least fellow students. It's often easier to learn from someone who has just mastered a concept than from someone (perhaps us!) who can't remember the difficulties when first learning it. Students explaining tricky concepts to each other deepen their own understanding of what they are explaining. Students giving and receiving feedback from each other can benefit from a great deal more feedback than we ourselves could ever give them.

Students can also learn from our feedback comments on each other's work, when students decide to learn in this way with their friends. Seeing critical comments from us about a friend's work is far less threatening than critical comments about one's own, and it's much easier to think 'Ah, yes, this is something I'll watch out for in my future work'. Similarly, seeing our praise about someone else's work is unlikely to be 'shrugged off' in the same way as it might be when about one's own work, and can lead to thinking such as 'Ah, I can indeed do this in my next piece of work, and get credit for it'.

7) Let students right into the meaning of assessment criteria, by explaining and illustrating these in whole-group contexts such as lectures

There should be no hidden agenda. To some extent, because of the nature of the 'power game' of assessment, it is dangerously tempting for some staff to think that letting students in to how it works is 'spoon-feeding', and that some of the agenda should be concealed. Students should have a clear idea of what is being sought in good-quality work, and what kinds of evidence of achievement would reduce their success.

Make it clear how assessment criteria link to evidence of achievement of published learning outcomes. Despite such clarification being offered in words in module handbooks and course web pages, there is no substitute for clarifying assessment face-to-face in class with students, bringing tone of voice, facial expression, body language and gesture to bear on the task of letting students know exactly what they must do to achieve well. Furthermore, the face-to-face context allows students to ask questions where necessary.

It's important to 'talk assessment' *only* in whole-group sessions, so that no-one is missing out on any guidance being offered. Try to avoid talking assessment to individual students seeking to 'get ahead', or answering questions about assessment at the end of lectures; rather get those asking us questions to jot them down for us to use to explore with the whole group at the next session. If whole-group sessions become known to be the place where important matters such as assessment are openly discussed, students become far less likely to fail to be present.

Even a little face-to-face time used to clarify and demystify assessment saves us a great deal of time when we come to assess their work, as the quality of their work is considerably enhanced.

8) Show students a range of evidence of achievement

Don't just show students exemplars of 'excellent work'. Let them see additionally what can easily go wrong, and could lose them marks. It's useful to be able to illustrate to students a range of specimens of evidence of achievement, good, bad and indifferent. This does not mean showing students directly past students' excellent or poor work, but is best achieved by compiling such evidence from a range of work, so that due anonymity can be preserved – and indeed seeking permission to do similar processes with present students' work for later groups.

When students are aware of the range between 'excellent' and 'poor', they can strive to be even better than excellent, and the tendency to simply imitate excellent work is diminished, and the average standard of work can increase way beyond our expectations.

Some class time spent illustrating a range of evidence of achievement can save considerable time for students, who can avoid errors, and saves time and energy for us, as we spend much less time needing to provide feedback on unsatisfactory work (see the work of Royce Sadler).

9) Get students themselves formulating evidence of achievement

When students have a feeling of ownership of their targets, they put much more focused effort into achieving the targets. When students formulate 'good' evidence, we can praise their choices, and if students formulate 'poor' evidence, we can point them in a better direction. We can also adopt their targets into our assessment design, when they are better than the targets we first thought of!

When setting a task for a group of students, it can be useful to ask all of them to jot on post-its what they believe may be sought in a really good attempt at the task, and collecting and sharing these. Invariably, this yields ideas for what we may ourselves look for in the best work, but more importantly students themselves are then far better informed about the nature of the evidence they should strive to provide in the assessed task.

10) Get students themselves designing and applying assessment criteria

Learning by assessing – 'making informed judgements' – is one of the deepest forms of learning. Applying assessment criteria helps students to internalise how to achieve them in their own work. We can easily give students relevant things to assess (paragraphs from essays, abstracts from a draft paper, sections from reports, elements from a proposal, and so on) in class time, and allow them to benefit from dialogue both about the content and the processes involved. Students can often think of better assessment criteria than the ones we first thought of ourselves.

11) Make the most of feedback to students in small-group contexts, such as tutorials

Feedback in small-group contexts can be much less threatening to any student than one-to-one feedback, especially when the feedback might be critical, and can be much more manageable for us. Unlike written feedback, in small groups we have tone of voice, body language, and the whole panoply of tools of oral feedback at our disposal, and can have rich feedback dialogues with small groups of students which would not otherwise have been possible.

