

EDUCATIONAL DEVELOPMENTS

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



Issue 23.1

March 2022 / ISSN 1469 - 3267

£10.00 Cover price (UK only)

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Hyflex pedagogies: From pandemic panacea to a permanent fixture on the higher education landscape

Nick Baker, University of Windsor, Canada

Introduction

As a sector, higher education tends to be highly resilient, but also resistant to change. Innovation diffusion, especially in pedagogy, tends to be low and slow. The global COVID-19 pandemic caused a level of disruption in education unlike any ever seen before. Beginning with the immediate need to switch to online delivery for all courses in March 2020 as a temporary measure, it soon became apparent that this was to be the norm for the foreseeable future and we would have to figure out how to move beyond emergency remote teaching to something more sustainable for an undefined period of time.

As the rollercoaster of case loads and curves started to flatten out, institutions were forced to confront the idea that it would be far more difficult to move back to the way things were before than to stay where they had moved to, being for the most part safely online. The challenging logistics of restarting on-campus classes while maintaining distance and equitable access and learning pathways for learners who were affected by COVID soon became apparent.

One response to the need for significant flexibility that has gained a considerable amount of interest from the higher education community in recent times, was that of the hybrid flexible or Hyflex (Beatty, 2006) modality.

Where did Hyflex come from?

Coined by Brian Beatty in 2006, Hyflex was used to describe an approach to course design derived from the already well-established hybrid and distributed learning pedagogies but which added a new level of flexibility, and importantly, learner choice. Beatty and San Francisco State University (2016) defined Hyflex as '...class sessions that allow students to choose whether to attend classes face-to-face or online, synchronously or asynchronously.'

Until the pandemic, this approach had a relatively small following in specialised programs, but was actively explored in many locations, including the University of Windsor, as a promising pedagogical approach to help solve challenges for particular cohorts of learners who needed a high degree of flexibility and wanted choice in their mode of engagement (Naffi, 2020).

The approach has its roots in flexible pedagogies, especially those mediated through technology, and known under a wide range of names including distributed, hybrid

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2022 (Vol. 23)

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or blended (e.g. Bonk and Graham, 2006), flexible, multi-access, or BlendFlex learning (Beatty, 2019). More recent iterations of these designs (often called hybrid or blended modes) have focused on integrating synchronous content delivery (broadcasting lectures online) from a physical classroom to distributed learners with a concurrent in-person cohort in the classroom with the instructor. A common feature of most of these approaches is that while some flexibility is afforded to learners, the instructor and/or institutional infrastructure and policy dictates the majority of the experiences and choices available to learners, rather than offering an opportunity for learner agency.

The modality that is being called 'Hyflex' during the pandemic is highly restricted by the present circumstances and does not bear many of the key hallmarks of the original design.

Pandemic Hyflex: The worst of both worlds?

In the rush to head back to campus, many institutions, including my own, attempted to develop 'Hyflex classrooms' that would facilitate these pedagogical approaches. Given the time frame, budget constraints, and global shortage of technology components, it quickly became evident that there would need to be compromise on many of the elements that would normally facilitate Hyflex pedagogy as it was originally conceived. This led to criticism from many about the experience of those who chose to teach and/or learn in this model, and some have argued that this emergency Hyflex approach cannot (and perhaps, should not) be called Hyflex at all (Irvine, 2020).

Firstly, the need to be socially distanced, wearing masks, and limited available seating, meant that there were often very few learners able to be physically present in very large spaces. Students were not able to cluster together for group work or able to effectively interact with the online learner cohort. This leads to concerns that online learners in the Hyflex setting may not have an equivalent educational experience to their in-person counterparts, or the same opportunities to learn and demonstrate their learning (Binnewies and Wang, 2019).

Secondly, the need to limit class gatherings and track and trace meant that students could not be given the option to move fluidly between in-person, online synchronous and online asynchronous modes. The limited time available to prepare for launch also meant that fully asynchronous versions of courses were not able to be developed in time, so this format was not available and often reduced only to access to recordings of lectures. We also encountered strong resistance from academics who had never recorded lectures before and were concerned that either the material would be distributed beyond the class, or that the availability of the recording would stop students coming to the in-person sections, so a significant portion did not record lectures at all.

Thirdly, there were privacy concerns for in-person learners who would not have the option to avoid being on camera. This prevented installation of audience-facing cameras, so the only images available to the online learners were those provided by and of the instructor, reducing the sense of being part of a larger class community. Time and budget constraints again made it impossible to install audience microphones, meaning that if a question or comment was raised in the classroom, the instructor would have to repeat it to the online group, challenging the natural flow of the instruction. Both of these challenges may reduce the sense of these cohorts being part of a shared learning community in the class, but they should be considered temporary constraints caused by the pandemic and not indicative of the potential of Hyflex, if properly designed and supported (similar to fully online learning).

Hyflex at UWindsor

Hyflex in our context was defined as:

'An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners in their mode of engagement with the curriculum. Typically, learners may have the choice to attend

classes in Face to Face (F2F) or online modalities, which may change throughout the course. Remote learners may join real-time classes via digital/web-based technologies, and synchronous and asynchronous curricular elements are carefully designed to intentionally integrate remote and F2F learners, such that the learning environment and opportunities are equivalent. Real-time classes are usually recorded for review by all learners.'

In the initial pilot of scaled up Hyflex at UWindsor, starting in the fall 2021 term, we had 76 instructors sign up to teach 129 sections of 91 courses in this mode. All of these courses were taught in one of 19 dedicated Hyflex classrooms. Each classroom had enhanced technology including a tracking camera to follow the instructor, the ability to stream any content that could be displayed in the room to an audience through the instructor's preferred virtual classroom/web-conferencing system, the ability to simultaneously record that in both the virtual classroom, if possible, and in a dedicated video capture system (YuJa), and the ability to integrate room audio and video into the podium PC, to allow for properly mixed audio and visuals to be sent to and received from the online audience. Most rooms also had a document camera, wireless and fixed microphones, AirMedia for wireless display connection from tablets and other devices, and the ability to mix and record audio-visual signals separately for the recording and streaming platforms.

Supporting and rapidly developing Hyflex instructors

One of the most challenging elements of scaling up Hyflex teaching during the pandemic was adequately preparing academics for the task. Hyflex pedagogy is perhaps one of the most difficult approaches to teaching because it requires significant prior planning to be able to effectively and equitably engage learners in three different modes, practice and comfort with the technology of the room, and constant vigilance in keeping the experience of the learners at the front of mind. Simply put, as with any new pedagogical approach, it takes a considerable amount of effort the first few times you do it, and a calm, flexible, student-focused, risk and ambiguity-tolerant approach is much more likely to succeed.

Add to this the challenge of supporting a new approach during the pandemic as outlined above (low capacity, lockdowns, masks, high-risk populations, uncertainty about the final design for rooms), and lack of access to the rooms until only a few days before start of term, and it seemed a perfect storm was about to hit, making us frequently question the decision to try this approach.

We took a multi-pronged approach to preparing academics for their Hyflex experience that included:

- Initial online-only workshops to introduce the concept of Hyflex pedagogies over the summer and provide some guidance on planning for their course in the fall
- Individual consultation and course design support on-demand

- Hyflex workshops with some instructors who were comfortable being in the room, and others online, experiencing the sessions as a student
- Hands-on practical sessions to practise with the technology in a supported way, as well as the option to book a time with their teaching assistants to practice in the classroom they would actually be teaching in, as there were some variations
- The option to book students to act as a class during practice sessions
- One-page how-to sheets for the classroom technology.

The institution also agreed to provide some initial extra resourcing to help support instructors taking on Hyflex classes. This included:

- A dedicated, trained Hyflex teaching assistant (TA) for every class who would be able to focus on supporting the technical and pedagogical needs of the class, providing a bridge between the physical and digital elements
- A small grant for all Hyflex instructors to help them implement and evaluate their class, such as purchasing equipment they might need (such as their own wireless microphone, or a tablet), or to support Scholarship of Teaching and Learning (SoTL) projects designed to evaluate the experience of the Hyflex classroom
- Additional IT support with roving classroom AV-support students stationed in buildings with high-use classrooms who were able to respond to technical issues quickly
- A dedicated Hyflex support email for larger or more general questions
- A community of practice for Hyflex instructors that included a dedicated digital space (Microsoft Team) and regular meetings for interested instructors where they could share their experiences.

Lessons learned

We surveyed instructors and the dedicated Hyflex TAs (student surveys pending) to gather initial feedback on their experience, and they provided important insights. Half of the instructors who responded to the survey said they would definitely or would consider teaching in Hyflex mode again, while the other half would prefer not to. The positive response was higher than expected and carried over into the Winter 2022 term with all who indicated they would teach in this mode again requesting Hyflex classes. Four core themes emerged from our collective experience as lessons learned:

1. The technology has to be reliable and as simple as possible, but also flexible enough to allow instructors to bring their own technology to the room and have it work with the system

2. The technology has to allow for seamless collaboration between in-person and online learners in the synchronous mode. They wanted to be able to see and hear each other so an audience-facing camera and microphones are essential. Without this, the design only really supports lecture-based, didactic pedagogies
3. Hands-on training and practice sessions are very important in providing instructors the opportunity to imagine and feel how the space and modality will work for their course
4. The fully asynchronous option that is a feature of true Hyflex pedagogies is the most difficult to incorporate, requires time and effort, along with creativity, commitment, and a cultural shift in order to be successful.

Pedagogical tips that instructors provided included:

- Being explicit about how to learn and interact in the Hyflex environment and what is expected of learners
- Remembering to speak directly to, and explicitly addressing, each group of students individually
- Encouraging online learners to ask questions and comment verbally, especially once everyone is comfortable with the environment
- Having in-person students also log in to the virtual classroom so they could see their colleagues and chat with them
- Take frequent breaks to check in with students
- Remaining student-centred and flexible.

Is the future really hybrid and flexible?

The world at present is deep in pandemic fatigue and most people long for a sense of control, mixed with nostalgia for the 'normal' of the past. So what does this mean for universities who have invested heavily in technology, training, and support to facilitate online, hybrid and Hyflex learning? A concerning trend in the discourse is the implied temporary state of flexibility, compassion, and pedagogies of care that emerged at scale in higher education during the pandemic; that these are elements of our craft that must be removed at the earliest possible point is a disheartening trend.

Higher education is, for the first time in decades, actually making strides towards the inclusive access that most institutions have at least tokenistically claimed to seek. Student enrolment has recovered and reached record levels in many parts of the world, reversing a long-term trend of declining enrolment. While data on why those trends are occurring (and where they are not, why not) is sparse at present, it behoves us to explore the reasons and the makeup of our current higher education landscape. It's possible that school leavers are going to university because they have few other options when travel and work are limited. It's also entirely possible that a whole different

cohort of learners is driving this change, learners who have been traditionally excluded from traditional higher education who suddenly find themselves welcomed and their needs addressed. We should be very concerned about what happens to those learners when we decide that the only way forward is full-time in-person again. All that newly available choice and agency afforded students will likely continue to drive the demand for these practices to persist, and if traditional higher education doesn't recognise this, those learners and the diversity they bring to our sector may once again be lost to us.

Optimistically, it seems that a future that retains a degree of flexibility in the form of hybrid or Hyflex, or even fully online, programming will become the expectation of modern higher education. There will always be an appetite for on-campus activity; this is a unique part of the university experience and a transformational stage of life for many people, but we should be questioning how much of that experience should be about passively sitting in lecture halls. We have proven during the pandemic that alternatives exist and can be scaled. With time, resources, and program-level redesign, we can develop even more effective and engaging alternatives to all in-person teaching that meet the emerging needs of our learners.

For educational developers, many of whom have had little exposure to online teaching and even fewer who have had previous experience with supporting the development of Hyflex pedagogy, it will be a period of change and growth in our field. Just as it is no longer possible for most academics to avoid technology-enabled teaching completely, so too must educational development evolve and embrace a new role that sees alternative educational approaches as the equivalent they are, rather than the fringe they have been imagined to be. This requires us to re-evaluate the effectiveness of our methods and the advice we give to be able to successfully support online, open and technology-enabled teaching activity at scale. It is a time where educational developers and educational technologists need to work together synergistically, rather than antagonistically, as the artificial lines between 'mainstream' or 'on-campus' education and 'online' or 'technology enabled' education blur so much that they just become 'education'.

