

# EDUCATIONAL DEVELOPMENTS

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



Issue 6.3

Sept. 2005 ISSN 1469-3267

£6 Cover price (UK only)

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## Developing and Accrediting the Developers

The two new SEDA-PDF qualifications for staff and educational developers, introduced here by **David Baume** with **Ruth Pilkington**

### Introduction

The original leaflet about the new SEDA Professional Development Framework (SEDA-PDF) contained the sentence "SEDA's attention has shifted back from [teacher] accreditation to development". Why this shift of attention? And how do the two new SEDA-PDF Named Awards, 'Staff and Educational Development' and 'Leading Staff and Educational Development', fit in? Look at the contexts in which we now do our development work. There is a lot more development and accreditation about, including:

- **Nationally**, with Funding Council support there are teaching fellowships, previously over 160 FDTL projects, currently 74 CETLs, 24 subject centres, major initiatives on widening participation and disability. There is also the work of The Higher Education Academy.
- **Institutionally**, almost every UK HEI has an Academy-accredited course to train its teachers; most have an educational development unit whatever called and wherever located; there is a fast-growing number of faculty, and department-based learning and teaching coordinators, who bridge between teaching and development roles; and there are many project staff, for example concerned with e-learning or, again, widening participation.

SEDA already provides support for these developers: with the Autumn conference, the Summer School (over-subscribed in 2005, its fourth year of operation), SEDA papers used by developers, and two SEDA books on development.

In addition of course there is the SEDA Fellowship, which is and will remain SEDA's high-level qualification for staff and educational developers. SEDA Fellowship is primarily a qualification rather than a development route; although any Fellowship holder will tell you that the process of analysing and reviewing one's experience is profoundly developmental. But FSEDA is sometimes seen as daunting by new developers, and the road to it may not be clear for them. The road may also be both too long and too broad for someone with other major roles such as teaching, or whose development responsibilities are specialist or part-time.

Two items, then, have been missing from SEDA's offer:

1. A formal process to support new developers.
2. Support for part-time and specialist developers or for leaders of development to gain the necessary capabilities and gain a qualification in development or in leading development. The two new SEDA-PDF Named Awards, 'Staff and Educational Development' and 'Leading Staff and Educational Development', are designed to fill this gap.

Plans are also being prepared for new SEDA Papers and regional events to support these awards.

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## 2005 (Vol.6)

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Individual subscriptions are £24 sterling per year (4 issues) within the UK. Overseas subscribers should add £5 sterling postage and packing for delivery within the EU or £8 sterling for the rest of the world.

Bulk copies can also be purchased in packs of 10 @ £200 sterling per pack.

All orders should be sent to the SEDA Office, either with payment or official order.

NB SEDA members automatically receive copies of *Educational Developments*.

## The SEDA-PDF named awards

In the spirit of SEDA-PDF, the new awards subscribe to the same values as all the other awards. These values explicitly inform all the work of SEDA. They provide a central set of reference points that reflect and are informed by SEDA's long experience in staff and education development. The values therefore apply equally to the work of developers:

### Underpinning each SEDA-PDF programme are commitments to:

- An understanding of how people learn
- Scholarship, professionalism and ethical practice
- Working in and developing learning communities
- Working effectively with diversity and promoting inclusivity
- Continued reflection on professional practice
- The development both of people and educational processes and systems

Table 1 Common SEDA-PDF Underpinning Values

SEDA is rooted in development. All named awards have a common set of development outcomes, listed below. Those successfully undertaking any SEDA-PDF programme will demonstrate these – including people working towards the new awards for developers:

### SEDA-PDF Common Development Outcomes

#### Participants will have:

- Identified their development needs
- Planned for and undertaken a development programme to meet these needs
- Achieved particular specialist outcomes and
- Reviewed their development and their practice.

Table 2 SEDA-PDF Common Development Outcomes

Each of the existing SEDA-PDF Named Awards also has its own additional specialist outcomes. These focus on the specific function, context and nature of the activities and expectations associated with each award. Existing awards include:

### Current SEDA-PDF Named Awards

- Supporting Learning
- Learning, Teaching and Assessing
- Enhancing Academic Practice
- Supervising Postgraduate Research
- Student Support and Guidance
- Embedding Learning Technologies
- Exploring Learning Technologies
- Developing Professional Practice
- Enhancing Research Practice
- Staff and Educational Development
- Leading Staff and Educational Development

Table 3 Current SEDA-PDF named awards

The new awards for developers also have specialist outcomes. They recognise, by providing **two** new awards, that staff and educational development roles differ in scale and function. Hence the staff and education development awards identify the following specialist outcomes:

Staff and Educational Development	Leading Staff and Educational Development
Identify goals for staff and educational development processes	Contribute to the development and delivery of institutional strategy for educational change
Plan staff and educational development processes towards achievement of these goals	Identify the overall goals for the development activities and processes, and make associated plans
Facilitate processes to achieve the agreed goals	Help development colleagues to identify local goals and to plan appropriate methods within broad organizational and strategic contexts
Monitor and evaluate the effectiveness and the acceptability of the development processes	Ensure that colleagues carry out, monitor and evaluate the agreed development process and provide appropriate support
With the client, identify appropriate follow-up development activity	Support colleagues in identifying with the client appropriate follow-up development activity

Table 4 Specialist outcomes for SEDA-PDF Staff and Educational Development and leading Staff and Educational Development

### How SEDA-PDF works

SEDA-PDF recognition comes in two parts. The first is recognition of the institution as a place for running SEDA-PDF awards in general. To be recognised as a provider of SEDA-PDF, an institution must show:

- How professional development needs are identified
- How programmes and pathways are developed to meet these needs
- The location of the programme(s) in the institution
- Links between the programme(s) and relevant institutional policy or strategy, for example for teaching and learning or for human resource development
- A review of the strengths and weaknesses of the institution's approach to professional development

This recognition is usually carried out alongside the second part, recognition of one or more specific Named Awards. This approach means that the recognition of successive Named Awards, such as those for staff and educational development described here, can be a light-touch process. Because not every HEI will wish or have the resources to run these two SEDA-PDF Named Awards, SEDA will encourage inter-institutional co-operation on planning and running programmes. We shall also offer central assessment for individual candidates.

### The scale of development work

How many people in your institution spend part or all of their time doing staff and educational development? Participants in a Heads of Educational Development Group (HEDG) estimated variously between 20 and 200 in their own University.

Another colleague counted 13 in the educational development unit, 6 faculty learning and development managers and 26 learning and teaching coordinators in schools. Beyond that, 12 staff (actually students) were working on short-term contracts as staff mentors for the Virtual Learning Environment. Still more widely, some 200 staff had gained teaching awards, and were continuing to

work on pedagogic innovations which affected the work of others – they were to this extent at least undertaking staff and educational development. You may find it useful to do a similar audit for your own HEI, despite the difficulties of definition, to identify those staff who are to some extent working as developers.

### Planning and using the awards

What would it take to develop and gain recognition for a course leading to one or both of the SEDA-PDF named awards in staff and educational development? Can you justify the (relatively modest) effort that it would take?

Your case for such a course or courses should obviously address the number of people new to development in your university, over the last and the next few years. Your case should also refer to the needs for:

- High-quality, scholarly, informed staff educational development to help the institution to achieve its mission
- Increased support for, and community among, your developers who may sometimes feel a little isolated
- Increased valuing within the institution of development and of developers
- The cost and the effectiveness of current induction and training for developers.

A course towards one of these Named Awards would include, for example, current arrangements for inducting and mentoring new developers, formalizing what already occurs. It might involve new developers meeting face-to-face and / or on-line; to support each other's development, to ask for and to give help and advice, and resources. There would probably be the occasional more formal session, in which an experienced developer from inside or outside the institution explored a topic of common interest to most developers, such as internal development consultancy, working with policy and strategy, workshops and fundamental ideas in learning and development.

Developers on the programmes would collect evidence of their thinking and their work as a developer. Over time they would show how they have achieved and demonstrated the core development outcomes and the specialist outcomes in their work, underpinned by the values. Courses towards these Named Awards would very much take the form of supported work-based learning.

## Questions & Answers

- Q** How will the SEDA-PDF awards in Staff and Educational Development relate to FSEDA and AFSEDA?
- A** FSEDA will remain unchanged. AFSEDA will be modified so that either SEDA-PDF 'Staff and Educational Development' or 'Leading Staff and Educational Development' will give AFSEDA.
- Q** Is there a progression from 'Staff and Educational Development' to 'Leading Staff and Educational Development'?
- A** No. For most developers, one or other of the qualifications will be appropriate. For a few, both.
- Q** How 'big' does one of these courses have to be?
- A** SEDA says nothing about the level, duration or number of credit points required. Such issues are for the institution running the course. SEDA is concerned that the course leads to the specified outcomes, underpinned by the specified values. You might say, 'render unto SEDA that which is SEDA's, and unto the HEI that which is the HEI's'.
- Q** How will the SEDA-PDF awards in Staff and Educational Development relate to the other SEDA-PDF awards, and also to Higher Education Academy accreditation?
- A** We hope that staff who undertake more than one educational role will want to take more than one course and qualification. After all, we all did this as our roles changed, initially in our original discipline or profession (first degree, higher degrees, professional qualification) and then in becoming a teacher in higher education (PGCert, SEDA / ILTHE / Higher Education Academy accreditation). We hope that the awards described here, and the courses associated with them, will help staff to learn how to undertake and feel confident in their new roles as developer or leaders to development.

## Conclusions

These Named Awards were developed by the SEDA-PDF Committee, with support and encouragement from Executive and many developer colleagues. Participants in a meeting of HEDG in June 2005 made valuable inputs.

These Named Awards build on 15 years of experience of SEDA and its members in developing and using developmental accreditation frameworks, and on longer experience of supporting development and developers. Learning from the success of previous frameworks for development and accreditation, these awards are reasonably clear and tight about the underpinning values and about the capabilities of developers and leaders of

development. At the same time they allow maximum freedom about how these capabilities and values are acquired and demonstrated, to meet institutional and individual needs and priorities.

