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Opportunities without CERTainty: Life beyond the PGCert

Ruth Whitfield, University of Bradford

In December 2018, I was appointed as Senior Educational Developer within a newly structured Educational Development Team which comprised one appointed and three vacant Educational Developer posts within Academic Quality and Teaching Enhancement. The situation remained fluid and within the first six months of appointment two Digital Learning Developers were also moved into my team, and the wider team, which includes academic quality, became the Directorate of Learning, Teaching and Quality Enhancement. Vacant posts within the team were finally filled in January 2020.

As a consequence of this significant institutional restructuring and organisational change, the long-standing PGCert was temporarily outsourced in January 2019, pending a comprehensive review of the educational development function. Within this context, the VC asked me to conduct a critical-options appraisal. It highlighted complexities and inefficiencies in offering credit- and non-credit-bearing CPD opportunities alongside accredited and non-accredited components.

A European University Association report (2019, p. 8) concluded that ‘Higher education institutions should embed continuous professional development in their institutional strategies and consider pedagogical development as a systematic process with which academics engage throughout their careers.’ To provide enhanced, efficient, and cost-effective integration of professional development, after consulting with HR and the Unions, I made a bold proposal to the Learning and Teaching Committee (June 2019) to withdraw our PGCert in favour of Bradford:Fellowships, a cohesive whole-career professional development framework which supports professional development for learning and teaching from induction through to national recognition (Figure 1).

Bradford:Fellowships: Design

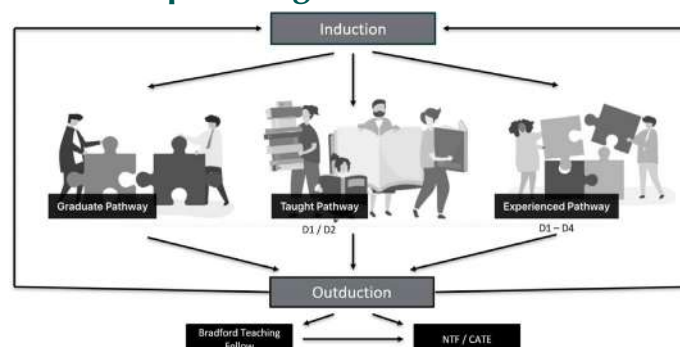


Figure 1 Bradford:Fellowships: Design

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Induction

Serving as both an induction to learning and teaching at Bradford and to Bradford:Fellowships, the induction draws heavily on and replaces an Initial Professional Development (IPD) framework I developed in 2014 to support postgraduates who teach, which was subsequently extended to new staff. It sets both the Bradford and National context within which colleagues are teaching. This is considered particularly important for a university with a central ethos of equality, diversity, and inclusion, alongside strong commitment to social mobility, which is based in a city with significant social and economic challenges. More than 70% of our students are BAME and 50% come from the most socio-economically deprived areas. We were honoured to be named UK University of the Year for Social Inclusion 2020 (*Times/Sunday Times*).

To encourage cross-peer-group socialisation, the induction is common to all pathways, bringing together participants with a rich mix of experiences to explore the changing HE sector and Bradford's unique context.

Experienced pathway

At the core of Bradford:Fellowships is the experienced pathway, a rebranding of the institution's successful CPD scheme which I launched in 2012 with AdvanceHE accreditation for D1-D4. This pathway is designed to support established staff with three years' or more experience to achieve a relevant category of fellowship. Engagement with peer-supported review and scholarly discussion are essential requirements. Participants are supported by a scheme mentor to develop their application which can be presented to a recognition panel in one of three ways:

- Written
- Presentation and dialogue
- e-portfolio.

Taught pathway

Materials from the former PGCert have been repurposed for digital learning. They provide a scaffolded learning approach for the taught pathway (D1/D2) which also serves as a probationary requirement for those with less than three years' experience. The materials are available to all participants within the scheme. They have been well received and have the added benefit of showcasing use of our VLE:

'First of all can I just say how amazing the fellowship learning is on Canvas ... I spent Friday and Monday reading and watching the resources and I have learnt so much already. It is an excellent site.'

'Easily the best Canvas site I have seen is the one for the Bradford Fellowship, I have accessed this as a learner and it makes learning, and finding what you need so much easier.'

Participants on the taught pathway are guided through the online materials by a Pathway Tutor from the Educational Development Team. They are also supported by a scheme mentor to develop their application which is presented and assessed in the same way as the experienced pathway. They are also required to complete a Teaching Observation conducted by their Pathway Tutor and a workplace mentor.

Graduate fellow

As mentioned in relation to the Induction, postgraduates who teach were previously supported by an IPD framework that gave eligibility to support teaching and learning as a Demonstrator/Teaching Assistant. Teaching Assistants with substantial teaching were also eligible to complete a 20-credit module of the PGCert provision which was accredited for Associate Fellow. As others have found, evidencing Associate Fellow is a big challenge for postgraduates and the contractual requirements associated with AdvanceHE fees further compound this. Postgraduates often wanted more than the original IPD framework offered but did not meet the admissions criteria for the credit-bearing module.

The Graduate Fellow pathway is a Bradford-specific non-credit-bearing award with 50 hours of associated study focusing on UKPSF core knowledge. It is assessed through an application activity to produce a lesson plan with a narrative setting out its rationale. Successful completion provides eligibility to support module leaders on either a contractual or voluntary basis.

Outduction

After completing their PGCert, only a few students continued to engage in the professional development opportunities on offer. I wanted to encourage stronger commitment to ongoing CPD. The idea for this element came out of 'Outduction', a NTFS-funded collaborative project with Kingston University (£199,681.00, 2008-2011) which I was involved in. It sought to address 'common neglect of the final year experience' (Eckel, 1994) and transition out of undergraduate study.

After successful completion of the relevant pathway, all participants are required to engage in an Outduction activity which involves reflection on learning from the scheme and requires the creation of a development plan for how they will remain in good standing and the steps they will take towards the next stage of their career:

'An Outduction process formalises the requirement to remain in good standing and promotes an ethos of professional development.' [AdvanceHE commendation]

During the development of Bradford:Fellowships, I consulted colleagues in HR as the PGCert had been a probationary requirement. I established they had plans to develop a new framework and had opportunity to align Bradford:Fellowships with this. Their Bradford Academic scheme launches in January 2021:

'The Bradford Academic: Career Journey forms the basis of all processes throughout an academic's employment from Recruitment and Selection, Probation, Performance Review and Promotion and incorporates links to the AWLM [Academic Workload Model] and the Bradford:Fellowships Scheme.'

The Outduction development plan serves as a probationary requirement for those on the Taught Pathway. For more experienced staff the development plan is useful for setting aspirations towards career progression in line with Bradford Academic grade gateways (Figure 2) and/or institutional/national teaching awards.

Bradford Academic Flowchart

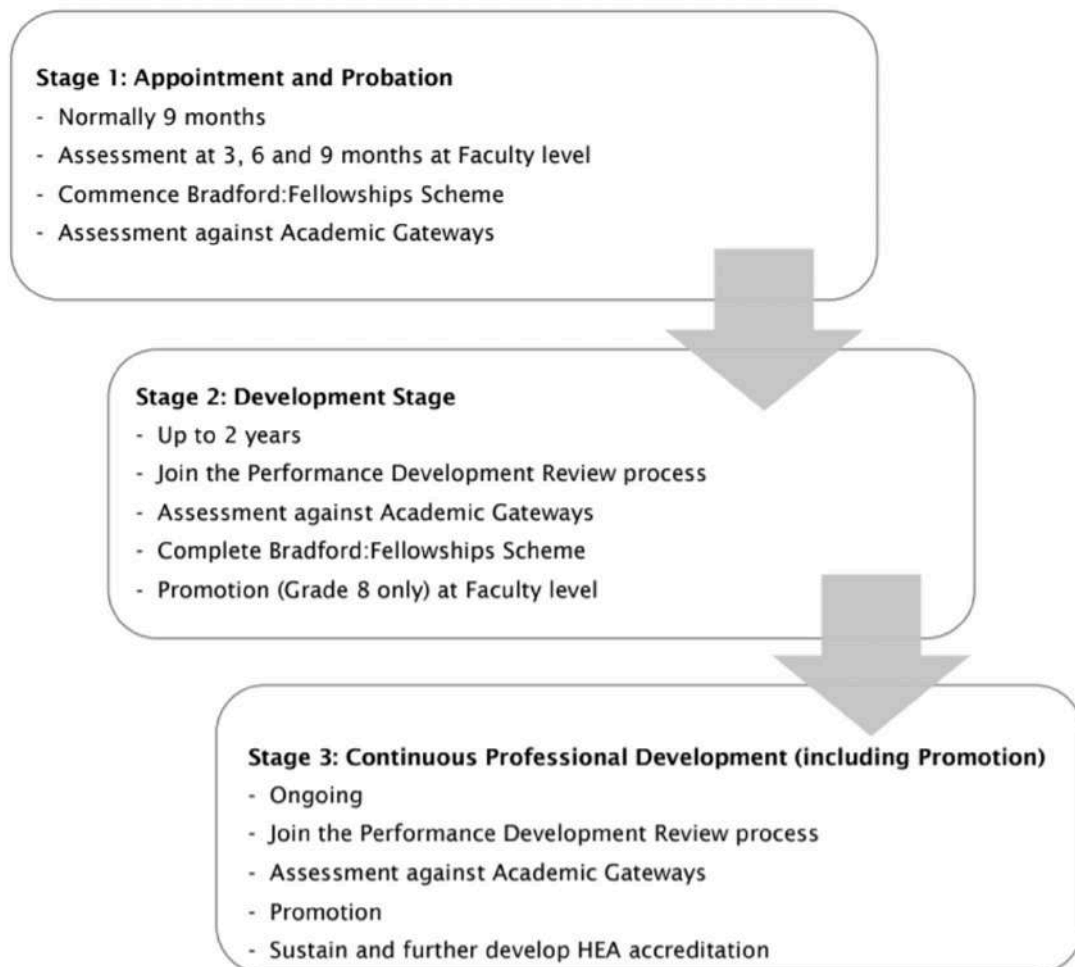


Figure 2 Bradford Academic Flowchart

Teaching awards

At the PVC’s request, I initiated the VC’s Teaching Excellence Awards in 2014 utilising NTF/CATE criteria and a mentoring process to support ongoing development. This led to successful NTF nominations in six consecutive years and two CATE winners.

To give Bradford:Fellowships a truly whole-career framework, I made a subsequent recommendation to Learning and Teaching Committee to rebrand the VC’s Teaching Excellence Awards as Bradford Teaching Fellow, which was approved. This prompted past winners to also request adoption of the new brand and the VC agreed for this re-designation to coincide with the announcement of the 2020 award winners. All Bradford Teaching Fellows now have a banner (Figure 3) to display in their email signature which not only celebrates their success but also gives critical mass for raising aspirations and strengthening the pipeline towards successful NTF/CATE nominations.



Figure 3 Bradford Teaching Fellow banner

Bradford:Fellowships: Implementation

Bradford:Fellowships launched in January 2020 with full AdvanceHE accreditation and 125 participants across all pathways. Like generations before, feedback

from participants is positive with clear evidence that Bradford:Fellowships is already influencing educational thinking:

‘... interesting, thought provoking and covered areas I was not previously aware of...this is already informing my practice.’

‘I’ve learnt many things to help me in module design in one day than I have learnt in 6 months!’

The scheme received praise from AdvanceHE’s CEO visiting the University on the day of its launch. It is now one of nine strategic enablers for our new Learning, Teaching and Student Experience Strategy:

‘Staff development and scholarship scheme (Bradford:Fellowships) –

Embed continuous professional development and career development through the Bradford:Fellowships scheme and promote the internal and external recognition of excellence in learning and teaching practice. Enhance the learning and teaching reputation of the University through high-quality discipline-specific and pedagogic research, publications and dissemination.’

From design to reality

We are now supporting our third intake this year. Table 1 shows how we manage it:

Topic	Jan May Sept	Feb June Oct	Mar July Nov	Apr Aug Dec	May Sept Jan	June Oct Feb	July Nov Mar	Aug Dec Apr	Sept Jan May	Oct Feb June	Nov Mar July
Induction											
Knowledge/ Professional Values			G F								
A1											
A2							D 1				
A3											
A4											
A5											D 2

Table 1 Bradford:Fellowships – management of the process

The vertical axis shows the focus of learning activities which comprise several digital learning units. The horizontal axis shows the timeline for each of the three intakes. The dark grey boxes plot participants' journey through the scheme with the lighter boxes showing the submission/assessment points for the Graduate Fellows and the Taught Pathway associate fellow and fellow applicants. Those on the experiential

pathway can submit at any one of those submission/assessment points.