Conclusions

As Grajek (2020) points out, as we start to emerge from the pandemic, we have some decisions to make about what to restore, evolve, and transform in higher education. Evolving the way that we collectively think about higher education and taking a futures approach to planning may be transformational. An approach that is also more centred on learners leads us to the recognition that we live in a time where digital and physical spaces are intimately interwoven, and regardless of whether we have a preference for one or the other, the reality is we have to interact with both.

We live in a world of digital connectedness and knowledge abundance, where digital and information literacy, along with effective digital communication, may just be the most important skills our students can leave our institutions with. The Hyflex model not only allows and supports learner

agency and choice, provides flexibility in time and space (both critical in a time of pandemic-driven uncertainty), but also aids the development of those critical digital skills by simulating the future working environment many of our students will encounter when they leave us.

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Exploring student engagement with academic staff: A new toolkit

Simon Varwell, Student Partnerships in Quality Scotland (sparqs)

Engagement or partnership?

Ask any group of staff if they like the idea of *student engagement*, and you'll be hard pressed to find an answer in the negative. Who wouldn't approve of students somehow engaging in their learning or in the wider institution? Granted, not all staff you speak to will have the same definition or understanding of student engagement, but they will probably be supportive in principle. Ask that same group of staff if they like the idea of *students as partners*, and you might generate a different, potentially more complex, conversation: there is likely to be more uncertainty about what partnership means (for staff, as much as for the student!), and more disagreement about its desirability or feasibility.

That's understandable in one sense, because engagement and partnership are not the same thing:

'All partnership is student engagement, but not all student engagement is partnership' (Healey et al., 2014, p. 7)

The difference for partnership, it seems, is a shift in power dynamic, where students are engaging not merely in a pre-determined process but in 'a dialogic and values-based approach to learning and teaching that has the potential to be transformative, developmental and fun' (Gravett et al., 2019, p. 13); a process that 'can create liminal spaces within which power and exclusion can be deconstructed, critiqued, and potentially redressed' (Dollinger and Mercer-Mapstone, 2019, p. 79).

There are various ways in which you can explore this idea of partnership with staff. One is to set it on a scale and compare it with other levels of engagement as a prompt for discussion and reflection. There are several such scales out there (Varwell, 2021), but a simple conversation starter is sparqs' student partnership staircase (sparqs, 2018; Figure 1).

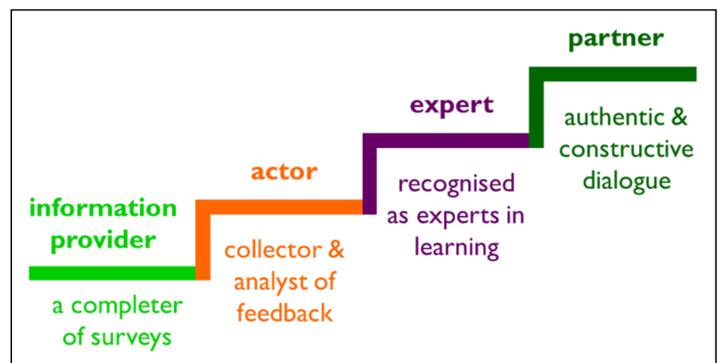


Figure 1 sparqs' student partnership staircase

This staircase presents partnership at the top of a progressive scale of students which starts with merely giving feedback, having a role in shaping that feedback process, or giving expert perspectives. A staff-led system could theoretically try to ignore those three inputs of student voice, but it would be harder if not impossible to do so in that top partnership space (Varwell, 2021).

Of course, such conversations with staff cannot be polemics where you present partnership as the only game in town. Bovill and Bulley (2011) rightly point out that while lower levels on such scales are worth avoiding, partnership is not always achievable or desirable, and the context of different learning and teaching spaces must be considered. That is where the discussion with staff can be most productive:

'What do staff think might be the enablers or obstacles to partnership activities in the learning experiences which they have a role in?'

A second approach for exploring students as partners is alongside other roles found in the literature, such as students as consumers, creators, change agents or producers (Dollinger and Mercer-Mapstone, 2019; Neary, 2020), or even students as colleagues (Huxham *et al.*, 2017). This opens up a conversation about the specific tasks students should undertake in the learning and teaching process, for instance researching the student view as a representative, contributing to conversations about assessment and feedback methods, running small projects within courses, highlighting effective approaches in teaching, or identifying areas of interest or concern in the subject matter. In turn, that raises questions about the support and resource students might require for those tasks, and what the corresponding staff role might be.

Generating conversations about learning and teaching

Activities like this are at the heart of the work of sparqs, Scotland's internationally renowned agency for student engagement. Alongside Scottish universities, colleges, students' associations and other national agencies, we aim to build partnership between staff and students in the shaping of the

quality of learning. This obviously involves a range of support to students, course reps and students' unions, but supporting the staff side of the partnership is equally (and sometimes more) important.

Building this partnership has arguably become more critical in the past couple of years, because the pandemic has radically altered the process and spaces for learning, and the ways in which staff and students interact within and across those two halves of the partnership. Whether it's the impact of postponed or reorganised practicals or assessments, the never-ending debate about cameras on or off in online classes, or concerns for mental health and wellbeing (for both staff and students), there are so many issues on which it is crucial for staff and students to hear each other's often new and valuable perspectives, and empathise with each other's experiences at a time of continuing trauma and uncertainty.

To that end, in June 2021 sparqs launched a new toolkit called *Exploring student engagement with academic staff*. It is aimed at educational developers, learning and teaching leaders and student representatives, who can work together (in partnership!) to develop activities and materials for academic staff to think about student engagement in their own contexts. That context, of course, is heavily influenced by the pandemic, with elements of the toolkit looking at how staff can listen and respond to students' views of recent adjustments that have been made in learning. But there is also a focus on wider aspects of student engagement, such as working with course reps.

There are currently six chapters in the toolkit, overarched by an introductory user guidance document. The chapters, each consisting of notes and an adaptable slide pack, cover a range of topics relating to learning, assessment, feedback and enhancement activities, plus the roles of the course rep and the students' association.

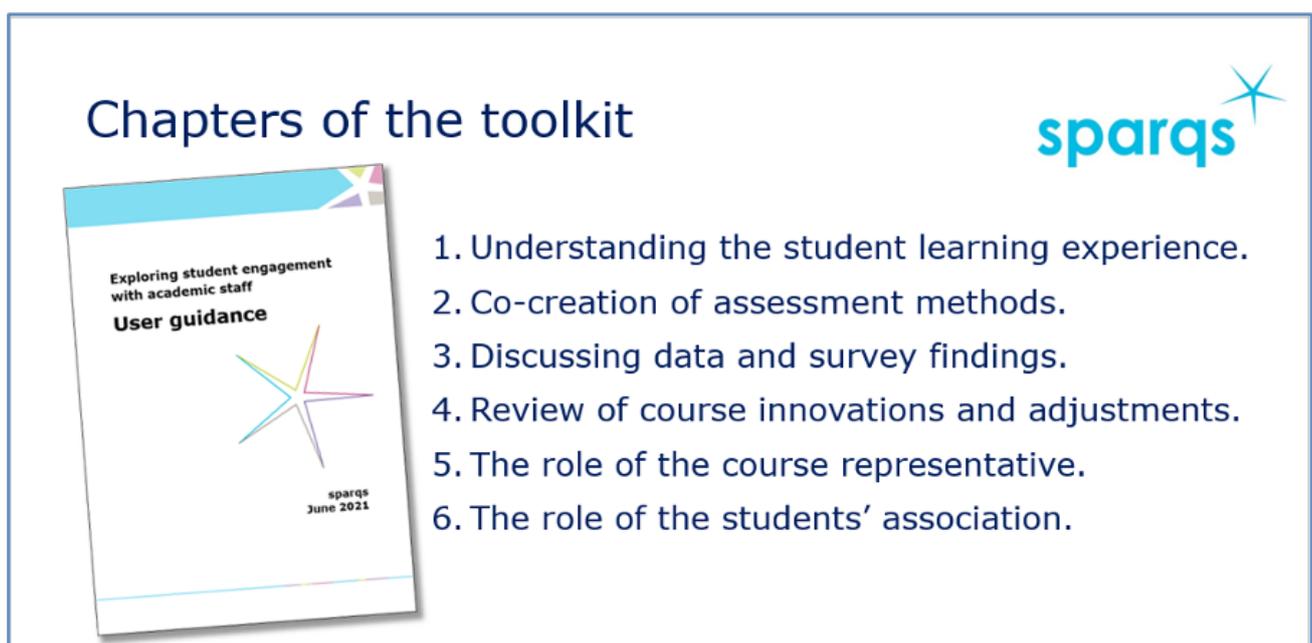


Figure 2 The six chapters of sparqs' toolkit

For instance, the first chapter features sparqs' Student Learning Experience diagram, which breaks down the often amorphous idea of the learning experience into seven bitesize chunks with accompanying questions that can be used to gather, analyse and respond to student views on their learning (sparqs, n.d.;

Figure 3). This is a good prompt for staff to reflect on the aspects of where they receive student feedback, where they would like to hear more, and the quality of evidence provided by reps to spark useful ideas for enhancement.

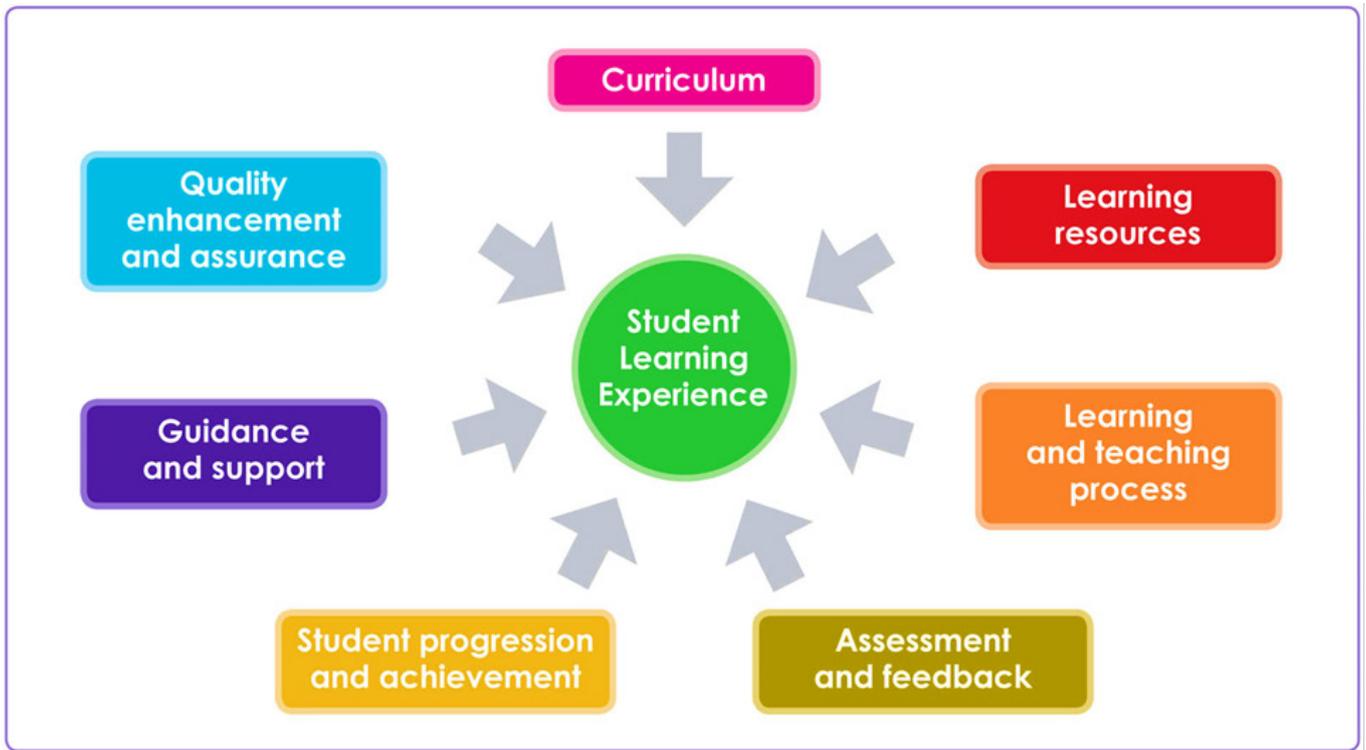


Figure 3 sparqs' Student Learning Experience diagram

Meanwhile, chapter 5 looks at the role of the course representative, a post that teaching staff should work closely with, but don't always fully understand or play a part in shaping. It contains, among much else, two questions for staff to reflect on – what do they love about the course reps they work with, and what do they wish they would do? (Figure 4).