The awards are intended to help increase and ensure the quality of future development work, through professionalizing and supporting the work of developers and through supporting developers to gain and then receive recognition for their particular capabilities. They are intended to help make more connections between developers, and thus strengthen the development community; to increase the versatility of developers; to increase respect for development and developers; to develop and celebrate the capability of developers. The awards will help the development community to 'practice what we preach' about education and development in running and assessing our PGCerts in higher education, namely, the need for accredited professionalism.

We hope you will use these new awards, and tell us how you are using them, thus helping to build still further the scholarly and supportive community of developers that is SEDA.

## Sources

Further information can be found about SEDA-PDF on the SEDA website, [www.seda.ac.uk](http://www.seda.ac.uk).

Background on the development SEDA's work on teacher accreditation, which preceded SEDA-PDF and had some influence on current national accreditation policy and practice, can be found in Baume, D. and C. Baume (1996). "A national scheme to develop and accredit university teachers." *International Journal for Academic Development* 1(2): 51-58.

For a rather less formal update, see Baume, D. (2003). Far too successful? *in Case Studies in Staff and Educational Development*. H. Edwards and D. Baume. London, Kogan Page: 153-161.

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## Correction:

Educational Developments 6.2 included an Interview with Rob Ward, Director of the Centre for Recording Achievement (pps 22-23) where the acronym PDP was used as an abbreviation for both 'Professional Development Planning' and 'Personal Development Planning'. Of course, PDP - as stated by Rob Ward in the interview - is correctly used as an abbreviation for Personal Development Planning.

**Many apologies for the confusion.**

# Professional Development in Post-Compulsory Education and the SEDA Professional Development Framework

John Doidge and Tony Churchill, University of Leicester

## Introduction

I reported in the SEDA PDF special (summer 2005) that Leicester had taken the opportunity to adapt its Developing Professional Practice Award (DPPA) into a recognised Award for staff in FE, and had also become a provider for teachers of HE in FE to become qualified practitioners through the PG Certificate in Academic Practice.

The HE academy has now published proposals on professional standards and continuing professional development for academic staff, but it is interesting to recall that since the ILTHE membership requirement there has been a debate on how such requirements would impact on QAA and teachers in FE. Leicester has therefore been keen to support its colleagues working in its Colleges and University of Leicester consortium (now 24 institutions) to at least stay abreast of the emerging professional development requirements such that staff are able to demonstrate that their CPD would meet QAA requirements and be professionally rewarding and coherent in career development terms. Twelve months ago some of us were predicting the likelihood that by 2010 it would be the norm (an expectation?) that staff teaching in HE, and therefore teachers of HE in FE, should have an appropriate teaching qualification and be able to demonstrate CPD. It now seems unlikely that the HEA will require such a commitment, but the career and professional development incentive remains.

The use and appropriateness of the PDF framework to meet institutional priorities was elegantly explained by Ruth Pilkington in her article 'using the SEDA-PDF to frame

organisational and staff development' (Ed. Dev. issue 5.2, June 2004). Leicester's approach was much in this tradition but was also determined by the commitment to develop a 'balanced portfolio' of staff and educational provision.

Since 2001, that provision through PDF has supported academic practice including research and technology, management and professional development awards for all staff.

## Background

The focus of our work at Leicester has been on developing an institutional staff and educational development strategy which meets individual, departmental and institutional requirements expressed in the University's overall strategic plan. HR strategy money (rewarding and developing staff) and the TQEF (professional standards) funds have been timely in enabling most of these plans and initiatives to go ahead. Underpinning these plans has been the rapidly emerging and changing backdrop of significant national developments, including the establishment of the Academy, the Leadership Foundation and the Sector Skills Council for Lifelong Learning – covering HE, FE, Community and Adult Education and Libraries. So: Progress of a sort to a common identity for the post-compulsory sector, but still without a common framework for professional development. In FE professional development, plans are still the province of funding through the local Learning and Skills Councils, dependent on development of coherent workforce development plans, through which funding was secured for the pilot DPP Award.

## Is PDF a vehicle to cover FE equivalence?

A significant driver for developing or opening up programmes to FE colleagues has been the emergence under Government directive of the Foundation degree programmes taught by FE staff and which are now clearly used as entry vehicles for full degree programmes. This increasing delivery of HE programmes within FE has therefore generated interest in courses focussing more on the demands of teaching at HE level. The link between FE and HE Institutions is evident in both programme construction and in physical presence - one sees a trend to sharing of College and University campuses and deliberate relocations. So, the pressures are with us, and the likelihood is that the divisions will diminish (although there is no evidence that the Academy will in any way prescribe a competency route for its CPD framework).

In a broader context too, networks such as Leicester's College and University Network (CULN) and the Midlands West staff development group fully embrace the principle of shared agendas and have evidenced that there is a commonality which can, at least in part, be best served by joint or collaborative provision.

A significant strength of the (CULN) network is teacher training in various sectors. A key early achievement of the expanded network (which includes Bishop Grosseteste College, Lincoln and Newman College, Birmingham) was the collaborative development of the Professional Certificate in Education (PCE) - an initial teacher-training programme for the post-16 sector across the region. It combines the generic skills

required to meet the diverse needs of the sector with the competencies to teach the essential skills of numeracy, literacy, English for Speakers of Other Languages (ESOL) and Information and Communications Technology (ICT). Also significant, however, has been the development of more flexible modes of delivery for the Post-Graduate awards (Academic Practice in HE) in order to meet the needs of an increased number of teachers new to teaching in HE, large numbers (at least for Leicester) of distance learning tutors and of course the rise and significance of e-learning. The spin-off for teachers of HE in FE has been more accessibility to learning programmes, and Leicester's experience of having HE and FE staff learning together has been a rewarding one for all.

For Leicester and its Colleges the PDF framework has so far proved capable of meeting the needs of colleagues working in FE, but it is the availability of a spectrum of delivery from entirely online through a hybrid strand incorporating face to face sessions, tutoring and mentoring support which has proved critical to programmes being able to meet a variety of needs within and beyond the University. These include:

- Increased numbers of teachers new to the University & Higher Education – this provides an alternative to merely duplicating the existing Academic Practice

awards to meet the rapidly growing demand for courses.

- Teaching staff in Further Education colleges – the requirement to meet the sector's teaching standards demands ever more flexible modes of delivery. Furthermore, the increasing delivery of HE programmes within FE has generated interest in courses focussing more on the demands of teaching in HE. The flexible delivery mode gives the option of either face-to-face or online tutoring.
- E-learning and Distance learning staff – both within the University and beyond there is increasing demand for training and support for staff engaged in e- and distance learning.
- More experienced teaching staff – formalising existing Accreditation of Prior Experiential Learning (APEL) arrangements to support staff who look to the programmes as a Continuing Professional Development (CPD) route. It will also provide a framework to meet the pending HEA accreditation requirements.

From September 2002, Blackboard – the University's Virtual Learning Environment - played an increasing role in the Academic Practice award. The flexible delivery model has formed the basis of planning for two further significant extensions of the Academic Practice award - from January 2006 providing progression

to Diploma and Masters awards and all qualifications being offered with a distance-learning route. For the first time it will therefore be possible to provide pathways tailored to the needs of individual participants – research, management, e-learning – in addition to the existing focus on learning and teaching. The hybrid delivery model is essential to provide the flexibility of delivery for the relatively small numbers involved. It is also more likely to meet the needs of FE staff, learning at a distance or on-line. This flexible delivery model is now therefore being adapted to support the DPPA and Institute of Leadership and Management development programmes, providing flexible access to learning for University and College staff within the CULN network.

## References

Pilkington, R (2004) Using the SEDA-PDF to frame organisational and staff development: SEDA - ED Devs issue 5.2.

Doidge, J (2005) Case Study in SEDA - PDF special, summer 2005.

Department for Education and Skills, (2003) White Paper 'The Future of Higher Education'.

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## SEDA JISC List

For a number of years the SEDA discussion list has been a public list open to everyone. SEDA's thanks go to Mike Fuller from the University of Kent who originally set up and managed the list for SEDA. SEDA Administration (who are now joint owners of the list with Mike) realised that the majority of members had not joined the list, which meant that we were unable to seek out and represent the views of members other than through paper mailings, and consultation exercises often do not allow time for this process.

Therefore all SEDA members were invited to join the list as a benefit of their membership, and work on this process has now been completed. Of course, the list remains open, and anyone who wishes to join can

subscribe themselves by going to [www.jiscmail.ac.uk](http://www.jiscmail.ac.uk).

SEDA wishes to ensure the discussion list remains as open as possible. It will continue to be a public list and it is hoped that existing subscribers who are not SEDA members will remain on it. However, if there is a consultation exercise to which SEDA as an organisation make a response, we will be obliged to take into formal account only the views of those subscribers who are members of SEDA.

**Please continue to use the list to share ideas on good practice, to seek advice from colleagues and to inform others of events, jobs and publications likely to be of interest.**

# Benchmarking EDUs: Reflections on a research study

Jo Tait, Independent Consultant and Tony Brand, University of Hertfordshire

One year after completing a short benchmarking study of seven educational development centres, we have reconsidered some of the lessons to be learned. In discussion, we looked at our changed perspectives and revisited questions that may be part of an ongoing agenda for all educational developers.

## The Authors

In 2004, the Open University (OU) commissioned Jo Tait to coordinate a brief study of a sample group of UK educational development units. Tony Brand was part of the small group of consultants engaged with the field study work. Peter Knight designed the study, following principles from Cronbach (Cronbach 1982). Participants who contributed their experiences and understandings cannot be acknowledged by name because of our commitment to maintaining confidentiality. This article builds on the insights of those informants.