Let the group hear feedback on work that is really good, but maintaining the anonymity of the students who were successful in this way. Similarly, let students hear feedback on things which went wrong in the work concerned, again retaining the anonymity of those who made errors.

All this can allow students to see 'where they're at' compared to others in the cohort, which in fact is what many of them are seeking. When tutorial dialogue is used effectively, the attendance at tutorials can increase significantly, and we save time by explaining important things to groups rather than trying to do so with individuals.

12) Use statement banks to speed up formulating useful feedback

This applies to written feedback, including comments about individuals' work, comments about the work of a whole group, and online feedback delivered electronically, including using 'track-changes' in Word. Especially with online feedback, it can be worthwhile to compile a bank of useful feedback statements, including just as many comments praising good aspects of work as those criticising poor aspects or misconceptions. How often have you written similar explanations of important points time and time again on different students' work? It can be much more efficient to compose a 'frequently needed explanation' once – and well – and then re-use it quickly when it is needed by different students. This means that we can paste in prepared explanations or comments, rather than compose them repeatedly in our feedback to different students. This can save us a considerable amount of time.

However, it is important that we achieve our use of statement banks without it seeming too obvious that our feedback comments are not directly relevant to particular students' work (as sadly sometimes may have happened to students with school reports produced with 'standard phrases and comments'). Make sure that the feedback that different students receive is sufficiently unique and personal, rather than just 'out of the box'.

It can be useful to get students themselves to compose statements in response to examples of good and poor work, so that they get a sharper idea of what is wanted in their own forthcoming work. It is salutary for us to note that when students themselves (especially in small groups) compose 'frequently needed explanations', their words often get the meaning across more effectively than in our own attempts.

13) Get students self-assessing, and give them feedback on their self-assessment

This involves opening up feedback dialogues with students, which is especially valuable with large cohorts, where one-to-one face-to-face dialogues may be more difficult to arrange. A short pro-forma for students to complete and submit with their work can achieve a great deal.

For example, ask students to tell us what mark or grade they believe the work should be earning. This allows us, when assessing their work, to respond more appropriately with feedback. If it *is* good work, and they *know* it is good work, they need much less feedback other than 'well done – you know you did this well of course'. It is when there is a substantial difference between their view of the quality of their work and the actual quality that we need to be more forthcoming with feedback.

There are many other possibilities for initiating dialogue with students. These include:
- Ask students what they think they did best, and praise them when indeed they did do this well
- Ask students what they found the hardest part of the task, and praise them when they succeeded, and empathise when they didn't
- Ask students what they might change if they had another hour to do the task.

Skills at self-assessing one's own work are some of the most important of what could be called the 'longitudinal educational outcomes' of time spent at university, and our efforts at developing these skills are very worthwhile (and much appreciated by students).

14) Try to avoid 'final language' in feedback

'Final language' includes words such as 'excellent', 'good', 'poor', 'adequate', 'satisfactory', and so on, words which in practice don't give any 'feed-forward' to students, and are merely judgements rather than real feedback.

It can be better to make feedback comments much more informal and personal, for example to say things such as:

'I really like how you approached so-and-so.'
'It might have helped if you'd done such-and-such.'

'That was exactly what you were intended to do.'
'One thing you did really well was so-and-so.'
'You probably already realise that such-and-such didn't really work.'

Probably the key word in each of the examples above is 'you'. Students want at least some of the feedback to be about what they themselves did, rather than just the 'frequently needed explanations' which we can provide very efficiently from statement banks.

Moving away from final language in feedback does take us a little additional time, but the increased effectiveness of the resultant feed-forward justifies this.

15) Always make assignment design a team effort

Every assignment should be the result of a collaborative effort. It doesn't make sense to do this alone without running your ideas past a colleague, quality assurer, student or all three. This can help avoid the biggest pitfalls around assuring manageability, authenticity, relevance and validity. Students can be particularly useful sounding boards to ensure that what you are asking students to do is clear and readily understandable. You won't get into glitches around university systems and regulations if you talk things through in advance with a Faculty manager or registrar. And your subject colleagues could be helpful in checking manageability and alignment with learning outcomes.

Suggested tasks
- Prioritise the fifteen ideas presented above – this is best done as a group with a few colleagues.
- If you could only make one major change to assessment and feedback, which of these would you choose to do first?
- If you could only make three changes, which three would work best collectively?
- Which of these ideas can you adapt to work better than suggested already?
- What alternative ideas do you have which could be added to this list?