The chapter also offers a range of different roles or behaviours that course reps might adopt. Asking staff to identify the ones they have experienced and the ones they like or dislike is a great basis for a vigorous discussion about what course reps are for and how staff can best work with them (Figure 5).

Complete the sentences

I love it when
course reps...

I wish
course reps...

@sparqs_scotland

Course reps' hats

Witness	Representative	Shop steward	Negotiator
Diplomat	Ambassador	Spokesperson	Advocate
Evangelist	Auditor	Spy	Intermediary
Leader	Colleague	Apprentice	Listener
Governor	Learner	Professional	Emancipator
Opinion pollster	Interpreter	Reviewer	Rebel

@sparqs_scotland

Figure 4 Questions about course reps

Figure 5 Course reps' hats

Using and enhancing the toolkit

As the accompanying user guidance explains, there are many different ways in which the materials in the toolkit might be used. They could be in interactive workshop formats (either online or in-person), they could be adapted for formal development activities such as your staff conference or academic practice qualifications, they could be discussions within existing committees or forums, or they could become online resources such as briefing documents or short modules for new lecturers. Your audience could be staff only, or a mix of staff and students, to generate some authentic mutual learning; and you could use the material within particular teams and departments, with specific roles such as programme leaders or committee chairs, or on an institution-wide basis. The key to using the toolkit is customisation: how can you as an educational developer work together with students and your students' union to develop truly useful materials that fit your current context and priorities in learning, teaching and engagement?

It's worth noting, too, that the toolkit is less than a year old and will evolve. It aims to be relevant to the conversations you're likely to be having as we try to rebuild better out of the pandemic, and can be adjusted further to respond to the challenges of the future. Therefore sparqs will continually monitor and enhance the toolkit, revising chapters or even creating new ones. This is where your feedback will be vital: how can this toolkit help you spark meaningful conversations about learning and teaching? What enhancements would you, and the staff and students you work with, suggest for the toolkit? How much does the toolkit help you build real partnership?

We look forward to further developing and enhancing the toolkit – in partnership with you!

To use sparqs' toolkit 'Exploring student engagement with academic staff'...

- Find the toolkit on the sparqs website at <https://www.sparqs.ac.uk/institute.php?page=92>
- Read the user guidance first!
- Work with student reps or your students' union to think through the potential value of the toolkit within your existing educational development activities.
- Think about the objectives you think the materials you create should have, and the best format for them.
- Keep in touch with sparqs – let us know how you use the materials, what you think of them, and the impact you felt it had. Let us know of improvements you'd like us to make, too!

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Defining high-quality teaching: Perceptions of students and academics

Nigel Page and **Penny Burden**, Kingston University London, and **Sabrina Poma**, Kings College London

Context

Higher education is increasingly driven by a thirst for metrics as the sector decides on those most appropriate for defining and measuring the quality of teaching (Bamber, 2020). This is further set against the backdrop of creating successful and equitable graduate outcomes for all students (HEFCE, 2018), the widening participation agenda (Thomas, 2020) and the teaching excellence framework (TEF, 2017). However, there can be issues and variations with using metrics as a measure of teaching excellence including in their definition and interpretation. Defining excellence remains a challenge, as highlighted by the plethora of academic definitions found in the literature (reviewed in Greatbatch and Holland, 2016). Nonetheless, most definitions remain from an academics' perspective and there is a continuing paucity of information to show how these compare and align directly with those perceived by students (Strang *et al.*, 2016). Overall, there does need to be greater understanding of how what is being measured is perceived by different groups – students, academics, and other stakeholders – to bring closer alignment in expectations.

The introduction of tuition fees and concomitant removal of public funding has focused attention on the competitive nature of teaching excellence (Gourlay and Stevenson, 2017) and shifted more onus on students determining what high-quality teaching looks like (BIS, 2011). Mechanisms such as the Teaching Quality Assessment (TQA) and the Quality Assurance Agency's (QAA) Subject Review, used to determine teaching excellence scores, have been replaced by greater student evaluation. Surveys such as the National Student Survey (NSS) are nowadays used, where these scores feed into the more recently

formulated Teaching Excellence and Student Outcomes Framework (TEF, 2017). Nonetheless, the NSS is far from a perfect quality metric (DfE, 2021) being used as a proxy (that provides correlation but not a direct measure/understanding) of teaching quality at the end of students' courses (Pearce, 2019). Subsequently, the UK government is reviewing the NSS along with the future direction of TEF (DfE, 2021) with the expectation there will be even greater emphasis on student feedback through redeveloped surveys and more robust student contributions to the TEF (Pearce, 2019; DfE, 2021). Therefore, with the growing focus on student perceptions of teaching excellence, we set out to explore and compare perceptions of what high-quality teaching means between different groups of academics and students.

The project

In our approach, we established a staff/undergraduate student partnership project to explore, capture and compare these perceptions across our institution. We held a series of workshops across the University with colleagues and undergraduate students together in the disciplines of science, engineering, computing, business, arts, and music, that included around 20 participants in each. We encouraged academics and students to first work independently in small groups to assimilate and present their opinions (using whiteboards and post-its – highlighting their top indicators). Once opinions had been consolidated, we cross-pollinated the groups so they could share thoughts together.

Workshops were particularly productive in debating the open-ended question – 'What does high-quality teaching look like to you?', and placing in the broader national context. They also enabled us to explore opinions not so easily interpreted from metric-

only quantitative data or interpreted (sometimes contradictorily) in open-text responses. The workshops generated powerful discussion and debate and the opportunity for students to have open and direct conversations with academics, which for many, there had been no previous channel to do so. For students, the workshops provided insight, 'this group was a real eye-opener for me – even being aware of some of the difficulties in teaching at a university level, I learned many new things about what it's like behind the scenes at Kingston.' This signifies the importance of students having knowledge on the teaching approaches and structures being utilised at their institutions and the role it can have in their evaluation of high-quality teaching.

High-quality teaching – Developing taxonomies from staff and student perspectives

We found academics and students were generally in agreement when articulating their overall perceptions of what high-quality teaching meant to them, and we consolidated the following common definitions from the workshop discussions, post-its and whiteboards, by thematic analysis:

- Clear expectations
- Structure
- Activities
- Engagement
- Contextualised and applied learning
- Clear communication
- Confidence
- Passion and enthusiasm
- Compassion and empathy.

In addition, distinctions in opinions and definitions between those studying and teaching across different disciplines/subject areas were recorded (Table 1). This led us to speculate that teaching quality may be perceived

differently depending on discipline/subject area. This is something that Greatbatch and Holland (2016) have also previously alluded to, although they acknowledged this concept has

not been thoroughly explored in the literature. Nonetheless, earlier consideration by Shulman (2005) has categorised such potential differences as signature pedagogies that can

teach us a lot about the personalities, dispositions, and cultures of the different disciplines/subject areas.

<p><i>Science, Engineering and Computing</i></p> <ul style="list-style-type: none"> • Structured • Well-articulated • Uses technology • Uses relevant examples • Accessible language 	<p><i>Business</i></p> <ul style="list-style-type: none"> • Theory to practice • It tells a ‘story’ • Provides a ‘take away’ • Relevant • Creative
<p><i>Arts/Humanities</i></p> <ul style="list-style-type: none"> • Inclusive flexibility and responsiveness • Drawing and building the confidence • Facilitation of compassionate learning (affective) • Creation of space safe for all • Dialogical practice 	<p><i>Music</i></p> <ul style="list-style-type: none"> • Applied learning • Creative practice – test/apply/theory • Co-creative/collaborative practice • Opportunity for performance

Table 1 Different definitions given across the disciplines/subject areas

From our collective findings from both academic and student perceptions, we were able to define taxonomies, which could be broadly categorised into three distinctive parts: attitudes and values, methods, skills and technologies (Figure 1 and 2). Although, we found differences between the academic and student taxonomies, there was also much commonality. Academic perceptions were often more logical and structural perhaps based on their academic training, whilst for students, theirs were threaded with personal persona (i.e. respect and approachability). Staff raised empowerment and confidence building, theory to practice, critical enquiry and stretching outside the comfort zone and setting of expectations, that were not raised in any detail by students. These themes particularly relate to those of students taking ownership and responsibility for their learning. Students placed high value on the affective aspects of teaching including the need for establishing a connection and mutual respect, for example ‘it would be good if the lecturers remembered what it is like to be a student’. This was supported by an accompanying Wordle (Figure 3) that pulled out prominent positive expressions of being ‘supportive’ and ‘helpful’, when students were asked what they felt

was good or not so good about their teaching. These experiences likely affect whether students establish a connection (sense of belonging) or not and the level of respect and compassion they feel they receive from their institution. The demonstration of empathy to commuting students is an example that plays a role in institutions such as our own, which have high numbers of commuting students, where commuting has been linked to much lower perceptions of teaching

quality (Page et al. 2021). Conversely, students identified ‘disorganised’ and ‘unsupportive’ as prominent negative qualities of their teaching experience; and saw the taxonomy beyond the ‘four walls of a classroom’ with an emphasis on infrastructure that had access to the latest technology and external expertise. Mulrooney and Kelly (2020) have highlighted the importance of belonging, to both students and staff, particularly during the Covid-19 pandemic.

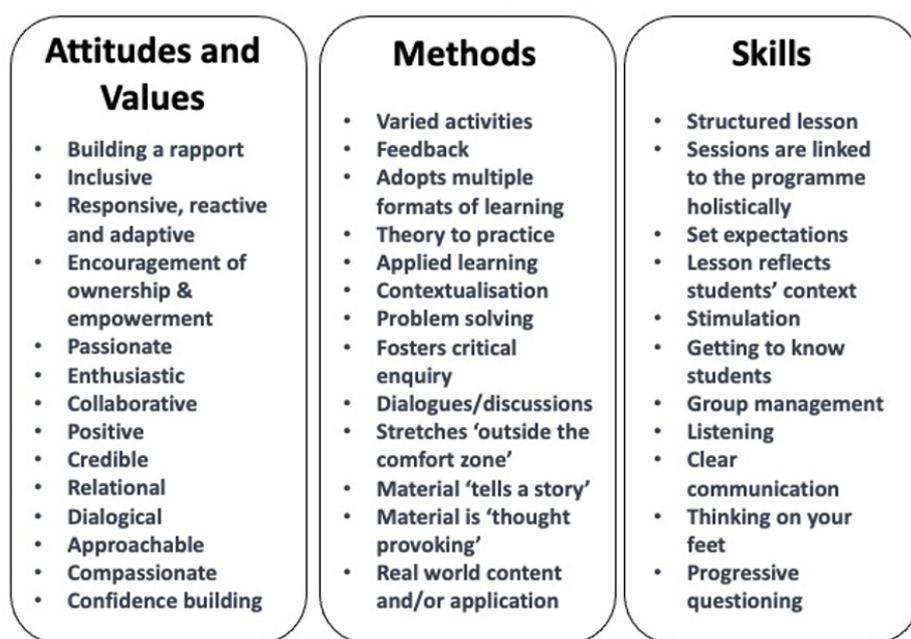


Figure 1 Taxonomy of ‘High Quality Teaching’: the academics’ perspective

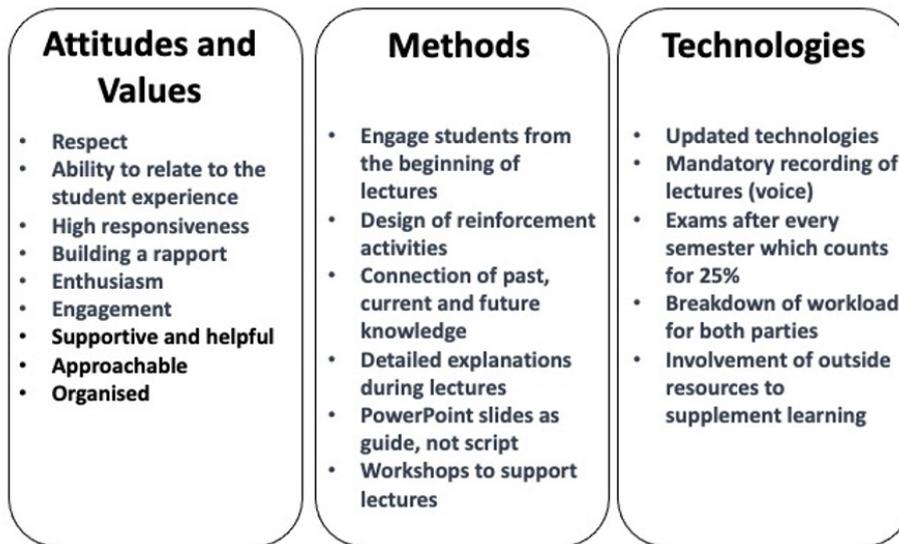


Figure 2 Taxonomy of ‘High Quality Teaching’: the students’ perspective



Figure 3 Wordle of prominent positive and negative expressions associated with high-quality teaching

What next?

