

Title: Educational Development is this a career for me?

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Discuss the preparation our programme provides
- Explore any additional preparation participants believe is needed
- Debate the issue of moving from an existing professional role into a new professional identify
- Outline the challenges and opportunities moving into educational development offers

Session Outline

Over the last ten years educational development activity has increased to meet the challenges of Higher Education and whilst there has been many changes in the format of units and departments and where they based there has been an increase in the number of staff needed. However, many of the presenters found that when they advertised roles within their departments those who applied either did not have the appropriate skills and experience, nor had little insight into the role (Dawson, Britnell and Hitchcock 2010). There has been no direct pathway into educational development and hence no professional development to support this (Timmermans 2014). This led to the creation of an online programme to provide some insight into the role and work of educational developers. The programme was not accredited at all but was provided as professional development.

Educational developers come from a range of backgrounds and bring with them a rich range of skills and experience (Boon, Matthew & Sheward 2010). This did mean that deciding what to include in such a programme was not easy and there was a danger of trying to include all the knowledge and skills we possess which have been gained over many years. We did therefore undertake a survey across the educational development community so that we had some input about what colleagues thought we should include. We have now run the programme once as a pilot with 50 participants completing this professional development and we are preparing to provide this again in the autumn. It is

therefore timely to engage participants from the SEDA community in reviewing what we provided and gather further feedback.

Session Activities and Approximate Timings

45 minute workshop

5 minutes Welcome and introduction setting the context

5 minutes Overview of the programme, content and process

10 minutes Over to the participants and in groups discuss the programme and what we included

Questions to consider include:

Do you think we had the right focus?

Have we missed anything?

What should the next steps be to support potential staff?

10 minutes Feedback from groups and discussion

10 minutes Results from the pilot will be shared and discussed

5 minutes Conclusion and next steps

References

Boon S, Matthew B & Sheward L (2010) *Creating a Profession – Building careers in Educational Development* London SEDA

Dawson D, Britnell J and Hitchcock A (2010) Developing competency models of faculty developers: Using world café to foster dialogue in Nilson L B and Miller J E (Eds) *To improve the academy: Resources for faculty, instructional, and organizational development* (Vol 28 pp3-24) San Francisco CA, Jossey-Bass

Timmermans J A (2014) Identifying threshold concepts in the careers of educational developers *International Journal for Academic Development* Vol. 19 No. 4 pp305-317