Abstracts work group unit A

Soft Strategies for Improving the University

Eckhard Steuer, University of Dortmund (Germany)

Workshop, 90 min.

The topic "Soft Strategies for Improving the Universities" is intended to help increase the competence of the university to deal with change. This requires that the process of discussion and thinking in planning and decision meetings should be based on maximal trust. The purpose of the "soft" strategies presented and discussed in the workshop is to enable the participants and chairpersons of assemblies and meetings in the university to end more easily with mutually acceptable decisions. The techniques dealt with as facilitation, strategy planning, future search conference and problem-solving groups are centered on dialogue and consensus and build on visualisation.

The "soft" strategies of development have in common: facilitation, involvement of those concerned, visualisation and the heuristic of problem-solving. A neutral third party as facilitator insures that the process of communication remains fluent and efficient.

Objectives:

Comparison of the state of the art of "soft strategies" in the different countries of the audience; encouragement to use bottom up approaches of change in university.

Activities:

- Presentation of three "soft" strategies (strategy planning, future search conference; problem-solving groups); discussion with the audience;
- Collection and discussion of the participants' questions, doubts, comments on where and how to apply, how to learn and what experiences they have with "soft" strategies.

⬅ Back

Academic Development of first Generation Academics in post-apartheid South Africa

Hilary Geber (University of the Witwatersrand, South Africa)

Paper, 45 min.

Change of an increasingly rapid and pervasive nature have taken place in higher education in the last four decades. Firstly, the changes internationally are reviewed and the major causes and impact of these changes for higher education as whole. Secondly, the unique changes in the higher education system in South Africa are discussed with particular emphasis on the national priorities set by government for the post-apartheid educational system. Thirdly, the transformation of Wits University is sketched from the initiatives prior to the political changes in 1994 elections, to the return to stability and the university's own renewed response to transformation and its compliance with legislative imperatives for change within the Higher Education sector. Within the University of the Witwatersrand, the Academic Development Centre has undertaken study of first generation academics to assess professional practice in the development of such Young Academics in post-apartheid society. Preliminary findings are reported at the end of 1999 for this work in progress; more refined figures will be available by March 2000.

Activities: There will be some interaction with the audience.

⬅ Back

A mimetic way of designing and implementing Staff development with research-rooted Academics.

Dieudonné Leclercq, Jean Luc Gilles, Marianne Poumay (all Université de Liège, Belgium)

Paper, 45 min.

From March 2000 to June 2000, the University of Liège proposed to all its'staff members an original way of training, through an (internal) conference, splitted into 4 saturdays, with a Special Interest Group network, forum discussions, distance learning support, publications sharing, i.e. the usual way researchers communicate to develop their research efficacy. Sixty staff members attended this event and data have been collected about their reactions. This mimetic way of considering staff development (with research development) will be described (contents, strong and weak points)and discussed. The presenters hope to receive feedback from the audience and hear abourt similar experiments.

⬅ Back

Reflection on teaching: Using an empirical model to analyze your own practice

Lynn McAlpine (McGill University, Canada)

Workshop, 135 min.

Interest in reflection was stimulated by Schon (1983) who highlighted the value of reflection in helping professionals learn about and improve their practices. What we do in this workshop is use the model of reflection that emerged from our research (McAlpine, Weston, Beauchamp, Beauchamp & Wiseman, 1999) as the basis for individuals to analyze their own teaching. In our research, we documented and analyzed in detail the reflective processes of six successful university professors in their day-to-day planning, instructing and evaluating of learners. The result is an empirical model which represents how reflection functions as a process for evaluating and improving teaching. We also developed a coding scheme that operationalizes the process of reflection. Both provide a language for describing reflection and therefore a way to think about how to improve teaching. During the workshop, participants use this language to analyze a personal teaching incident. After carrying out this analysis, they critique the extent to which the model helps them understand their teaching. University professors in a number of North American settings have found the ideas and activities in the workshop productive.

Schon, D. (1983). The Reflective Practitioner. San Francisco: Jossey Bass.

McAlpine, L., Weston, C., Beauchamp, J., Beauchamp, C., & Wiseman, C. (1999). Building a model of reflection. Higher Education, 37 (2), 105-131.

Core idea:

Analyzing one's teaching explicitly is one way of better understanding one's thinking about teaching. In this workshop, participants apply a framework, a model of reflection, that is based on empirical research, to a personal teaching incident.

Activities:

1. Large group and pair work: Introduction to the goals of the workshop, opportunity for introductions among participants
2. Individual work - writing: Participants draw on their own experiences to create a critical teaching incident.
3. Large group presentation alternating with individual work: The elements of the model of reflection are presented progressively with participants analyzing their critical incident in light of each of the elements of the model as it is presented, using a grid that is provided.
4. Pair work: Participants compare their analyses and consider the extent to which the model is helpful in enhancing their understanding of their teaching.
5. Large group discussion: The value of the model is critiqued and as appropriate information about the research which resulted in the model is provided.

⬅ Back

Das Verbundstudium - neue Studienkonzepte und innovative Studienangebote durch Verknüpfung von Fern- und Präsenzstudium sowie hochschulübergreifende Kooperationen

Michael Endemann (Institut für Verbundstudien der Fachhochschulen NRW, Hagen, Germany)

Paper, 45 min.