Overall, we have identified distinct differences and commonalities in perceptions and expectations of ‘what high-quality teaching means’ between academics and students through engaging in shared dialogue. Through partnership, we have enabled a more in-depth understanding of the teaching and learning needs of our students through augmented interconnectivities that have brought a fresh culture of joint co-creational development based on mutual respect and viewpoints. The distinct perceptions within each taxonomy have implications for our

teaching and learning approaches, in terms of evolving the necessary infrastructures and processes and clarifying the boundaries as well as developing our affective teaching. Beyond the classroom, our thoughts are not only on the impact on future TEF submissions, but in how best to develop our academic professional programmes, course improvement programmes and teaching observation schemes to meet these needs. Post-COVID-19, there will be renewed vigour to any lessons that can be learnt or revisited, the impact of digital learning (as we move towards a greater digital estate),

new definitions of learning spaces (beyond the simple analogy of the four walls), and how we better learn and cultivate our emotional personas. In summary, we found some common and some quite distinct perceptions between academics and students in defining high-quality teaching, where empathic understanding and closer learning relationships will have key future roles in bringing closer alignment in expectations in creating mutually positive metrics.

Acknowledgements

With thanks to Jillian Birad and Sophie Allen, undergraduate students in the School of Life Sciences, Pharmacy and Chemistry, Faculty of Science, Engineering and Computing, Kingston University London.

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'We did not get round to it this year' – Why educational development at pace is needed for Proceed-regulated higher education

Tom Lowe, University of Winchester

'We did not get round to it this year' was a phrase I often heard when visiting universities during my last eight years working in student engagement, mainly to improve the National Student Survey (NSS) metrics through student engagement. The landscape of educational development prior to 2020 was dominated by these 28 questions where we as universities could hustle and bustle around each year, doing master class interventions to boost our scores. When COVID-19 hit, our required focus on student satisfaction was thrown up in the air by an international crisis, where at-pace decision-making skills were tested – not something universities are known for.

I have witnessed two areas of development in the annual NSS cycle of enhancement. The first is the reactive 'what can we do this year to improve our scores?', often based on the prior scores delivered in August. And the second is the

long-game enhancement activities, such as placing 100% of teaching staff through PG Certs in Learning and Teaching, annual programme development action plans and 3-5 year institution-wide education strategies. I have always believed that long-term strategies led to success, but the dominant headline August NSS scores always got more limelight. The first six months of every academic year, discussions of 'what we can do now' to enhance metrics, always got far more committee time.

Acting with urgency: The NSS rule of four

If this is the case, universities should deploy a game of 'fours' to succeed in the NSS. I think that universities should spend only four days to assess the wins and the damage, and amend press releases appropriately. The four weeks (of August normally) to decide and implement what needs to be done in the semester ahead (the hardest job with most staff on much-

needed leave). Then after these four weeks, four months (September-December) to either continue the identified successes or amend the failures of the last academic year and prove that we are now better. If any longer is spent on these steps, time is already running out. It is a bad mistake to spend four weeks discussing the scores, four months discussing what to do, then eight months crossing our fingers. Remembering last-minute big-bang changes without notice does not do anyone any favours.

The packed house of metrics in educational developments – TEF, NSS, GOS and Proceed

These ideas highlight the urgent game of success played by universities. But since the NSS's prime time, which led to headline news stories of success, the NSS and the Research Excellence Framework (REF) family has been joined by more metrics to make the old guard NSS and REF less dominant for university success, at least as described in the media. Graduate employability (formerly the DLHE) has grown up into the Graduate Outcome Survey (GOS) and has been given additional teeth as the major player in the Teaching Excellence Framework (TEF) and the PROCEED measure (Projected Completion and Employment from Entrant Data). Retention, too, has grown in significance from a financial risk to a reputation risk through TEF, Proceed and the APP (Access and Participation Plan). And the APP means universities must succeed for all students across these metrics – making the headline performance data quite crowded – just search a course title of DiscoverUni to see how many measurables there now are. These agendas do not play to the same game as the NSS where the rule of four could be applied. They are long-term, every-year measures, making the agenda urgent but somewhere in the middle between the long game of the REF and the short scrabble of the NSS.

Student success (whether retention, completion, attainment or graduate outcomes) is based on students' lives, which are complex and individual, as are the programmes we work with as educational developers. To support such complicated outcomes as graduate employability and retention, we can no longer just work with staff to ensure our courses are well run – we must become educational student developers. The courses have to go beyond meaningful feedback, programmatic assessment and engaging learning and teaching, to become focused on a school's style of individual student success measure. We must embed retention and employability into the curriculum. To do this, we need to look at the entire student journey, usually from open day to beyond graduation, building in graduate employability

elements across the entire curriculum (not just drop-ins), and reviewing the student journey for the humps and bumps that either benefit or hinder retention and completion. These are big conversations which often result in course re-writes and require whole course teams' buy-in.

To do this, we have been experimenting at Winchester through negotiating course amendments and sometimes whole restructures, to develop programmes for students' outcomes on top of learning. Such examples, as rewriting to support check-in points and embedding employment skills through assessment, are hard to work out, and take time to put into the formal curriculum. Such negotiations include asking courses to sacrifice the odd essay to replace with a job application assessment or presentation assessment with a pitch, or some seminars into interview practice. Although this is at odds with many academics' perspectives of 'what higher education is for', moving these elements into the core curriculum is the only way high student engagement is guaranteed. We know the most disadvantaged students are often time poor, having several commitments beyond their degree (part-time work, caring etc.), so optional extra-curricular activities and services cannot be relied upon. But even at a fast-to-change university like Winchester, programme amendments involves forms and at least six months to be put into practice. Then we can add multiplying the number of programmes, the immense time pressure upon our academic colleagues already, and COVID-19. It is easier than ever to say 'we did not get time for it this year' – but if not now, when?

The urgency of programme redevelopment is upon the UK Higher Education sector in an era of outcomes and TEF. Many of the metrics used to calculate course success draw upon historic data from the last 3-5 years. Therefore, even if programmes make changes in 2022 for 2023/24 students, the success may not be felt until 2027! The agenda of APP, retention, completion and graduate outcomes are complex and individual to each programme and student, which can make them exhausting for educational developers. However, if the urgency is ignored, and if we get distracted with the 'old urgent' (the NSS), the agenda will be ignored and time will roll on and on, while the policy against 'poor performing' courses grows with larger, scarier teeth than ever before...

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Book Review

The New Power University: the social purpose of higher education in the 21st century

Professor Jonathan Grant

Pearson Education, 2021 ISBN-10: 1292349425 256 pp

In *The New Power University*, Professor Jonathan Grant (formerly Vice President and Vice-Principal (Service) at King's College London) urges that we are living in an 'in-between time' with big choices, and the book re-imagines the social purpose of the university and its critical role in shaping society.

It's a book that is aimed at anyone with an interest in higher education, but it should be read and acted upon by senior leaders and policymakers in and around higher education. It shows us what has not worked in higher education today and offers a provocation to stimulate the higher education sector to change through the ideas provided.

There are many examples from the UK and abroad on how the New Power University must advocate for social good through social purpose activities that engage its stakeholders, especially the local community, so that the university is an integral part of the community.

The book is split into four parts. In the first part, Grant makes the case for the New Power University, highlighting that universities need to change, and change quickly, to meet the needs of the 21st century. He uses a brief history of academia to support this point, taking the reader through the types of academic institutions over the centuries, stating the New Power University is the next step in this evolutionary journey.

In the second part, three chapters are devoted to the three main functions of a university, learning, research and social responsibility. Grant states that these three functions should be of equal weighting, as they support each other equally. Making the case for social responsibility as a central mission of a university, examples are provided that show many universities were originally

founded on this principle but, through the current marketisation era of higher education, this has been lost and needs to be rediscovered.

In the third part, the people of the New Power University, the students, the academic staff and professional staff are explored, including their makeup in universities currently and what the future makeup of these professionals might be. Here the idea of the 'third space professional' was particularly interesting – a new type of staff that doesn't fit into the definition of academic or professional services staff but has skills in both. They may already exist in your institutions and, due to Covid-19, may be growing, but they have not been labelled in his way yet (examples include educational developers, learning technologists, learning designers, careers advisers and subject librarians).

This part of the book foregrounds this by contrasting the New Power University concepts of development, facilitation and collaboration against control and managerialism, which are seen as old power universities. It also examines the motivations, expectations, values and skills needed.

In the fourth and final part of the book, Grant tackles the current organisational structure of the university that he argues are no longer fit for purpose and this has implications for the governance of the university. This section makes the strong case for New Power Universities not to sit on the fence on contested political and social issues, that impact on the local communities it hopes to serve. In doing so, it is meeting its social purpose mission.

At times the book is not a pleasant read and may not sit well with current old power managerial controlling

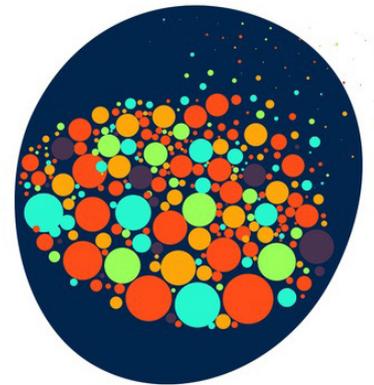
New Learning about Learning



Jonathan Grant

The New Power University

The social purpose of higher education in the 21st century



senior leaders, but as Grant says, a debate on these issues is desperately needed. The book is in no way perfect and Grant acknowledges many gaps, notably the lack of non-Anglo-Saxon references in his arguments, focusing on values (of education, research and social responsibility) over costs, and not referencing many types of higher education institutions, plus only a passing mention to Covid-19.

Despite these shortcomings, this is a very important book on the discourse of higher education and its purpose, relevance and future. I personally enjoyed the way the text is accessible whilst not dumbing down the very complex ideas for the reader, with references in the footnotes. It is a truly thought-provoking read and one that deserves to be read by those working in higher education and beyond, especially as we continue to face global challenges that higher education can play a big part in if it chooses to.

As Professor Grant summarises: 'In fact, the immediate response to the pandemic illustrates what is possible. Shifts to online learning, the challenge of finding a vaccine and the mobilisation of student and staff volunteers are all ideas put forward in earlier chapters' (p. 194).

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Looking back, looking forward: Leading educational development in UK higher education

Jackie Potter, Oxford Brookes University

It's been one heck of a couple of years for those leading educational development!