The structured sequence of online learning activities together with tutor input, provide a scaffolded learning approach which allows participants to draw on other CPD activities to supplement their learning (Figure 4):

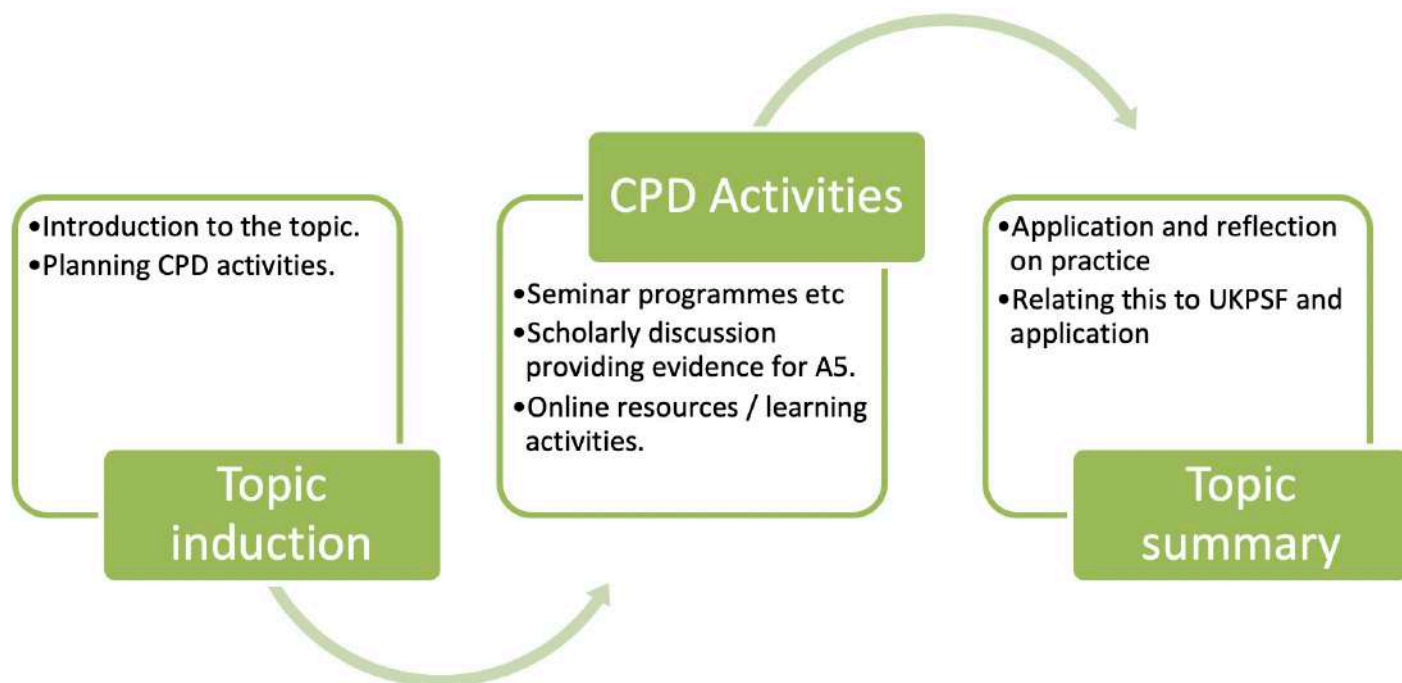


Figure 4 Taught Pathway structured sequence

Progress to date

The January 2020 cohort on the taught and experiential pathways were due to submit on 30 November 2020; however, with the many challenges presented by the pandemic, several have submitted extenuating circumstances

and will delay their submission until 31 March 2021. Table 2 below shows the current overall position; however, there is an additional handful of participants not represented in the table who are preparing supplementary information requested by the recognition panel.

	<i>Current</i>	<i>On hold</i>	<i>Successful</i>	<i>Withdrawn</i>
Graduate Fellow	18	0	65	26
D1 Exp	0	0	0	0
D1 Taught	6	0	0	1
D2 Exp	30	0	8	2
D2 Taught	25	0	0	4
D3	28	0	4	2
D4	5	0	0	0
?	0	0	0	0
Total	112	0	77	35

Table 2 Progress to date

Challenges

One of the biggest challenges has been supporting a new, relatively inexperienced team to capture the vision and design of the scheme, whilst endeavouring to implement it – two members of the team joined us as the scheme launched! Dealing with a pandemic just two months after launch

presented additional challenges and it is to the team's credit that the scheme has progressed relatively smoothly; the move to digital learning was timely and has reduced disruption to participants.

The taught pathway was accredited by AdvanceHE as a major modification to the accredited PGCert. We are now

preparing for full accreditation review for September 2021 implementation. This is already providing much needed 'sense-making' and evaluation opportunities which are helping newer members of the team to piece elements together to create a more coherent picture.

Surprisingly, the Graduate Fellow pathway has presented most issues with lack of engagement by some leading to withdrawal and the quality of assessments was relatively poor; this is despite the team organising several unanticipated contact sessions to lend support. We need to do more evaluation to determine whether this is due to students not having teaching practice to apply their learning. Very few completed the Outduction activities and some who did focused on their research rather than planning how they might secure a teaching support role and continue to enhance their skills.

Bradford:Fellowship – Looking ahead

More robust evaluation is planned; however, anecdotal evidence indicates that the scheme is, in the main, serving institutional and individual needs. Implementing a new scheme during unprecedented times has not been easy; however, it has offered the following benefits:

- Submissions/judgements did not have to be adjusted in ways that credit-bearing programmes have had to consider alternative/rescheduling assessments as a consequence of Covid
- Digital learning materials allowed participants on the taught pathway to continue with minimal disruption and enabled the team to respond to institutional needs and focus its CPD activities on supporting the shift to

blended learning

- Recruitment and completion rates for the experienced pathway have improved, and recruitment for all pathways is healthy
- Administration is managed within our own directorate rather than dispersed across faculty academic programme admin
- Costs associated with external examiner roles have been reduced.

As with all new schemes, there are teething problems to be solved and much scope for enhancement; however, we now have a scheme that is firmly embedded within institutional strategy, is clearly aligned with HR's probation, career reward and progression processes, and offers three distinct pathways to support the professional development of all who are involved in teaching and/or the support of learning.

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Using Loop Input for effective blended learning on an academic practice programme

Angela Buckingham and **Clare McCullagh**, University of Reading

One reason we suspect that academic and educational developers love to attend conferences is that it allows us to get an insider's view – the chance to peek into the practice at other institutions, and to glean lessons from their experiences.

This article emerges from a workshop we ran at SEDA's November 2019 conference, which was the last face-to-face one we attended before the New World Order that COVID-19 has imposed upon us. As we can't now easily meet up face to face, instead it is through this article we would like

to invite you to take a ringside seat in the Academic Practice Programme (which we call the APP) which runs at the University of Reading. One of the key underpinning pedagogies which we explicitly incorporate into this programme is Loop Input. The purpose of this article is to explore and share what is meant by Loop Input and to demonstrate how we use it to inform the delivery of our programme; and to invite you to reflect upon ways in which you already incorporate Loop Input, or to consider how you could adopt similar approaches to staff development, at your institution.

The Academic Practice Programme

Similar to many taught programmes across the sector, our programme is Advance HE accredited, aligned to Descriptor 2 of the UK Professional Standards Framework (UKPSF), and a probationary requirement for new lecturers. It's a well-established programme which has been running since 2014. It continually evolves in response to shifting institutional and sector demands and is seen as an important vehicle through which to inspire colleagues to be innovative and

caring about their teaching practices. A key priority has been to support new teaching staff to design and deliver more flexible, inclusive programmes in response to increasingly large and diverse student cohorts, as well as how to support this to take place synchronously and asynchronously in a blended environment, which has become even more of a priority under the current circumstances.

This type of course design will be familiar to many of you who design and teach on this type of programme; in the words of a colleague: ‘we try and pack it in all in there’ – in order to showcase a range of different ways of teaching and supporting students and to model innovative and inclusive assessment and feedback practices. We are mindful, however, to ensure that this emphasis on the provision of rich content is not at the expense of providing meaningful input and a reflective space for our participants.

Our context

Our cohort is relatively large (usually around 60-70 participants in the first module, and 50-60 on the second), diverse, and with an ongoing shift towards an increasing number of Teaching Fellows, Graduate Teaching Assistants and Postdocs, many of whom are teaching part-time. We teach in a series of intensive two-day teaching blocks over the academic year and are committed to building a community of teachers. We partly facilitate this by including breaks to allow socialising and networking (providing lunch as well as coffee and biscuits in our on-campus taught days). The programme also provides opportunities, through small group tasks and independent group learning beyond the classroom, to facilitate collaborative ways of working with the intention of enabling participants to develop their own Personal Learning Networks.

In 2020, COVID-19 necessitated more online than face-to-face provision, and the APP 2020-21 will be delivered entirely online while the pandemic continues to impact upon the way we deliver programmes. In no way, however, has this diverted us from our underlying pedagogic principles: Loop Input works in both online and in face-to-face provision, as we aim to

demonstrate below.

What is Loop Input?

Loop Input (Figure 1) is a term that was first developed by teacher-trainer Tessa Woodward in the early 1990s, in a now out-of-print book about training for language teachers (Woodward, 1991). It is of no surprise to us, with our backgrounds in English Language Teaching, that a number of educational and academic developers enter our profession via this route and that for most of us, the talk around ‘modelling good practice’ within programmes such as ours is accepted as standard.

Loop Input, however, is more than just modelling the method and experiential learning. In the words of Woodward (2003):

‘Loop Input is an experiential teacher development process which involves an alignment of the process and content of learning.’

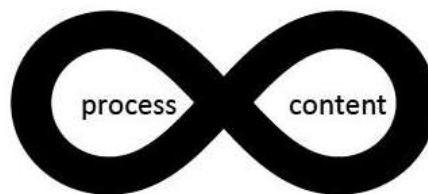


Figure 1 Loop Input diagram

In other words, the message and process are combined. As an example, you could learn about academic writing, by doing some academic writing which focuses upon academic writing – and then undertake some reflective activities to reflect upon this.

Woodward calls the post-activity stage ‘decompression’, but it’s much more commonly referred to in our Academic Developer language as ‘unpacking’. We’ll share examples of what this looks like later in the article.

Underpinning approaches

Loop Input is a defining feature of the APP and aligns well with a range of other learning theories and teaching approaches which inform our practice. It perhaps most obviously overlaps with experiential learning (Kolb, 1984) and reflective practice (Schön, 1983; Moon, 1999), with feed-forward playing a key role as well. But it is also

constructivist in its approach, because this is a powerful student-centred way of learning: it invites learners to think and to feel something rather than just being told it, and so also central to this is the importance of careful scaffolding. We would add to this that developing communities of practice through peer dialogue, networking and relationship-building is fundamental too. Another way to say this is that Loop Input informs our practice, while the UKPSF frames our practice and course design.

As we offer the APP as a blended programme, this approach is therefore also replicated in the online environment. We refer to the UKPSF in all our handouts, session abstracts, slides and so forth. More generally, we apply the same pedagogic principles to the VLE, so that Blackboard itself becomes a site where learning takes place, enabling us to model good practice for our participants who are themselves module convenors, with their own courses to manage. In other words, Blackboard is not used as a storage cupboard but as a location where a community can be built and where teaching presence is vital.

Loop Input in practice

We’d like to share three examples from our practice.

(1) Small group teaching

On day two of the first module, we run a session on Small Group Teaching, exploring a variety of aspects around this ‘most difficult and highly skilled’ form of teaching and learning (Fry *et al.*, 2002, p. 92).

In order to do so, the large cohort is split into groups of about twenty and the sessions are led in separate breakout classrooms, which are set up in table cluster formations. After a short introduction in which the participants explore the purpose of small group teaching within different T&L contexts, the main activity entails dividing the group further into small groups of three to five, who undertake a carousel activity. Five flip-chart posters (Figure 2) are displayed around the room labelled with different small group teaching challenges such as ‘The whole group is silent and unwilling to participate’, ‘Students only want to work in friendship groups’, ‘One or

two students dominate’, ‘Some learners never do the pre-reading before the seminar’. Participants spend a short time at each poster, discussing the issue in their small group, and writing up potential reasons to explain the behaviour and suggestions around what actions the lecturer could take. After around twenty-five minutes, the whole cohort has worked at each poster station, and then feedback activities can commence which usually involve a gallery walk, with participants revisiting the completed posters and ticking the responses they are interested to try out themselves, with plenary feedback then held to explore the challenges and provide an opportunity for questions.

As an activity itself, this is useful, but the key part of Woodward’s ‘decompression’ stage is often the most enlightening: we specifically invite participants to notice how the session around small group teaching has been run within small groups, and how it has incorporated peer teaching and learning with little ‘input’ or talk from the teacher. From here, we examine issues such as the amount of teacher talk, the room layout, active learning, classroom management, how groups function. There is almost always a moment where we ask, ‘and could you see yourself doing the same with your learners?’, which inevitably draws a mixed response, but always includes some lightbulbs going on for some participants around alternative ways in which their sessions could be run and how you don’t need to teach in a way you yourself were taught. We invite everyone to take photos of the posters on their phones, and we display them in the VLE to return to after the session.

How is this different to simply running a lecture on small group teaching with the whole cohort? Clearly, in the first instance, it’s an experiential learning experience in which we ask the academics to experience what it is like to be interacting in a classroom in a small group with people they don’t know. They get to feel for themselves how space drives behaviour in terms of the seating arrangements and to undertake the active learning task itself. We provide tips and tricks (such as using a different coloured pen which stays with the group as they move location, the use of online timers, using

learner names, instruction-giving and signposting), which participants can add to their own teaching toolkits. But crucially, we spend time unpacking, allowing participants to switch from the ‘student hat’ to their ‘teaching hat’ to reflect and explore what worked and didn’t work for them.

It is worth noting here that within the APP we find it important to draw on a wide range of support from across the institution to deliver the programme, which includes enlisting mentors who are able to provide additional subject-specific knowledge and support. From the example given here it is evident that this method of delivery is intensive in terms of classroom space and facilitators, and we don’t have resource to do this often, but a clear benefit is around a memorable, lived experience which we would argue is a powerful way to learn.

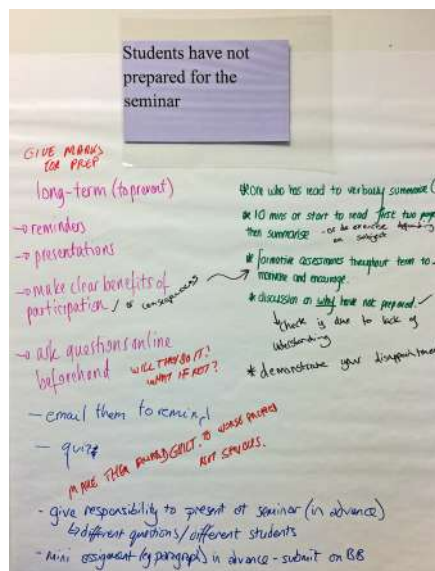


Figure 2 An example of the posters

(2) Peer feedback week

As noted in the introduction, we want to be present as tutors not doing all the talking, but encouraging learning, whether in a face-to-face or online environment. The Community of Inquiry model of Garrison *et al.* (2000) (Figure 3) speaks to us because it emphasises that to engage students effectively in the online environment, as well as social presence, teaching presence is vital. Teaching presence isn’t simply about being physically present (it’s not teacher presence) but encompasses designing meaningful and authentic tasks which facilitate learning.



Figure 3 Community of Inquiry model (Garrison *et al.*, 2000)

This is an example of how we do it.

In our Online Peer Feedback week activity, we invite participants to upload the first draft of their assessed work (a session plan and rationale) to the VLE, within specially created and moderated tutor group folders. They should then critically engage with the assessment criteria and provide feedback for each other in the discussion forum, within that one-week period. We set up this as an event prior to the submission deadline.