Das Verbundstudienmodell knüpft an Forderungen der Bildungs- und Wissenschaftspolitik nach Weiterentwicklung von Studium und Lehre sowie Strukturmischungen im Hochschulbereich an. Im Ansatz vergleichbar sind die 'dual-mode-universities' insbesondere in Australien, aber auch in England. Bei dem Verbundsstudienmodell geht es allerdings nicht nur die Stärkung des selbstorganisierten Lernens, sondern auch um hochschulübergreifende Kooperationen und Ressourcenteilung sowie die Weiterentwicklung der Lehr- und Lernkonzepte in der wissenschaftlichen Aus- und Weiterbildung durch die Veränderung des Wissensbegriffs und den gezielten Einsatz neuer Medien. Neben der veränderten Präsentation und der

stärkeren Selbsterschließung von materialem Wissen geht es auch um die Vermittlung von Methoden-, Reflexions- und Persönlichkeitswissen. In allen Bereichen und auf allen Ebenen spielt die Entwicklung der Medienkompetenz und der Einsatz neuer Medien eine zentrale Rolle.

Das Verbundstudienmodell der nordrhein-westfälischen Fachhochschulen bietet gegenüber den bestehenden Strukturen und Studienangeboten auf drei Ebenen Vorteile:

- die hochschulübergreifende Kooperation (Angebot von gemeinsamen Verbundstudiengänge, gemeinsame Entwicklung von Studienmaterial u.a.) bewirkt zum einen eine Erweiterung und Vertiefung des Studienangebots und zum anderen über die Verknüpfung von unterschiedlichen Experten und fachlicher Kompetenz eine deutliche Qualitätssteigerung in Studium und Lehre,
- die besondere Verbindung von Theorie und Praxis und die Einbeziehung von Problemen der beruflichen Praxis im Verbundstudium bringt eine neue Qualität in die Beziehung zwischen Wissenschaft und Wirtschaft,
- mit der Stärkung des selbstorganisierten Lernens werden neue Zielgruppen wie erfolgreiche und hochqualifizierte Berufstätige erreicht, die häufig aus sozialen Schichten kommen, die aufgrund der Rahmenbedingungen bei der Studienförderung kein Studium absolvieren.

Zu den wichtigsten Projekten zur Entwicklung und Einsatz neuer Medien im Verbundstudium gehören

- die Anreicherung der digitalen Versionen des Printstudienmaterials mit Videos, Animationen etc.
- CD-ROM 'The Wind of Change' - Englisch für Techniker und Ingenieure
- CD-ROM 'Sunpower' - Englisch für Kaufleute und Wirtschaftswissenschaftler
- CD-ROM Mathematik für Ingenieur- und Naturwissenschaften
- CD-ROM Mathematik für Wirtschafts- und Sozialwissenschaften
- MathePool NRW
- Lehr-/Lern-Projekte, die das Internet als Kommunikations- und Informationsmedium nutzen.

Außerdem wurde im Rahmen der in den meisten Verbundstudiengängen integrierten Fremdsprachenausbildung ein neues Lehr-/Lernkonzept, indem neue Medien, kommunikative Elemente und Methoden sowie interkulturelle Aspekte stärker integriert sind, entwickelt und erfolgreich implementiert.

⬅ Back

Abstracts work group unit B

Soft Strategies for Improving the University

Eckhard Steuer, University of Dortmund (Germany)

Workshop, 90 min.

The topic "Soft Strategies for Improving the Universities" is intended to help increase the competence of the university to deal with change. This requires that the process of discussion and thinking in planning and decision meetings should be based on maximal trust. The purpose of the "soft" strategies presented and discussed in the workshop is to enable the participants and chairpersons of assemblies and meetings in the university to end more easily with mutually acceptable decisions. The techniques dealt with as facilitation, strategy planning, future search conference and problem-solving groups are centered on dialogue and consensus and build on visualisation.

The "soft" strategies of development have in common: facilitation, involvement of those concerned, visualisation and the heuristic of problem-solving. A neutral third party as facilitator insures that the process of communication remains fluent and efficient.

Objectives:

Comparison of the state of the art of "soft strategies" in the different countries of the audience; encouragement to use bottom up approaches of change in university.

Activities:

- Presentation of three "soft" strategies (strategy planning, future search conference; problem-solving groups); discussion with the audience;
- Collection and discussion of the participants' questions, doubts, comments on where and how to apply, how to learn and what experiences they have with "soft" strategies.

⬅ Back

Reflection on teaching: Using an empirical model to analyze your own practice

Lynn McAlpine (McGill University, Canada)

Workshop , 135 min.

Interest in reflection was stimulated by Schon (1983) who highlighted the value of reflection in helping professionals learn about and improve their practices. What we do in this workshop is use the model of reflection that emerged from our research (McAlpine, Weston, Beauchamp, Beauchamp & Wiseman, 1999) as the basis for individuals to analyze their own teaching. In our research, we documented and analyzed in detail the reflective processes of six successful university professors in their day-to-day planning, instructing and evaluating of learners. The result is an empirical model which represents how reflection functions as a process for evaluating and improving teaching. We also developed a coding scheme that operationalizes the process of reflection. Both provide a language for describing reflection and therefore a way to think about how to improve teaching. During the workshop, participants use this language to analyze a personal teaching incident. After carrying out this analysis, they critique the extent to which the model helps them understand their teaching. University professors in a number of North American settings have found the ideas and activities in the workshop productive.

Schon, D. (1983). The Reflective Practitioner. San Francisco: Jossey Bass.

McAlpine, L., Weston, C., Beauchamp, J., Beauchamp, C., & Wiseman, C. (1999). Building a model of reflection. Higher Education, 37 (2), 105-131.

Core idea:

Analyzing one's teaching explicitly is one way of better understanding one's thinking about teaching. In this workshop, participants apply a framework, a model of reflection, that is based on empirical research, to a personal teaching incident.