In February 2020, eighteen months after having the proposal accepted by Routledge, my colleague and co-editor Cristina Devecchi and I were proud to launch *Delivering Educational Change in Higher Education – a transformative approach for leaders and practitioners*. We brought together writers, very many of them educational development leaders, who shared their experiences of whole-institution educational change projects, developing people and practices for a changing educational context. They reflected on the use of models of leadership and leader attributes in contemporary higher education.

Within four weeks of the publication date, the UK entered a first national lockdown as a result of the coronavirus pandemic. In the weeks that followed, UK universities made a major educational transformation and implemented the 'emergency remote pivot' to online delivery of teaching and learning. This was delivering educational change in Higher Education at a scale and at a speed hitherto unknown. And it wasn't only the UK that was transforming educational delivery, it was a global shift.

In June 2020, as part of their project on creating socially-distanced campuses and education, I was interviewed by Advance HE on aspects of HE leadership (Parkin and Brown, 2020). Undertaking systematic and structured reflections on my experiences, as both the head of an educational development unit and as the Chair of the Heads of Educational Development Group (HEDG), allowed me to assess what had changed during those first few months. Like others involved in the project, I shared my experiences of transformational leadership that were courageous, creative, collaborative and compassionate.

Now, as we approach two years from those first monumental shifts to the delivery of higher education, this article is focused on educational development leadership. In it, I aim to predict where the foci for educational development leaders may lie for the next two years. Before I do that, however, I want to introduce the Heads of Educational Development Group (HEDG) and record some of its achievements in supporting its members. In doing so, I hope to showcase some of the key work done by those who lead educational development units over the last two years

Heads of Educational Development Group (HEDG)

HEDG is a membership network open to all UK and Irish Higher Education Providers. Institutions are represented in the network by the person responsible for translating institutional strategy and vision into academic practice. This

is most often the leader of the educational development unit, or the larger structure that incorporates this area of activity. They may achieve their goals through a range of ways. For example, academic staff development, curriculum design support, support for educational innovation and projects, committee work, and advice and guidance to strategy makers and policy setters. They liaise with external bodies such as Advance HE and JISC, and need to keep abreast of research and sector developments and initiatives to support colleagues in their institution.

In November 2019, HEDG surveyed its members and asked what they valued the most. The two most frequently referenced features of the group were:

- Networking with people in similar roles from across the UK for real-time benchmarking of the practices in their own institutions against the sector
- A sense of safety to share ideas, learn together and encourage experimentation and innovation within their roles, forged through shared values and experiences leading educational development and educational change.

HEDG launched its first iteration of a small-group, peer-mentoring scheme in November 2019. The intention was to offer opportunities to its members to offer peer support across the year, outside of the formal HEDG network meetings. More than half the members joined small groups and met across the year and were able to support each other as our universities and our teams led developments to pivot to emergency remote teaching, and later to plan to deliver high quality, flexible and blended learning for the next academic year. Participants commented:

'Really useful to listen to the challenges of others and to have the opportunity to talk about my own.'

'Reassuring to hear similar experiences elsewhere and to have a safe space to share challenges with like-minded colleagues.'

'...hugely supportive and useful for me as someone relatively new to my post to get a sense of what is happening across the sector, and have a confidential space to access advice from friendly and experienced colleagues.'

The peer mentoring provided support to individuals relating to their priorities. HEDG also stepped up with new ways to support members to cope with the sector-wide developments when educational development units and their leaders came into the spotlight, and often were at the vanguard of

leading efforts in universities to develop new approaches to curriculum, assessment and teaching delivery for 2020-21.

Between May and July 2020, HEDG members organised a series of additional webinars, proposed and led by different colleagues. These allowed the safe space with the benchmarking and collegial support that was so valued, to address the needs to move institutions at pace and at scale to develop and deliver models and support for flexible, blended and online delivery for the 2020-21 academic year. These activities were in addition to the regular meetings with topical, timely highlights that included thought-provoking talks with Q&A on the near-term future of education from HEDG alumni, Professor Tansy Jessop, PVC Education at the University of Bristol, and from James Clay, Head of Higher Education and Student Experience at JISC.

What about the next two years of educational development leadership?

Educational development leaders and their teams have an important role to play as we come out of the pandemic. They have demonstrated already that they can create flexible and accessible learning and development for individual staff and for staff teams, which supports creativity and innovation in the design and delivery of curricula, assessment and teaching. There have been great examples of the ways they have worked with students and with other professional services staff, for example, student services, the library and learning technologists. They have created vibrant, solution-focused teams working together to design frameworks for the design and delivery of courses and to support academic teams to make those fit for their disciplines, subjects and students. (OfS (2021) gives some examples of the ways this was happening from their research into sector practices.)

As we move back towards more face-to-face delivery, those frameworks and the teaching development offer will need to be refreshed. We may see universities continue to exert a strong central influence over curriculum delivery through frameworks, or their interest in maintaining these could wane (Potter, 2021). Whatever happens to those frameworks, there will be a teaching development offer for staff and it will need to do two things.

Firstly, deliver on the future aspirations and post-pandemic vision and goals of the institution, and secondly, demonstrate how it has incorporated all that has been learnt within the institution since March 2020. It needs to be informed by the large volume of published works over the last two years on online, blended, hybrid and hyflex learning. It needs to reflect on higher education within the wider, national context of the UK in 2022, which is briefly touched on next.

Restrictions are being lifted. Most people have some immunity to Covid-19 from vaccination and there are strong messages to students and to universities to return to face-to-face teaching. The Office for Students is consulting on new approaches to regulating student outcomes, constructing student outcomes and experience indicators, and on the Teaching Excellence Framework. Advance HE is consulting on the Professional Standards Framework. As the pandemic's acute influence on teaching, learning, assessment and

curricula reduces, lessons need to be learnt and applied. Pressures are now on universities and their staff to ensure that:

- Courses are of a high quality and student progression and continuation rates exceed the numerical thresholds set by the OfS
- Academic standards are maintained, for example and most recently, including ensuring that assessment policies uphold expectations for technical proficiency in written English
- Students' identities as learners are nurtured rather than focusing on students as consumers, as better student outcomes will result (Bunce *et al.*, 2017)
- Digital and physical estates and teaching delivery models create accessible, inclusive, connected, social learning environments that promote belonging, support student wellbeing and academic success.

Firstly, the next two years will demand educational development leaders provide a strong focus on enabling the leadership of others, specifically those who lead curriculum and academic delivery teams (here the forthcoming work edited by Jenny Lawrence, Sue Morón-García and Rowena Senior on Programme Leaders will be a welcome addition to the bookshelf).

This area of work importantly integrates knowledge and competency in areas of educational delivery and design, quality enhancement and assurance with the development of leadership attributes and confidence. It challenges educational developers to think creatively and critically towards models of collegial exchange and professional co-development for these colleagues (and their teams). It is easy to see the importance of creating safe spaces and networking (features which heads of educational development value so much) for programme leaders who can often feel isolated and stretched and could truly value the connection to their peer group in the same institution.

Secondly, I propose that the role of educational development leaders as a senior and authoritative voice and guide to the university executive will become more established and more visible in the next two years. This trajectory has already begun, and is most noticeable in the changing status of the profession. Already we are seeing that more senior educational developers are achieving recognition for their work through the promotions pathways in their universities. Examples in the recent twelve months that I have heard of include appointments to professorships and, in one university where the educational development leader was on a professional services contract, there was the opportunity afforded and achieved of recognition by seeking an additional academic title. If the success of educational development over the last year could be measured, one measure we could usefully look at is the prestige offered from the award of these titles and the growth in number of academic contracts being offered for educational development role holders.

Thirdly, I propose that whatever the constellation of

services that are co-located with educational development (from quality assurance to library, educational technology to student skills development), leaders of educational development will be expected to, or tasked to, be the bridges that link services for students and teaching staff to deliver on cross-sectional projects and complex initiatives that require the input and skills of diverse profession colleagues. During the pandemic, educational development leaders have demonstrated they were able to do this, and under pressure and time constraints. As the pendulum swings back towards more face-to-face and on-campus teaching, there needs to be a collective and sustained effort to create the new future, with, at the heart, the best teaching practices. We must deploy all that was learnt about designing curricula to ensure exceptional and flexible student learning experiences and to promote student belonging. Educational development leaders are well placed to lead this complex and challenging work.

There are many other areas that will form part of the next two years of leading educational development, but two more stand out for mention. By working with students to co-create fit-for-purpose educational experiences, those students could be acting as educational developers bringing fresh voices and emerging talent into our profession and our worldview. This could be particularly rich in allowing us to work creatively in spaces that demand fresh thinking to support all students to succeed, for example in decolonising or diversifying the curriculum, and when proposing meaningful, valued flexibility to our learners in what, when, where and how they study. We will likely see changes to the Professional Standards Framework announced later in 2022. Educational development leaders will be charged to adopt those into their individual staff development frameworks and wider institutional reward and recognition processes for academic teaching staff. We might predict there is more in the revised standards on the use of digital tools and the importance of digital capabilities as well as a stronger focus on inclusion and widening participation.

In all these ways, educational development leaders will support academic staff and senior leaders translate the noisy external environment (which expects excellence, includes monitoring and regulation of threshold standards and includes possible litigation for failure to deliver on promises made), and the increasing research and evidence base of what works to support student and staff learning in higher education, into

effective curriculum and assessment design and teaching delivery approaches relevant to the course, subject, profession and institution. Educational development has come of age in a higher education environment very different from the one in which it was born. Today's complex landscape of a higher education perceived as a global business, and as an economic and social enterprise with expectations for civic leadership and contribution, is all playing out in the work of individual teaching staff with whom we work. More than ever, educational development leaders need to be knowledgeable about and sensitive to the complex environment, and guided in our actions by the SEDA Professional Values (see 'About Us' on the SEDA website) and our respect for both our higher education students and the staff that teach them and support their learning.

If you'd like to find out more about the membership network, Heads of Educational Development Group (HEDG), please see our website www.hedg.ac.uk or contact info@hedg.ac.uk

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Understanding the factors which support the work of faculty and centrally based academic developers in bringing about positive change

Carole Davis, Solent University and **Joanna Bailey**, Kingston University

Background

This research grew out of a conversation at the SEDA Conference in November 2018 when we (the authors) met and realised we had similar roles as academic developers in different institutions. We had both, at various times, been academic developers based at school level, faculty level and within central units. It was interesting to compare how our perceived effectiveness and impact of our roles, and the opportunities and the challenges, varied depending on our location within the university. While central academic development units continue to exist, we had both observed a trend for academic developers to increasingly be faculty and school based providing localised and subject discipline-specific support. We were interested in furthering our understanding of the factors which impact on the effectiveness of this role within the university.

We believed that our autobiographies were relevant to the research questions and recognise our role in this research as simultaneously insider and outsider (Costley *et al.*, 2010).

We were interested in the comparative experience of school and faculty-based academic developers with those working in centralised roles across the institution. It is important to emphasise that our intention is not to present these roles in opposition to each other, but rather to discover common ground and mutuality alongside previously unknown insights and differences.

Literature

We found little which specifically focuses on faculty- or school-based educational/academic developers, concluding that this may be because it is still a relatively recent phenomenon. However, we were influenced by Bamber (2013) which included interesting cross-over work about embedding the role in academic discipline contexts and linked to school-based roles. Later work by Bamber (2020) explored how the focus in UK Higher Education on metrics could be used positively by academic developers regardless of location. As subject specialists we recognised arguments about context (Trowler, 2012), and respect the signature pedagogies identified by Shulman (2005). In addition, Whitchurch's (2013) opening conversations about third-space work resonated with our experiences of the critical liminal spaces that academic developers occupy.

Project outcomes

The research aimed to:

- Explore whether the location of the role of the

academic developer, *i.e.* school, faculty or centrally located, plays a significant part in academic development work

- Contrast and compare the experience of academic developers in different contexts in understanding and identifying the enablers and barriers to enhancement and positive change
- Consider how new models and structures might best embed academic development in institutions and improve both student and staff experience.

Research design

The research, supported by a SEDA small grant and carried out between 2019- 2021, sought to understand the factors which are perceived as relevant to the work of academic developers in creating the conditions for enhancement of academic practice. We were especially interested in whether the location of the role, *i.e.* school, faculty or centrally located, plays a significant part or whether other factors need to be taken into consideration. It explored which factors were most likely to influence the student learning experience and bring about positive change.