## The Context

The OU was seeking to gain intelligence associated with the location, status, work and vision of educational development centres in the UK. Essentially, the inquiry was a benchmarking exercise attempting to identify functional working patterns to inform the founding of an OU Centre for Educational Development, based within the Institute for Educational Technology (IET). The approach was designed to gather a broad spectrum of information about how Educational Development Centres position themselves in their institutions, how they explain their organisational arrangements and some understanding of their visions for the future. The study was constrained by the need to complete the data gathering and analysis within a very few weeks. The key stakeholder was the OU management team charged with establishing a new Centre.

We have excluded the direct use of any data from the inquiry to ensure that no confidentiality agreements are broken.

## Enquiry Methods

Although time constraints inevitably impacted upon the scope of the study, a deliberate attempt was made to include as diverse a range of institutions as possible. The seven units were chosen because they were identified as strong, active units and because they, collectively, showed a good range of educational development practice. Broadly, those who agreed to participate could be grouped thus 1 x redbrick, 1 x 1960s, 5 x 1990s. We recommend Gosling's (2001) analysis (and a promised forthcoming update) for a more complete picture of how UK educational development is organised by types of institution and organisational structure.

The primary instrument used was a questionnaire/report, which was administered in two ways. Four of the reports were authored by the unit staff (usually the head of unit, sometimes with others) and three were based on reports of interviews with unit staff during a site visit. In the latter cases the consultants maintained the integrity of the methodology by adhering to the same questions/prompts. Respondents were asked to provide factual information about the size and scope of their unit, and to comment on their attitudes and beliefs about their work.

The prompts were:

### The details

1. *Staff numbers and type: fte, number of people making up that figure, status/jobs (e.g., academic doing educational development, academic related doing IT support, secretarial doing Unit administration).*
2. *Budget*
3. *Reach - does provision cover academic staff, academic-related, ...? Are there 'no go areas'?*
4. *Provision. What does the Unit do? ILTHE accredited/ SEDA recognised Certificate? Short courses and workshops? Departmental consultancy? One-to-one? If there is already a breakdown showing the proportion of time on each sort of activity, please include it.*
5. *Location. To whom does the Unit report? By extension, how well connected is the Unit to the University as a whole?*
6. *Sole provider? Is significant professional development work for University staff done elsewhere in the University or by other groups? If so, it would be helpful to know more.*

### The thinking

7. *Is there a sense that the Unit operates on the basis of a shared theory of how professional development happens? If so, please describe it.*
8. *Is there a notion in the Unit of what a 'learning university' would look like? If there is, does the unit think that its university is a learning university?*
9. *Is there a view of (a) what distinguishes excellent teaching from merely competent teaching? (b) how colleagues move from competence to excellence? (c) how educational development units can encourage, support and strengthen that trajectory?*

### The practices

10. *What does the Unit consider to be its most effective areas of activity? (Supporting evidence?)*

11. *What does it consider to be its least effective areas of activity? Why does it believe this?*
12. *What helps the Unit to do its work? (People, attitudes, systems, resources, policies, etc.)*
13. *What hinders the Unit in its work? (People, attitudes, systems, resources, policies, etc.)*
14. *To what extent are the Unit's activities determined by (a) the university teaching and learning strategy (b) the university widening participation strategy?*
15. *How does the Unit work with part-time teachers? (Please look for evidence of targeted activities; are there figures showing take-up by p/t and f/t staff; is there a policy?)*
16. *What does the Unit do to promote e-learning, even in predominantly face-to-face modules/programmes?*
17. *What do people in the Unit think it is that makes them better than many other educational development units?*

### The Data

This open-ended mode of data collection aimed to collect factual information while allowing individuals to prioritise and reflect their own personal motives, objectives and beliefs. The seven reports that were produced provided a snapshot of the ways in which educational development centres have themselves developed into a variety of forms and structures that fit the context and the traditions of their institutions. The summary report recognises that the data were not necessarily complete or final but provided narratives useful to decision-making.

### The First Analysis

Analysis was undertaken in very short order, with a main eye to the stakeholder. Nine main themes were represented in the summary report:

1. *Practice is diverse, as are funding, organizational arrangements, and participation in strategy formulation.*
2. *All seven units run postgraduate certificate courses.*
3. *Some universities separate Human Resources and educational development. Some have invented further divisions.*
4. *The relative absence of involvement in the creation and implementation of a university learning and teaching strategy is noticeable. In some cases this was related to units' concern that they would become seen as agents of government or administration. Their credibility as teachers and experts on teaching would thereby be compromised.*
5. *Less consultancy work was reported with Faculties, Schools and Departments than might have been expected.*
6. *There is, unsurprisingly, an absence of benchmarks or criteria to describe the features of good educational development activity. When asked to identify features that mark these seven units out as strong educational*

*development providers, there is little agreement of the range of activities that might be expected and there was a division between those who identified certain practices as defining features of good units and those who gave priority to the quality of the individuals working in them.*

7. *The theoretical underpinnings of the work were often tacit and, where explicit, appeared to be diverse.*
8. *Reach into part-time teachers was less than might have been expected, especially given that most first-year courses are now taught by part-time teachers.*
9. *In the absence of a robust, research-informed account of the nature of teaching excellence, let alone of a robust, research-informed account of professional learning, educational developers are not well-placed to engage with government action to create a professional development framework.*

*Benchmarking Report Summary, p.1*

One year on, the authors of this article reflect on the methods used to gather this data, the context in which these conclusions were framed and the conclusion, that there is an urgent need for taking these inquiries further, in context-appropriate ways.

### One year on - some reflections

#### Tony

Well, Jo, now that the dust has settled on this hasty inquiry, what did we learn and what might we do differently next time?

#### Jo

Perhaps we were both surprised that the report came to those particular conclusions and didn't seem to fully represent our own field-work or experience. I can see, though, that the diversity of educational development structures and practices might, to an outsider, look chaotic and under-theorised. Should we start by recognising that the first three points didn't come as any surprise? Through our involvement in SEDA-PDF and networks of educational developers, we have a broad understanding of the divergent and convergent areas of practice, I think.

#### Tony

Well, I was interested to see the similarities (and differences) in what would appear to be quite different and unique institutions. My sense was (and is) that while one might anticipate significant differences to result from the context of the institution, what one might call the fragmentation of the approaches, it is not really there or so highly evident. I believe that the summary tends towards presenting the outcomes in a very stark fashion. There is little doubt that each of the centres works within its institutional context and the historical background impacts in a big way. But there was a lot of commonality in the approaches and range of provision and support.

If we consider just the divergent organisational structures, Gosling's (2001) work showed nine possible organisational configurations for educational development units. His

analysis identifies the top three locations for educational development centres as: free-standing units (38%); links with Personnel or HR (17%); and position within an academic faculty – usually Education (13%). Our smaller sample showed the same sort of range, but it's the way the questions and discussions gave much more sense of a rationale for these positions that interests me. There was actually a strong intrinsic argument for each configuration – whatever reporting arrangements had evolved over time could be explained in terms of a local rationale. And some common points did emerge in discussion. In the body of the report we read that,

*The main evidence given for the unit being well connected was representation by the head or all unit staff on a range of central and faculty based committees.*

*Benchmarking Report, p. 6*

In all cases the advantage of being associated with a member of senior management or 'champion' was highlighted and I wonder whether these important commonalities are in danger of being lost.

**Jo**

But is that sort of practical, strategic knowledge and understanding confined to our practitioner networks? Should we be worried by the fact that we were able to see a convergent rationale that is implicit and negotiated, where the analysis saw only confusion? Perhaps the SEDA values, which we constantly negotiate and reconfigure, are our apology for a conceptual framework. While we think we, collectively, know how and why we work in the ways we do, perhaps educational developers need to consider how to respond to the points that suggest a serious lack of formal research evidence and theoretical underpinnings?

**Tony**

Yes, I agree that we should be worried, and I know there is opposition to the way SEDA and HEA seem to use the values statements. I find that the discussions we have about those values – with course participants and at SEDA-PDF Recognition events – are crucial to our work. We should have more of those discussions! Over the past year, research into educational development has had a high profile – from personal attacks on educational development practices in *The Times Higher* to attempts to design 'impact' evaluations, from psychological studies about student learning and how teaching influences this to the broad functional analysis of staff development being undertaken by, for example, the Strategic Staff Development Project (for the Leadership Foundation). At a very pragmatic level – the level of survival – educational development is looking for a way to articulate its value for vice-chancellors and funding bodies: one of the problems is that its work does not fit neatly into the audit frameworks designed to measure the success of traditional courses or programmes. Although PGCerts **look** like any other M-level course, they may actually be the places where the most innovative academic practices are developed and critiqued and where **practitioner** research into those practices takes place. But this work does not fit existing models of teaching, learning or research.

**Jo**

Aren't we in danger of asking to be treated differently, just because we have often positioned ourselves at, or grown from, the margins of academic life?

**Tony**

Well, here I want to comment on points 4 and 5 in the summary of the report. Two things I want to say here. Firstly, I was surprised by these statements about consultancy and strategy. I will be interested to hear whether colleagues feel the same way. I tell my Vice-Chancellor that he employs me for my 'intelligence' and by this I mean the knowledge of how other institutions work gleaned from networks of educational developers, from external examining of PGCert programmes and SEDA recognitions.

**Jo**

That's interesting. When you said 'intelligence', I expected you to discuss the complex, internal, knowledge about how different faculties are working along with insights from what individual teachers are saying at workshops or in their portfolios.

**Tony**

Well, it's that sort of intelligence, too, of course – isn't that the thing about educational development – as Land (1999) suggests, educational developers may be all things to all people. But I was mostly surprised because strategy is central to my job. I would be expected to make the first draft of the learning and teaching strategy and manage its ongoing development and implementation. I'm not sure how typical I am in this, and perhaps we come back to divergent institutional practices. But, looking at the national level: SEDA developed its framework for professional development to encourage institutions to integrate their learning and teaching strategy with their human resources strategy. As the data highlighted, HR and L and T strategies can both be important as sources of funding for units, but the two drivers came from very different places: I think many educational developers see themselves as strategically placed to bring together these different initiatives.