Phil Race is an author and independent educational developer (https://phil-race.co.uk/).

Referencing: Student choice or student voice?

Sarah George and **Jennifer Rowland,** University of Bradford

Lillis (2001, p. 53) calls referencing an 'institutional practice of mystery', a frequent cause of student anxiety and complaint. It is an area in which a vast perceptual gulf exists between academics and students, one in which academic support staff can see both sides. Students, not wanting to look 'stupid' in front of academic staff, will often express their concerns only to librarians and other support staff, so academics do not see their full range of anxieties. This article reflects on this problem and reports on a successful project to alleviate student fears by decreasing the number of official referencing styles at the University of Bradford.

Perceptions of referencing

'Is there no way that one standardised practice can be agreed for the University? With one guide that can be used by all? Or is it more important that each member of staff has a dot or bracket in a certain place at the potential cost of student grades,

University statistics and the overall perception and experience at the university? I have come to university to learn about psychology and management, not to find myself wondering what type of Harvard everyone prefers.'

The anguished email from which this quote is taken worked its way by circuitous means to the library, accompanied by the polite incomprehension of her programme leader:

'I don't understand what the problem is, we just use standard Harvard.'

On investigation, it transpired that the student had if anything understated the problem – she had, in her first two years of study, been subject to no less than four sets of referencing guidelines, all variants on Harvard. Whilst her programme leader, only seeing the guidelines for his own modules, assumed that his version was 'standard' there is in fact no 'standard Harvard': Endnote contains 6819 referencing styles, of which 3074 are Harvard/author-date variants (Clarivate Analytics, 2017a).

Academic staff generally purport to be unbothered by details of referencing style, as long as they are able to trace the source: 'any style as long as it's numeric' was the sole advice previously given to chemistry students. Students, on the other hand, obsess about the minutiae of punctuation and formatting: I have witnessed students in tears trying to understand why there is a semi-colon in one referencing template but a comma in another. There is some evidence (Neville, 2009; O'Hara, 2010) that some students prefer to omit a reference, risking a plagiarism charge, rather than reference incorrectly.

Academic staff often consider that students should be exposed to a variety of referencing styles and given a choice of referencing style as to which they use, some even regarding it as a vital part of academic freedom. Students want to be told exactly what to do, and would like guidelines that cover all details and templates for every conceivable type of information source.

What did we do?
In January 2015, I (Sarah) mailed the Deputy Vice Chancellor (Academic) and asked if I could convene a group to address the issue of multiple referencing styles. Somewhat taken aback, she nonetheless agreed. The group included representatives from all areas involved in referencing: academics from all faculties, academic skills advisors, educational developers, the student union and, of course, the library.

Our first step was to prove to sceptical colleagues who were convinced their personal style was 'standard' that there were indeed many variants in use. The group scoured referencing guides from all of the university departments, divisions and faculties, about twenty in all, for guidelines on the four most commonly used sources: books, chapters from edited books, journals and websites. For each, we enumerated the differences in each element, and also general points such as the format of authors' names and case of titles. We identified nine distinct versions of author/date referencing, three numeric and two numbered note systems, a catalogue that a formerly unconvinced colleague described as 'sobering' (see Table 1).

Having determined which variants were in use, our next step was to decide on a preferred style for each. We first looked at the various published styles but each seemed to have their own oddities that we could not rationalise to each other, let

General variants				
Format of author's name	Persaud, A.L.	Persaud AL	A.L. Persaud		
Two authors	Persaud, A.L. and Sedgley, M.T.	Persaud AL and Sedgley MT	Persaud, A.L. & Sedgley, M.T.	Persaud AL, Sedgley MT	A.L. Persaud and M.T. Sedgley
Three authors	Persaud, A.L., Sedgley, M.T. and Goodliff M.L.	Persaud AL, Sedgley MT and Goodliff ML	Persaud, A.L., Sedgley, M.T. & Goodliff M.L.	A.L. Persaud, M.T. Sedgley and M.L Goodliff	
Number of authors named	All	Seven then *et al.*	20 then *et al.*	Five then *et al.*	
Format of date	(2000)	(2000).	2000		
Position of date	After authors	At end/ before volume and issue			
Format of title	Italics	No italics			
Book				
Between book title and publisher	Comma		Full stop		
Edition	2nd edn.		2nd ed		2nd ed
Place of publication, publisher	Cambridge: Cambridge University Press		(Cambridge: Cambridge University Press)		

Table 1 Examples of differences in referencing style

alone explain to the students. So with a heavy heart, we decided to add to Endnote's 6000+ styles and invent our own system based on practices within the university, attempting to maximise consistency and simplicity.