Activities:

1. Large group and pair work: Introduction to the goals of the workshop, opportunity for introductions among participants
2. Individual work - writing: Participants draw on their own experiences to create a critical teaching incident.
3. Large group presentation alternating with individual work: The elements of the model of reflection are presented progressively with participants analyzing their critical incident in light of each of the elements of the model as it is presented, using a grid that is provided.
4. Pair work: Participants compare their analyses and consider the extent to which the model is helpful in enhancing their understanding of their teaching.
5. Large group discussion: The value of the model is critiqued and as appropriate information about the research which resulted in the model is provided.

⬅ Back

Curriculum Development through a social semiotic analysis of student poster productions: Visual Literacy in Engineering

Arlene Archer (University of Cape Town, South Africa)

Paper, 45 min.

Literacy theorists speak about a semiotic shift from the verbal to the visual in the modern world, resulting in visual communication becoming less the domain of specialists, and more crucial in the domain of public communication. The implication for Higher Education is the need to identify and integrate visual literacy skills into the curriculum. Engaging with visual literacy is particularly interesting in the South African context where the legacy of apartheid is still prevalent in non-equitable educational systems, and differential access to economic and cultural resources. In an effort to understand some of the issues around visual communication and access amongst previously disadvantaged students, this study looked at student productions in a first year communication in engineering course. The poster productions were the culmination of a collaborative student research project on rural development and were presented at a mini-conference. The paper addresses reasons why these visual texts were different from what was expected in the given context, and reflects on why they were constructed in this way. Visual productions are seen as embedded in particular social and ideological contexts, thus the paper reflects on the contextual 'appropriacy' of register and tenor. The issue of identity as constituted by discourse practices is also examined in this context (for example, the split between the life world of the student in the village, and the representation of this world in the abstract). Recommendations are made for reflecting on visual and multimodal communication in the curriculum, including a metalanguage of visual design.

The assumption underlying the paper is that literacy does not simply mean having acquired the technical skills to decode and encode signs and symbols; and cannot be looked at in isolation from meaning and social context. The literacy „events" examined are students' visual representations of research into rural development in South Africa. The resultant products are interesting in that they reveal a number of oppositions: between the concrete and the abstract representation; between the individualist and the collective ideal; and between the visual as informative or purely ornamental. These oppositions and contradictions are closely tied up with the

construction of identity in the discursive practices of Higher Education in South Africa.

Although the study described in the paper is focused on first year Engineering students, and is context-specific to the University of Cape Town in South Africa, the underlying theoretical principles and issues raised would be of interest to a diverse audience. This paper would appeal to those interested in:

- the multimodal character of communication and the implications for teaching academic literacy;
- the integration of the visual into the Engineering curriculum;
- issues of identity, especially as constituted by discourse practices;
- multilingual, multicultural pedagogical issues;
- pedagogical issues in a context of extreme educational under-preparedness.

Activities:

This will be a presentation of a paper by myself, Arlene Archer, which will be followed by questions and discussion.

⬅ Back

Student Assisted Teaching and Learning: Models, Strategies & Outcomes.

James Groccia (University of Missouri, USA)

Paper, 45 min.

This session will present a rationale for utilizing students to assist with teaching and peer learning, models of student-assisted teaching and learning, implementation strategies, learning effectiveness and productivity results. Based upon educational research that supports student involvement in learning, and upon an increased focus on cost effectiveness, many higher education institutions have started involving undergraduates in the delivery of instruction to their peers. We will present models gathered from universities in the U.S.A., Canada and Australia that use undergraduate students as peer tutors, mentors, TAs, group facilitators, faculty partners. We will present real cases and describe implementation strategies as well as the empirical evidence for the models' impact upon teaching and learning outcomes and educational productivity.` Each case study will follow the following format:

- Model (rationale for development of the model, basic components, administrative setup, roles and functions of peers, selection and training of peer educators, types of students and classes taught with model, faculty roles)
- Application/Implementation Details
- Outcomes (review of program assessment results) and Productivity
- Suggestions for Replication

The core idea of the presentation: Institutions are increasingly pressured to find cost effective approaches to improve the quality and productivity of teaching, learning, and student outcomes. The use of undergraduate students as instructional assistants has been shown on many campuses to produce these results. However, these individual successes have yet to be adequately communicated to the higher education community, and currently no practical guidelines exist to help higher education personnel use undergraduate students to improve teaching and learning. This presentation will provide such a resource for administrators, faculty, and instructional developers, and will make possible the wider replication of successful models.

Activities:

Using overheads and handouts, the presenters will describe student-assisted teaching and learning models, provide suggestions for replication, and discuss the impact of each model on educational productivity, faculty performance and student learning. Through discussion, the presenters will address the role of faculty developers in supporting student-assisted teaching.

⬅ Back

Comparing Staff Development Programmes in Germany

Various Presenters (Germany)

Seminar, 90 min.

⬅ Back

Towards a pragmatic scholarship of academic development

Graham Badley (Anglia Polytechnic University, UK)

Paper, 45 min.

Academic development in higher education may generally be perceived as a pragmatic activity. However little or no analysis of the appropriateness or otherwise of pragmatism as a basis for academic development has ever been undertaken. The paper will examine the nature of pragmatism as explicated by the American philosophers John Dewey and Richard Rorty and attempt to show that in many important respects it provides a fruitful way of approaching academic development in higher education. For example Dewey's influential account of reflective thinking will be discussed as one valuable way of tackling problems in academic development whilst Rorty's critique of epistemology and, more especially, his rejection of what he characterises as philosophy's mistaken notion of truth, will be reviewed as potentially valuable paths for academic developers to follow. Following Rorty academic developers would come to see themselves not as neutral inquirers after truth but more as explorers, often with others, of social and educational usefulness and whose overall role in the academy should be to make learning and teaching easier and, to use a Rortyan phrase, more edifying.