Many of you will be familiar with Salmon’s (2011) five-stage model and may have learnt about the skills of ‘weaving’ and pulling together the various discussion threads when managing and moderating online forums. We use these principles of being present and visible when we moderate our tutor groups within these discussion forums.

A range of teaching skills is required for these online forums to run smoothly, including summarising, managing the group dynamics, keeping everyone on track (as we only have a week), demonstrating good online communication skills, as well as pulling it altogether at the end.

Again, the principle of Loop Input underpins the activity. Participants experience what peer feedback is by undertaking a peer feedback activity (modelling the method), while the unpacking stage not only highlights the useful aspects of the task (receiving formative feedback, developing assessment literacy, increased peer-peer collaboration, bonding with members

of your small group, a reduced marking load for the tutor etc.), but also highlights the method where we aim specifically to create a positive learning environment and scaffolded knowledge construction in the online environment – through the implementation of Salmon’s five-stage model and through the Community of Inquiry of Garrison et al (2000).

(3) Learning beyond the classroom – webinars



Figure 4 Angela delivering a webinar

For the last three years, we have been moving towards blended provision in the APP.

Our first webinar (Figure 4), on Internationalisation, simultaneously functions as a gentle introduction to learning synchronously, incorporating some of the basic tools (slide share, voting, managing chat), while a second one, on Learning Beyond the Classroom, is what we refer to between ourselves as our ‘bells and whistles’ webinar, adding in the use of screen share, breakout rooms, and a range of specially commissioned short films from academics teaching in highly diverse environments (on a farm, on an archaeological dig, in the workplace). Breakout room activities further provide a valuable way to model small group teaching in an online synchronous environment in just the same way that we modelled effective small group teaching in the face-to-face classroom.

Loop Input is in evidence here, as the reflections in the plenary include a realisation by participants that they too can teach in a similar way with their

students. When lockdown came in March 2020, we received emails from participants expressing their thanks that this aspect of teaching, if not yet actually a part of their teaching repertoire, was then at least not unfamiliar due to their

experience on the programme. Others had already transitioned into this mode of delivery, for example when teaching at partner campuses overseas, and were ready to act as champions within their departments.

<i>‘(I valued) how to apply (new theories and methods) to real teaching situations. This made me view my teaching in a different light.’</i>
<i>‘(This approach) made it easy to visualise how I would do the same.’</i>
<i>‘There were times that I really had to step outside my comfort zone.’</i>
<i>‘(I valued) appreciating group work from a student’s perspective.’</i>

Figure 5 Feedback from APP participants

Lessons learned

We receive feedback from academics, sometimes a long time after their course has concluded, which highlights the impact of the APP upon their teaching and learning and specifically noting how they feel empowered to go and try things out for themselves, as they have already been there as a student (Figure 5). They may not always have enjoyed walking in the shoes of their learners, but not only do they understand how it feels (to have a deadline, to submit work through Turnitin, to be assessed in a group, to navigate the VLE), but they also have a deeper understanding regarding why the approaches and methods used were relevant or not for their particular T&L context. The ultimate benefit, of course, should be for the students, who are exposed to evidence-based, effective teaching approaches by individuals who are on their own personal journey, developing their expertise not only in their subject specialism but in effective pedagogy as well.

Not so long ago, a participant observed that ‘nothing happens (on the programme) by accident’. This isn’t true, of course – there are always some very happy accidents, as well as unintended consequences that bubble up within every programme. Nonetheless, we fully subscribe to the view that it is through the use of these inspiring approaches, a challenging and rigorously designed curriculum, and the provision of space and time to reflect in a busy and hectic world, that we are best able to meet the needs of the colleagues that we work with – and Loop Input plays a key part in this.

What’s next?

Hearing the teaching and learning stories from other institutions is powerful

and can enrich our lives as academic developers. We would love to hear from others who have come across Loop Input and taken steps to embed it within their programmes, and look forward to developing this narrative further.

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Pioneering a new career pathway in education and scholarship

Susan Smith and David Walker, University of Sussex

Introduction

As higher education practices come under increased scrutiny from students, regulators, media and the public, the development of a culture of scholarship and continuing professional development in teaching and learning is imperative if universities are to address the many current and emerging challenges they face (Myatt *et al.*, 2018).

Despite Boyer's work on the integration and interaction of the different forms of scholarship thirty years ago (Boyer, 1990), reward and promotion structures within universities have been slow to respond, continuing to emphasise the development of an individual's research profile with their development as an educator often a secondary concern. In part this can be attributed to vagueness around definition and measurement of what constitutes scholarship (Kern *et al.*, 2015). However, it is also a factor of cultural inertia across the higher education (HE) sector and a failure of institutional policies to rebalance opportunity, career progression and security when it comes to teaching and research (Cashmore *et al.*, 2013).

To address this gap, and to seek to establish parity of opportunity and esteem with research, new teaching and scholarship career paths are emerging. Whilst originally teaching-focused colleagues were engaged to address unexpected growth in student numbers (Smith and Urquhart, 2018), there is an increasing realisation that those who pursue this route are often experts in teaching and learning within their subject area. However, despite the increasing prevalence of such career paths, there is often little structured support to encourage development in teaching, learning and scholarship in this area, combined with a lack of clarity of the evidence required for the purposes of promotion (Crow *et al.*, 2018; Magin, 1998).

This article explores some of the challenges in engaging faculty with teaching and learning using our own experiences of leading the launch of a new career track in education and scholarship, and asks how we can work towards a culture of continuous professional development for all staff involved in teaching and supporting learning.

Background

The University of Sussex, as part of its Strategic Framework 2025, undertook a review of academic career structures with the express aim of supporting the delivery of new institutional strategic objectives which included achieving parity of esteem between teaching and research. The new structures unified a previous divide which saw different academic titles and promotion routes for those on a Teaching and Research Career Pathway and those on a Teaching Fellow Career Pathway. The revised dual track includes routes for staff employed in Teaching and Research roles and Education and Scholarship roles, with all staff previously engaged on the Teaching Fellow pathway having the opportunity to carry the academic titles of Lecturer, Senior Lecturer, Reader or Professor and to transition to a standard academic contract aligned to revised role profiles.

Updating career structures and unifying academic titles was an important first step and marker of intent on the part of the University. However, it was recognised that to achieve true parity of esteem between the career tracks, it would be essential to agree a common understanding of scholarship, recognising that the new career pathway would benefit from increased clarity and a working definition with sufficient flexibility to allow discipline-specific variations within a common framework. It was felt that increased clarity would help reduce arbitrage across career paths and support colleagues to plan and

develop their scholarly practice. There was also recognition of the need and importance of developing a sustainable structure to build capacity and cultivate scholarship across the institution akin to the extensive supporting infrastructure and development opportunities linked to research (Fanghanel *et al.*, 2016). The combination of an institutional commitment to scholarship as a concept, reward and recognition for scholarship work and the presence of a scholarship network across a university, has been demonstrated to be an effective catalyst for supporting scholarship (Kenny *et al.*, 2016).

To establish a common definition of scholarship, determine different means by which scholarship could be evidenced, and to establish support for academic staff to enable them to develop their scholarship and scholarly practice, an Education and Scholarship Working Group was formed at Sussex. Comprising cross-institutional representation, the group was tasked to critically reflect on the work required to successfully implement the new career pathway. The Working Group identified five priorities around which to focus efforts:

- Build institutional awareness of scholarship
- Promote equality of scholarship
- Effect a cultural shift in parity of esteem between teaching and research in the University
- Build capability in the internal community (specifically the Education and Scholarship career pathway)
- Establish processes and support structures in line with and on a par with those for research development.

The programme of activities associated with the Working Group were to be supported by the University's new team

of Academic Developers, recruited in the summer of 2020, to help realise the ambitions of the University’s Strategic Framework and in particular the Learn to Transform Education Strategy.

Defining scholarship

A consultation process led by the Working Group, and involving the University’s Leadership Team, returned a consensus that any definition of scholarship should not only be internally consistent at Sussex but also consistent with definitions broadly adopted across the wider HE sector in the UK and internationally. This decision was cognisant of the growing global community of practice on the Scholarship of Teaching and Learning (SoTL); the University’s strategic

commitment to external engagement; and the value of open access as a means of sharing and promoting engagement with scholarly outputs.

Boyer’s (1990) definition of Scholarship as ‘knowledge acquired through research, through synthesis, through practice and through teaching’ was thus adopted. It was agreed that scholarship should also be viewed as a proactive concept, such that knowledge is actively and continually developed, applied and improved, and collaboratively shared with the wider university community and beyond.

For academic staff on the Education and Scholarship pathway at Sussex this can take the form of subject-

specific scholarship or scholarship in the wider field of higher education. It was recognised that scholarship and scholarly practice would likely evolve as colleagues progress through different career levels, moving from a focus on developing the academic’s own knowledge and practice to influencing and leading the field, as illustrated in Figure 1. This sought to broadly align with the dimensions of the UK Professional Standards Framework (UKPSF) and categories of Fellowships (both AdvanceHE and SEDA), enabling colleagues on the career track to build a scholarship profile that would not only potentially serve promotion routes but also form the basis of valuable evidence for professional recognition.

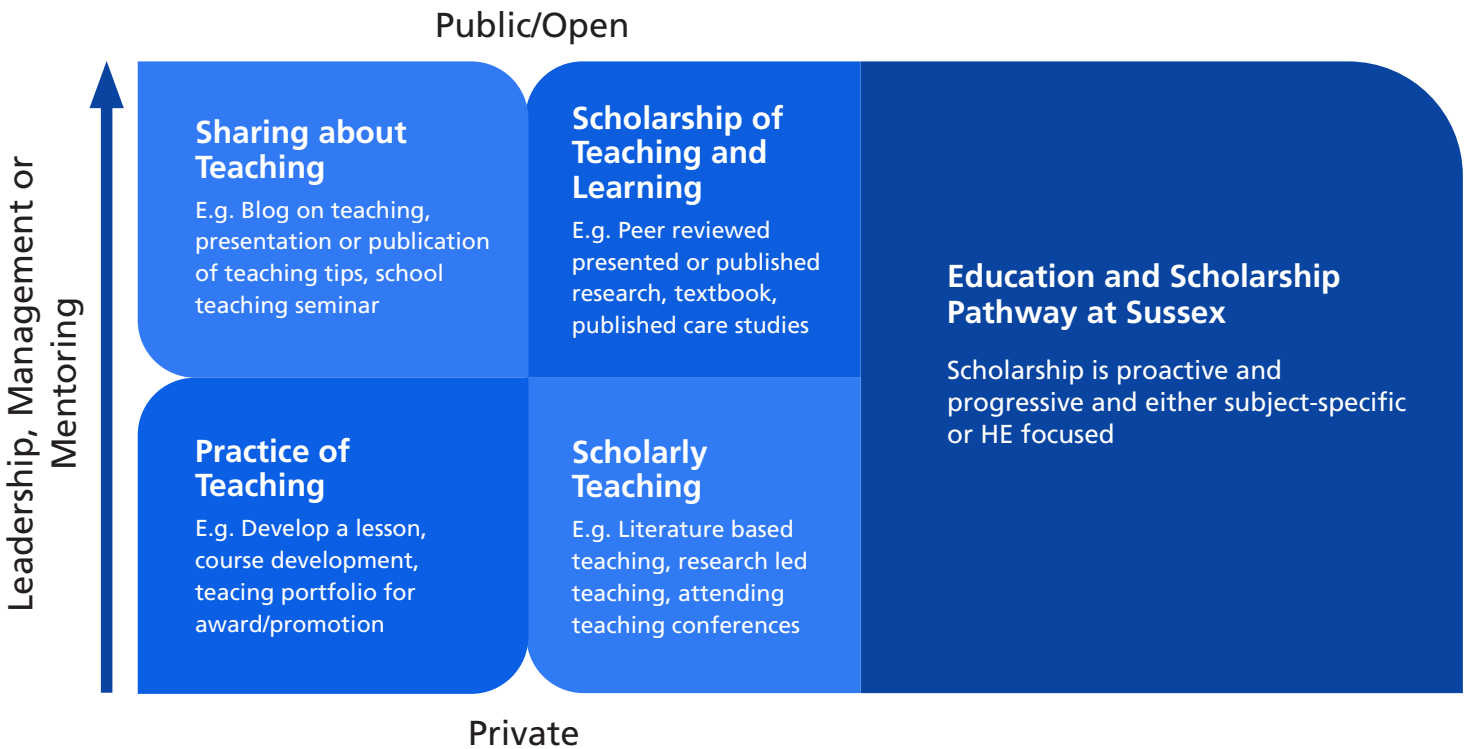


Figure 1 University of Sussex Scholarship Framework

Personal Scholarship Plan and Teaching Portfolio

To embed a formal review of prospective scholarship plans and scholarship outputs into the University cycle of annual review and reward, we established a Personal Scholarship Plan (PSP) along with a Teaching Portfolio template. The personal scholarship plan process was designed to mirror the personal research plan process undertaken by research and teaching faculty. The PSP enables staff to

articulate their plans for the upcoming year and is structured around the areas identified in the University’s Scholarship Framework. The PSP is designed as a planning aid to help staff to proactively consider future activities and their potential impact along with any resources needed to help achieve the expected outcomes of the scholarship work. The PSP feeds into the annual appraisal process and facilitates the discussion of achievements and plans for the upcoming year. An initial version of the PSP has been piloted with faculty

in the University of Sussex Business School. Feedback from the pilot project has been used to refine the planning document and work is now under way to operationalise the process of rolling out the PSP for all education and scholarship track faculty.

The Teaching Portfolio reflects the range of activity and achievements, in other words it is retrospective, while the personal scholarship plan is forward looking. The portfolio template provides guidance on the expected content and

examples of potential evidence that might be included. A teaching portfolio is a requirement to support promotion applications, although a template had not been specified before. The template includes a reflective statement of teaching philosophy including the following:

1. Rationale for the individual's approach to teaching
2. Teaching methods employed that link to the teaching rationale
3. Summary of teaching achievements
4. Summary of scholarship achievements.

In addition, the portfolio includes a statement of future aspirations to encourage the candidate to articulate their plans for the role, the development required to fulfil these aspirations and how they align with the University's values and strategy. The University intends to pilot the new portfolios in the upcoming academic promotion round following which an evaluation will be conducted to assess their effectiveness and to inform potential enhancements.