**Jo**

Well, that certainly differs from the perspective of the report summary. So what was the second thing you wanted to mention?

**Tony**

Well, it's the question of the methodology and the reporting, really. I wonder if there is something to learn from the two ways in which the data were collected. It seems that the written reports are significantly less rich than the dialogue-based field work. It's almost self-evident that responding to prompts – even very open-ended prompts such as these – is going to generate answers based on the reporting routines of each writer – and the way they would answer those questions at 'home'. If I had drafted one of those reports, I might easily have misinterpreted even the apparently factual questions about annual running costs and people employed in my centre. This certainly warrants further investigation. But more importantly, I want to urge more research based on dialogue or narrative. I find talking about educational

development invaluable for my own learning.

**Jo** Well, our own conversation, here, has been far richer than writing a report or responding to a questionnaire! I just want to finish by pointing out that, although we haven't discussed the issue of part-time teachers, explicitly raised in the report summary, an article based on some mixed-mode (questionnaire and qualitative 'phone interviews) will appear in *Studies in Higher Education* next year and a review of the effectiveness of those PGCert programmes is just beginning and should report in 2008.

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# Early experiences at the Blended Learning Unit

**Jon Altree**, University of Hertfordshire

## Setting out

In December 2004 the University of Hertfordshire (UH) learned that its Centres for Excellence in Teaching and Learning (CETL) bid to establish a Blended Learning Unit (BLU) had been successful. The focus of the bid was the cross-institutional approach to blending e-learning and traditional learning opportunities in order to enhance learning and increase choice. The BLU formally started in April and since then we have enjoyed a busy but exciting time. Contact with other CETLs at various forums has enabled us to make some comparisons in our experiences.

It has been apparent from adverts in THES that many CETLs are recruiting staff and managers. We have not had to do this because most of our staff were identified at the bid-writing stage and are being seconded to the BLU. Not all, however, found it practical to be fully released from other duties at this time of year, so we probably won't be at full strength until September. In the interim we have negotiated activities for them to work on, have held two away-days and are using an electronic forum to continue socialisation and facilitate planning.

## Managing expectations

Like other CETLs, we have felt an enormous weight of expectation. Some teachers want to know when and how we are going to help them transform their students' learning. Others are particularly interested in accessing funds for their own projects. Senior management have indicated that the impact of the BLU should be felt in the short, not medium, term.

Much of our early activity has involved managing expectations - communicating our plans and schedule. As well as an in-house newsletter, we have spoken to many individuals and groups such as Faculty Forums and Learning and Teaching meetings. We have emphasised our wish to engage with all staff - learning from them as well as sharing expertise. We have invoked some 'early-wins' such as releasing funds for staff to bid for to support their own Blended Learning projects. There has been the occasional grumble such as 'why have you got the money when we are all doing Blended Learning?' but the vast majority of feedback has been positive and encouraging.

## Forging new relationships

We have also been developing new working relationships. We are currently working with our Learning Information Services on several capital projects which aim to reduce barriers to incorporating ICT into the classroom. We have also had to ensure our activities and plans are consistent with university policies - this has involved working with several committees and senior groups.

In the early stages, some CETLs intimated that top level enthusiasm for their ventures wasn't all they had hoped for. In contrast, our senior managers have been very supportive. This is unsurprising because a central plank of our bid was the University's strategic approach to Blended Learning. Our senior managers were already committed to this agenda and their continuing support is crucial to the success of the BLU.

## The challenges ahead

Although some approaches to Blended Learning require specialist computer skills to develop resources, much can be achieved through creative use of simple-to-use technology. Our MLE, StudyNet, is

very user-friendly and most staff and students can and do use the system. The BLU will explore both specialist and simple-to-use technology – the challenge in both cases is to use technology in pedagogically sound ways that engage target audiences effectively.

At the present time, the degree to which technology enhances learning at UH varies from the creative and inspirational to compliance with strategic targets (eg posting PowerPoint presentations from teaching sessions). The teachers who are merely complying may well be providing an excellent learning experience for their students through traditional means alone, but our challenge is to encourage all staff to seriously explore whether technology could enhance their students' learning further or increase choice in how, when and where they study. For many the starting point might be the question 'can technology enable

me to use my face-to-face time with students to better effect?'

Our dissemination strategy will help people address the pedagogic debate in a variety of ways. Our seconded teachers will work with Faculty Champions to share their particular expertise with subject level groups and cross-disciplinary groups. They will also work with individuals and teams collaboratively and in a mentorship capacity. We will also produce written and electronic resources such as case studies, exemplars, research papers etc.

Underpinning this activity will be dialogue (face-to-face and computer mediated) and scholarship. Although there is considerable expertise within the BLU, we certainly don't have 'all the answers'. We will learn as we go along by reflecting, evaluating, engaging with the literature and learning from colleagues here and elsewhere in the sector - developing,

capturing and codifying knowledge.

The other side of embedding change will involve influencing university policies and procedures to ensure they remain congruent with changing practice. This will involve dialogue with the policy makers and those affected by it. The developments that put UH in place to win this award involved top-down and bottom-up mechanisms. The BLU will seek to build on those mechanisms, retaining both strategic direction and local ownership.

In September we will occupy our new accommodation and the combination of a full team and a physical meeting place will mark the real start of the BLU. We look forward to engaging with colleagues throughout the sector.

**Jon Alltree** is Deputy Director of the Blended Learning Unit at the University of Hertfordshire: <http://www.herts.ac.uk/blu>

## Implementing CETL plans at the University of Oxford

**Keith Trigwell**, University of Oxford

The CETL at the University of Oxford (Centre for Excellence in Preparing for Academic Practice) is built on combining excellence in doctoral research programmes with development of teaching thinking and practice. It aims to achieve excellence in preparing research staff and postgraduate students for academic careers, and in the dissemination of this practice.

Implementing the planned developments will involve three elements: increasing the teaching development support and teaching opportunities for Oxford research students and contract research staff (using 60% of recurrent funding); the sharing among eight network institutions of knowledge about preparing future academics (7%); and a continuous contribution to local and international knowledge through investigations of practice (10%).

The creation, sharing and dissemination of knowledge in the area of preparing for academic practice are important aspects of the work of the CETL. However, this article focuses only on the implementation of the university-wide

programme to increase support for the development of teaching.

Rather than seeing teaching development as an addition to research, the pedagogic intent of the programmes is the integrated development of teaching skills, research skills and graduate transferable skills. Scholarship of teaching will be introduced as an activity aligned with research thinking (Gale & Golde, 2004). In practice this means combining scholarship of teaching ideas with a range of existing and proposed activities.

The integration of teaching development with existing activities is both a strength and an area of potential risk. The variety of related initiatives at Oxford mean that conceptually, much of the work is already being done, but in terms of project management, the complexity of what is required to integrate a new and, in some cases, conceptually different teaching development element is the greatest challenge.

There already exists at Oxford a group of academic staff

who have completed the Postgraduate Diploma in Learning and Teaching in Higher Education. Some of these staff are already engaged in initiatives to support the teaching development of researchers, and their work will become a part of the CETL. The Joint Research Councils' statement on graduate skills training requirements and associated funding also provides a platform within which teaching development can be integrated, though the task of doing so will require considerable co-ordination. And third, the development by the Institute for the Advancement of University Learning (IAUL) of a 4-stage teaching development scheme, recently supported by the university's Education Policy and Standards Committee, will provide a structure within which the CETL will work.

The purpose of Stage 1 in the IAUL 4-stage teaching development scheme is quality assurance in teaching and the development of professional skills for research students who wish to teach during their research degrees. Stage 2 is designed to further develop those skills, including preparation for an academic career. Stages 3 and 4 are for staff who are already appointed to academic positions at the University of Oxford, with a focus on new and experienced staff, respectively. The contract research staff and research students who are involved with the CETL will complete Stages 1 and 2 of this scheme. In order to enhance the likelihood of acceptance and implementation, the programmes are being led by the departments, with IAUL support and guidance. It is in this phase of implementation that the interface between pedagogic intention and actuality is most vulnerable. The IAUL will employ a Departmental Lecturer who will be responsible for the pedagogic support for Stages 1 and 2, and for the promotion of the scholarship of teaching. Most of the funding and the responsibility for the

development of Stage 1 and 2 programmes has been devolved to the departments. The success of the CETL depends in part on a joint conceptual understanding of the approaches preferred by the IAUL and the departments.

One example of what will become a Stage 2 pilot initiative from September 2005 is in English, where the interface issue raised above is addressed through the active participation of academic staff who have completed the Stage 4 year-long teaching and learning course. The programme, initially for six research students who wish to pursue an academic career, will run over the course of a year. Each pair of participants will be placed with a mentor, introduced to the educational literature, and given varied experience of teaching, including observations of teaching, running classes, tutorials and a lecture. The programme will be timetabled to include participative discussion and reflective reporting, and culminate in the production of a teaching portfolio that might be used for accreditation purposes.

Over the five years of CETL funding each division will first pilot approaches such as in the example above, then use information from the pilots to achieve implementation across all departments.

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**Keith Trigwell** is Director of the Centre for Excellence in Preparing for Academic Practice:  
[www.learning.ox.ac.uk/iaul/CETL.asp](http://www.learning.ox.ac.uk/iaul/CETL.asp)

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# Preventing Plagiarism

Lorraine Stephani FSEDA, University of Auckland and Graham Alsop, Kingston University

## Our regular trek round the world with the help of Google.

Preventing plagiarism may seem like a daunting task when faced with headlines such as “Plagiarism soars as students crib from the internet” ([www.telegraph.co.uk/news/main.jhtml?xml=/11news/2003/07/17/nplag17.xml8](http://www.telegraph.co.uk/news/main.jhtml?xml=/11news/2003/07/17/nplag17.xml8)) and a growing belief that if students can find a way to cheat, they will do so. However, while it is possibly the case that a few students will always cheat, we abdicate our responsibilities to students to provide fair, authentic, transparent assessment strategies by focussing on electronic detection systems for plagiarism rather than focussing on student learning. Part of student learning must involve clear and complete guidelines as to what constitutes plagiarism, how it is defined at disciplinary level and what actions are taken in the event of a misdemeanour being identified (Stefani and Carroll 2001).