Rationalisation or radical change?

Before we could decide on the fine details of the new style, we had to consider a few philosophical issues. Firstly, did we want to make referencing as simple as humanly possible, or keep our style looking reasonably similar to existing styles? The first option would ease the pain for new students but would make the style particularly alien for students arriving from other institutions. We finally decided that we should respect most academic norms so our students would be able to recognise them in published sources, and if they went on to further study elsewhere would not have an additional mountain to climb. We had a particularly vexed conversation about the place of publication for books and book chapters (*cf.* Levin, 2009). Though present in every referencing style, not one of us could articulate why it was there and what it tells the reader (except in books from the pre-mass printing era). There was a broad divide between those of us (librarians and academic skills) who regularly had to help students on increasingly futile quests to find the place of publication, and academic staff who marked the results. The final decision was a typical committee fudge – the place of publication is still part of our book reference template but is now optional. Similarly, dots after initials are grammatically correct and part of academic convention, but many of us felt they add to potential confusion and make referencing much more complicated for print-impaired students, especially those relying on audio (one of my annual tasks is to provide voice-over to slides on referencing, and just reading out 'smith comma j dot m dot' makes me lose the will to live – I can't imagine what it's like having to listen to it). Again, academic norms prevailed and they were kept in.

These discussions led to further contemplation about the role of referencing and what we are trying to teach the students. Are we trying to make them into mini-academics and give them a degree in referencing? If the source of the information is clear, should we be bothered about the format? So to accompany the style we laid out a set of principles: that the ability to identify the source and the quality of the information is more important than matters of punctuation, and that undergraduate students should only ever be made to use one referencing style. We argued that it is easier for, say, a chemistry academic marking the work of a biomedical student to learn to mark Harvard referencing than it is for the student to learn to use numeric referencing.

Outcomes

The new styles were implemented just in time for the start of the 2015/16 academic year. There are now single Harvard and numeric styles (University of Bradford Library, 2015) with accompanying Endnote Styles. Departments can still seek waivers on academic grounds if the standard style in their area, arbitrarily taken to be the style in use in the top 20 journals in the most relevant category of Journal Citation Reports (Clarivate Analytics, 2017b), is radically different from either of these. Electronic Engineering and Law both successfully sought waivers on these grounds.

Staff response to the changes has been mixed. Some have welcomed the clarity and comprehensiveness of the new guidelines as an aid to marking:

> 'The new simplified system for referencing has already made a difference to the students. Additionally, I have found marking much easier as a result of a clear, single style.' (Archaeology lecturer)

Others have suggested that the impact on staff has been minimal: some who had assumed there had always been a single style are doubtless wondering what the fuss had been about!

> 'The impact on staff was minimised, and students who were previously expected to use a confusing range of slightly different referencing styles have undoubtedly benefited from a more simplified institution-wide approach.' (Curriculum development fellow)

We still get reports of academic staff marking to their own guidelines, but students can appeal against marks docked in such cases and can (and do!) complain to Student-Staff Liaison committees. It has certainly made life a lot easier for academic support staff, who now have to deal with four sets of guidelines rather than 14 and can consequently give more consistent advice. The new Harvard referencing guidelines are far more detailed than any of their predecessors, containing templates for every information source we could think of and a few we could not – every time anyone receives an enquiry about a source not in the guidelines, we add a template for it.

In contrast to the mixed reaction from staff, student feedback has been overwhelmingly positive:

> 'There was a massive need from the students for a single referencing style which would make their lives easier. We had a lot of students providing us extremely positive feedback.' (Hazmin Ahamed, Student Union Academic Affairs Officer (2015/16))

We would urge other institutions to look at streamlining their own referencing styles: it can be done with political will, a group of student-focused staff and a lot of cake! The impact on student satisfaction is out of proportion to the amount of effort involved. The student whose anguished howl initiated the process was particularly pleased:

> 'For me personally, I cannot regain my first weeks which were filled with irritation and confusion at the lack of clarity around referencing. However, I am now hopeful that new students will be able to know exactly where to look and should be better able to concentrate on their studies than I was.'

References

Clarivate Analytics (2017a) 'EndNote output styles' (https://tinyurl.com/maozfca).