Following ethical approval at our respective universities, we adopted a mixed- methods approach:

- Issuing a Survey Monkey Questionnaire through SEDA and other similar networks (November, 2019)
- In-depth interviews with a range academic developers located in either centrally- based units or faculties / schools (March-August 2020)

We report on findings extrapolated from 90 completed surveys from UK-based academic developers and seven one-to-one interviews. It is relevant to note that the Questionnaire was completed pre-Covid and the interviews post-Covid, and during the first lockdown.

Findings

The questionnaires were completed by respondents from a range of institutions across the UK in terms of size, mission and speciality:

- Two-thirds were female and one-third male
- Two-thirds worked in central departments and one-third were in schools, faculties, and departments
- Over half had worked in their institutions longer than

five years

- Including over fifty different job titles under the broader remit of academic development roles
- Descriptions of roles tended towards common themes with 70% responsibility for leadership of strategic enhancement themes or projects
- Key relationships tended to be with academics, others in academic development roles and senior leaders.

There was a range of experiences which appeared to correlate with circumstantial evidence in the survey findings, notably location, type of institution and reporting lines. This rather than location within the institution appeared to be a major influence on how individuals saw the extent of their agency, impact, and influence. As academic developers, much of our work is around managing change and leading transformation projects.

Perceived barriers to change

These were many and various, often outside the control of individuals and based on institutional culture.

Academic developers, particularly those working in centralised units, reported how they were viewed with suspicion and raised issues of credibility:

'It is difficult to get buy-in from academic staff "on the ground" to projects that are led, and often conceived, centrally/by senior management. There is also sometimes a sense that a non-expert in the subject such as me cannot possibly have the expertise to suggest improvements, so building credibility is important.'

One respondent described:

'The danger as being seen as the "blob in the centre" that tells people what to do.'

It was felt that academic development was seen as punitive, often concerned that centrally located academic developers were the teaching police:

'Fear of being pro-active in identifying issues as can be seen as a policeman.'

Perceptions of teaching as inferior to research were highlighted and the focus on targets and metrics:

'It is not helped by targets for HEA Fellowship, PG Cert rather than intrinsic value for staff and students, metrics, NSS, lack of trust, senior management lackeys.'

Competing demands and resourcing also featured for colleagues based in central departments and in faculties/schools, although the perception was that central departments, closer to leadership, were more fully funded:

'We operate on a limited budget for projects and could do much more with additional staff. We also manage multiple projects at once, which means dealing with competing priorities.'

'Being based in (a) faculty doesn't have the gravitas or the funding of a central department.'

Resistance came in several forms including ideological and cultural:

'One of the main barriers is being able to convince the senior leadership team of the necessity for a scholarly, evidence-based approach to enhancement. Too often a sticking-plaster approach can be adopted or a knee-jerk reaction to a new government or other directive. It is still hard to convince all colleagues that educational development is a discipline, with a scholarly base and that not just anyone can take on the role of educational developer.'

By far and away the biggest barrier was perceived for most respondents to be lack of staff time to engage as they are so busy with day-to-day academic routine. A key part of the academic developer's role was seen as creating these spaces for discussion.

The interviews also highlighted the challenges in terms of the following within the pandemic:

'Informal relationships are more difficult to build, and corridor conversations can't happen although we are beginning to create different online forums and networks.'

There did appear to be a compelling case for academic developers located in schools or faculties working with the centralised unit to create a more all-encompassing community of practice.

Enhancing factors (or enablers) and what helps to bring about change

We asked the study participants what, in their role, they saw as the enablers to creating enhancement and enacting positive change, i.e. the things that make it easier and more efficient to do your job well and have impact?

There were reported benefits of subject-located academic development:

'A great plus of being in an academic department is interacting with colleagues who have a strong research culture and high levels of commitment to learning and teaching. Several of them are also able to make significant contributions to our programme, e.g. by mentoring participants, undertaking observations, and doing guest lectures on the programme.'

We heard much about the Trojan horse approach and being

covert in enhancing learning and teaching, as seen in this example:

'Lecturers' perceptions of what academic development is and how it relates to what they do; they tend to see quality assurance as a negative thing (it is about needless box ticking in their view) and my association with this part of the university sometimes needs to be downplayed so that I can connect with staff and get them to engage with me.'

Academic developers walk a fine line between 'compliance' and being 'developmental', with the definite preference to be developmental to bring colleagues on board and gain buy-in.

Strategic leadership that is supporting and enabling along with line managers who will champion and provide a brokerage role was crucial. Also, how their own agency and reach were felt:

'We are the pedagogic specialists. We also have a track record for producing high-quality outputs consistently. This gives us a high degree of trust in the community. Also, recent institutional developments have seen the parity of teaching and research addressed publicly. Finally, we are the institutional gatekeepers for HEA fellowship.'

For central departments, a key to success was building relationships with academic colleagues and consultation (and listening) on any initiative. Partnering-up and creating communities of practice which encompassed centre and school/faculty:

'Working up, down and across, collaboratively, and thoughtfully.'

One respondent described how the central team:

'Paired with academics within teams and faculties to help build relationships.'

'Having a friendly academic to champion projects in the academic department(s) I am working with helps broker relationships with other staff and build trust.'

Other positive aspects included establishing credibility with academic staff via a track record of helpfulness over time, and buy-in from students via the Students' Union. Central to success was money, i.e. able to pay teams of people, typically student interns, to help with projects.

Academic credibility and prestige were also critically important for many, and a significant number commented on how maintaining their subject research (from their original discipline area) enabled them to build credibility with colleagues.

For others, research within learning, teaching and pedagogy, also retaining a teaching role, gave them this credibility:

'I have a PhD in higher education studies.'

'I have kept a teaching role which enables me

to appreciate and empathise with academic colleagues, more authentically presenting that view to senior management.'

However, it was also about not just what they do but what others did:

'A culture in the department or school where education is seen as important and staff initiatives are celebrated.'

'Programme of study leaders who want to integrate changes across programmes and who have the buy in of their teachers.'

Relational aspects and partnership work perceived by others was a recurring theme:

'Working actively with the different disciplinary communities in the university is a great enabler, in fact collaborative working across the board helps to generate enthusiasm, raise awareness, and get better buy-in from colleagues.'

We return to perception of the benefits of academic development experienced by staff regardless of location:

'Our unit is held in high regard throughout the institution, particularly the PgCert HE. Creating individual relationships within Departments is often a good way to enter Departmental meetings and the like. I have close contact with staff and can support them in their work and making connections to Vice Deans of Education.'

Trust, where it is created, allows for innovation and positive outcomes sometimes being invited in to contribute to teaching:

'I am invited into discipline teaching to deliver sessions on different topics, which I will usually tailor to the discipline itself, with the support of the academic staff, or based on knowledge I have gained during my interactions with them. The most positive impact of this is that staff can be guided by the advice I give to students as well as seeing examples of integrating learning development.'

'The relationships with subject staff are crucial as students see us as members of staff and our work is embedded in the curriculum rather than added on.'

Autonomy and flexibility did not feature often amongst the respondents however when it did the benefits were far reaching:

'I do have a lot of freedom to act according to my own thinking and conscience, so I have been able to start off-beat, but popular programmes, like a community of practice for teachers using science at the university.'

'Being at the centre provides me a level of neutrality

and independence that allows me to stay outside college/departmental politics. My advice is valued more because it is seen as not pushing any agenda beyond promoting good teaching and learning.'

For an academic developer, having a senior role at the centre also brings with it advantages:

Reporting directly to the Provost, gets a seat at the table, I am trusted to get on with things and given latitude.'

Respondents who were based centrally also talked about the importance of horizon scanning to:

'Flag what is coming down the line and share practice in those areas (led by institutional context).'

Despite the importance of horizon scanning this was surprisingly not noted or acknowledged by respondents in faculties/departments. Having time to gradually implement change was, however, mentioned by all as being important in several ways, including:

'Needing to be patient and allow things to bed down (can't try something and want it to work immediately). Radical change doesn't work, incremental change is important. Any project with an interactive approach likely to be more successful as developed gradually.'

The importance of word of mouth was a recurring and compelling theme amongst the questionnaire respondents, with academic developers noting how academic colleagues who felt they'd gained practical and responsive support encouraged others to engage. Gaining this buy-in is not always easy and respondents also noted the importance of framing enhancements and initiatives to encourage this by way of:

'Reducing bureaucracy, increasing flexibility, increasing simplicity, and saving time.'

During the pandemic, engaging academic colleagues became easier as the academic developer became increasingly pivotal:

'Doing work with staff during Covid placed the academic development team at the forefront, and particularly with training.'

Relational aspects that came to be associated with academic developers during the pandemic were understanding, approachability and kindness. It was reported how sustaining and supportive this was for academic staff, during the disconcerting changes in delivery and the isolation they faced.

Discussion

There isn't, as one respondent noted, a 'one size fits all and different institutions have different priorities at different times and different cultures'. There were, however, some strong

and consistent themes which came through and these were:

- Tension between centralised units and schools
- Cross-cutting partnership teams, creating a legacy and communities of practice
- Importance of status, scholarship, and a teaching background – also relatability 'how would I feel?', 'what do you want to work on?'
- Pros and cons of role location in turn varying amongst institutions
- Politics and culture characterising schools and faculties, also broadness and unrealistic timelines for change management
- Academic developer role as mediator, mentor or bridge focusing on enhancement not being the Teaching and Learning Police
- Effective vs. non-effective reporting lines for academic developers.

There are limitations as to what we can claim, rather the interesting insights they offer, and how a more complex and nuanced picture appeared based on several variables. However, here was certainly something very compelling amongst the survey respondents as to common ground and shared values amongst a critical mass.

It is interesting that while the questionnaires were pre-Covid, the interviews were conducted early in the pandemic, and during the first lockdown when Covid restrictions were also in place for universities. In further developing the research, it would be interesting to go back to the questionnaire respondents to explore whether their experiences had changed and to understand how.

Recommendations

Further research would be of value to explore and identify the following:

- Are there further enablers/barriers in terms of the location of the academic developer post-Covid?
- How is collecting data different post-Covid? What opportunities does this offer?
- Consider interventions and what opportunities exist that help collect data for the analysis of such impact post-Covid
- How can academic developers hold their pivotal position and influence within the institution as we move out of the pandemic?

Conclusion

This research straddles the change that we have seen with Covid, with data being collected both before and after the pandemic began.

Covid has been a huge 'disrupter' and has impacted massively in ways that are beyond the scope of this article. It is, however, important to recognise within the context in

which we are writing, that it has also brought a new and unexpected opportunity for academic developers within HE. If they (we) were previously thought to be on the periphery, this is no longer the case. Academic developers have been key to the continuation of learning, teaching and assessment, identifying solutions, providing training, and creating a multitude of resources. In doing so, educational developers, wherever they sit within the university, have worked across institutions at all levels, gaining a seat at the table and forming new collaborations, communities of practice, and achieving in weeks what would otherwise have taken years.

The pivotal role of academic developers continues now and with a bit of distance we could reflect on where we were, what we have come through, where we are now and where we want to go. We are no longer in an emergency situation or a 'new normal', but moving through a hybrid stage when we can take the best of both, and understand the direction of travel and opportunities this may offer for the role of the academic developer within this.

We began this study interested in contrasting and exploring further the experience of academic developers in different contexts – in understanding and identifying the enablers and the barriers which impact on their ability (*our ability*) to create enhancement and initiate positive change. We hope that our findings will inform practice across institutions. We also hope we will be able to further develop this research to understand how this has been impacted by the pandemic. Have these enablers and the barriers changed and, if so, how? There is much to pursue. This isn't an end but a beginning.

Acknowledgements

Penny Burden, Dr Agi Ryder and Prof. Gina Wisker.