Building capacity and supporting faculty engagement in scholarship

The University of Sussex Learning to Transform strategy commits that we will afford the highest quality learning experience to our students. To achieve this goal, the importance of establishing an infrastructure to support the development and progression of all staff involved in teaching and the support of learning was recognised with the development of capacity and capability in educational scholarship a fundamental underpinning.

A proposal was developed to create a dedicated network focusing on the development, advancement and promotion of recognition in education – aligning with the new Education and Scholarship promotion pathway. This new network was named DARE to Transform, a name selected both as a challenge to colleagues to be courageous in their personal and professional development, but also to express the University's stated

commitment to be disruptive in its approach to innovating its educational provision and established delivery model.

DARE to Transform, established and coordinated by Dr David Walker and Dr Susan Smith, has been designed to serve as a scholarship and pedagogical research incubator, establishing a community of practice and with a range of supporting initiatives to advance practice, encourage educational experimentation and enquiry. Crucially, DARE to Transform seeks to connect colleagues across the institution, providing a vehicle for collaboration to address common areas of challenges and for the promotion and sharing of outputs and outcomes from scholarly activities.

Launched in 2020, DARE to Transform has rapidly expanded through:

- Establishment of an Engaging in Scholarship and Pedagogical Research Seminar Series addressing a different thematic focus each semester. The first theme in Spring 2020 focused on foundations of scholarship and welcomed guest contributions from Professor Pam Parker SFSEDA, City University, on the 'Scholarship of Teaching and Learning: the evidence for my practice', and Professor Lydia Arnold, Harper Adams University, on 'Getting started with pedagogic action research'.
- Creation of the DARE to Transform blog (<http://blogs.sussex.ac.uk/daretotransform>) as an open, online publishing outlet for both early career and experienced colleagues across the University to share and disseminate scholarly outputs. Posts are invited across a range of thematic areas and may take the form of reflective articles, opinion pieces, educational resources or initial findings from pedagogic action research. To assist those colleagues new to writing for this medium, a dedicated style and content guide has been developed and a series of online workshops offered to provide colleagues with the support and space to produce outputs.
- Launch of the DARE to Transform

Mentoring Programme, a strand of the University's mentoring framework which has been developed in collaboration with colleagues from Organisational Development. Focused in particular on the Education and Scholarship career pathway, the scheme seeks to match experienced (Grade 9 and 10) and early career (Grade 7 and 8) colleagues from within and across Schools to form a mentoring relationship enabling the mentor to gain experience of mentoring others (a common requirement of senior levels of professional recognition) and for the mentee to draw upon the knowledge of a more established colleague to guide the development of their personal scholarship planning activities. Prior to entering into a mentoring relationship both mentors and mentees must complete a training workshop addressing both mentoring skills and the University's scholarship framework. The mentoring relationship runs for 12 months with mentors and mentees given the freedom to determine the frequency of meetings. Seven mentoring relationships were established in spring 2020 as part of the first cohort. Significant demand has resulted in a decision to run the programme on a biannual basis with a second and larger cohort inducted in the autumn.

Feedback from participants indicates that the network, in particular the new mentoring scheme, is already having a positive impact on nurturing the development of scholarship and building collegiate links across disciplinary boundaries:

'I found this scheme very interesting as it is interdisciplinary mentoring across disciplines, which I thought would benefit me. I also considered that mentoring was part of my professional development. I have learnt that this mentoring scheme was different from what I have previously experienced from my doctorate supervisor. My current mentor supports me with information and advice

to guide the development of my scholarship. After being involved in the mentoring scheme, I began to feel that I wish to support others like I have been supported.'

'The opportunity to work with a mentor has changed my perspective and provided a different avenue to my initial interest in scholarship and enabled me to take a step back to consider the bigger picture. It helps to have someone that you can go to in a friendly and relaxed environment and seek help and advice without the fear of judgment. The selection and pairing process was very well executed with training for both parties and an introduction from the team to make the handshake much smoother. I consider myself lucky and I am very grateful for the opportunity.'

Future plans, areas for further investigation and questions for reflection

The Education and Scholarship career track at Sussex is in its infancy but notable strides have been made over a period of time when normal university operations have been significantly disrupted as a consequence of the coronavirus pandemic. We are resolute in our aim of establishing parity of esteem between the Teaching and Research and Education and Scholarship pathways and we have ambitious plans to further extend those critical support structures to nurture the development of scholarship under the umbrella of the DARE to Transform network.

As part of our future plans we aim to:

- Foster interdisciplinary scholarship collaborations between network members
- Support pedagogic research grant-writing activities
- Over time, monitor the scholarship outputs and the career development of those who joined the network as mentees and their transition to the role of mentor

- Develop a range of scholarship case studies to share the breadth of activity that is taking place across the University and evaluate the impact on the individuals, the department or school and the wider University.

As part of the ongoing work of the Education and Scholarship Working Group, we will also seek to evaluate the effectiveness of the Personal Scholarship Plan and Teaching Portfolio. We will also continue to reflect on the fundamental questions that we have faced from the outset which are pertinent not only to our work at Sussex but potentially to those engaged in similar work at other institutions:

1. Is it possible for education and scholarship tracks to enjoy parity of esteem with traditional research and teaching tracks?
2. What steps can institutions take to ensure that education and scholarship is valued as highly as a research career track?
3. How should colleagues on education and scholarship career tracks evidence, plan and resource their scholarship?
4. What mechanisms/processes should institutions implement to support staff to develop their scholarly activity? How important is it that these mirror those for research?

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A tale of three cities – Transfer of learning from CPD workshop to workplace

Jordan Napier, Susie Schofield and Mandy Moffat, Dundee University, Harm Peters, Charité – Universitätsmedizin Berlin, and Ásta Bryndís Schram, University of Iceland

As a community of faculty developers within medical education we're very aware that university teachers benefit from training on their teaching skills. We suggest that there is a paucity in work assessing change and transfer to practice over time of such CPD activities, as highlighted by the systematic review of Steinert *et al.* (2016) on faculty development (FD) in medical education.

A conversation in a breakout room at a medical education conference sparked a multi-centre collaborative study to explore workshop participants' experiences, including enablers and barriers when transferring what is learnt in educational workshops to tutors' workplace learning environments.

Many Higher Education courses teaching the professions such as Medicine, Dentistry and Law rely heavily on practitioners to deliver parts of the course. In medicine, the majority of practitioners will be involved in teaching (students, trainees, patients and other health professionals) alongside their clinical work. The majority are still supported via more *ad hoc* continuing professional development (CPD) workshop activities.

Study design

A short anonymous exploratory online survey was sent in 2019 to participants from three institutions in three different countries (Germany, Iceland and Scotland) by the project team. These participants had attended educational CPD workshops in their relevant institutions within the last two years. Invitations were extended to those who had attended one or more CPD workshop (as part of a CPD course, for instance). Both overall participation and individual questions were voluntary, and the responses were anonymised.

Survey development was informed by the realist evaluative approach of Pawson and Tilly (1997). This approach emphasises the value of exploring context and circumstances rather than simply asking 'does it work?'. We are seeking to explore what it is about faculty development that is likely to bring about change in educators' practice, the features of the conditions in which the learning from faculty development is applied to the workplace (*i.e.* where the practitioner will be delivering teaching), and the intended and unintended consequences of that faculty development. The survey included both quantitative questions, with Likert scale response options, and the opportunity for participants to provide free-text comments.

The participants were asked to self-report how their teaching practice has changed as a result of attending these educational CPD workshops and any barriers to implementing changes to their teaching practice.

Results

The data were explored as a combined set, but also split down into the individual institutions in order to compare and contrast responses. There were no major differences noted across institutions. Where slight differences were noted, these are mentioned in the reporting of the qualitative results.

Quantitative results

Sixty-eight individuals responded to the invitation to participate in the survey. The majority felt their teaching had improved as a result of attending the CPD, with more reflexive teaching (Figure 1).

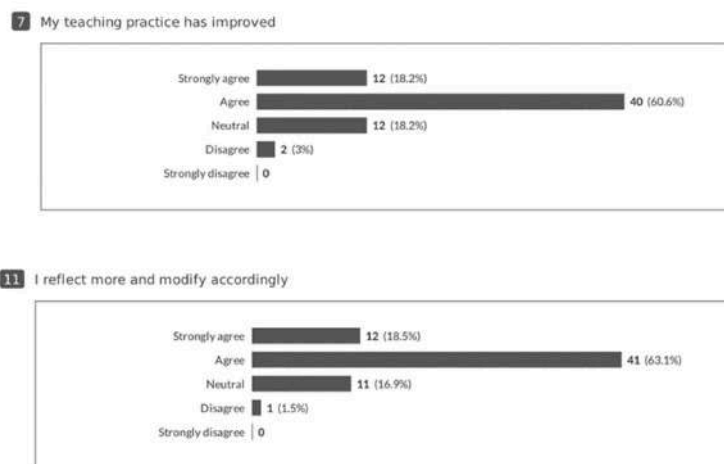


Figure 1 Self-perceived teaching improvement and reflexivity

The majority felt their approach to teaching had changed, introducing new methods of teaching and assessment (Figure 2).



Figure 2 Self-perception of change in teaching

Qualitative results

We drew upon the work of Bronfenbrenner (1994) and Rutter (2012) in the development of a model to aid analysis of the survey participants' free-text comments. This allowed us to group responses into either 'risk factors' or

'protective factors' and then also to consider whether the factors expressed were associated with 'self', 'others' or 'environment'. Our overall findings are presented in the model as Figure 3.

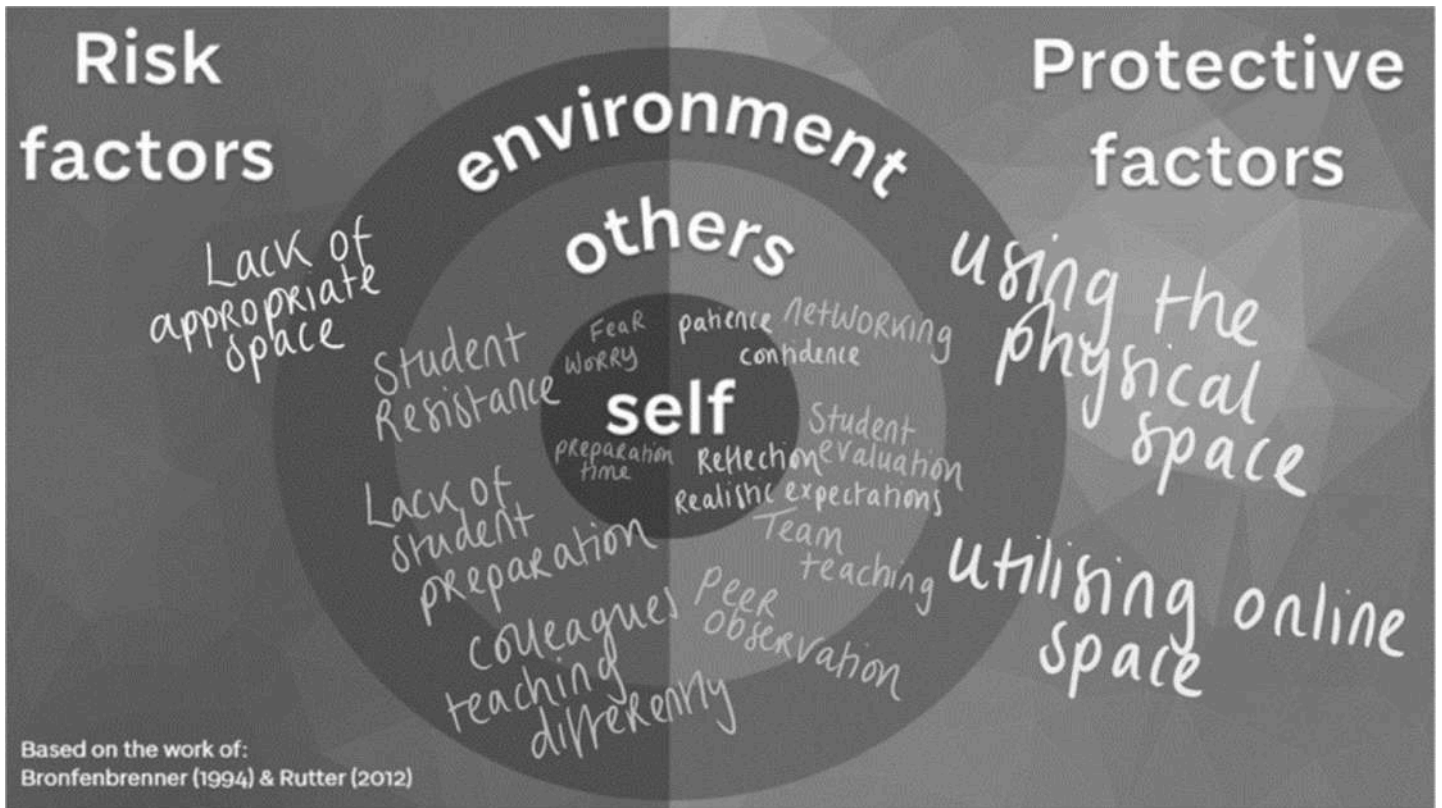


Figure 3 Model of risk and protective factors for self, others and environment

Unsurprisingly, participants reported that time availability was a barrier in making changes to their teaching practice after accessing CPD. Time availability was reported more frequently in responses from Reykjavik and Dundee. Conversely, several participants reported prioritising finding time to plan their educational activities after attending CPD workshops:

'Too many students and too little time – different methods take more time.' (participant 14)

A number of participants reported making changes to their approach to feedback with learners. This was reported more frequently in responses from Berlin and Dundee. However, some participants found that students were not always willing to try new ways of doing things, which could be discouraging:

'Students are not always open to new ideas.' (participant 29)

Discussion

In all disciplines, faculty developers seek to support their faculty to flourish. Increasingly, they also need to evidence 'impact' and value for money. In order to do this, we need to understand what the risks and protectors are to faculty making positive changes to their teaching practice, and therefore transferring (or not) learning from workshop to

workplace. These factors may be highly dependent on the characteristics of the individual, others around them and the environment they teach in. We understand that the three different institutions involved in this study will have their own unique organisational cultures, which will influence the risk and protective factors perceived by faculty.