The core idea of the paper is the appropriateness or otherwise of American pragmatism as a fruitful approach for academic developers in higher education. The central statements concern the nature of truth and inquiry in academic development.

Activities:

The paper will be outlined by the presenter using an OHP summary and handout and then the audience will be invited to raise counter-arguments and seek clarification.

⬅ Back

Erfahrungen mit der Integration von computergestütztem Lernen und Kleingruppenunterricht im Urologie-Praktikum der Universität Tübingen

Walter Mattauch (University of Tübingen, Germany)

Paper, 45 min.

Vorgestellt werden die Zwischenergebnisse eines Pilotprojektes im Fach Urologie, bei dem multimediale Computer-Lernprogramme mit einem Kleingruppenblockpraktikum kombiniert werden (Betreuung durch einen akademischen Tutor).

Konzeption des Projekts: Das Pflichtpraktikum Urologie der Universität Tübingen (150 Studierende/Semester) wird in Kleingruppen (3 Studierende) direkt in den klinischen Funktionsbereichen durchgeführt, wobei die Hochschullehrer von einem "akademischen Tutor" unterstützt werden. Zur Vorbereitung auf dieses Praktikum erarbeiten sich die Studierenden anhand von Computermedien (Eigenproduktion: Lernprogrammreihe Urologie) die theoretischen Grundlagen selbst. Die Vorlesung wurde abgeschafft, ebenso die bisherigen Seminare (16 Teilnehmer).

Evaluationsformen: Durch schriftliche Befragung wurden Akzeptanz des computergestützten Lernens wie auch des Kleingruppen-Blockpraktikums erhoben. Ein Praktikumseingangstest erhob die Lerneffizienz mit den Computerprogrammen.

Ergebnisse: Die Akzeptanz des computergestützten Lernens bei den Studierenden war hoch und stellte für 80% der Befragten eine Alternative zur Vorlesung dar. Die Akzeptanz des Kleingruppenpraktikums ist sehr hoch. Studentische Qualitätsaspekte sind: hohe Beteiligung der Hochschullehrer, individuelle tutorielle Betreuung, optimale Unterrichtsorganisation und Zeitersparnis, intensiver Einbezug in den Unterricht (Orientierung am individuellen Kenntnis- und Interessensstand). Der Lernerfolg wurde überwiegend als wesentlich höher im Vergleich zu traditionellen Praktika eingeschätzt. Im Praktikumseingangstest wurden durchschnittlich 77% der offenen Fragestellungen korrekt beantwortet. Besonders hoher Lernerfolg zeigte sich bei studentischen Kleingruppen in der Mediothek.

Die Kombination von Fernstudium und Kleingruppenpraktikum kann für die klinische Medizin, insbesondere für die sogenannten 'kleinen Fächer' als Unterrichtsalternative empfohlen werden. Evaluation des Projekts im Hinblick auf übergreifenden Einsatz im Bereich der klinischenMedizin. Bisherige Ergebnisse: Hohe Akzeptanz der Computermedien. Durchschnittlich gute Nutzung und Erfolgsrate der Computer-Lernprogramme bei z.T. starken individuellen Schwankungen. Besonders gute Leistungen in Lerngruppen bzw. in der Mediothek. Sehr hohe Akzeptanz des Kleingruppenpraktikums bei den Studierenden, deutlich höhere Einschätzung des Lernerfolgs im Vergleich zu traditionellen Praktika durch Studierende.

Activities:

Präsentation des Konzepts, der Fragestellungen und Ergebnisse, anschließend Diskussion.

Back

Abstracts work group unit C

Reflection on teaching: Using an empirical model to analyze your own practice

Lynn McAlpine (McGill University, Canada)

Workshop , 135 min.

Interest in reflection was stimulated by Schon (1983) who highlighted the value of reflection in helping professionals learn about and improve their practices. What we do in this workshop is use the model of reflection that emerged from our research (McAlpine, Weston, Beauchamp, Beauchamp & Wiseman, 1999) as the basis for individuals to analyze their own teaching. In our research, we documented and analyzed in detail the reflective processes of six successful university professors in their day-to-day planning, instructing and evaluating of learners. The result is an empirical model which represents how reflection functions as a process for evaluating and improving teaching. We also developed a coding scheme that operationalizes the process of reflection. Both provide a language for describing reflection and therefore a way to think about how to improve teaching. During the workshop, participants use this language to analyze a personal teaching incident. After carrying out this analysis, they critique the extent to which the model helps them understand their teaching. University professors in a number of North American settings have found the ideas and activities in the workshop productive.

Schon, D. (1983). The Reflective Practitioner. San Francisco: Jossey Bass.

McAlpine, L., Weston, C., Beauchamp, J., Beauchamp, C., & Wiseman, C. (1999). Building a model of reflection. Higher Education, 37 (2), 105-131.

Core idea:

Analyzing one's teaching explicitly is one way of better understanding one's thinking about teaching. In this workshop, participants apply a framework, a model of reflection, that is based on empirical research, to a personal teaching incident.