From the Joint Information Systems Committee’s Plagiarism Advisory Service (JISC PAS)

[http://online.northumbria.ac.uk/faculties/art/information\\_studies/Imri/Jiscpas/site/jiscpas.asp](http://online.northumbria.ac.uk/faculties/art/information_studies/Imri/Jiscpas/site/jiscpas.asp)

Within the depths of the JISC PAS web there is a link to a report written by Jude Carroll and Jon Appleton in May 2001 called “Plagiarism A Good Practice Guide”.

[http://online.northumbria.ac.uk/faculties/art/information\\_studies/Imri/Jiscpas/site/ubs\\_goodprac\\_guide.asp](http://online.northumbria.ac.uk/faculties/art/information_studies/Imri/Jiscpas/site/ubs_goodprac_guide.asp)

(We do well not to dwell on the ease of web referencing). Once found, this is of great use. The authors clearly state that a balanced approach is required that “combines rethinking the design of the course whilst at the same time considering how best to inform students about regulations and teach them the key skills of academic discourse and citation” (p.4). They also accept that

there is a variation in the understanding of what constitutes plagiarism. However, this report usefully outlines recommendations and advice on:

- ‘Designing out opportunities for plagiarism’, and
- Ways to ‘Inform students about institutional policies and programme expectations’.

From Peter Levin

<http://www.study-skills.net/index.html>

Levin’s piece “*Avoiding and Rebutting Accusations of Plagiarism, for Conscientious Students*” (2003) places students at the centre of the issue. Levin acts as a good advocate for the student voice in times he describes as a “witch hunt” - where we find many staff are more concerned with checking for plagiarism rather than designing good assessments or teaching well to avoid it. Levin rightly states: “marking criteria should include evidence of reading, of a sense of relevance, and a grasp of structure: an essay that demonstrates these qualities has some merit” (p.15). Furthermore, we observe that many students may find themselves accused in a system where they do not share the same power as those assessing them. He notes that few agree on what plagiarism is and that for many conscientious students the activity of taking notes and paraphrasing is a necessary part of the learning process. This learning activity, which many staff suggest that students ought to undertake, can lead to students being accused while they are developing their skills. In addition to the important polemic attributes to this piece, he offers excellent advice for students about always questioning what you read and identifying why you wish to quote something. The piece is available as a pdf file.

From Le Moyne College at Syracuse,

New York: An Electronic Plagiarism Seminar

[www.lemoyne.edu/library/plagiarism/prevention\\_strategies.htm](http://www.lemoyne.edu/library/plagiarism/prevention_strategies.htm)

This site, presented by Gretchen Pearson, the Public Services Librarian at the Noreen Reale Falcone Library, covers a wide range of issues, is easy to read and is relevant to all disciplines. Pearson’s first principle is to talk about plagiarism with the students. Some of the points she stresses are to:

- Talk about plagiarism as an ethical and moral issue
- Talk about plagiarism as a legal issue of fair use and intellectual property.

She believes that students need to know and understand copyright and intellectual property.

In common with other researchers Pearson has ‘discovered’ that students believe that what they present for assessment ‘does not constitute plagiarism because it was on the internet’, or that it wasn’t plagiarism ‘because there was no copyright symbol’. These are clearly issues that apply across the board in terms of students’ understanding what constitutes plagiarism and what does not.

Pearson’s seminar online also covers issues such as teaching students research skills. She highlights the need to ensure students ‘know how to evaluate the information they find.’ If in different types of assignment, a requirement is for students to access scholarly, peer reviewed sources, students will not be reliant on websites of dubious value and credibility. She believes that if students know where to go to find legitimate resources and have confidence in their research skills, they are more likely to do their own work.

What this site does is affirm for us

that there are a range of skills that we may be assuming students possess, whereas we may actually need to incorporate those skills into the curriculum and explicitly assess them.

In other words we must assess not just the products of learning but also the processes and skills of learning. This article provides an extensive bibliography, meaning you can easily access a vast range of other resources on plagiarism. Pearson includes Guides for Educators and Guides for Students, a section on definitions of plagiarism that would be used for teaching purposes and a whole lot more.

It should come as no surprise that a librarian can provide excellent material on plagiarism because librarians often have much more contact with students when they are doing assignments than academic staff in their departments. We would recommend that all readers of this article add this particular site to their 'favourites'. It is a wealth of information. (Permission to quote from this site was obtained from Gretchen Pearson)

From the University of Technology, Sydney  
<http://www.iml.uts.edu.au/assessment/plagiarism/>

This is a brief paper on preventing plagiarism written in response to a number of prominent cases of academic dishonesty by both academic staff and students. This paper covers important points such as the time-consuming nature of proving plagiarism, collecting original source material and presenting a convincing case to Disciplinary Committees. The paper suggests that "defining plagiarism hinges as much on the students' motivation as on their observable behaviour" and questions whether, in a case of insufficient citations, this is a deliberate attempt to deceive a lecturer or a sign of poor scholarship (Larkham & Manns 2002). Research from Australian Universities cited in this paper by James, McInnis and Devlin (2002) suggests four key

strategies for minimising plagiarism, namely:

- Consistent institutional policies to counter plagiarism
- Educating students on the conventions of academic writing
- Designing assessment tasks that discourage plagiarism
- Maintaining highly visible procedures to detect cheating.

A very useful resource, also on this same site, is a "Preventing Plagiarism" kit developed by the Institute for Interactive Media and Learning at UTS. This kit comprises six sections:

- What is plagiarism?
- Why students plagiarise
- Defining and discussing plagiarism with students
- Helping students with their writing
- Designing out plagiarism
- Detecting plagiarism.

Each of these six sections has useful advice, tips for working with students and/or staff on different aspects of plagiarism, and a host of links to other websites.

One of the sections on this site that is particularly useful both from the point of view of plagiarism, and from the perspective of good teaching practice in general, is that of assessing group work. How fraught with problems group work can be!

From Seattle Central Community College Library  
[http://www.seattlecentral.org/faculty/kmicha/plagiarism/index\\_files/slide0001.html](http://www.seattlecentral.org/faculty/kmicha/plagiarism/index_files/slide0001.html)

This is a link to slides to support a workshop entitled Strategies for Addressing and Preventing Plagiarism. This site is worth visiting because of the content of the workshop and the useful links to other sites. Some of the advice includes promoting information literacy within the curriculum. This is a vastly under-rated skill, rarely explicitly assessed and yet, in an information age, probably one of the absolutely essential skills for lifelong learning. It is probably timely for Universities to consider, if they have

not already done so, having stronger partnerships with our libraries. The slides on this particular workshop strongly advocate this.

From Andrew Roberts, Middlesex University  
<http://www.mdx.ac.uk/www/study/homepage.htm>

Taking the view that students need to develop their writing and intellectual skills, it seems sensible to focus on these as a means to understand what can be done to aid them in being creative (using their own ideas), citing, and referencing appropriately. A site authored by Andrew Roberts at Middlesex University entitled the "ABC Study Guide" supports precisely this. It is aimed at students. Under the section called "Quotations" a clear distinction between 'good' and 'bad' ways of writing in 'your own words' is made. The good way is using your head and not relying on the ideas of others and the bad way is - yes, you've guessed - more likely to lead to plagiarism. Of course, the difficulty comes, as Levin suggests, in the realm of paraphrasing: when something that someone has learnt becomes engrained in their consciousness, but their other skills of using this information in the context of their own ideas has not sufficiently developed. Roberts' preceding section on "Academic Writing" supports such needs well and illustrates a number of ways of understanding the process of writing an essay.

The fact of the matter is that there is a problem and an overt focus on detection rather than understanding the problem itself. After all, the responsibility for understanding plagiarism lies with us all. One of the difficulties with being punitive is that the punishment does not always lead to a better understanding of the nature of the difficulties. In essence there was little material that we were able to find that seeks to support students in developing and using other people's materials and ideas appropriately through the development of the necessary intellectual skills. These no doubt exist but may not contain the words

“plagiarism” and “prevention”. They are more likely to be part of writing or skills-based courses embedded in programmes of study, often unavailable publicly online. Most importantly, research skills are probably those that most academic staff take for granted. Without doubt, it is these that require further exploration.

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# Grasping the NETTLE

**Paul Riddy**, University of Southampton

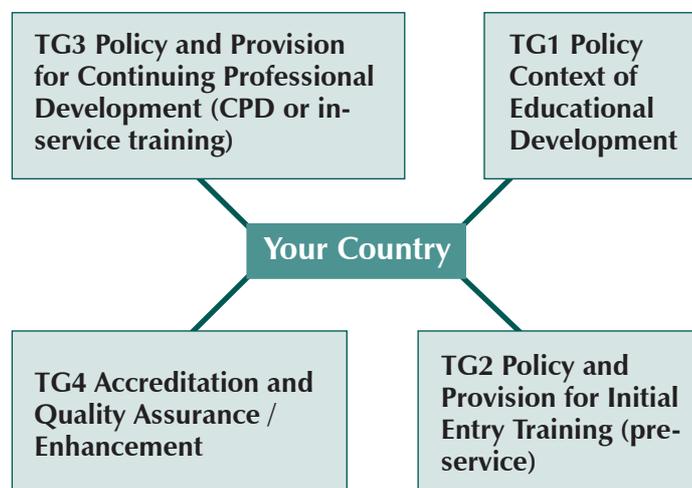
NETTLE, Network of European Tertiary Level Educators, is a thematic network funded by the EU Socrates Erasmus programme, co-ordinated by the Centre for Learning and Teaching (CLT) at the University of Southampton. The main aim of the network is to develop European-wide academic frameworks within which to equip educators in higher education with the competencies and skills necessary to provide effective and validated support for learners. NETTLE is a three year project, and its membership includes over 35 partners from most countries in Europe. Partners come from a mixture of institutions, including commercial training and educational. Subject-based departments are represented, alongside those directly concerned with educational development. The background to establishing the network, the progress to date, and aspirations are outlined below.