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De-CO₂-lonising the curriculum after COP26

Virendra Mistry, Liverpool John Moores University

Emergency

(Definition: a sudden state of danger, conflict, etc., requiring immediate action)

When future generations go searching for an image with which to encapsulate humanity's desperate plea to accelerate reform and halt climate disaster – now mercilessly barreling towards its fourth decade since the formation of the Intergovernmental Panel for Climate Change – they will do well to select Simon Kofe, the foreign minister of the atoll island state of Tuvalu, addressing the UN Climate Change Conference (26th session of the Congress of Parties [COP26]) at Glasgow last year, in a video showing him with trouser legs rolled up and thigh-deep in seawater. Kofe said of this image:

'[it] juxtaposes the COP26 setting with the real-life situations faced in Tuvalu due to the impacts of climate change and sea level rise and highlights the bold action Tuvalu is taking to address the very pressing issues of human mobility under climate change.'

This image may invoke thoughts of Cnut the Great (c.990-1035) or, as Colin Townsend (2008) has proffered, it is also likely to seed an idea of 'Pacifis': a sibling to the fabled lost civilisation of Atlantis.

As Kofe gave this address, he was pictured in suit and tie behind a standard lectern with the west-central Pacific Ocean waves lapping its wooden struts. Just over a century before, philosopher Martin Heidegger

gave a lecture course at Freiburg in 1919 and, whilst standing behind a similar-looking lectern, acknowledged recognition of it and referred to it as being of that environment (*Umwelt*). He then went on to give an example of a Senegalese native, with no experience of a lecture hall, who would see the lectern as a brown wooden box. Thus, in Heidegger's sense of 'worlding', the world has a certain ordered realm within which one stands in a particular orientation and with a certain directedness (*Haltung*). This came to be established in Heidegger's thinking as 'worldview' (*Weltanschauung*); the cognitive perspective on, or way of valuing or thinking about, the domain.

As we emerge from a global pandemic, an altered worldview (or the changing sense of being-in-the-world), has made us understand more clearly our porous

interwoven state; it is impossible not to feel and behave like beings separate from, and in conflict with, the natural world. Interrelatedness of everything within a cosmos of perpetual change, and how we locate ourselves in, and navigate through, this fluid relational world, offers dangers, surprises and many challenges (Mistry, 2021); as Martin Luther King Jr. (1929-1968) counselled, 'We are bound together in a single garment of destiny'. Townsend (2008) hopes for an evolution of *homo sapiens* to subspecies *sustainableis* (from its current *exploitabilis*), but this will require significant behaviour change 'underpinned by ecological knowledge'. However, there are ripples of change being felt on many campuses.

Fremescence

(Definition: a growing murmur of dissatisfaction)

At the very start of this decade, 78 out of the UK's 154 public universities signed up to a pledge to divest from fossil fuel (Taylor, 2020). By the end of the year, the number had risen to 86 universities; significantly, the University of Cambridge pledged to divest its multi-billion-pound endowment fund by 2030, following a five-year-long campaign by students and academics (Quigley *et al.*, 2020). In an annual address to the University, the Vice-Chancellor of Cambridge, Professor Stephen J. Toope, cited '[a] moral need for action', and Ben Margolis, Undergraduate President of the Cambridge Students' Union, noted Cambridge's report had highlighted 'the importance of divestment for

frontline communities...damaged by past and continued extraction by [fossil fuel] companies'. In these very brief statements, there is a clear sense of restorative justice aligned with a corporate social responsibility.

Roundaboutation

(Definition: (19th century) bloviating or evasive talk that focuses on everything but the subject at hand)

In a major global survey of 16-25-year-olds conducted a few weeks before COP26, the results revealed heightened levels of anxiety about climate change. Sixty per cent of young people were either worried or very worried; three-quarters thought the future was bleak and frightening. Significantly, nearly two-thirds felt governments were failing young people and a similar proportion considered government action on climate change did not 'protect the planet or future generations' (Hickman *et al.*, 2021). As a consequence, youth climate activism has grown in strength and has tackled a broad range of issues.

In 2020, a full-time medical student from the University of Edinburgh, Mikaela Loach, achieved recognition for her climate justice activism and made it onto the BBC's Woman's Hour Power List (the 2020 list celebrated 30 leading women whose work had made a significant contribution to protecting the environment and in promoting sustainability). Loach's work is focused on the intersection between environmental and racial justice, and her campaigning has drawn attention

to major corporations' roles in the exploitation of indigenous communities and their lands, and how climate change has been responsible for a growing number of migrants ('climate refugees') (Lock, 2020).

Loach's particular stance is echoed in the work of student-led campaign groups, such as People & Planet (www.peopleandplanet.org) and SOS-UK (Students Organising for Sustainability UK, www.sos-uk.org). People & Planet, which started as Third World First in 1969, is a large student network with a mission to empower students as change-agents and to work with front-line (local and global) communities for social and environmental justice. Its University Green League was established fifteen years ago and ranks institutions by environmental and ethical performance. SOS-UK is a student-led charity that mutated from the NUS's Sustainability Team in 2019. It also reflects many of the goals and ambitions of People & Planet and campaigns for better education on sustainability to help direct students to be leaders of social change and climate justice; to this end, SOS-UK recently launched its Learning Academy. At the time of writing, SOS-UK publicised a Green Influencer Scheme aimed at 10-14-year-olds in England (therefore reaching out to those very likely to be undergraduates when the UK hopes to have met its 2030 'green revolution' targets); however, it is also worth noting the highly active UK Student Climate Network (UKSCN) (www.ukscn.org) that is largely – like the Swedish *skolstrejk för klimatet* ('school strike for climate') movement – propelled by students under the age of 18.



Figure 1 UN Sustainable Development Goals

Anchoring its gaze towards the UN Sustainable Development Goals (SDGs) (Figure 1), Advance HE and the QAA's (2021) revised guidance on education for sustainable development (ESD) offers a pathway of some understanding to those staff and students aspiring to meet the new global challenges. However, there is a tonal difference in the way in which Advance HE/QAA has presented its playbook for sustainability when compared with People & Planet or SOS-UK. Advance HE/QAA is, in Parsonian terminology, more instrumental (Who gets what? How? Who is to be included? How are resources deployed?), whilst there is a much more expressive dimension in the playbook of Planet & People/SOS-UK (Who are we? How can we create spaces where people can define who they are? How can we understand the world in terms of 'us' and 'them'?). As demonstrated in the 'sustainability' section in each of the 13 draft subject benchmark statements released by the QAA in November 2021 (and scheduled for publication in March 2022), complex issues like environmental justice, diversity and being, do not fall neatly into disciplines.

Inevitably, this tonal variance will be attributed to the way in which these conversations have been directed and filtered (e.g. mediated by a committee/managerial structure as opposed to a collegial/enterprising model), and/or it highlights striking differences of perceptions of fate. Drawing on several works, including those of Heidegger and Jacques Derrida, Rafael Winkler (2020) considers fate as both finitude (the expectation that life has natural limits) and as destiny (once natural limits are understood they can define our destiny). Pressure groups like the Intergenerational Foundation (established just after the financial crisis of the late 2000s) have seized on these ontological differences and campaign vociferously for fairness and a reduction in inequality between generations: 'We have a collective responsibility to pass on a healthy planet to the generations who inherit the world after we are gone. We are in serious danger now of failing to fulfil that responsibility' (from www.if.org.uk). Aligned with fate, Derrida's conception of hauntology (a portmanteau of 'haunting' and 'ontology') offers an interesting lens as it privileges contemplation of a perceived

absence of something and the looming anxiety. If you cast your mind back to the very first weeks of the first lockdown from March 2020 (when the nation was advised to be out for essentials only and to exercise for one hour), many were confined to very small patches, faced by day-to-day canvases that were significantly withdrawn. Trace memories exerted a certain melancholy as we appeared to be accepting of our feelings seeping into a place, infecting them, leaving behind ghosts of ourselves. Consider this in the context of The Carterets.

Inquination

(Definition: (15th century) the act of polluting, defiling or corrupting)

The Carterets are seven tiny low-lying horseshoe-shaped coral atolls in the Pacific Ocean (named after British navigator Philip Carteret who explored the islands in 1767). They lie several miles to the east of Tuvalu and are inhabited by approximately 2000 Tuluun, whose people have lived on the islands for over 200 years. The Carterets were identified by the UN as islands likely to have the very first 'environmental refugees' (i.e. to experience mass organised relocation) as a result of rising sea levels. An anthropologist visiting the atoll state recorded high levels of starvation owing to salt-water intrusions that were ruining breadfruit crops and killing trees (including coconut and banana plantations) (cited in Townsend, 2008). The loss of key island vegetation resulted in a greater reliance on fishing, but the Tuluun were soon challenged by commercial (and illegal) fishermen operating in the vicinity.

Carol Farbotko (2010), an expert in climate change adaptation and mobility in the Pacific Islands region, has viewed these atolls as sites that offer plausible global narratives of comprehensible climate change, confirmed by indigenous knowledge, memory and eyewitness accounts.

Apricating

(Definition: turning your face to the sun, and basking a little)

An idea of 'de-CO₂-lonising the curriculum', in the context of the

discussion so far, conjures several ideas. Perhaps consideration of 'corporate' social responsibility *vis-à-vis* the memory and knowledge of indigenous groups, or a refinement of curricula to further embrace Global South and subaltern epistemologies may be the immediate thoughts. De-colonising higher education is an act of reframing knowledge to more accurately reflect that which has been ignored, displaced, relegated and regarded as of much less importance than the experiences, histories and achievements of other particular groups. In this 'curriculum as culture' perspective there is an understanding of culture as embracing habits, customs, morals and beliefs and recognition of how this has been shared, learned, categorised or labelled over time. Culture is developed by rituals and symbols. If the symbols represent cultural values that invoke awe and respect, then my application of 'de-CO₂-' is intended as a provocation to help de-/re-/construct meaning of curricula. It signifies a moral stance, on 'being on the right side of history' (noting historian Oswald Spengler's observation that 'history is heavy with fate but free of laws'), to recover and re-cover, to act with haste and urgency with a strength-based approach.

However, 'de-CO₂' is mainly borne out of my concerns, that: (1) 'decolonising' can become interwoven within institutional power structures in ways that its consumption, circulation and reproduction may blunt its radical underpinnings; and (2) ESD could be susceptible to the same manipulation – 'greenwashing' – and exaggerate good practice.

COP26 was dubbed 'the last chance for humanity', yet its promises fell short for many. Greta Thunberg echoed the frustration and cast doubt on the speed and sincerity for change (famously dismissing global leaders' attitude as 'blah blah blah'). Literary critic Mikhail Bakhtin (1895-1975) posited that language is not a neutral medium but 'overpopulated with the intentions of others'. At COP26, there was great fanfare at the very mention of 'fossil fuel' in the final text of a climate pact, something that had never been achieved at any of the previous conferences. However, the positioning of the pact revealed a sleight-of-hand switching that only serves to highlight

the hegemony of the most powerful; lobbyists managed to preface fossil fuel with 'inefficient', only include coal (and not oil and gas) and, even then, only 'unabated' coal, which is to be 'phased down' rather than 'phased out', as had been worded in the original text.

These observations should help inform both the direction of travel and type of partnership a university should cultivate with their students. Institutions should champion students as agents of curricular change and develop students as future leaders – exploring the interface between sustainability and global citizenship. An assembly-type model, such as one trialled between January and May 2020 (Climate Assembly UK, 2020), could represent an innovative way of determining what students feel is important/unknown to them/curious to know, and how they would like to learn or to explore opportunities where they can make a difference to any policy and practice.

Climate Assembly UK set out several underlying principles and themes – from a de-CO₂-lonising perspective; here are a few (random) themes that could be a focus for consultation:

- 'Youth' as a period of transition with the cultural and symbolic practices of young people with climate temporality at its core
- 'Stewardship' and the nature of responsibility for the welfare of others and of interests beyond the self
- 'Accountability' and compliance with, or response to legitimate expectations and rights of others as citizens
- 'Conservation' and the philosophical relationship between people/groups to each other and the environment
- 'Justice' and its framing of knowledge for urgent action.