Activities:

1. Large group and pair work: Introduction to the goals of the workshop, opportunity for introductions among participants
2. Individual work - writing: Participants draw on their own experiences to create a critical teaching incident.
3. Large group presentation alternating with individual work: The elements of the model of reflection are presented progressively with participants analyzing their critical incident in light of each of the elements of the model as it is presented, using a grid that is provided.
4. Pair work: Participants compare their analyses and consider the extent to which the model is helpful in enhancing their understanding of their teaching.
5. Large group discussion: The value of the model is critiqued and as appropriate information about the research which resulted in the model is provided.

Back

Comparing Staff Development Programmes in Germany

Various Presenters (Germany)

Seminar, 90 min.

Back

Implementing PBL and Project Organizes Curriculum - A Cultural Change

Anette Kolmos (University of Aalborg, Denmark)

Paper, 45 min.

Reorganising into a PBL-approach or a project-organised approach to education is much more than a change of teaching and learning methods--it is a change of the entire institutional culture. This was one of the core

findings of a recent evaluation of the change processes of the educational methods at Aalborg University, Esbjerg. The reorganisation at Esbjerg was a compulsory change process that was institution-wide and involved all of the teachers. The study described here is focused on those changes, at both the organisational and educational levels.

The most significant barriers to the educational reorganisation concerned certain characteristics of the organisation and the teachers' perceptions on teaching and learning--or, in other words, the cultural characteristics. On the organisational level, we found that the teachers were neither accustomed to pre-determined tasks every day or to collaborate in teams. This was a challenging aspect of the overall change process as old habits and routines had to be altered.

On the individual level, the teachers' perceptions on teaching and learning as well as their approaches to teaching were embedded in their methods for planning, conducting traditional classroom lectures, and in the planning and supervising of the project groups. We found two different approaches to education:

- Teacher-centred approach, in which learning is viewed in terms of the student's application of what is learned in the lectures.
- Student-centred approach, in which learning is viewed in terms of the student's discovery of learning from both the project work and the lectures.

Both of these approaches exist within the framework of project work-based education, however, the actual practices derived are quite different. From a theoretical point of view, the present study illustrates the importance of viewing education from a cultural perspective and highlights the concept that perceptions on teaching and learning and the subsequent approach to teaching is a core didactic element in any educational change process.

Core Idea:

Educational change is a cultural change - it is a question of both changing organizational structures and facilitate the changing process of teachers perceptions and approach to learning. You may have changed the educational and organizationel structures towards more studentscentered models, but the teachers still approach teaching and learning with a teacher centered understanding. - The concept of didatics covers three dimension: planning tool, reflection and analysis tool and the deductive and inductive methods between the theoretical understanding and practice. To create change the interaction between practice and theory is important. - The core components in the didadic understanding cover both the individual and the collective level: educational goals and competencies, teacher, target group, content, teaching and learning methods, technology, organization and assessment. -

Activities:

- presentation of theoretical and emphirical results
- exchange of experience

⬅ Back

A model for Community Service and Service Learning in Higher Education

Jerome Van Wyk (Vista University, South Africa)

Paper, 45 min.

The South African *Higher Education Act* 1997 identifies the reconstruction and development of South African society as one of its most important objectives of higher education. The new educational vision for students and staff in higher education institutions is not just transformation and redress of structures and values but also to provide:

- students the opportunity to develop professional skills and to contextualize their training,
- academics with a more realistic understanding of development needs, and
- insight into changing curricula to meet the current and future demands of the market place.

In support of the above, the report on Community Service in Higher Education published by the Joint Education Trust (JET) articulates the need to develop a culture of service (and service learning) in higher education, institutions, in order to make them more responsive to their context, to promote civic mindedness among students and staff, to link academic study and research to issues of development. In fact, we the Centre for Community Development (CCD) of Vista University subscribe to the view that community service should be integrated into the formal curriculum and research. This paper wishes to propose a model of conceptualizing and institutionalizing community service (CS) and service learning (SL) within Vista University, and its various campuses.

The detail/specifics relating to the process taking place on the Vista campus would merely entail an application of theoretical understandings/concepts relating to Service Learning (CS) and Community Service Learning (CSL). I will deal with common international characteristics and trends that are emerging in the USA eg.

Community Service Learning (CSL) as originally defined and operationalised and is now defined separately as Community Service Learning (SL):

- Requirements for lecturers - rethinking their teaching.
- Requirements for students - their role in shaping the curriculum.
- Faculty seminars/workshops.
- Partnerships etc.

Community Service Learning - CSL (or Service Learning - SL as it is alternatively known), has a wide range of definitions and evokes a wide range of reactions. Simply put, it is an evolving and innovative teaching and learning paradigm that has emerged over the past fifteen years in tertiary education US. The conceptualization, implementation, research and consequent models that have emerged largely reflect the US social and academic context and SL needs to be adapted in order to suit our local context and needs. However, the essence of the paradigm is relevant to the South African current process of social and institutional transformation and the associated curricular transformations.

Criticism leveled at universities and academics in particular since the 80's and more recently with the accountability and institutional governance reform movements and the anti-tenure movements in the US appear to have initiated a rethink of the purely theoretical nature of the curriculum. Since the early 90's criticism has again been leveled at higher education but this time it has questioned the lack of development of relevant skills and the lack of social relevance of courses. Service Learning is therefore thought to be administrators= and academics' response to challenges to the „ivory tower" syndrome. Today, most advocates of CSL (in the US) claim that it is a learning and teaching methodology that strives to improve the quality and process of learning and teaching while connecting institutions to the community.

At the end of the session administrators, scholars and teachers will hopefully have been engaged in exploring/problematizing

- the concepts of „community" and „service"
- the link between institutional philanthropy and scholarly innovation but with a rigorous dimension
- the processes of curriculum development and the establishment of community-based academic/service sites
- the flexible and adaptable approaches to be adopted by the various models for CSL.