We believe effectiveness of our workshops will be enhanced by helping participants to recognise and adapt for these factors.

Faculty development to aid educators to adapt to new ways of working/teaching has been vital to higher education providers being able to maintain the standard of teaching over the last few months. Utilising this emerging model has been valuable in strategising faculty development in the current higher education/medical education climate, and opening up conversations with faculty and faculty developers about what support is needed and how it can effectively be facilitated.

Next steps

- We plan to further develop this model (Figure 3) as a tool to be used within institutions to allow them to explore their own protective and risk factors. This may aid faculty developers and curriculum developers in their planning and allow hidden factors to come to the fore

- We plan to test the model with those teaching in a blended/online learning capacity, to capture the specific factors influencing practice in this sphere.

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Enhancing student induction through student staff partnership in a time of COVID-19

Leoarna Mathias, Daniel Arnold and John Peters, Newman University, Birmingham

In January 2019, we began a process of reviewing and revising our student induction processes at Newman University, Birmingham. The plan was to pilot an improved induction in September 2019 and launch an enhanced induction for all new undergraduates in September 2020. Little did we know how circumstance would force us, alongside many other universities, to adapt our induction practices so fundamentally for the start of the 2020-21 academic year. Fortunately, we had a dedicated team of staff and students already in place to undertake the work, based on the shared principles of partnership we had collectively developed. This helped us pivot our induction practices to a much more coherent, blended, situated approach in the face of the current unprecedented situation. Learning from this experience, we want to continue to work in partnership with our students to enhance our institutional practices. Similarly, we want to build upon this more coherent, situated approach to induction across the arc of the academic year, for future cohorts of students.

Context

Newman is a small university (2900 students) situated on the south-western edge of Birmingham. We consistently

exceed sector averages for recruitment from under-represented and disadvantaged groups, including mature, disabled, first-generation and low participation neighbourhood students. Thus, unlike many institutions, recruiting students from under-represented groups is not our challenge; retaining them, however, is. Our strategic framework, driven by our social justice mission, means we feel a moral responsibility to enable student flourishing, now matched by the metric expectations of our Access and Participation Plan (2020-25). Here the market agenda is married with the human agenda and provides added impetus for revising practices that currently underserve our students. In this we reflect the newly identified opportunities Bamber (2020) sees for educational developers to use the metricised HE landscape to re-invigorate institutional appreciation of the scholarship of teaching and learning.

One way in which we live out our human agenda at Newman is through our six principles for partnership working. We have considered these at length elsewhere (Peters and Mathias, 2018) but in brief they are:

- Building from shared hope
- Developing shared dreams of

being more

- Promoting respectful dialogue
- Engaging in co-investigation
- Seeking the co-construction of solutions
- Commitment to an ongoing transformative and collaborative process.

These principles underpin our student staff partnership project working, as well as shaping, to an increasing degree, the educational development work of the University as a whole.

We began our review of induction practices in January 2019 for a number of reasons. These included:

- Our improved understanding of student experience and need, via big data
- Our commitment to using student staff partnership as a vehicle for change
- A recognition that, despite good local practices in a handful of subject areas and an innovative pre-course programme attended voluntarily by a small proportion of our students, our institu-

tion-wide approach had become dated and no longer reflected either recent scholarship, research and evidence of best practice from the sector, or our learning from student staff partnership working (Thomas, 2012; Alford and Rose, 2014; Gale and Parker, 2012)

- Newman University's commitment to social justice has also, in recent times, generated a culture that strives for consultation and simultaneous ground-up/top-down approaches to new working practices.

All these drivers are now articulated through a Theory of Change model – developed through the process of producing our institutional Access and Participation Plan (APP) – in which we demonstrate our commitment to change through culture shift, that emphasises the development of our community of practice.

Our prior institutional work on the scholarship of transition and retention, and our commitment to our partnership principles, both led by educational developers within the University, have done much to shape the quality of induction and transition work at Newman. From 2009 onwards, what were then innovative induction and transition events, operating under the HEADs acronym (Higher Education Academic Development), were offered. Within five years, the then institutional lead for these programmes could demonstrate significant impact on both the retention and success rates of students who chose to participate in them (Parkes, 2014). The challenge, then, was to extend the positive impact of HEADs to the wider student body when the very success of the programme had, to an extent, given the impression that student induction was handled through the HEADs programme plus a basic, centrally co-ordinated, traditionally-styled Welcome Week.

In 2014, a formal student staff partnership project scheme was introduced at Newman and by the end of 2018-19 over 100 projects had been delivered. Two of the present authors have considered the impact of the projects at SEDA conference (in 2017 and 2018) and reviewed them in this

publication (December, 2018). Again, though these projects had impacted many practices across the University, the challenge was to broaden and embed the small-scale gains they had already achieved in local induction, across general University policy and approach.

These drivers and themes, combined with the ongoing need for improved student retention, underpinned the institution's investment in the new role of Senior Lecturer for Student Engagement (SLSE) in 2019. When Leorna was appointed to the role, one of her first duties was to review and develop induction and transition practices for all students. This review and development work was at an early stage when the authors submitted a proposal for the SEDA 2020 Spring Conference, and only a little further forward when the COVID-19 pandemic reached the UK in March 2020, forcing universities to reconsider modes of delivery for every part of their provision.

Student staff partnership shaping induction practice 2017-20

A student staff partnership project in 2017-18 demonstrated the continued efficacy of our pre-course HEADs programmes and posed questions as to how we might roll out the benefits to all students, not just those able to attend prior to the beginning of semester. So many of our students are working or meeting other responsibilities right up to the point of beginning their university career, making pre-course programmes exclusionary to some. A further project in 2018-19, that began with students from one subject area, eventually saw an enhanced induction offer piloted within four subject areas in autumn 2019. While the success of the pilot was variable, it did establish the need for the University as a whole to approach induction as a more embedded, ongoing process, with scholarship, evidence and student voice at the forefront.

Two further projects in 2019-20 were adversely affected by the arrival of COVID-19, and the subsequent shift to online provision. They were nonetheless able to partially demonstrate that induction programmes that focus on building connection and belonging,

rather than information-heavy presentations, are more effective. These projects also confirmed the learning from other situated institutional student staff partnerships projects that student peer mentoring has an ongoing role to play in enabling new students to persist, perhaps because it too built human connection and belonging (Parkes *et al.*, 2020).

What we did in 2020

At the start of the 2019-20 academic year, as a second-year History student, Daniel began a work placement within the Directorate of Learning, Teaching and Scholarship, becoming further acquainted, through this role, with both the literature associated with good induction practices and the new demands being placed upon universities by the Office for Students. He had previously been a student member of the 2018-19 and 2019-20 partnership projects described above. This had enabled him to write for the student news bulletin and in the university blog. He has written about the importance of connection, belonging, and the work the team at Newman were undertaking to enable students to persist, thrive and flourish.

In one blog, Daniel writes: 'Engaging in student staff partnership research for three years has led me to conclude that recognising the huge importance of enhancing the student's experience... is fundamental. This has aided my own development but has also prompted further research...and demonstrated how important it is to engage with students, increase retention and student satisfaction...'

Submitting our proposal to the SEDA Spring conference, in order to tell the story of how student partnership was meaningfully involved in shaping the practices of the University, was a part of Daniel's placement activity. Obviously, we were all of us disappointed that the conference presentation could not go ahead. But the urgency of the work ahead, to prepare for Autumn 2020, was upon us. Leorna drew on the knowledge gained during these partnership projects (she had been a staff member involved in all of them) to inform the revised proposals for Newman's Autumn 2020 induction programme. Informal consultation with

other former student partners, as well as Daniel, played an important part in the thinking behind these proposals.

These proposals were taken, in April 2020, to the University's senior leadership for approval. They agreed the following programme of induction activity for the 2020 intake, amidst the sector's high levels of anxiety surrounding student recruitment and retention in the wake of the pandemic's multiple impacts and consequences.

There were to be four main elements to the offer:

1. An increased role for subject areas in the design of induction activity at the local level with support from the SLSE – thus signalling that induction needed to be situated in and owned by the subject areas and run over the course of the whole first semester
2. A much-enhanced Welcome website for new students to engage with from the point of offer acceptance – providing bite-sized information, much of it produced by students for students, which could be engaged in from August onwards and accessed as needed throughout the year
3. An upscaled Welcome Mentor offer, with the enlarged team operating over a far longer timescale and also accessible to new students from the point of recruitment online, and when appropriate, on campus throughout semester one
4. A series of online workshops, open to all new students, and offered both prior to the start of the semester and again throughout the semester, distilling the best content from the HEADs programme.

There has been no underestimating the challenges of continuing the business of universities in these extraordinary times – we will be far from alone in observing this. As spring turned to summer, an iterative cycle of sharing plans with colleagues cross-institutionally, inviting them to provide content and play their part, while recruiting, training and promoting the Welcome Mentor team, ensued. Daniel, now entering his final year studies, joined this team and so

continued his connection to the work of the Directorate.

Newman was, through a great deal of hard work, able to recruit a similar number of new students to the previous two years, and the task of supporting them to become members of our learning community, through a blended and much expanded induction, was under way. As a small university, many roles within the University are 'one deep', and thus the pressures to disseminate plans, complete tasks, meet regulations and OfS expectations, create content, and ultimately deliver on our promises, have been profound. The challenges of generating online material for this induction and encouraging subject teams to do so, while everyone was fire-fighting the transition of semester 2 teaching and assessment to blended provision, certainly kept the team busy. When the first lockdown ended and there was then the need to move back from online to blended support for induction, it only added to the strain.

Daniel observes:

'The challenges for students this year are great in number. The issues they are currently facing that have been shared with me in my Mentor and Student Union roles consistently focus on 1) student need for more face-to-face engagement 2) access to resources and support services from a distance, and 3) adapting to this new way of working. The most important thing to students, in both my experience and upon reading a wide variety of literature, is engagement and contact time on campus, communication, and feeling connectedness. Newman has a diverse student community, and their needs are equally diverse.'

Students feel anxious, worried and scared about how the pivot to mixed or purely online delivery affects their mental health and how it might affect their degrees. Students' main concerns

here centre on creating safe and workable home study spaces. Students have also lamented that the digital learning experience was not what they were seeking when they enrolled. Existing students feel concern about dissertation and placement modules, while new Foundation Year and first year students are struggling to accept that they must make do with a mix of blended learning, possibly for the next three years. Some students feel under-represented within the institution and the Student Union, and challenges here lie with how to achieve engagement and a connectedness for all.'

At the time of writing a new student staff partnership project is under way to begin our evaluation of the approach to induction we took this year, and again, Daniel and Leoarna, along with three other members of the Welcome Mentor team, are partners in this project. But a tension remains between the need to evaluate – to satisfy ourselves (and the OfS) that we are choosing the 'right' activities and delivering them in the 'right' way – and the need to continue to innovate as the academic year continues and the pandemic's impacts continue to grow, shift and endure.

Reflections on induction, partnership and COVID-19

Daniel: Being a student during COVID-19 has been extremely challenging. Reflecting upon my experiences (which have, overall, still been great) has allowed me to put myself in other students' shoes. As a Welcome Mentor, a StAR (course representative) for the Humanities, and a society chair, I have gained insight to the issues students are facing during 2020. Being involved in the projects with Leoarna and other students for three years has enabled us to shape, and to continue to shape, the University's practices. Being a student partner in multiple projects and being able to shape induction at Newman has been a fantastic experience, and my work placement gave me an even greater insight to the workings of an

institution and all the planning that goes into induction, retention, and engagement work. COVID-19 has and will continue to disrupt HE for some time, but the student staff partnership projects help us to respond to it positively.

Leoarna: Being appointed to a full-time Education Development role in 2020 has been a privilege, a challenge, and an opportunity. There is no underestimating the disruptive power COVID-19 has exercised upon universities, and one senses that we will be writing about the 'pre- and post-COVID' HE sector for a long time to come.

It has been an opportunity to create: necessity demanded action, and so where once 'best guesses' would not have been a high enough standard of evidence for decision making, during the pandemic, they are all we have had to work with. In one sense this is liberating, as it allows us as Educational Developers to innovate and disrupt well-worn paths of (perhaps no-longer-productive) practice. But it has simultaneously been a time of isolation and anxiety. How can I know if what we are doing is helping the students? How do I know if students are using and responding to the content and services we are creating? How do I continue to ask my colleagues to do new things when they are already working harder than ever before to fulfil the central expectations of their own roles? These are the questions that have filled so many of my reflective moments during the last nine months.

Nevertheless, the part-time roles I had in Educational Development prior to this year, and my own participation in student staff partnership projects, have steadied me and given me confidence that we were already travelling towards better induction practices before the pandemic hit. A colleague recently described their own working practices as dominated by the sense that they were throwing mud at the wall to see which bits stuck. As a new Educational Developer, I share this sentiment and recognise the value of remaining connected to students, new and continuing ones, alike, during this time. Grounding oneself in the challenges they are facing in progressing with their

studies is perhaps the best response to one's own worries – and partnership working makes this possible.

John: Student induction only worked this year because we were in the prescient or fortunate position of already having a dedicated small team of staff and students in place to work on it. Redeveloping student induction across the institution's undergraduate programmes would have been challenging in normal times because it involves shifting the culture. It took on a whole new set of pressures as the institution had to adapt to the COVID-19 crisis, with ever-shifting national rules and guidance.

The principles that were already in place to underpin our revision of induction informed our response to the crisis when it hit. These involved being informed by the scholarship and seeking to extend and embed induction through blended provision, based on growing a sense of community and student belonging. By staying true to those principles, including working collaboratively with our student partners across central services and academic departments, it proved possible to provide an enhanced and extended student induction. That induction supported uncertain and sometimes scared new students from the moment they accepted their offer through to the end of semester one. Support has been there through online materials, both staff and student generated, dedicated student mentors and embedded subject sessions.

There will no doubt be lessons to learn from our next student staff partnership project, evaluating this cycle of student induction activities. It is highly likely that we will wish to keep, and enhance, blended learning materials developed in haste during the pandemic. However, in the current crisis, it is a major success that we had a coherent student induction offer at all. That it was re-imagined, re-focused on the human sense of belonging, and extended throughout the arc of the period from acceptance to the end of semester one, is a veritable triumph.

