

**Session title:** Rethinking Educational Development at NTU

**Session type:** Lightening Talk

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**Co-presenter(s):** Anita Love, Nottingham Trent University

**Session summary:**

Transitioning from ‘third space’ professionals to an integrated and embedded service working within academic schools and working collaboratively on innovative learning and teaching scholarship, Educational Developers at Nottingham Trent University are positioned at the heart of strategic and institutional priorities. Seat at the design table from the offset, we support inclusive learning and teaching strategies and environments that contribute to the closing of disparity gaps within target beneficiary groups.

**Session outline:**

NTU is sector-leading in educational innovation. We are well-known for active, collaborative, inclusive and evidence-based delivery practices, specifically SCALE-UP pedagogy, alongside the Success for All (SfA) initiative which aims to address disparities in student engagement and outcomes. The Educational Development Team sits at the heart of this strategic institutional priority. Positioned within the Centre for Academic Development and Quality, the Educational Development Team collaborate with teams supporting quality standards, educational research and evaluation, and flexible learning. Driving the integration of this learning through facilitating innovation and enhancement to learning and teaching practices, we support a robust, evidence-based, student-centred learning community at NTU.

As ‘third space’ professionals (Whitechurch 2015; McIntosh & Nutt 2022) we recognise the challenge of integration within the academic communities that we serve, and prioritise gaining buy-in through leading collaborative work and innovation in learning and teaching across the institution. Our new way of working, initiated in 2020/21, resulted in clearer definition of our roles, including recognised areas of expertise, and the associated value of the service, as evidenced through institution-wide evaluation of our offer. Collaboration in course design, as well as ongoing professional development, has led to a rich community of enthusiastic and expert student-centred practitioners.

The session outlines how our new way of working supported us to rethink educational development, allowing us to generate buy-in and build trusting relationships with those who support learning and teaching at NTU. We will share what we do, how it is structured, and how we collect feedback and evidence of our impact. To this end, we will outline how we to support engagement with ongoing professional development for staff, in order to ensure the student experience at NTU is the best it can be for all students irrespective of their backgrounds or prior educational experiences.

**References:**

Whitchurch, C. (2015). *The Rise of Third Space Professionals: Paradoxes and Dilemmas*. In U. Teichler and W. C. Cummings. *Recruiting and Managing the Academic Profession*. Dordrecht: Springer

McIntosh, E. and Nutt, D. (2022) "The impact of the integrated practitioner in higher education." Available at: <https://doi.org/10.4324/9781003037569>.