Activities:

I will do a synoptic presentation, possibly 25-30 minutes with Overhead Projector, then for 15 minutes take questions.

⬅ Back

Improvement of University Education by Means of DistanceLearning Courses - Practical Report Concentrating on Methodical Programs

Margit Raich (Innsbruck University, Austria)

Paper, 45 min.

Postindustrial revolution with media as a form of expression has changed the society's forms of information and communication. And also university education has to challenge the society's new communicational and organizational requirements. The use of new communication technologies represents a chance for the change from mass teaching to interactive, decentralized teaching. Looking at it from this point of view, one has to emphasize that not the use of technology is to the fore of teaching. Its main benefit is to create added value for students, meaning that the real focus is the active learning process, not the technology used.

The implementation of on-line teaching results in a change of learning culture. Students are no longer just consuming knowledge, but are actively incorporated in the learning process. This procedure is a "self-directed learning" process, individually controlled by the student and not directly depending on the person giving the lectures. The feedback from all persons involved, in the framework of open discussions, but also the organization of common projects guarantee the interactive part as well as the functioning of the self-controlled learning process. Instructors don't act as "teachers" in the conventional sense of the word, but rather as coaches, monitoring the learning process and intervening only in certain cases. How and what students really learn, is not part of the instructors discretionary powers. Nevertheless, he has the chance to control the process using collaborative tasks, initiating active discussions and encouraging critical thinking.

DistanceLearning courses can be completed by events to be attended by students. These events serve to introduce the technical handling of LearningSpace and time management of on-line courses for participants, as a revision of teaching contents, or to deal with complex topics or topics clearly delimited from other topics.

How can perfect performance and productivity really be guaranteed by teamwork and cooperation, and how can the establishment of learning groups to encourage integrated thinking be promoted? How does collaborative learning work in on-line learning systems? How should the proportion of classes to be attended and DistanceLearning courses be coordinated? Should on-line learning be used to prepare classes to be

attended, or to revise tasks dealt with in classes to be attended? The presentation goes into these and many other questions, with the objective to present support and approaches from real life to solve the respective problems.

The presentation's central idea is the question of the possible contribution of DistanceLearning courses to the improvement of university teaching (chances and risks). Main focus is the presentation of educational ideas concerning the passing on of "social behavior" teaching contents, due to the fact that in general on-line learning systems are mainly used to convey technical contents.

Objectives:

The presentation has the objective to convey and discuss the project's findings concerning methodical procedures used for DistanceLearning courses. Promotion of the exchange of experiences between university teachers already holding DistanceLearning courses, combined with discussion groups talking about possible improvements of the methodical procedure. Another objective is the passing on of findings to university teachers not yet working in this field.

⬅ Back

Reception analysis - a new way of understanding differences in educational practice.

Dan Yngve Jacobsen (Norwegian University of Science and Technology, Norway)

Paper, 45 min.

The term reception analysis derives from the German word "Rezeptionsästhetik" (aestetics of reception), a term used by the litarary scholar Hans Robert Jauss in the late 1960s. In his view literature should be seen as a dialectical process of production and reception and the readers effort to define the meaning of the text was emphasised. A similar focal shift is also presented and amply advocated in modern semiotic theory (e.g. Umberto Eco). In reception theory the notion of horizon of expectation (Erwartungshorizont) is also central. In Jauss' writings the term refers to an intersubjective frame of reference which individuals might bring to the text. The concept thus, comprises collective properties drawn from a shared cultural canvas. To share these, however, the individual needs to experience them and also to blend them into her own idiosyncratic meaning system. The individual's frame of reference is essential for the meaning given to a text by the reader.

In education most experiences are mediated through texts, i.e. written and oral presentations of subject matter. Obviously the students' prior experiences and frames of reference related to these texts and to subject matter play a part in decoding and meaning production. There is no such thing as a transparent message conveying the same meaning to all individuals regardless of their background.

Empirical findings in a study of the implementation of problem-based learning (PBL) in the medical faculty at NTNU, suggest that reception analysis also is a viable approach to understanding the nature of implementation issues. Facing an approach to education, well defined by the local faculty, many of its features are still negotiated and modified by students and faculty members. A venture to conserve older concepts of teaching and learning in this new model is one of the patterns to be observed. Most likely, this results from the students' and staff-members' previous notions about education, the meaning of which is closely linked to certain patterns of social conduct and to a certain power system. Reception analysis enables us to conceptualise this gap between intentions and outcomes of the initiative as a result of different frames of reference held by the actors rather than as an error in the implementation process.

Core idea of the paper: Reception analyses enables us to conceptualise this gap between intentions and outcomes of an initiative as a result of different frames of reference held by the actors rather than as an error in the implementation process.

⬅ Back

Selbstevaluation und Dokumentation von Lehrkompetenz. Das Lehrportfolio

Dietrich von Queis (Universität der Bundeswehr Hamburg, Germany)

Paper, 45 min.