The idea for the network grew out of our conversations with European colleagues and students. These suggested there was enormous diversity in the range of skills development programmes and courses available to new and existing staff with teaching responsibilities. This was confirmed by limited journal and web-based research, which also revealed the growing influence of European level initiatives. Of these the Bologna Declaration of 1999 laid down the framework for collaboration which continues to guide the development towards a European Area for Higher Education (Action Line 9), to be established by 2010. Bologna touches most aspects of HE. Other Action Lines (ALs) directly relevant to NETTLE are: Promotion of Mobility (AL4), Promotion of European Co-operation in QA (AL5), Promotion of the European Dimension in HE (AL6), and Lifelong Learning (AL7). In our view, a mutual understanding of learning and teaching processes and practices within HE, across Europe, is fundamental to evolving more consistent quality in the education which students receive, and in facilitating greater mobility of staff.

In applying for funding for NETTLE we were required to

integrate the work of the Tuning project (Tuning Educational Structures in Europe). Tuning involved a partnership of over 100 universities across Europe, working in subject based sub-groups, towards harmonising their degree pathways and structures. The objective was to enable straightforward movement of students between courses and partner institutions. Tuning Phase II gave special attention to AL4 aiming “to develop the role of different approaches regarding teaching, learning, assessment and performance within the framework of curriculum design”. This included identifying teaching, learning and assessment strategies in relation to generic and subject specific competencies required by students, and identifying good practice and the diversity of approaches used in the disciplines concerned.

To evolve a European reference framework for initial entry training and CPD provision, we need to map the national and local contexts and activities. Taking note of the Tuning methodology, we proposed to facilitate data collection via four Thematic Groups, illustrated below.



**Generic MindMap of the four Thematic Groups active within NETTLE**

This gave structure to the application, and has been used as the basis for scoping the data collection as we take the project forward.

### The story so far

With time consuming administrative work running in parallel, a detailed MindMap based on, and expanding, the four themes was constructed, and populated using data from the UK. From this a generic MindMap was produced and trialled for Romania, by a Romanian. The modified generic MindMap then became the basis for developing a scoping questionnaire as a Word document. This substantial document was circulated for feedback, and we are about to release the finalised version for the first phase of the data collection. After collating all responses we will produce a preliminary analysis of the development needs of tertiary level educators, identifying points of convergence and divergence. We anticipate further data collection to explore areas of ambiguity before producing an in-depth analysis of needs. This will provide a basis for the first draft of the reference frameworks for initial entry training and CPD provision for more experienced educators. We also plan a much simpler 'questionnaire' to gather information on individuals' journeys to becoming a teacher within HE, the results of which should enable the reference frameworks to be more representative of the diversity of people's backgrounds and needs. These frameworks are likely to include:

- **guiding principles** - e.g. reflective practice, action learning, research-led teaching, European perspective, lifelong learning;
- **content and learning outcomes** - e.g. general and subject specific competencies relating to theories of student learning and motivation, small group teaching, approaches to assessment, facilitating skill development and level descriptors e.g. for Cycles 1 to 3 educators;
- **learning resources** - technical and human;
- **delivery methods** - e.g. workshops, videoconferencing, mentorship, peer observation, cross-national projects, open and distance learning, e-learning;
- **quality assurance processes** - e.g. external review, internal audit.

NETTLE findings will be reported through the usual channels, but in addition we plan to produce critical commentaries, comparing initial entry training and subsequent CPD in each country. These will incorporate country summaries and cross-national reviews highlighting significant similarities and differences in areas including context, policy, provision, and quality assurance. These will foster a shared understanding of terminology and concepts in this field and underpin the academic frameworks.

NETTLE aims to establish links with national and international bodies associated with the initial entry training and CPD accreditation, and has begun to do so through its membership and external advisors. In the latter half of the project we will explore the interest in establishing a European wide association, which could

provide points of reference for obtaining international accreditation of educator skills. This may prove to be too ambitious an objective in the short term, but we hope it will become the next natural development and will ensure the work of NETTLE continues into the future.

For the Bologna Process:

[www.europeunit.ac.uk/bologna\\_process/objectives\\_of\\_the\\_bologna\\_process.cfm](http://www.europeunit.ac.uk/bologna_process/objectives_of_the_bologna_process.cfm)

For the Tuning Project:

[http://europa.eu.int/comm/education/policies/educ/tuning/tuning\\_en.html](http://europa.eu.int/comm/education/policies/educ/tuning/tuning_en.html).

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## Administering SEDA

SEDA expresses the greatest of gratitude to Jill Brookes and her Team and the warmest of welcomes to the ACU Team.

At the end of July the baton of SEDA Administration passed from Jill Brookes Administration to the Association of Commonwealth Universities. Marathon is a more appropriate metaphor as Jill Brookes had been responsible for administering SEDA and its predecessors for over two decades. The term 'administration' hardly does justice to the ways Jill and her excellent team have so creatively and loyally promoted, developed and supported the mission, values and work of SEDA. Whilst there have been successive generations of SEDA committees members and chairs, Jill has been the constant fulcrum.

Educational Developments has benefited from the invaluable work of Kim Jackson who has been a member of Jill's team for many years. With her efficiency, humour and eye for detail she has enabled Educational Developments to be published regularly and distributed throughout the world to our members.

SEDA extends a very warm welcome to the ACU team who will be administering SEDA, in particular to Roz Grimmitt who will be the principal contact. Your enquiries should be directed to Roz in the first instance, who can be contacted on the telephone number and email address below.

The contact details for the new SEDA Administration Office are:

**John Foster House, 36 Gordon Square  
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# Graduate Teaching Assistants

Andrew Castley, University of Warwick

## ***How far have we taken on board Internationalisation, the National Student Survey and Top-up Fees?***

In many departments in many institutions, particularly in the “old” universities, undergraduate students in their first and second years are taught for a significant part of their course by Graduate Teaching Assistants (GTAs). Usually these are post graduate students on PhD programmes, but they can be students on taught Masters programmes.

From 2006 home students in England and Wales will be faced with top-fees for the first time. This policy has a number of objectives. Amongst these is the idea that students will become more discriminating (and potentially vocal) about the way their courses are taught, supported and administered. Such market pressures are likely to supplement other quality assurance measures in the sector.

At roughly the same time, from September 2005, (it is hoped that) the National Student Survey (NSS) will provide information on all university departments, based on an independent, nationwide survey of graduating students. Thus students’ views on their undergraduate experience will become publicly available, and are intended to inform future applicants’ choices.

It might reasonably be envisaged that, within three to five years, these measures will lead to undergraduates having informed expectations about the courses they are embarking on, being able and willing to form judgements about the fulfilment of those expectations, and being able to articulate that judgement in an independent forum. It is worth observing that the NSS will completely circumvent the culture and power relationships of an academic department, and the

resulting data may look and feel very different from that yielded by departmental surveys.

A cursory review of a number of course descriptions available on the internet in universities in all parts of the sector, shows that little information is available about the staff who teach specific courses, as distinct from that about the staff who are responsible for these courses. It would not be unreasonable for future applicants to assume that their course would be taught mainly, or even exclusively, by the staff identified on the typical website as being associated with their course. However, this may seldom be the case.

This in turn may lead to legitimate dissatisfaction among the newly enfranchised undergraduates. We cannot read the future, beyond saying that it is likely to be different from the present. One of the differences is likely to be that the student voice will be heard through channels increasingly identified with redress and consumer rights, namely the courts and external opinion surveys. Of course, the channels associated with representative democracy and the unitarist organisation - the staff student liaison committee and departmental student feedback surveys - are valued and will remain so. So will be the familial culture of a department. However, in addition, the hard edge of consumer rights is likely to cut more sharply in the future.

Some indication of this was given in the UK School Leaver Recruitment Review – a piece of research conducted by *The Times Higher – Hobsons* and referenced in *The Times Higher* of 3 June 2005 (pp. 6/7). School leavers expressed the expectation that “better teaching quality” (albeit open to interpretation) would be by far the most significant influence of top-up fees, outstripping the second most

frequent expectation almost three-fold.

It might therefore be politic for departments and institutions to review how the actual teaching is represented on course publicity material.

These national developments will also have implications for the training of GTAs. Much of a GTA’s teaching is in seminar work and problem classes. These are scenarios in which, however we understand it, students are encouraged to “work” the material which they (usually) should have prepared prior to the session. This may be practising applying principles or procedures in a variety of ways, problems or contexts, critiquing propositional knowledge, forming their own interpretation of source material, creating artefacts and performances, and so on.

Unlike the lecture, which requires a predominantly expository style, these sessions require good facilitation skills in order to achieve their intended purposes. It is arguable that such skills are more complex than lecturing skills, because the tutor relinquishes control to a much greater extent than in the lecture. Consequently these sessions, whilst often invigorating and stimulating, are certainly generally less predictable. They require, on the part of the tutor, a responsiveness to the individual learner, a sensitivity to their language and culture, and an appreciation of group dynamics.

These are attributes which are usually developed over time. But time is what GTAs don’t have. They may teach only for one or two years, by which time they are often just beginning to develop these pedagogic skills.