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Academic integrity of international students: Investigation in the era of ‘The Presumption of Innocence’

Xin Zhao, University of Sheffield, and **Michael Kung**, University of Florida

Academic integrity is at the heart of teaching and research. The internationalisation of higher education has meant that many international students are now subject to the academic standards set by Western countries, which have been presenting their own set of challenges. We are two academics based in popular study abroad host countries (UK and US). The story we’re sharing today is based on our experiences supporting international student transitions into Western academic studies. What we found quite interesting is that both of us wrote about our experiences separately, yet ended up highlighting the same issue. Namely, universities should be focusing more on educating international students on concepts of academic integrity as opposed to penalising them.

Xin’s story

I studied at a British university as a Chinese international student for five years before joining as a faculty member. I have since worked as part of the Unfair Means team at my department to support the development of the academic integrity of our international students who are non-native speakers of English. More often than not, I found myself involved with investigating potential Unfair Means cases (e.g., plagiarism, commissioned essays) rather than supporting students to understand the complicated concepts. I often wonder whether it is good practice to penalise students for something we have not done a good job of informing them about. The term Unfair Means is not universal and sometimes creates a barrier for international students who are not familiar with the academic practices in Western countries. Many international students fall victim to unfair means due to lack of understanding on the topic or poor academic practices (e.g. bad phrasing skills). Occasionally we notice commissioned pieces of work from essay mills. This arguably could lead to negative perceptions of teachers on international student writing skills. However, I would like to draw attention to the teachers’ attitudes towards students when they try to spot unfair means. I keep hearing colleagues say, ‘This work is too good to be produced by an international student. He/she must have purchased it’, or ‘I suspect this is a commissioned essay because the student’s spoken English is bad’. Although I felt a bit uncomfortable hearing these comments, I did obediently investigate those student cases requested by my colleagues at that time.

Michael’s story

As director of global education for a college at a large US university, I am occasionally called to serve as a cultural translator between a faculty member and an international student. The most common cultural misunderstanding that I see is when there is a grade dispute between the instructor

and student due to the student not using appropriate citations in their work. Academic dishonesty is a serious offence at the University, and I have seen cases where a professor has brought an international student to Honor Court for violating the student code of conduct. I personally feel this is a bit harsh for international students. While it is up to the international student to obey the conduct code, it also seems a bit unrealistic for them to be completely familiar with every item included. A little while ago, while I was an international student in Taiwan, I was surprised to find out that Taiwan’s education system had many similarities to Western educational institutes, especially in regards to plagiarism. The teachers in Taiwan take plagiarism quite seriously, using software to check submissions, and students are expected to use proper citations. Students start learning about plagiarism at a young age, and while the penalties for cheating are less severe for undergraduates, graduate students can be denied their degree if they are caught. I think my misconceptions about plagiarism in Taiwan is a common misconception from Western academics that international students do not take plagiarism seriously; in some Eastern cultures, students are not taught about the concept of plagiarism, and I assumed this was the case for all Eastern countries based on stories from my US colleagues. After my experience in Taiwan, I realised how easy it was to stereotype and made it my goal to be more open-minded when associating with international students.

Reflection

For international students, success requires that they work harder than their peers to break through the communication and cultural barriers while still striving to excel in their academic studies. However, once they achieve success, it is unfair for them to be met with suspicion rather than praise. It is heart-rending to see them produce an excellent paper after spending endless hours revising and editing, and instead of compliments, they find themselves faced with doubt due to stereotyping by some academics who believe that international students can only produce mediocre work. In the eyes of the law, people in question should be assumed innocent until proven guilty. Yet, international students are commonly suspected/doubted when they produce an excellent piece of work. This is not to say that international students do not engage in poor academic practices, but many times, they do not realise what they are doing is wrong or they are simply not familiar with appropriate academic practices.

In our view, the Unfair Means process of a university should take a two-tiered approach. From an educational approach, students should be offered more opportunities to be involved

in scholarly events and to be active partners of Academic Integrity related roles, policies and procedures. This could include events where staff and students work together to simplify the complex legal jargon and abstract policies related to Unfair Means, co-produce materials to make the investigatory or disciplinary process more transparent to students, or create study groups on scholarly writing practices where staff can share their own writing process and tips with students. A judicial approach should be reserved for serious cases of academic misconduct. In these situations, the university should strive for a more balanced power relationship between students and staff. On many occasions, students are outnumbered by staff during the faculty hearings and are less aware of their rights and responsibilities. With additional language barriers and a foreign hearing process, international students, in particular, are often left with a weaker stand to adequately defend themselves. The university should dedicate support to guide students throughout the hearing process, from pre-meeting preparation to appeal procedures.

In order to create equality, we should be informing international students of their rights by emphasising more

on teaching and informing students of policies, roles and procedures regarding academic integrity. At the same time, we should create opportunities for staff to take a more reflective and critical approach to review our university practices with an increasingly diverse student body. To conclude, we believe that universities, as academic institutions, should dedicate more resources and support for informing and training (educational approach) over punishment (judicial approach). By creating more opportunities for students and staff to be mutually involved in safeguarding the academic integrity of the university, we are able to reduce potential misunderstanding and align expectations between students and staff. As educators ourselves, we should take a stand when we see unfairness in practice and try to bridge communication gaps between students, faculty, and staff at our own universities.

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Authenticity: From a popular buzzword to a meaningful concept

Iain Cross, St Mary's University, Twickenham, and **Alina Congreve**, Independent Researcher

Introduction

Authentic learning involves students undertaking activities on their degree that reflect those they would carry out in a graduate job. It is widely viewed as beneficial in improving students' employability. Opportunities for students to experience authentic learning are very uneven, and there are significant barriers that currently limit more widespread adoption. What role can academic developers play to help teaching teams overcome these barriers and make sure authentic approaches are more embedded in the curriculum? This article draws on examples put forward at a panel discussion and workshop we convened at the Advance HE teaching and learning conference. It explores the idea of authenticity in diverse disciplines from medicine and law to business and fine art. This article also presents the results from a survey and interviews with programme leaders of geography degrees in the UK and Ireland conducted in the spring and summer of 2020. Geography is an interesting discipline to explore the idea of authenticity – having a number of subject-related career pathways as well as job opportunities on generic graduate programmes. We conclude by identifying opportunities for academic developers that are not currently being realised through focusing on authentic learning.

Constructing authenticity in the curriculum

Numerous authors point to the value degree students

gain by their studies reflecting the kind of activities they will do subsequently in the workplace (Herrington and Herrington, 2006; Cross and Congreve, 2020; Ruhanen *et al.*, 2020; Pitchford *et al.*, 2021). There is also increased political and public interest in the development of graduate employability skills as a way to demonstrate the value of higher education. There is a demand from students to study degrees that provide direct routes to productive employment. Authentic learning and assessment is an opportunity for students to develop specialist and transferable skills that can improve their employability and prepare them for work.

In subjects such as law, nursing and business studies, it is common for written reports, assessed presentations and group projects to clearly align with the requirements of professional practice. Students might be given a briefing document or a 'tender' to which they respond according to strict guidelines, as would be expected in a professional setting. Some of the most authentic experiences include student work placements or collaborative consultancy 'live' projects with external partners like a local business or charity. Live projects have the potential to engage and inspire students to produce their best work. This can harness students' passion and interest in real-world problems. For example, final-year geography students at Exeter worked with a local NGO to support the city move towards zero plastics. Live projects can also challenge

students' preconceptions about what work is interesting. Final-year business students at Northumbria University were initially disappointed to be working on the business plan for a funeral director, but as they became familiar with the staff and its work the students produced the strongest piece in their year group. It's highly unlikely that any students will take up future employment in the same Exeter NGO or the Northumbrian funeral director. The transferable, professional skills they gained are highly important for their readiness for graduate employment.

Live projects place students in the real professional or business world, working within established customs and norms when:

- Interacting with the public and customers
- Interacting with stakeholders
- Representing the businesses or other organisations.

There is a risk that without proper preparation students may struggle to act or behave appropriately and find it challenging to engage with the realism of a live project. Therefore, careful thought is required about how students progressively develop the skills to thrive in these learning environments, and what changes to teaching strategies are required to facilitate authentic learning. It makes authenticity more than assessments in an individual module, and points to the importance of a programme-wide strategy to develop students' skills and attributes. One approach is to 'sandbox' students' learning. For example, in business studies, students may develop skills in first- and second-year modules using pre-prepared case studies to develop the professional competencies needed to tackle a live business challenge faced by a commercial client in their final year.

Controlled activities can be placed early in undergraduate degrees where students learn basic authentic skills (e.g. how to use laboratory tools, environmental sensors or audio-visual equipment). They will develop essential technical skills, confidence and experience. These approaches replicate aspects of real-life professional work, but they take place in relatively controlled and managed learning environments away from the messy complexities of the outside world. Equally important to becoming familiar with technology and equipment are opportunities for students to gain experience with non-academic or other styles of writing. These can include blogs, public exhibition panels and policy briefings. It is important for students to practise these written formats in the first or second year in a degree before having to do it 'for real' on a live project. In the final year the stakes for failure are high for both students and partner organisations. Students can be supported through this learning with formative and summative feedback, and self-reflection, as they receive for more traditional forms of assessment. Progressively shifting students' engagement in authentic learning from carefully managed, replica activities to full engagement with commercial and professional clients helps build students' abilities, providing opportunities for critical self-reflection. It also supports the development of strong and successful partnerships between universities and external organisations.

There is a different dynamic with taught masters students

for two key reasons. Firstly, masters programmes often draw people from different undergraduate disciplines. The challenge here is to develop activities that help students recognise the interdisciplinary mix of skills of their peers, and gain valuable experience in working in an interdisciplinary team. Secondly, there is less time for the important scaffolding process described above to take place. Therefore, more attention is needed in the curriculum to support students in making a rapid transition to masters-level study. Supporting students' transition to undergraduate level study is an ongoing challenge for universities and has considerable attention. The condensed format of masters programmes makes a rapid transition even more important. To facilitate interdisciplinary team working, students need to be taught skills in collaborative working, rather than acquire them by chance. These so called 'soft skills' in collaboration, networking, negotiation, facilitation and active listening are essential to the success of a live project. However, they are rarely formally taught, with students gaining skills on an *ad hoc* basis rather than attending sessions in applying these skills and getting structured feedback on their performance.

Authentic professional practices across diverse disciplines

Embedding contemporary professional behaviours into learning is important for an authentic learning experience. Even seemingly trivial behaviours (such as protocols on addressing people, sending a formal email or how to dress for interviews) may be important learning points for students who lack related workplace experiences in, for example, business and law. Here, the role of recent graduates for providing insights into professional practices is particularly useful for current students (and academic staff). Not only are students likely to learn more from their alumni peers, they have more contemporary insights into, for example, the etiquette of business social media or communicating with young consumers. Another example can be found in medicine. Returning graduates could emphasise the importance of professional ethics and learning how to communicate with patients and their families. This is an area that takes up a small proportion of total taught contact hours and, as a result, current medical students may view this skill as less important. Working with alumni can provide important context to authentic learning, and we advocate for the importance of their role in supporting authentic teaching practices across all disciplines.

Many approaches to authentic learning assume that a student will pursue a career in a directly-related profession, yet this is often not the case. In medicine, the majority of graduates continue to be doctors, although a significant minority will follow related careers such as health economics and health informatics. In contrast, a large proportion of law graduates will not embark on a career in the legal sector after graduation. This is for a range of reasons, from competitiveness gaining entry to the profession to the high costs of additional training (Childs and Firth, 2010). The most recent figures from the Law Society show 20,900 students registering but only 6344 traineeship positions available. Over half of law students will need to look at alternative careers. What does this mean

for authentic learning and who or what is it authentic for? We argue that across all subjects, including those where there is an obvious career pathway, there should be more emphasis on using authentic learning to develop students' transferable skills, and in providing help to recognise the skills they have developed. Students can acquire a wide range of transferable skills completing authentic assessments or working in an authentic setting. However, when asked for an example in a job interview of problem solving, team working or innovative thinking, students often struggle to relate the question to their own recent experiences on a live project or placement. In response to this, Northumbria University is currently supporting PhD research to look at why business studies students struggle to recognise the transferable skills they learn in their third-year live project and how this situation can be improved.

In other disciplines, workplace skills may not be so obviously integrated into degree programmes where there is not a clear profession or career pathway that graduates move into. These disciplines will often lack a professional body that accredits their degree and reinforces the need in the curriculum for particular authentic activities. Take, for example, art and design subjects. Authentic practice may focus on building a professional identity and reputation as an artist. Solent Showcase is one example of drawing together artistic and entrepreneurial authenticity to enrich student learning. Students have direct experience of running an art gallery and curating an exhibition, which provides them with an insight into business and entrepreneurial behaviours that support their career development. In an interdisciplinary example from Columbus State University, history and geography undergraduates partnered with a local community tourism organisation. Together the students facilitate a community

planning exercise to identify sites that the community wished to include in a heritage tour interpretation. Students then conducted archival research, wrote the content, identified photographs and designed two heritage tour maps. Students then worked with a class of graphic design students who designed the public materials. This gave a wide range of experience including:

- Soft skills needed to engage the public
- Design in paper and digital mediums
- Working with a community partner
- Apply subject skills in archival research and public history writing.

In some subjects, such as geography, graduates can progress into a diverse range of contrasting professions. There are multiple potential authentic learning experiences within the discipline, from hydrology and GIS to urban planning and community development. Geography graduates are also well represented in graduate schemes not directly related to their discipline. It therefore provides an interesting subject area through which to explore in more depth the challenges of implementing authentic learning experiences.

Barriers to authentic approaches and how academic developers can play a role in overcoming them

In our survey of 26 geography undergraduate course leaders and subsequent follow-up interviews with 15, we were seeking to understand the barriers to adopting authentic approaches in the context of learning about climate change (Cross and Congreve, 2020). These barriers are shown in Figure 1, and to a greater or lesser extent relate to the work of academic developers.