Evaluation, Qualitätssicherung, peer review und Controlling prägen gegenwärtig die Diskussion um die Reform der Hochschulen. Gemeint sind damit in der Regel Vorgänge, die zunächst die Universität, Fachbereiche oder Institute als ganzes betreffen: die Ausbildungsziele, die Lehr- und Forschungsleistungen sowie der Kostenaufwand in Relation zum Nutzen sollen in Lehr- bzw. Evaluationsberichten dargestellt werden. Auf die individuelle Ebene der Lehrenden wirkt sich diese Diskussion insofern aus, als damit die Qualität der Lehre und somit auch die Qualifikation der Lehrenden überprüft und transparent gemacht wird. Es kommt hinzu, daß für den wiss. Nachwuchs inzwischen der Nachweis der Lehrkompetenz auch gesetzlich vorgeschrieben ist. Über die Art und Weise der eigenen Lehre zu reflektieren, über Erfolg und Mißerfolg Rechenschaft abzulegen

sowie die eigene Lehrkompetenz zu dokumentieren, ist das Ziel von Selbstevaluation: "Warum lehre ich so, wie ich lehre?" - "Wie gut ist meine Lehre?" - "Wie kann ich meine Lehre weiterentwickeln?"

Um diese Fragen zu beantworten, ist das Lehrportfolio ein geeignetes Instrumentarium. Es kann bei Evaluationen, Habilitationen, Bewerbungen und Berufungen sowie bei Beförderungen als Nachweis der Lehrqualifikation dienen.

In diesem Beitrag geht es um

- Definition, Ziel und Zweck eines Lehrportfolios
- Bestandteile eines Lehrportfolios
- Vorgehen zur Anfertigung eines Lehrportfolios
- Beispiele und Muster für Lehrportfolios
- Definitionen und Beschreibungen von guter Lehre.

Back

Abstracts work group unit D

TQM: For whom? By whom?

Gerrit S. du Plooy (Vaal Triangle Technikon, South Africa)

Workshop, 90 min.

At the moment the department Teaching Development is still functioning in close collaboration with the office designated to develop a TQM strategy for the Vaal Triangle Technikon. Keeping this in mind, I was hoping to share some of our experiences concerning student as well as lecturer input in determining performance indicators for quality teaching in this workshop. We are currently concerned about the following external issues that hamper quality in teaching:

- over-democratisation of student representation - and how this impacts on determining the performance indicators for teaching
- the emphasis on teaching development obscures the responsibility of students when the outcome of learning is concerned
- lecturers are responsible these days mainly for academic development (student support) and this hampers opportunities for experimentation with diverse teaching strategies that might lead to improved quality in teaching and learning
- academic strategic planning that emphasises quality in teaching and learning does not manifest in quality practice in the classroom. Managers in HE are forced to participate in on-campus political debate rather than in investing their time and effort in assuring qualitative academic processes.

The educational situation on tertiary campuses demands a total new approach towards defining total quality management. If the TQM system is not flexible enough, the group dynamics at South African tertiary educational systems can not be accommodated effectively. All TQM systems currently in place seem to deliver worthless reports that do not reflect the REAL teaching and learning issues that students and lecturers face in classrooms and that impacts on quality daily. Another factor that is impacting on the quality of teaching is the current curriculum development processes that were initiated by SAQA. This developments will have a definite impact on the classroom practice as we are also changing to an Outcomes Based approach in education. We at the Vaal Triangle Technikon are at the moment in a process by which we stive to link the curriculum development, teaching development and quality assurance processes in such a way that the one is informative and supportive to the other. Too often one finds that these processes are executed in water tight compartments and that the right hand is literally unaware of what the left hand is doing. To avoid this from happening the above mentioned functions, at our institution are at the moment making a joint effort to enhance the quality of teaching, keep track with the needs of the students and trying to facilitate curriculum development processes in such a way that our curriculum is still relevant and "customer friendly".

Over the past two years research was undertaken on the influence that tutoring, more flexible modes of instruction and revised study guides have on the quality of teaching. The outcome of this research as well as our experience and feedback from lecturing staff are among some of the issues that I was hoping to share with other colleagues.

Activities:

I will give an introduction of about 10 - 15 minutes on the background of quality assurance practices in H.E. in South Africa and the changes that we are going through at the moment. This will include legislation on the establishing of quality promotion units at all institutions of H.E. in S.A. I will also reflect on the Development of the South African Qualifications Authority (SAQA) and their influence on teaching and learning as such. During the facilitation of the workshop itself I was thinking of working on the nominal group technique method by which certain questions could be discussed and the groups might come to specific conclusions and

recommendations. The actual documentation e.g. introduction, questions, format of reporting, format for summary, group activities and guidelines for group discussions will be submitted in full detail well in advance.

Issues/questions that might form part of the discussion:

- To establish a definition of best practice for teaching. In other words: how do we measure good teaching, what would the criteria for good teaching be? Does student pass rate reflect on good teaching?
- To what extend should students be involved in the assessing / monitoring of the quality of teaching? Are students not "over-represented in higher education structures?
- To what extend should top management be held accountable for for the quality of teaching? Are university principals not over-involved in the political debate, rather than in the debate on he quality of teaching? (I believe this is not only true to South African institutions only)

I will also prepare myself with handouts and booklets that will be used in the groups. Group leaders will be requested to summarise their contributions in a specific format.

The outcome of the workshop (conclusions / recommendations) will be presented in a concise summary /article to be distributed to all participants as well as the conference organisers approximately one month after the conference.

<div align="right">⬅ Back</div>

Construction of Knowledge in Multi-way Communication

Larisa Kirylyuk (Belarus State University, Belarus)

Paper, 45 min.