If this is an issue for home students, the problem is likely to be compounded when it comes to international students. The most

obvious way in which UK higher education globalises is by attracting increasing numbers of overseas students to these shores. This is a healthy development and makes social and intellectual life on campus all the more open and refreshing. One consequence of this form of internationalisation is that a significant proportion of GTAs are drawn from overseas, (as indeed are an increasing number and proportion of the undergraduates whom they teach).

Because overseas GTAs may only have partly learned the subtleties of language and socio-cultural awareness required to steer and respond to the dynamics of an interactive class, it may be more difficult for them to achieve the desirable level of facilitation skills.

On the face of it then, many of our GTAs do a job which is extremely challenging to do properly; they have little or no time to build up experience; they have a junior

position in the department; yet they provide a significant proportion of teaching for students who are about to pay directly for this service, and who will be able to publicize their views about it. The clear message from all of this is that our GTAs need all the support which we can give.

Two further benefits of well-grounded GTA provision are these: the better trained and supported our GTAs are, the less will be the potential "firefighting" to be done by hard-pressed staff; and investment in good academic practice is an investment in the future community of the discipline.

Academic departments may find the following checklist of questions worth addressing:

- Is the information available to undergraduate applicants about the teaching they can expect on the course sufficiently accurate?
- Are the training and support available to GTAs in the

department commensurate with their task?

- Do GTA teaching observations focus on facilitation skills?
- Does the level of student attendance at GTA sessions have implications for the way in which it is taught?
- Is communication between the 'supporting' lecturer and the GTA adequate and continuous? What form of operational support does it consist of?
- How is continuous feedback from GTAs to their supporting lecturers elicited and followed up?
- Are GTAs treated in ways appropriate to the proportion of undergraduate teaching for which they are responsible?

**Andrew Castley** is Coordinator of the Post Graduate (Teaching) Award, Parts 1 & 2, at the University of Warwick.

## The 10th Annual SEDA Conference

### Professional Standards and Continuing Professional Development: Constraining or Empowering?

Tuesday 29th - Wednesday 30th November 2005  
Novotel, Birmingham

This is SEDA's 10th Annual Conference and we have chosen to focus our reflections on the key issues of professional standards and CPD in further and higher education.

#### Themes include

- The role of professional standards in further and higher education
- The role of educational staff developers in developing and promoting professional standards
- SEDA Values and their role in enhancing learning and teaching
- Using professional standards to enhance curriculum design and delivery
- Standards and assessment: moving to constructively aligned curricula
- Standards for e-learning
- Developing, implementing and evaluating frameworks for CPD
- Possible tensions between creativity, innovation, standards and frameworks

**Booking forms for delegates will be available from September. For more details go to [www.seda.ac.uk](http://www.seda.ac.uk)**



# e-Development for Educational Developers: using a SEDA Embedding Learning Technology Award to develop learning technology staff

**Gwyneth Hughes**, Thames Valley University

In 2001, when e-learning and the use of an institutional Virtual Learning Environment were just taking off at the University of East London, I had the task of recruiting and training eight learning technology advisors. Most of them were lecturers who had enthusiasm but very little experience of e-learning. They were all internal secondments, some full-time, but most were part-time. We therefore decided to devise a staff development programme for them and the SEDA Embedding Learning Technology (ELT) framework seemed ideal as these developers' new roles required them to facilitate teaching staff in embedding use of the VLE. A nationally recognised award at the end of the programme would also be an incentive to complete. Unlike the existing ELT programmes at the time, which were developed as part of the EFFECTS (Effective use of Communication Technologies with Targeted Support) TLTP funded project, this one was to be wholly online. Designing such a wholly online course for educational developers in e-learning made perfect sense as it provided experiential learning for the participants. Given that we were a small group of developers in the same institution, it might have been easier to meet face-to-face but there were some advantages to running CPD online, as I explore below.

Application of Learning Technologies, a 20 week, 30 credit, M level course, was accredited by SEDA early in 2002 and the eight new learning technology advisors and a couple of others, including the Director of IT Services, enrolled. As an ELT award the course was based around planning, developing and evaluating an aspect of learning technology use. Those educational developers who were not also teaching would find a project to work on with a lecturer in their department or school. Although participants on the course could develop any aspect of learning technology, considerable investment had gone into the new VLE and it was expected that most of the development would be in online learning.

Although the participants appeared motivated by the idea of taking part in a 'taster' online course, my concern was that a team of people working together in the same institution would not be motivated to interact online for an extended period. They would meet face-to-face as a team fairly frequently and, although the university has three campuses, each learning technology advisor would be working with at least one other in close proximity.

I had seen examples of several online courses where, after a burst of initial activity, online communication faded away despite valiant attempts of the facilitator to maintain

student interest. Similarly, with professional development for a new initiative such as implementing a VLE, it was relatively easy to attract staff to an initial workshop but attendance dropped off for follow-up sessions. The course was therefore designed to keep the momentum of online communication going. Each week included a short introduction and reference to relevant online resources and one or two activities which received formative feedback from online tutors and/or peers. The activities would typically require writing a few hundred words and, combined with a reflective statement, these would build up a portfolio for the summative assessment. The tutoring and feedback was all online and, although participants could approach either of the two tutors for a face-to-face meeting and would inevitably meet the tutors at other events, discussing the course in this way was not something I encouraged. Thus, the experience would be as close to fully online as possible. I wanted to show them that an online course could be successful without the need to 'blend' with classroom attendance despite the fact that the blended option would be the more likely one chosen for development projects in a campus-based university. I hoped that participants would come to understand that blended learning could start from the position of being online with some face-to-face support rather than vice versa. Subsequent cohorts included external people who I did not meet face-to-face and this did not cause any difficulties, so the CPD could work as distance learning.

The course loosely followed Salmon's five-stage model for training e-moderators (Salmon, 2000): The stages are:

## **1: Access and Motivation**

Technical support is needed for setting up and accessing the system, tutors are welcoming and encouraging.

## **2: Online Socialisation**

Technical support is needed for sending and receiving messages, tutors provide bridges between cultural, social and learning environments.

## **3: Information Exchange**

Technical skills include searching for information while tutors facilitate tasks and monitor information overload.

## **4: Knowledge Construction**

Tutors facilitate active learning and debate in the conference, meanwhile the need for technical support is reducing.

## **5: Development**

Participants are able to set up and moderate their own conferences.

The initiation stage was a fairly typical logging in to the VLE and 'announcing your presence' type activity. The next stage, socialisation, was encouraged throughout the course using a café discussion area and in a session where participants introduced themselves and agreed ground rules for online communication and taking part in the programme. Subsequent activities included researching and exchanging information on online materials development such as copyright and accessibility. An online debate on the merits or difficulties of blending computer conferencing into campus-based teaching provided participants with experience of both knowledge construction and moderating conferences.

The course was also influenced by Schön's (1986, 1991) reflective practitioner approach. Participants wrote reflective statements on what they had learned about the development process in e-learning, i.e. reflection-on-action, and they explained how they had met the learning outcomes and SEDA values. The debate required working together in groups of 4 or 5 and was followed by a 'chat' session reflecting on the online group working process. Using live chat for educational purposes was new to the learning technology developers: they readily reflected-in-action on the difficulties of following an exchange when several people are contributing ideas synchronously and proposed solutions to the problems experienced by those with slow typing speeds or dyslexia.

The ELT course gave staff developers confidence in using the VLE and how to deal with the technical problems that inexperienced users encounter as well as the pedagogic side of e-learning development. One participant commented after completing the course:

*"I found the ELT course very supportive for my work. It was carefully constructed and moderated, with good support from the tutors at every stage. I found the focus on pedagogy rather than technology alone extremely interesting and valuable. My role is to support and develop the use of Learning Technology among academic staff, and ultimately the issue is one of pedagogy. It was a unique course in that it was totally run on-line, and the learning experience was gained as much from the experience of participating as from the content of what was learned, though that was also stimulating and valuable."*

We would expect staff developers to be well prepared to undergo CDP but this is not always the case especially if the development role is temporary. One of the problems was that a minority of participants did not join in with the online activities at the desired time to get peer feedback. These participants were therefore not able to submit a portfolio without some additional tutoring which was inevitably face-to-face. Having the option of such a meeting is probably necessary for those who do not keep up for whatever reason. Developers can initially be resistant to learning online and take some time to adjust to a new way of communicating. Taking part in this CPD was also in the job description of the learning technology advisors unless they could demonstrate equivalent prior experience. As a consequence all the staff developers successfully completed the programme. Thus, the motivational pull of providing a

new and highly relevant experiential CPD course and the push of contractual obligations were factors which combined to produce the high success rate in this instance.

Having worked together on the course, the learning technology advisors started working well as a team and, after completing this CPD, set up their own online forum to follow up discussions at meetings and to explore new learning technology developments reported in the wider e-learning community.

The course is now taken by internal and external lecturing and educational development staff alike with a cohort of about 20 per year. There are often tensions between teaching staff and educational developers: developers can be associated with a narrow management agenda or as seen as outsiders to an academic's discipline, whereas staff developers perceive teaching staff as being resistant to change and not interested in teaching and learning (Land, 2004). Having a common professional development framework such as this allows educational developers and lecturers to exchange views and work together on an equal footing and understand each other's perspectives.

So, would I recommend online CPD for staff developers in areas other than e-learning? I have shown that the wholly online experience is very appropriate for those needing a deep understanding of e-learning but for other CPD activities a blended approach may well provide a better solution. The flexibility of time and place for CPD can be a disadvantage because CPD activities can often end up with low priority and something that is moveable can easily be shifted to the bottom of the pile of things to do. A blended CPD for educational developers combines the motivation afforded by face-to-face meetings with online interaction which provides sustained feedback and networking opportunities.

Online CPD is much more than e-development, more than sticking a letter 'e' in front of development and setting up text versions of conventional workshops online. It can be as collaborative and community building as the liveliest workshop, and just as much fun, with the added bonus of producing a lasting record of all the good ideas and useful feedback.