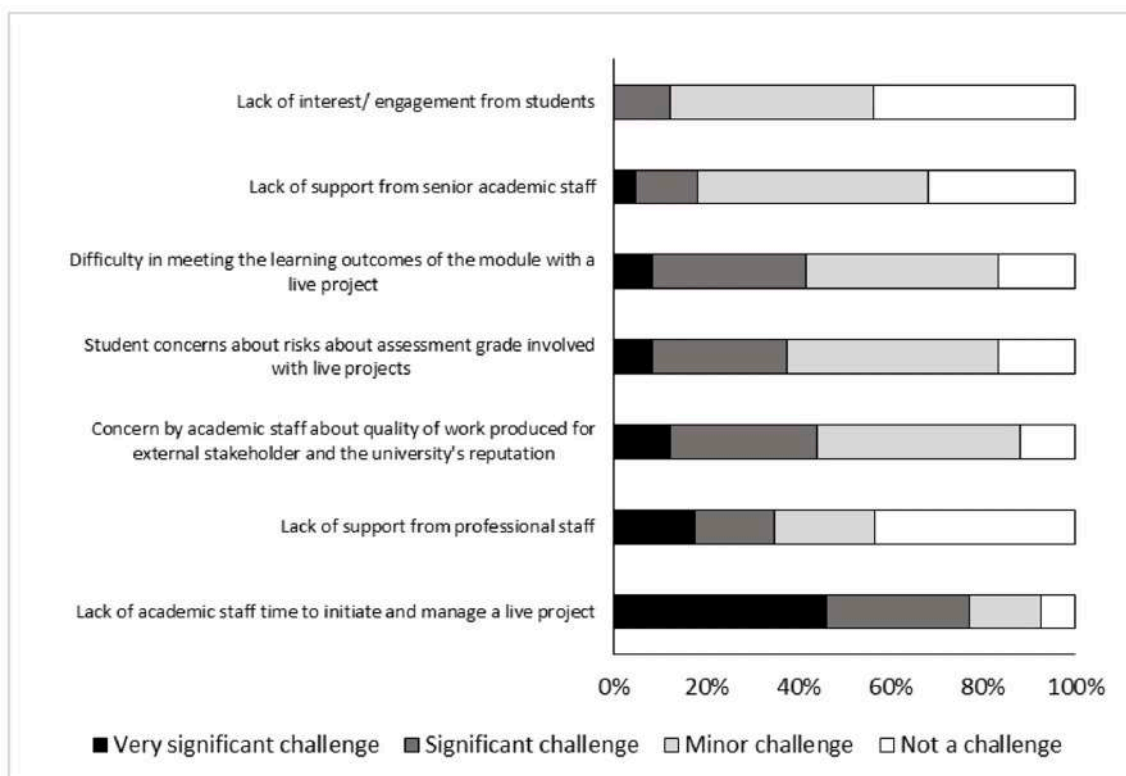


Figure 1 Responses to survey question 'What are the main challenges in embedding climate change-based live projects with external stakeholders on your geography undergraduate degree programme?'

Understanding and mitigating concerns about meeting module learning outcomes within a live project falls directly within the influence of academic developers. When authenticity reflects the ‘messy’ real world, challenges emerge to the hierarchical design of degree programmes. Normally, the module learning outcomes feed up into programme learning outcomes, with assessments carefully aligned to these outcomes. Learning in the real world is rarely this simple, with truly authentic learning coming from addressing unexpected challenges and leading to outcomes that may not have been envisaged. Learning outcomes need to be flexible to recognise this, but maintain their value as a mechanism for assessing and accrediting learning. A focus on assessing students’ ability to self-reflect and construct professional development plans is one approach to address this. Students can be concerned about authentic but unfamiliar assessment formats affecting their overall degree classification. This can be addressed through effective scaffolding of skills through the curriculum. Academics also need to have sufficient time to effectively manage the process.

The time commitments involved are the most prominent concern among academics to introducing more authentic experiences. It can seem intimidating to academics who have spent their whole career within the higher education sector and lack strong links with professional practice. They may benefit from input from the careers service or other professional colleagues including academic developers, offering practical and time-saving advice about how to engage with external organisations. However, much can be done to develop authentic experiences by liaising with institutional colleagues. Organisations outside the university are often described as ‘the real world’, as if those working in a university are in some way unreal or virtual! It is too easy to forget that universities have many of the same functions as large companies – including estates, human resources, finance, business planning and marketing. More could be done to strengthen links between these functions and the education that takes place: student placements or consultancy projects could be mutually beneficial. This could form a safe environment for academics to experiment and innovate with authentic approaches. Examples in geography we identified included: students conducting a campus biodiversity survey; a recycling study; and energy audits of university buildings. The data collected was subsequently used to teach statistical analysis methods. These provide good examples of controlled authenticity where students can develop their skills in a supportive learning environment.

Dual professionals, who work both in higher education and professional practice, are in an ideal position to bring authentic experiences into teaching. For example, an urban designer may be a partner in an urban design consultancy four days a week and teach an urban design class on the fifth. A report by Guild HE (2018) provides case studies of the successful work of dual professionals from a wide range of subject areas, including music, art and archaeology. The caveats here are in effective professional development to ensure professional practices are translated into appropriate teaching practices. There is a clear role

here for academic developers to both identify and deliver professional development activities. It is also important that dual professionals are fairly paid for their time, in particular to include participation in the activities of the wider academic team.

Even with support from professional staff in careers or colleagues in estates, running a live project will be more time consuming than setting an essay question and simply sending students to the library to complete it. If this activity is really valued by the university and there is a genuine commitment to employability and enhancing transferable skills, then sufficient time should be allocated to it. Authentic experiences should not rely heavily on the strong personal commitment of individuals working substantially above their contracted hours or sacrificing research time. Academic developers have a role in showcasing good practice, while highlighting to the senior leadership the time commitment that would be needed to help that good practice become mainstream.

Conclusion

Academic developers have a vital role to play in the development of authentic learning. A key strand of this work, identified through our research into authentic learning practices, is around enhancing the design of learning activities and curricula that effectively scaffold students’ acquisition of professional workplace skills. Academic developers should be empowered to help design programme-level strategies that enable students to transition from regulated and constrained ‘real-world’ learning (e.g. case studies, role plays) to genuinely real business and professional environments. Their skills and understanding of how students learn in different disciplines position them well to help develop reflective learning activities for students to develop their professional skills. This should also provide ways through which students document, reflect on and actively plan their transferable skills’ development. This process will support students to more clearly articulate these skills in a variety of different professional contexts. When facilitating curriculum design, academic developers should be alert to overly prescriptive, or highly discipline-focused learning outcomes, that could constrain opportunities for real-world learning. Instead they should include outcomes focused on critical self-reflection and identification and acquisition of transferable professional skills.

We also advocate academic developers play a role in bringing together professional and academic staff to identify new and innovative opportunities for students to work in the authentic learning environments that exist among the administrative and service departments of all universities. This is an under-utilised opportunity for expanding authentic student projects. It offers the benefits of enhanced student engagement, stronger intra-institutional networks among staff, and improved student employability. A final role for academic developers is the provision of bespoke professional development opportunities for dual professionals, that simultaneously teach students and work in their professional career. It is important to harness the knowledge that they bring to enhance the authenticity of learning, whilst developing their skills as

teaching staff. Dual professionals' contribution to authentic learning and teaching will be marginalised if they have limited integration with the wider teaching team and lack opportunities to meaningfully support curriculum development activities.

Our exploration of authentic practices has also raised some wider questions about the nature of authentic learning and why we do it. What is authentic learning, and who is it authentic for? The examples we have seen demonstrate that different degrees of authenticity in learning activities can scaffold students' learning effectively. What we leave in and leave out of a carefully managed authentic learning experience may say more about what we value as an academic, than what would most benefit students in their professional careers. It's important therefore to ensure that curriculum design meaningfully engages stakeholders from industry, professional bodies, alumni networks and other organisations to maintain a strong external influence on how we design and deliver authentic learning.

What is, and what isn't authentic varies over time. New societal challenges such as the climate crisis, COVID-19 pandemic and Brexit have significantly impacted 'business as usual'. Students will be immediately disadvantaged if they graduate into a professional role with no experience or understanding of the impact of these challenges on their chosen profession. The speed at which all of these have taken place highlights the importance for agile decision making in universities that allows new programmes, changes to existing ones, and updated curricula and assessments to be rapidly designed and implemented. This also requires staff to have time to develop authentic and innovative teaching approaches. With the support of academic development practitioners, the challenges of the last five years provide an important opportunity for developing many more innovative authentic learning experiences that enhance student learning and equip them for successful careers.

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Information for Contributors

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Book Review

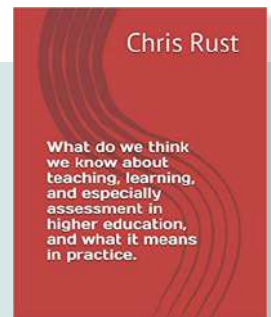
What do we think we know about teaching, learning, and especially assessment in higher education, and what it means in practice

Edited by Chris Rust

Independently published, October 2020

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Available via Amazon, £7.50



Chris Rust's 2020 book is a resource for teachers and educational developers who want a primer into teaching, learning, and assessment. The book is organised into five easily accessible chapters, which have been collated from previously published material, ranging from 2002 to 2017, some of which has been revised before this publication in 2020.

Chapter 1 offers a broad and shallow overview of a range of educational theories about teaching and learning, categorised into four subsections. Rust starts with a general statement within each section, providing a brief 'what do we know?' explainer of relevant theories and research, leading into 'implications for improving student learning' which connects theory with practice, and ending with a 'further reading' section which lists references and resources for further exploration. Though not mentioned, many of the implications provided in this chapter support a Universal Design for Learning (UDL) framework, an approach that advocates for proactively removing barriers to learning and developing expert learners.

Chapters 2 to 5 delve deeper into assessment and feedback, and could have been a stand-alone collection of essays on assessment. In chapter 2, Rust prompts us to consider assessment as a central part of the course design

process. A three-stage approach similar to Backward Design is presented as a model for course design. The chapter offers different types of assessments for consideration while emphasising the importance of authentic assessment practices in positively affecting student engagement and this is particularly relevant when we consider fully online teaching.

Chapter 3 comes from a paper originally presented at the Symposium on Assessment Research in Hamburg, Germany. The importance of assessment design is highlighted: Rust argues that poor course and assessment design encourages inappropriate learning behaviours, namely those that prioritise performance over deeper understanding. This chapter appears to be a call for changes in assessment practice, and one which demands improving students' assessment literacy. Originally written in 2013, this chapter still rings true in the mid-pandemic assessment debate today.

Chapter 4 questions how we might rethink assessment and makes references to Biggs' constructive alignment, and curriculum sequencing as important considerations in designing valid, authentic, and relevant assessment tasks. The chapter ends with suggestions on how to create a community of assessment practice which enables faculty and students to

improve the effectiveness of feedback approaches.

Chapter 5 encourages readers to re-evaluate their practice and question often taken-for-granted approaches, while not mistaking action for impact. Considering the many different assessment approaches that instructors and institutions might take, Rust calls for a system of continuous assessment, greater transparency when communicating learning outcomes and assessment criteria, and above all, ensuring that we are tackling the 'right problem'.

Rust's book offers a concise initial go-to resource. Although high-profile, most of the references appear dated and I would have liked to read more about how the included papers align with current assessment literature, with a particular insight into the current context: learning in a pandemic. Finally, while I agreed with much of what Rust has said about assessment, I questioned some of the connections drawn in the first chapter, particularly in relation to learning styles and metacognitive thinking, although Rust does acknowledge the subjectivity apparent in some of the implications presented.

Arushi Manners is an educational developer and doctoral researcher at the University of Calgary, Canada.

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Copyright literacy, open practice and the role of academic development

Chris Morrison, University of Kent, and **Jane Secker**, City, University of London

Introduction

This article is based on a workshop held at the SEDA conference in November 2019 where we considered the experience of two UK universities, the University of Kent and City, University of London, in supporting the understanding of two concepts – ‘copyright literacy’ and ‘open practice’ – and their relationship to academic development.

Currently there is a growing pressure on academic staff to share their research outputs, data and teaching materials openly, whilst also tracking the impact of their work and protecting valuable intellectual property (IP). Arguably, this means all staff, including academic developers, need a greater level of understanding about copyright and licensing from the outset of their careers in higher education. Since the pandemic broke out, this need has been heightened with the rapid shift to online learning in almost all universities. Concerns about copyright issues and online learning have been noted by legal commentators (Hudson and Wragg, 2020; Craig and Tarantino, 2020). However, the authors’ own experiences since March 2020 also suggest the academic community now needs greater levels of copyright literacy.

In this article we will discuss:

- The key issues related to copyright literacy and open practice for university teaching staff
- The relationship of issues such as open education, copyright literacy and digital capabilities to institutional strategies and policies
- The implications for academic developers and the need for this community to have a better understanding of copyright literacy and open practice.

Finally, we reflect on the workshop we ran at the conference, feedback from delegates and our experiences since March 2020.

Background

We conducted research into levels of copyright literacy amongst librarians and those working in the cultural heritage sector (Morrison and Secker, 2015). At the time we were both working as copyright specialists providing advice and guidance to staff and students. We have a particular interest in understanding and supporting staff in relation to copyright and educational technologies (Secker and Morrison, 2016). This led us to develop the resource ‘Copyright the Card Game’ to better support the teaching of copyright in libraries and higher education more widely. This game was openly licensed under Creative Commons to allow it to be adapted and used by other educators.



Copyright the card game



Jane and Chris, card games online

In 2017, the authors ran a workshop at the University of Manchester as part of the Postgraduate Certificate in Academic Practice. Manchester runs a module called Open Knowledge in Higher Education (OKHE) which highlights the value of ‘openness’ into accredited teacher development activities.

This led the authors to explore opportunities to embed an understanding of copyright and open practice within their own institutions and the role that games-based learning might play.

Definitions

There are two key terms used in this article which may be less familiar to academic developers: ‘copyright literacy’ and ‘open practice’.

Copyright literacy was coined as a phrase by Tania Todorova in 2013, who launched the multinational survey on copyright literacy initially in Bulgaria (Todorova *et al.*, 2014). It was defined as ‘knowledge about copyright’; however, we went on to refine this definition, describing it as:

‘Acquiring the appropriate knowledge, skills and behaviours to enable the ethical creation and use of copyright material.’ (Secker and Morrison, 2016, p. 12)

This acknowledged the nature of copyright literacy as a cultural and communicative practice, rather than just being about the acquisition of knowledge. The International Federation of Library Associations subsequently published

a statement on copyright literacy and copyright education (IFLA, 2018) which highlighted its importance to those in the library and cultural heritage sector.

