

Title: Exploring the value of taught programmes for teaching in Higher Education

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Session Learning Outcomes

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

- Identify the benefits and challenges associated with the research, particularly in terms of how the work was undertaken between a multi-institutional team and the problems/benefits associated with this.
- Recognise the value, reported from the research undertaken, that HE teaching staff take from their professional development on the PGCTHE including opportunities and barriers

Session Outline

This session has been designed to enable delegates to appreciate two different aspects of a research project: the role of collaborative, cross-institutional research as an approach and also consider the value afforded to staff as a result of undertaking a PGCTHE programme. Given that most research into PGCTHE programmes focuses on impact (Butcher and Stoncel, 2012; Stewart. 2014), the key consideration in this research was on the *value* to staff in undertaking the course, however the research also proved to be of value to the research team and this will be discussed alongside the findings.

Key issues to be addressed are:

- Introduction to the cross-institutional research project, how it was undertaken and its origins.
- The research and researcher lessons learnt from undertaking a project across institutions.
- Opportunities to distinguish and explore the challenges and benefits of cross-institutional collaborative research
- Opportunities to raise issues, provoke discussion, and to seek and share solutions related to the themes and responses from the research project

Participants in the session will discuss:

1. How issues of distance in collaborative projects can be overcome, or not, with technology.
2. What roles, within the team, need to be undertaken and how these might be formalised.
3. How collaborations can play to the strengths of a research team.

Session Activities and Approximate Timings

5-8 minutes - Introduction to the cross-institutional research project

5-8 minutes - Explanation of methods used including challenges and benefits

15-20 minutes – Discussion activity exploring the themes and responses to the research questions

10 minutes – Discussion, consolidation, Question and Answer, conclusions/plenary

References

Butcher, J. and Stoncel, D. (2012) The impact of a Postgraduate Certificate in Teaching in Higher Education on university lecturers appointed for their professional expertise at a teaching-led university: 'It's made me braver'. *International Journal for Academic Development* 17(2): 149-162. <https://doi.org/10.1080/1360144X.2011.620107>

Stewart, M. (2014) Making sense of a teaching programme for university academics: Exploring the longer-term effects. *Teaching and Teacher Education* 38: 89-98. <http://www.sciencedirect.com/science/article/pii/S0742051X13001789>