Clarivate Analytics (2017b) 'Journal citation reports' (https://tinyurl.com/n2zpdyt).

Levin, P. (2009) 'Does an insistence on detailed and "correct" referencing inhibit students from thinking for themselves?', Referencing and Writing Symposium,

University of Bradford, July 2009 (https://tinyurl.com/lyd3bwu).

Lillis, T. M. (2001) *Student Writing : access, regulation, desire,* Abingdon: Routledge.

Neville, C. (2009) 'Student perceptions of referencing', in Referencing and Writing Symposium, University of Bradford (https://tinyurl.com/mfc2n4y.)

O'Hara, M. (2010) 'What can the library do to help tackle instances of plagiarism, especially amongst international students', unpublished graduate trainee project, J. B. Priestley Library, University of Bradford.

University of Bradford Library (2015) 'Referencing', Bradford: University of Bradford (https://tinyurl.com/msgwtb5).

Sarah George (s.george@bradford.ac.uk) is Subject Librarian for Archaeology, Chemistry, Forensics and Integrated Science, and **Jennifer Rowland** (j.rowland2@bradford.ac.uk) is Subject Librarian for Computing, Informatics and Optometry, at the JB Priestley Library, both at the University of Bradford.

Book Review

The Organized Mind: thinking straight in the age of information overload

by Daniel Levitin

Penguin
ISBN-10: 0241965780
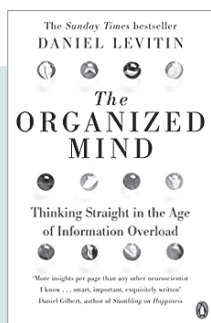
Whilst *The Organised Mind: thinking straight in the age of information overload* is not what might be considered a 'text book', it does have its use for educationalists. As I have been reading it I have found aspects of the work reported by Levitin to be informative, interesting and to have application to my practice as a teacher on a postgraduate certificate in higher education. Arguably, teachers on such programmes are in the business (at least in some part) of memory and aiding programme participant retention of material so that at some near future date it might be retrieved and applied to practice. Levitin notes that there are two key principles relating to memory retrieval (he argues that all memories are potentially available but that retrieval is the issue) — firstly, distinctiveness and secondly, an emotional component. I guess this is why students I taught geography to in a distant past recalled the field trip learning experience rather more than the classroom ones (and why, because of the time/place that I first heard it, I so enjoy *Bob at the Budokan* over other albums). In addition, and fascinatingly, young adults prefer emotional negative memories, partly it is argued, because they are more compelling but also because they reveal areas about which knowledge is unknown.

So the first section of this book tackles memory, cognitive overload and attention. Apparently, we have approximately the capacity to process 120 bits of information per second. A normal conversation, one-to-one, requires about 60 bits of processing capacity per second. Two people talking at once (think any Robert Altman movie) is almost excessively demanding. In practical terms, teachers must have students' undivided attention before they say anything.

The second section considers organisation in terms of aspects of our lives: homes, social world, time, information and the business world (which contains interesting reported research about *locus* of control). Clearly, on an individual basis time organisation is something worth knowing about and certainly a metacognitive skill we might be involved in developing in students. Levitin argues that the load on memory should, as far as possible, be externalised. For example, keys should always be stored in one location (and returned to that location) in our homes, or appointments requiring thought and action should be organised with a 'bring forward file' (although Levitin uses 'tickler' as the term for this). Procrastination and delayed gratification are also considered in this part of the book. Who knew that 'large urban areas (i.e. the people within them) are associated with a tendency to be better at critical thinking and creativity, but also with procrastination'? (p. 196).

Section three reviews what we should teach our children — essentially that, in an information age, they need to be able to critically review information including its provenance with particular regard to intrinsic bias, maintenance of the *status quo* and preselection effects. Levitin notes that it no longer makes sense for teachers to transmit information, '…by the time the professor has explained xxx, everyone in the class has already Googled it' (p. 336). There is an extensive section on information literacy because Levitin believes that 'the primary mission of teachers must shift from the dissemination of information to training a cluster of mental skills that revolve around critical thinking' (p. 336).

There is much more including the use of contingency tables (what Lilienfeld *et al.* (2009) term the four-fold table of life) in decision making, central executive and 'daydreaming' modes of thought, creativity, searching and filtering information in a digitised world, *locus* of control and so on. One last 'nugget': the metabolic cost of rapid task switching (often mistaken as multitasking) is huge and whilst the dopamine/adrenaline release (says Levitin) caused by successfully dealing with email (and the novelty of it if you switch from another task, like writing a review) is difficult to resist, it is actually exhausting. This attention-switching demand of apparent multitasking therefore accounts for why I fall asleep on the train home! Finally, unread and waiting emails, if you have a system set to flag them, is also costly — research has demonstrated that your IQ is effectively depressed by 10 points by this knowledge.