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- SEDA ELT award details can be found at: [http://www.seda.ac.uk/pdf/embedding\\_learning\\_technologies.htm](http://www.seda.ac.uk/pdf/embedding_learning_technologies.htm)
- Dr Gwyneth Hughes** is a Principal Lecturer in Educational Development, Thames Valley University.

# SEDA Summer School 2005: Personal Reflections

**Indra Jones**, University of Hertfordshire

The SEDA Summer School 2005 was held at the Ashorne Hill Conference Centre in Leamington Spa, Warwickshire between June the 15<sup>th</sup> -17<sup>th</sup>, attended by 38 participants (including me) and ten enthusiastic facilitators. As a relatively new educational developer or in Benner's (1984) terms 'an advanced beginner' I set out to learn as much as possible about staff and educational developers working in diverse HE settings. As a way of capturing what I learnt during the three days and reflecting on my experiences, the three letters P, Q and R emerged from a mind map I had constructed. PQR is not some strange mathematical equation, as you will discover.

So to begin, the first P represents the Place and People. On arrival at Ashorne Hall I put my developer's hat on and was immediately reminded of the importance of the learning environment and equally (if not more) the social learning environment.

The group of attendees included colleagues from overseas and UK - wide which provided a rich mix of people-centred learning thus adding a refreshing dimension to staff and educational development. In other

words the networking, and exchanging of ideas were the most valued aspect of the event for me. Discovering that "staff and educational development" means so many different things was something I had not previously considered.

It was also very interesting to observe the skills of the different styles of facilitation and take time out to consider my own. For example, I picked up some useful tips on working outside my comfort zone and enhancing interactive presentations, but I am still reflecting on the 'Post-Its' and the underpinning pedagogies. For once Powerpoint was definitely the poor relation.

On a more serious note (pardon the pun) using 'Post-Its' became a feature of the event. It struck me that these humble pieces of sticky paper have much to offer as a simple and cheap resource in a world of high technology.

Another key feature of the Summer School was group activity and peer learning which largely appealed to my learning style, but I sensed for some colleagues this was not entirely their preferred way. Predictably as with such events some of the

sessions were more relevant to individual needs than others.

In true facilitation approaches, however, it was clear that the content of the programme was not designed to give answers but to generate discussions. As a result I came away with more Questions than answers, representing the Q in my reflections.

Finally, to R for reflection - for me reflection emerged as a key theme of the SEDA Summer School. Did we all mean the same thing by it, and does it matter? Personally, I learnt that taking time out as an education and staff developer, whether novice or expert, is highly recommended, even if it helps to re-enforce or 'de-bunk' some of what we already know and do well.

**Indra Jones** is Assistant Director (Learning and Teaching) at the Centre for the Enhancement of Learning and Teaching at the University of Hertfordshire.

## Reference

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## Information for Contributors

The Editorial Committee of *Educational Developments* welcomes contributions on any aspect of staff and educational development likely to be of interest to readers.

Submission of an article to *Educational Developments* implies that it has not been published elsewhere and that it is not currently being considered by any other publisher or editor.

For more information please contact the SEDA office via email: [office@seda.ac.uk](mailto:office@seda.ac.uk)

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# Who are the SEDA Advisory Group?

The primary purpose of the SEDA Advisory Group is to advocate SEDA values by supporting SEDA in its mission to contribute to improving student learning and institutional capacity building in the higher education sector. The Group provides SEDA Executive with support and advice in relation to medium and long term strategic planning through horizon scanning, information and intelligence sharing. They consider SEDA's role vis-à-vis other organisations, comment on particular aspects of, and proposals for, SEDA's work and explore ideas for development. They ensure the maintenance of standards by the provision of external challenge from a range of expert perspectives. They consider SEDA's contributions to national reports and policy consultations and provide advice in relation to SEDA's financial viability and marketing strategy

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## Book Reviews

### Exploring academic development in higher education: issues of engagement

Cambridge: Jill Rogers Associates Limited.

Edited by Liz Elvidge

This book was written as a result of a meeting of more than 50 UK and international academic developers at a conference held in Cambridge in 2003. The book contains 11 chapters, each reflecting on a trigger paper written by one of the participants about an issue facing academic developers. Each chapter has been peer reviewed both during and after the conference.

The initial and final chapters are overviews of the conference, the process of engagement and the continued communication between the participants and are intended to set the tone for the rest of the content. The concept of a presentation-free conference on a single area of mutual concern sounds appealing and one that could hold merit for other areas of potential thematic research and development in higher education.

The chapters were loosely grouped into five themes:

- Purpose: of academic staff development and the idea of a university; analysis of the purpose of academic

development and engagement in dialogue in 'safe' places

- Context: overview of the contexts in which staff and academic developers work
- Frameworks: conceptual frameworks and how they inform and impact on practice
- Identity: issues of identity and how this impacts on the work of staff developers
- Strategies: authors advocate particular strategies for engagement.

By the editor's own admission, the book has explored academic development in higher education but has neither resolved the issues nor identified strategies for encouraging engagement of academic staff. This is the downfall of the book.

I wasn't entirely sure who the target audience was or who would actually gain benefit from reading the book. If aimed at new academic developers the book would have needed much more substantial content to aid planning of successful academic development. If it was aimed at academic staff to give them an insight into academic development – its purpose and aims – then again it falls short. I found this book quite difficult to really get my teeth into and hence picked it up and put it back down on many occasions.

The text could have been enhanced by the inclusion of some bulletpoint helpful hints and tips to lighten up the content. Some of the case studies made interesting reading but many of them included the more negative aspects of academic development experiences. Again this could have been turned into a more positive reading experience by the inclusion of bulletpoints on pitfalls and how to avoid them.

Having said all this there were several points that I could take from the book and use to enhance my own academic development. The idea of cross-disciplinary research and development groups gives scope for expansion. However, with the demise of the Generic Centre in the Higher Education Academy I fear that this sort of work will be more piecemeal than potentially it could have been at the time of the conference.

I will certainly take on board the ideas around departmental champions for teaching and learning, support and guidance, research etc. This may lead to enhancement of practice and departmental growth in levels of expertise and experience.

In conclusion, although this book did not inspire me greatly, I feel that the follow-up edition that inevitably will redress the issues and strategic development omissions will be a welcome addition to academic libraries.

**Dr Sue Palmer**, Associate Dean of the Faculty of Humanities, Management, Social and Applied Sciences, Edge Hill College of Higher Education.

## Evaluation Methods In Research

ISBN 0 826464 78 5

London: Continuum, 2003

Judith Bennett

Although many practitioners in education are engaged in some form of evaluation, my experience is that many are unable to place their activity within any theoretical framework or explain the reasons why they have chosen a particular approach. Given this, I think that this concise (at around 100 pages) and readable book will be useful to a wide range of staff. It provides a good starting-point for more serious consideration of the evaluation literature with a well-chosen bibliography. Recently, I passed over my copy to a Masters student who was evaluating how a delivered curriculum might differ from that planned.

The book is divided into a number of sections starting with a description of education evaluation as distinct from research. The author goes on to summarise different models of evaluation and discuss the ways in which these have been developed and used. The middle section of the book is concerned with curriculum innovation and models of change and the implications of these for evaluation. To illustrate this, the author focuses on the 'Concerns-based Adoption Model' (CBAM), which was developed in the USA, and the 'Typology of Continuing Professional Development (CPD) Outcomes', which was developed in the UK. These feature contrasting approaches in that the CBAM is centred on the change process consequent on a new programme whereas the CPD outcomes model is concerned with evaluating the effects of the personal development work carried out with staff in implementing a new programme. Dr Bennett goes on to illustrate how these models can prove useful in different contexts and environments; I found this section interesting, but it required careful reading.

For me, the most useful sections of the book were on planning and implementing an evaluation. These were easy to follow with excellent use of text boxes with bullet points setting out the key questions that need to be addressed at each stage of an evaluation. These questions are then expanded with worked examples from a hypothetical support programme for under-achieving students. I was also pleased to see the ethical aspects of evaluation discussed.

The book finishes with three real examples of evaluation linked to the questions set out in the preceding section and includes a useful glossary.

Overall, I would recommend this short book to many of my practitioner colleagues as an accessible text that usefully summarises what can seem like a complicated subject.

**Paul O'Neill** is Professor of Medical Education and Director of Undergraduate Education, School of Medicine, The University of Manchester.

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# Changing Higher Education: The Development of Learning and Teaching

Edited by: Paul Ashwin

RoutledgeFalmer

ISBN: 0415341299

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Analyzing and understanding the many changes that have taken place in higher education over the last thirty years, this new book offers fresh perspectives and insights into teaching and learning. Acknowledging the influence of Lewis Elton, leading researchers in the field examine and reflect on different aspects of changes to teaching. Focusing on five key areas, these researchers:

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- examine the development of learning technologies in higher education
- consider accreditation and scholarship of teaching and learning in higher education
- develop a framework to understand and question the future development of learning and teaching in higher education.

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2. 'Aren't We All Learner-centred Now?' The bittersweet flavour of success. David Boud, University of Technology, Sydney.
3. Participative Assessment and the Learners' Experience. Vivien Hodgson, University of Lancaster.
4. Postgraduate Research Students' Learning in Higher Education. Pam Denicolo, University of Reading.
5. Non-traditional Learners in Higher Education. Will Bridge, University of the Arts, London.

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6. E-learning in Higher Education. Diana Laurillard, Department for Education and Skills, UK.
7. Sustaining Networked E-learning through Collaborative Pedagogies. David McConnell, Open University, UK.

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9. Towards a Shared Understanding of Scholarship in the Classroom. Lorraine Stefani, University of Auckland.

### Part 5: Conclusions.

10. Interpreting the Developments: Possible futures for learning and teaching in higher education. Paul Ashwin, University of Lancaster.

Dr Paul Ashwin is Lecturer in Post-Compulsory Education, Department of Educational Research, University of Lancaster.