It is important that teachers and lecturers are able to use copyright materials to teach, and yet many have a limited understanding of the legal ways they can use them. Copyright exceptions (legal provisions which allow works that can be used without explicit permission of the rights-holder) were expanded for educational purposes in the UK in 2014. However, evidence suggests that knowledge of these exceptions is relatively low amongst the UK higher education community (UUK/Guild HE, 2019, p. 12). Approximately only a third of academics surveyed felt confident about copyright, and just 38% were aware of the change to the law in 2014.

Open practice, or open educational practices (OEPs), are defined by Cronin (2017) as ‘the creation, use and reuse of open educational resources (OER) as well as open pedagogies and open sharing of teaching practices’. There is a growing interest in open practices and open pedagogies where, in addition to publishing in open access journals, academics share their teaching resources and encourage others to reuse them using licences such as Creative Commons. In so doing they contribute to scholarship in an inclusive way that promotes social justice. The pandemic has highlighted the value of open practices, such as publishing open textbooks and sharing research findings openly, but again research suggests that knowledge of these concepts is relatively underdeveloped amongst academic staff (Cronin, 2017, p. 25).

During the SEDA workshop delegates were asked to explore what these terms meant to them and to consider why they might be important to academic developers. Because academic developers play a pivotal role in supporting academic staff, the authors wanted to understand the awareness of copyright and open practice in this community.

Why do these issues matter?

Teaching online brings both opportunities and challenges. Since March 2020, almost all teaching in universities has shifted online and this involves navigating a host of issues such as privacy concerns, managing online behaviour, determining the ownership of teaching materials and ensuring students can get access to learning resources. The classroom, previously an entirely private space, now shares some attributes of public spaces, with lectures and virtual seminars taking place online and being recorded and shared with students. The fact that content is now available beyond the walls of a physical classroom causes issues with laws and practices developed according to a face-to-face teaching paradigm.

Navigating the online world has led staff to develop a greater awareness and understanding of a range of issues that Weller (2011) called ‘digital scholarship’. This involves developing new literacies and an awareness and understanding of how students and staff operate in digital spaces. The concept of ‘Residents and Visitors’ (White and

Le Cornu, 2011) can be a helpful way of thinking about the way staff and students interact with online tools and places. Yet prior to the pandemic, many academic staff were relatively conservative in their use of educational technologies, consequently they have experienced a steep learning curve.

In this context, embracing open educational practices may be challenging for academics not yet confident with digital technology. However, OEPs can be beneficial for academics who want to work collaboratively with others in their field by sharing their experiences and resources. They also can improve equity and inclusivity by removing economic barriers to accessing learning resources for those who cannot afford licensing fees. In addition, OEPs can be beneficial for institutions looking to raise awareness of their high-quality teaching, as sharing of open resources usually involves acknowledgement of the source. To this extent OEPs align well with established academic values and institutional missions.

However, the realities of the way that education and learning resources are funded create tensions. Digital technologies provide opportunities for academics to teach in new ways and reach wider audiences for their work. But the consumerisation of the educational experience has prompted universities to identify what distinguishes them from other institutions and protect these as ‘exclusive’ attributes. Where this exclusivity extends to learning resources, it works against the principles of open practice.

Copyright law underpins these considerations and by default provides copyright owners with the exclusive right of reproduction and communication. Although justifications for copyright are based on providing incentives to authors, the law generally reflects the commercial interests of publishing and media organisations. This has led to a clash between ‘scholarly culture’ and ‘copyright culture’ where the values of academic and publishing communities often do not align (Gadd, 2017).

How do we support academic staff to understand these issues?

The authors present two different but complementary approaches to supporting academic staff in developing their understanding of copyright and open practice. At the University of Kent this involved taking an institution-wide approach by establishing a Copyright Literacy Strategy. Meanwhile at City, University of London, the creation of a module on Digital Literacies and Open Practice in the Masters in Academic Practice focused specifically on addressing the issues in an academic development context. In both institutions the value of play and games were central to the approach, which involved the use of an educational board game, developed by the authors.

University of Kent: Policy and strategy

The creation of a Copyright Literacy Strategy at the University of Kent was led by Chris Morrison, Copyright, Licensing and Policy Manager. Work began in 2019 (University of Kent, 2019) with the aim of identifying the ways in which copyright impacted on the University and

creating a long-term vision for addressing them. This was informed by his masters research (Morrison, 2018) which noted the range of institutional approaches to copyright and identified opportunities to take a more progressive approach.

A working group was convened which met at a series of workshops, first identifying types of activity where copying was an issue and then listing out the desired behaviours. The group included a range of professional services and academic staff who were able to bring a range of perspectives. This included a representative from the academic development team.

The strategy is aligned with the overarching University Strategy and is split into four sections: firstly a five year vision, then a series of values, followed by a number of activities and then finally a section on success measures. The full text is available online (University of Kent, 2020) but the University's vision is that:

'By 2025 people working and studying at the University of Kent will feel confident in making informed decisions about using copyright material and will understand the role copyright plays in innovation and creation of new knowledge.'

The University's approach to copyright education will support its strategic objectives by informing policy and practice.

The implementation of the strategy is overseen by a Copyright Steering Group which makes decisions on copyright risk, as well as providing oversight on copyright education initiatives. These are supported by a statement in the strategy that the university will 'develop a network of staff whose roles involve advising on aspects of copyright law to identify opportunities for education, training and communication'. This activity was originally expressed as an intention to create an educational programme which would inform about copyright from a top-down perspective, but this was rejected as being overly hierarchical and ineffective.

The final and related activity is the University's commitment to 'develop its copyright guidance to support staff and students using user experience design principles'. The copyright guidance web pages were updated to coincide with the launch of the strategy and followed the objective of being 'concise, in plain English and easy to access'. The University has embraced open practice by licensing the guidance under a Creative Commons Attribution licence so that others in the sector may reuse it. There is already evidence that the strategy is having an impact elsewhere and several universities have said they intend to base their copyright guidance on Kent's guidance.

Educational development at City, University of London

At City, University of London, a module called EDM122: *Digital Literacies and Open Practice* was launched as part of the MA in Academic Practice in October 2018. This

approach sought to embed copyright literacy and open practices into academic development directly. This article provides a brief overview of the module structure, its evaluation and impact to date. A longer account has been published elsewhere (Secker, 2020).

The module is an optional 15-credit module, led by Dr Jane Secker, and reflects her research interests in digital literacy, open practice and copyright education. It has been taught three times since 2018, including an entirely online version which ran from October 2020 to January 2021. The module is taught across three teaching days with additional specialist content delivered via a webinar series comprising notable external speakers. Course materials and the reading list are made available via Moodle, and there is also a course blog which allows wider engagement with the module. The webinar series is also open to anyone beyond City who is permitted to join the live sessions, or watch the recordings which are made available on the course blog. Interaction with people outside of the course is an important aspect of the module and one webinar is delivered by the team at the University of Manchester (2018) who teach the OKHE module.

There are two assessments; students are expected to make a 5-minute video on an aspect of digital literacy or open practice and write a short accompanying reflection. They are also asked to complete a 2000-word essay on a topic of their choice relating to either digital literacy or open practices. This allows a high degree of flexibility so participants are able to focus on the topics of greatest interest to them.

Feedback and module evaluation have been highly positive to date, scoring on average 4.5 out of 5 in module evaluation. A small-scale research study into staff understanding of digital literacy and open practice conducted in August 2019 suggested the module played an important role in developing staff understanding of both copyright and open practice. For example, staff increased their understanding of open access research, open education beyond the academy and internationally, and discussed concerns and misunderstandings about copyright.

The Publishing Trap

A common approach at both City and the University of Kent was to approach staff and student development through the use of an educational board game. The Publishing Trap (Morrison and Secker, 2017) is an openly licensed board game developed jointly by the authors that explores the choices academics make throughout their academic career when making decisions about how to share and communicate their research. It explores issues around scholarly communication and open access as well as promotion and rewards in academia. As a role play game, small teams play as one of four academic characters and the authors have found it to be an effective way of raising awareness of the complex issues. Feedback suggests the game engages staff with difficult issues that traditionally they may have shied away from. The authors shared The Publishing Trap at the SEDA workshop to encourage its use

by academic developers in their own institution. They have subsequently developed a prototype online version of the game which was used in teaching at City in December 2020.



Playing the Publishing Trap at City

Discussion

Terminology remains a challenge and during the SEDA workshop participants discussed the meaning of open practice and copyright literacy and their relationship to academic development. They also discussed the role of strategies and policies and of staff development in changing staff practices. Finally, they also had the opportunity to play part of 'The Publishing Trap' and reflect on the role of games and play. The delegates were enthusiastic about the value of the game as a way of starting discussions about the complexity of copyright, alongside a desire to share work openly. Their attitudes (collected using an online poll) suggested many saw copyright as rules that need to be understood when using others' materials. Meanwhile open practice was described by one participant as 'a philosophical and practical approach to working openly with others, engaging in collaborative practices and sharing.'

Since running the workshop in November 2019, the authors have observed a growing number of queries on the discussion list that they manage related to copyright and online learning. This led them to launch a webinar series for the UK higher education community, hosted by the Association for Learning Technology (ALT). From March to December 2020, 28 webinars took place and in November 2020 ALT approved the creation of a Special Interest Group on Copyright and Online Learning. This reflects the greater need for advice in this field. Some of the issues that are being discussed in the community include:

- Providing access to readings for students in digital format during the pandemic, either through needing to scan the reading or locate e-books with suitable licences
- A greater need to understand open licences and how to identify open educational resources and open textbooks that can be used freely in online teaching
- The role different communities can play in influencing the future of a scholarly communication system so it

supports online learning and becomes more open

- The challenges of teaching online in disciplines which traditionally relied on copyright exceptions to allow works to be played or performed in the classroom (e.g. film studies), and the extent to which these can be relied on in the online environment
- The need to update policies on recording and reuse of content from virtual classrooms or of videos made by staff for teaching purposes.

Through the creation of the new ALT Special Interest Group, it is hoped that more sustained support and expertise can be provided. The authors would welcome members of the SEDA community to be actively involved in the group, to foster genuine collaboration between the library, learning technology and academic development communities.

Conclusion

It's clear that academic staff have faced many challenges with the shift to online teaching in 2020. However, the authors' experiences and the SEDA workshop indicated that a greater awareness of copyright, coupled with an understanding of how to identify and use openly licensed resources, will help academics address the challenges of the shift to online learning. Engagement from academic developers in both copyright literacy and open practice is fundamental to this. We have included links below for anyone wishing to find out more and get involved.

Find out more

ALT Special Interest Group: Copyright and Online Learning (CoOL) (<https://www.alt.ac.uk/groups/special-interest-groups/copyright-and-online-learning-sig/>).

Copyrightliteracy.org – download the card game (<https://copyrightliteracy.org/resources/copyright-the-card-game/>).

Copyright and Online Learning in a Time of Crisis: Ongoing webinar series (<https://copyrightliteracy.org/upcoming-events/webinars-copyright-and-online-learning/>).

'Digital Literacies and Open Practice' module (<https://blogs.city.ac.uk/DiLOP/>).

Open Knowledge in Higher Education (OKHE): the module is available on Medium (<https://medium.com/open-knowledge-in-he/about>).

The Publishing Trap (<https://copyrightliteracy.org/resources/the-publishing-trap/>).

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International Consortium of Educational Developers (ICED) News

The 2020 Annual General Meeting of the ICED Council took place on 21 August 2020, online via Zoom due to the pandemic and cancellation of the 2020 Conference.

With immense satisfaction we can report that ICED as an organisation is growing. There are currently 27 members and potentially two or three new members seeking membership in the next 12 months.

Key points are listed below:

- A motion was passed to amend the meaning of Nominating Networks so it referred to regions as well as countries. This will ensure membership is based on the principle of representation and inclusion, founding principles of ICED. In considering an application for membership, consideration would be given to whether or not the network, either within a country or a grouping of countries, has representation in ICED. For example, if some association applied and they were not represented by a current member network, then ICED would consider their application given that network's context.
- Unfortunately, the ICED 2020 conference planned to be held in Zurich in June had to be cancelled due to the pandemic as it was too difficult to rapidly move to an online conference. However, a publication is being produced of the conference abstracts to honour the work of the authors, the reviewers and the planning committee, as well as being an opportunity to

disseminate the work of academic developers around the world.

- It has just been announced that the 2022 Conference will be held in Denmark. More details to follow including contingency plans for alternative modes of delivery in the light of future global health and the economic situation. The conference theme will be Educational Developments and the Future of Education – sub-themes will also consider Post-Pandemic education.
- The ICED publication, *International Journal of Academic Development* (IJAD), is going from strength to strength. The impact factor, the ranking, and the number of submissions are increasing. The number of downloads in the first half of 2020 has increased four-fold compared with the previous few years. IJAD is getting a bigger readership each year and a bonus for ICED should be increasing royalties.
- TPOD (Taiwan Professional and Organizational Development Network in Higher Education) was welcomed as a new member network of ICED.
- ICED has had a number of conversations with parties interested in forming networks and liaison continues with networks in Slovakia and Italy.

In summary, much to celebrate.

Carole L Davis, SEDA Co-Chair

SEDA News

News from SEDA Committees

We thank **Clara Davies** as she steps down as Co-Chair, SEDA. Carole Davis, SEDA Co-Chair, writes: 'Clara brought an energy and enthusiasm which was sustained during her period in office. Her leadership and attention to detail was impressive. I am especially grateful for her on-boarding and mentoring of me as a new co-chair two years ago and I learnt much from her approach and experience. SEDA is grateful to her service, efforts and time generously given.'

We welcome **Helen King SFSEDA** to be our new Co-Chair. Helen is currently Deputy Director of Academic Practice at the University of the West of England, Bristol. She attended her first SEDA conference in 1996, and in a varied career has worked as a Subject Centre Assistant Director, as a Policy Adviser for HEFCE, as Head of Academic Staff Development at the University of Bath, and has time to play the banjo!

The Services and Enterprise Committee offers thanks to **Jaki Lilley** for her hard work, support and dedication as she steps down from the post of Co-Chair, and welcomes **Vicky Davies** who has offered to replace her, with **Elaine Fisher** continuing as Co-Chair.



Clara Davies



Helen King