A fascinating book from a general interest point of view but also one that contains much of relevance to teachers (and teachers of teachers).

References

Lilienfeld, S., Lynn, S., Ruscio, J. and Beyerstein, B. (2009). *50 Great Myths of Popular Psychology: shattering widespread misconceptions about human behavior,* Hoboken, NJ: Wiley-Blackwell.

Peter Gossman is a Principal Lecturer in Academic CPD at Manchester Metropolitan University.

SEDA News

New SEDA Fellowship Holders

Congratulations to our new Fellowships holders:

- **Matthew Allen,** Swansea University
- **Mark Anderson,** Imperial College London
- **Rebecca Bouckley,** Tavistock and Portman NHS Foundation Trust
- **Katarzyna Brys,** GSM London
- **Mandy Frake-Mistak,** York University, Canada
- **Sarah Gibbons,** University of Limerick
- **Isobel Gowers,** Writtle College
- **Victoria Hart,** GSM London
- **Anna Hunter,** University of Central Lancashire
- **Ruth Johnstone,** Edinburgh Napier University
- **Valerie Lawrenson,** University of Central Lancashire
- **Claire McAvinia,** Dublin Institute of Technology
- **Tracey McKillen,** University of Limerick
- **Aster Mekonnen,** GSM London
- **Roger Penlington,** Northumbria University
- **Daniel Philips,** GSM London
- **Julie Usher,** University of Northampton

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.

- **Dr Peter Draper** and **Professor Graham Scott,** *Developing teaching academics as scholars of teaching and learning: an interdisciplinary project*
- **Dr Emma Medland, Dr Alexandra Grandison, Dr Christine Rivers** and **Dr Fiona Tomkinson,** *Bridging the gap: the construction of shared meaning through feedback*
- **Dr Amanda Platt, Dr Marian McLaughlin** and **Clare Browning,** *Enhancing L&T in an increasingly challenging context: exploring the potential of a new holistic quality model for academic development*
- **Dr Maren Thom,** *Using stage craft to develop teaching practice in higher education*
- **Dr Rebecca Turner, Ellie Russell** and **Dr Jennie Winter**, *Identifying the educational development needs of elected sabbatical officers with a remit for supporting teaching and learning*

SEDA Executive Committee

We wish to thank **Pam Parker SFSEDA,** who came to the end of her term as Co/Vice-Chair of the SEDA Executive Committee at the AGM in May, for her enormous contribution to SEDA.

SEDA would like to thank **Annamarie McKie** who also completed her term on the SEDA Executive Committee; and to welcome our new Vice-Chair **Clara Davies SFSEDA** plus two new members: **Sue Beckingam** and **Lisa Hayes FSEDA.**

Forthcoming SEDA Courses

Booking is now open at www.seda.ac.uk for the following courses:

- *Supporting and Leading Educational Change* (professional qualification course), to run from 23 October 2017 – 16 February 2018
- *Online Introduction to Educational Development,* to run from 19 February – 16 March 2018

Supporting HE in College Settings Course

Congratulations to all those who have recently passed our Supporting HE in College Settings course:

Daniel Amin, Doncaster College
Jacky Brewer, East Surrey College
Jac Cattaneo, Northbrook College Sussex
Sarah Crowson, Hereford College of the Arts
Damien Fidler, New College Nottingham
Gail Hall, Leicester College
Patrick Leonard, Hull College Group
Rhonda Lobb, Myerscough College
Philip Miller, New College Durham
Georgina Moustaka, Milton Keynes College
Kaye Thomas, Macclesfield College

Developing Teaching Excellence: Supporting and Developing the Work of Groups and Teams

SEDA's 22nd annual conference, from 16th November to 17th November 2017, at the St David's Hotel, Cardiff

The focus for much staff development in both HE and FE has been on the development, recognition and reward of individuals who contribute to student learning. In contrast, the themes of this conference will be:

What factors affect the formation and functioning of effective programme teams and development groups?
How can developers support effective groups and teams?
How can and should we recognise effective groups and teams?
How can we evaluate group and team effectiveness?
What current and emergent theories and models are proving useful?