Petrichor

(Definition: the unique, comforting smell of rain hitting scorched earth. From the Greek for 'petros' (stone) and 'ichor' (the ethereal fluid said to flow through the veins of gods)

The UK's presidency of COP26 lasts for most of 2022. It is a year that marks several notable anniversaries: the UN Higher Education Sustainability Initiative (2012); the UN adoption of the Rights of Indigenous People (2007); adoption of the Kyoto Protocol (1997); the UN adoption of the Framework Convention on Climate Change (1992); and the publication of the Brundtland Report (1987), which was the first document to outline the pillars of sustainable development (economic growth with social equality and environmental protection), to name just a few. Many will wonder how 2022 will be judged by future generations and, in numerical reference to the anniversaries highlighted, how conversations will be marked in a further 10, 15, 25 or 30 years' time.

Writer and activist James Baldwin (1924-1987) once opined, 'Not everything that is faced can be changed. But nothing can be changed until it is faced'. If anything, and though it has been a rude awakening, the global pandemic has not only revealed how elusive and fragile the future can be, but it has also enabled many to unearth hidden pathways through their emotions that had been obscured by the tangle of everyday life. Some of these emotions may have been presaged by other seismic global narratives that also give purpose to our being (such as the Black Lives Matter and #MeToo movements). It is this cognitive shift that should not be underplayed as we piece together an 'outbreak narrative' (Mistry, 2021). Once this narrative has been structured, it may better prepare us to establish curricula that are meaningful, that connect with present and future generations, and robustly prepare graduates as transformational leaders in the renewal of our planet.

Acknowledgement: words and definitions sourced from Susie Dent (Twitter) @Susie_dent.

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Recent SEDA Special No 45:

Wellbeing in Higher Education

Edited by Katryna Kalawsky and Sarah Turner

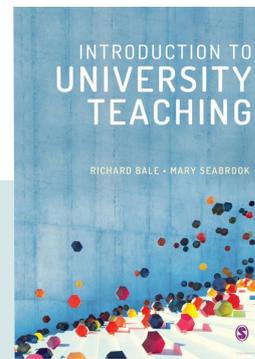
£14.00

From the SEDA website
<https://tinyurl.com/y8g6gldu>

Book Review

Introduction to University Teaching

Richard Bale and Mary Seabrook
SAGE Publications Ltd, 2021, pp. 232
ISBN 978-1529707243



This is a great little book that is totally congruent with its back-cover blurb, 'This accessible text offers practical guidance for anyone new to teaching in higher education. It covers key aspects of teaching and learning relevant for early career academics...including those working towards Advance HE/Higher Education Academy recognition'. If this was a CD, it would be a greatest hits collection. However, I would have liked to have seen a brief mention of students' epistemic beliefs in the section about conception of teaching and learning. A bit like missing 'Lay Lady Lay' off Bob's greatest.

That aside, this book is very good. Each chapter tackles an aspect of teaching of concern for new HE staff supporting learning. It was like someone had been looking at the first PGCLTHE module at my university and then writing a chapter to fit; covering conceptions of teaching and learning, planning teaching, small group teaching, lecturing, inclusive practice, and assessment/feedback. I'm sure others will see parallels and commonalities with their own institution's offerings. Even from a position of experience, I found new aspects of practice to consider; for

example, figure 10.3 provides a good summary of the kinds of learning interactions one might want to promote. I will also be using material from the assessment chapter in my next session on the topic.

Each chapter is well written, and attention has been given to how each page looks in terms of headings, activities, reflections, and case studies, each, in most cases, being followed up with a discussion. For example, the chapter 'considering how we learn and how we teach' contains a very neat summary table of examples of teaching practices that are paired with the theories that underpin them. In addition, each chapter opens with learning outcomes and closes with an 'over to you' section and a list of useful 'further resources'. This provides for an engaging format.

For teachers, perhaps not on an accredited Advance HE programme, the introduction provides a reference to where aspects of the UKPSF are covered within the book's text. I can see how this might be a useful resource for applicants to university-accredited schemes (as opposed to programmes),

as it can provide a scholarly reference basis for such applications.

There are three chapters that are directed at role and career considerations, namely, 'starting to teach in higher education', the opening chapter, 'overcoming challenges of the teaching role', followed by 'developing your teaching and career', the closing two chapters. These contain useful advice for new HE teachers. For example, in 'developing your career' there is a section about the skills teachers develop, not least of which is enhancing their subject knowledge.

I would highly recommend this book to its target audience. In addition, teachers of PGCerts in HE teaching will find it a useful resource and indeed may even adopt it as a course text; certainly your library ought to be purchasing a copy.

Peter Gossman is a Principal Lecturer and Course Leader for the Postgraduate Certificate in Learning and Teaching in Higher Education, in the Institute of Education at the University of Worcester (p.gossman@worc.ac.uk).

Reporting on Educational Developments, Volume 22, 2021

James Wisdom, Editorial Committee

In 2021 we published four issues with 31 articles and 5 book reviews, with SEDA news and information about publications and events. As in 2020, the pandemic overshadowed our work. We published ten very varied articles loosely related to the rapid changes required to maintain good teaching and learning, from which two themes emerged. Firstly, that issues and their possible solutions which had been developing

long before the pandemic were accelerated by the crisis. Secondly, whether the innovations and changes which had been implemented were temporary fixes or likely to become established new (or improved) practice. We published an article that combined these themes into the challenge of choice – status quo, evolution or transformation.

Other articles discussed the relationship between the crisis and the marketisation of the sector, the impact on relationships between staff and on concepts of collegiality, the danger of losing advances in accessibility and inclusivity, new forms of groupwork, new arrangements for fair assessment, new forms of teaching observation and dialogue, shifting a practical course on-line, and coping with invisible on-line students. Colleagues from the University of the Highlands and Islands shared their long experience of distributed and networked education, and students and staff from the University of Worcester contributed clear advice on how to get the best from the new conditions.

There were other important themes in the volume. Six articles contributed to the development of the educational development profession – a new framework for institutional reward, recognition and career development, a discussion of leadership in educational development activity, research into effective approaches to developing awareness of disability, considerations of copyright and open access in academic work, the value of partnerships with students, and what can be learnt about significant contributions to student engagement from an analysis of a bibliography.

The processes of programme and curriculum design are at the core of long-lasting and deep-seated improvements in student learning and we published six articles on this theme. Two described practical processes for organising major reforms, two showed how course design could support important aspects of student experience, such as well-being and authentic engagement, and two discussed how course teams could move towards high quality blended and on-line learning.

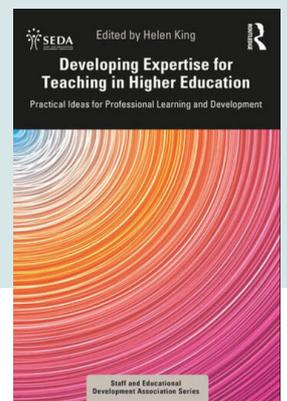
As the professional development of academic teachers and everyone involved in student learning is such a major part of an educational developer's work, we always publish on aspects of this. Of the eight articles this year, one was an opinion piece which reviewed the effectiveness of the UK's professional standards framework and another was how the ubiquitous PG Certificate could be replaced by a whole-institution development model, using taught and experience pathways. We offered articles on the effectiveness of CPD workshops, using a combined message and process approach to improve the experience of the PG Cert, and involving students in the development of reading lists that acknowledge diversity. An Australian contributor sent us an article on protocols for observing the learning activity of very large classes, and in contrast we had a piece on how coaching skills could be deployed as an element in dissertation supervision. Finally, two colleagues who worked with international students drew educational developers' attention to the difference between a judicial and an educational approach to handling cases of academic misconduct.

Educational Developments is SEDA's magazine. The Editorial Committee plans each issue by commissioning and receiving articles of topical interest, reviewing them, preparing them for publication, and handing them over for professional proof-reading, design and production. Each issue is published as a PDF. This year we made an agreement with EBSCOhost to make our articles discoverable on their world-wide service. The Committee is always interested in any proposal or submission, so please consider contributing.

Developing Expertise for Teaching in Higher Education: Practical Ideas for Professional Learning and Development

Edited By Helen King

Published by Routledge, March 22nd 2022, 272pp; £23.99 pbk



"This book provides a contemporary view of the characteristics of expertise for teaching in higher education, based on the strong foundation of research into expertise, and empirical and practical knowledge of the development of teaching in higher education.

Taking key themes related to the characteristics of expertise, this edited collection delivers practical ideas for supporting and enabling professional learning and development in higher education as well as theoretical constructs for the basis of personal reflection on practice. Providing an accessible, evidence-informed theoretical framework designed to support individuals wishing to improve their teaching, Developing Expertise for Teaching in Higher Education considers teaching excellence from an expertise perspective and discusses how it might be supported and available to all. It invites a call to action to all policymakers and strategic leaders who make a claim for teaching excellence to consider how professional learning and the development of expertise can be embedded in the culture, environment and ways of working in higher education institutions.

Full of practical examples, based on scholarship and experience, to guide individual teachers, educational developers and policymakers in higher education, this book is a must-read text for those new to teaching in higher education and those looking to improve their practice."

Full details on the Routledge website: <https://tinyurl.com/mts2b7zm> (Institutional members will be given access to an electronic copy)

SEDA News

Reimagining the student learning experience - key considerations.

SEDA Spring Event (online) May 6th 2022

08.50 - 09.00 - Welcome and introductions; Conference Co-Chairs

09.00 - 10.15 - Reimagining the student experience - A new focus for assessment; Prof David Boud, Deakin University, Australia

12.00 - 13.00 - Student Transitions through HE; Dr Michelle Morgan, University of East London; Dr Julie Hulme, University of Keele

15.00 - 16.00 - Future of learning and teaching - what to keep from 2021?

Panel discussion

Prof Claire Smith, University of Sussex;
Prof Fabio Arico, University of East Anglia;
Niamh Kennedy, Nstep Student Intern;
Stewart Anderson, Student Intern, Edinburgh Napier University

Book at: <http://tinyurl.com/y82qau3v>

NEW: SEDA Special No 46

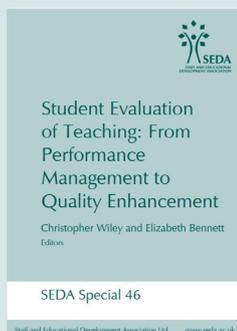
Student Evaluation of Teaching: From Performance Management to Quality Enhancement

Editors: Christopher Wiley and Elizabeth Bennett, with 23 contributors.

£20, from SEDA publications:
<https://tinyurl.com/3kap9u7t>

"The purpose of this Special is to extend discussion on student evaluation of teaching (SET) beyond its primary function of performance management, to explore some of the ways in which it can, and should, support the quality enhancement agenda in relation to learning and teaching.

Structured in three parts, it discusses methods for developing module questionnaires through augmented models in order to better understand their results; explores alternative SET methods that might be more effective in bringing about positive changes to the learning experience; and considers ways to engage students more productively and actively with enhanced module evaluation.



Each section presents a series of case studies drawn both from the UK and, for breadth, internationally, offered here not with the intention of being exhaustive but rather to provide some illustration of the rich work being undertaken, to enable replication in parallel institutional and disciplinary contexts in the hope that others will follow their lead."

News from SEDA-PDF (Professional Development Framework)

Congratulations to Lingnan University in Hong Kong who has been recognised to provide SEDA-PDF accredited programmes.

Forthcoming Events:

SEDA members are invited to join our **Annual General Meeting** to receive reports on activity and finance from 2021 and election of Exec Committee members. 12 May 2022; 16:00 - 17:00.

Book free tickets through <https://tinyurl.com/ykkmcv6>

The International Consortium for Educational Development Conference

Aarhus, Denmark from 31st May – 3rd June 2022. In person or online. The theme is Sustainable Educational Development

A day of pre-conference workshops and three days of keynotes and papers.

"ICED22 hybrid conference will address the role and responsibility of educational developers in coping with the UN's 17 Global Goals of sustainability.

Apart from being one of the goals in its own right, education plays a pivotal role if the global goals for a sustainable future shall be achieved. Educational developers in higher education have a particular responsibility for educating the researchers, professionals, experts etc. to increase our understanding of challenges and propose solutions to move the goals forward.

We look forward to meeting you and to inspiring each other."

More details and booking at: <https://confencemanager.events/iced22/conference>. Online fee €170. Registration by 1st May.