In today's university educational process one-way communication predominates. The essence of this is simple: a teacher provides students with the information he/she possesses. University education nowadays calls for development beyond the limits of teaching as a means of dissemination of research results and scientific explanations. „Instead, new modes of teaching to produce the challenge and the experience of coping with contestability have to be developed. Teaching sessions should see the abolition of the lecture as such and see it replaced by interactive modes of engagement in which students are required to handle conflicting ideas and perspectives" (Barnett, 1997)

These learning methods are based on multi-way communication. There is no one single party as a carrier of information - there are peers who are involved in the process of knowledge creation. Each participant has the possibility of „open conflict between their own doubts and contradictions and the doubts and contradictions of others" (Basis, 1997), which allows knowledge creation to progress. Process of creation consists of the following steps: preexisting knowledge which makes up one's own attitude; presenting this attitude against others; responding to criticism of the positions; exchanging of attitudes so as to consider the subject from different points of view; creating a synthesis of one's own knowledge.

The language of presentation is Russian. There will be a simultanous translation into English. The participants will be provided with a summary in English, Russian, German and French. All necessary explanations can be given in English if required.

Activities:

Presentation. Participation in a structured discussion. Monitoring of interim results. Knowledge creation in multi-way communication.

New approaches in academic development at the Flemish universities

Carla Nelissen (Hogeschool Limburg, Belgium), Ann Stes Universiteit Antwerpen, Belgium), (Cis Van den Bogaert (Universiteit Antwerpen, Belgium)

Seminar, 90 min.

Two years ago, at the Austin conference, we presented an overview of educational development initiatives at the Flemish universities. At that time most institutions offered an ED programme of what we could now call the 'classical' type, i.e. seminars. Since then the approach has changed towards a more task- and trainee-oriented one. The contributors will illustrate this trend by presenting the interinstitutional ED projects in which they are involved.

The 'one-year training for beginning university teachers' project from the universities of Antwerp and Limburg emphasises student-centred and activating teaching methods. The training is worked out as a rich learning environment, including information and communication technology.

The LIMBOP project is interinstitutional in another way – it is a collaboration of three colleges and the Limburg University Centre – but also aims at supporting innovation in the field of student centred methods and ICT.

The authors will bring the following themes into discussion: the role of teacher training in educational innovation, the effectiveness of electronic databases for educational support, and the use of certificates and portfolios as a means to acknowledge professionalisation.

⬅ Back

Research on Faculty as Teaching Mentors: Lessons Learned from a Study of Participants in Berkeley's Seminar for Faculty Teaching with TAs and its Potential Application at the International Level

Linda von Hoene (University of California, Berkeley, USA)

Workshop, 90 min.

A research study conducted at the University of California, Berkeley, of participants in its seminar for faculty who teach with graduate student instructors (TAs) finds that faculty development activities that focus on how faculty prepare graduate students for teaching produce changes not only in faculty mentoring of TAs; they also lead - surprisingly - to considerable shifts in faculty philosophies of teaching in higher education and to involvement on campus and beyond in teaching endeavors. In this workshop, we present a brief history of the seminar and the findings of our study. In addition, participants will work in groups to explore how Berkeley's seminar can be adapted to the institution-specific needs of universities in other countries.

For the past seven years, the University of California, Berkeley, has conducted a three-week seminar for faculty who teach with Teaching Assistants (TAs). The stated purpose of the seminar has been to work with faculty who teach courses with TAs on how to provide pedagogical mentorship to TAs. The seminar provides an opportunity for faculty from across the disciplines to come together to participate in carefully honed professional development activities that will enable them to provide substantive pedagogical preparation to TAs. Approximately 115 faculty have taken part in this seminar since its inception.

Over the past five years, several conference presentations have highlighted various aspects of this seminar: at the national TA conferences held in Boulder, Colorado in 1995 and in Minneapolis in 1997, the University of Strathclyde, Scotland in 1997, and at the AAHE Faculty Roles and Rewards Conference held in Orlando, Florida in 1998. Based on the interest expressed at these conferences in the long-term impact of this seminar and our own desire to understand the longitudinal efficacy of this program, we have undertaken a qualitative research project on the Faculty Seminar. In spring of 1999, we conducted 32 1-hour oral interviews of faculty who participated in this seminar and are now interpreting the data and writing up our findings. At the upcoming ICED conference we would like to share with participants initial results of this research project so that others can understand the potential long-term benefits to institutions, faculty, TAs and undergraduates of developing such a program. Our objective is to demonstrate the usefulness of such a seminar for other universities on the international level and to explore how this seminar can be adapted to suit the specific needs of universities in other countries.

In the presentation, we will first give an overview of the history of the seminar. We will then discuss our research methodology and our objectives for the project and the outcomes of our study. Our findings indicate several areas that should be of interest to our targeted audiences. We have learned about specific changes that faculty have made in weekly meetings with TAs, e.g., including a greater focus on pedagogy and a move away from a prior tendency to utilize meetings simply to cover course logistics. In addition to ascertaining that the overt goals of the seminar were being met, we also discovered other significant outcomes of the seminar that pertain directly to work with TAs and has considerable potential for faculty development and for directions in which institutions might choose to go in this new century. Faculty report a self-conscious development of themselves as instructors in higher education. Our findings point to a greater engagement of faculty with active learning and collaboration in the classes they teach for undergraduates. Our findings also indicate that faculty who attend these seminars have rethought their own philosophies of teaching and their response to the role of teaching in higher education. Thus, in the process of preparing for their roles as mentors to TAs, faculty members have themselves become more reflective practitioners. Participants in the seminar are also contributing to a greater awareness within their departments and at the campus level about the need to pedagogically prepare TAs for teaching in higher education in a manner that emphasizes critical thinking, reflective practice, and deep learning.

After presenting the results of the research project, we will work in groups to draw up outlines for how the Berkeley model might be adapted to meet the institution-specific needs of universities at the international level.

⬅ Back

Veränderungsprozesse an Hochschulen am Beispiel des Projekts Universitätsentwicklung der Universität Hamburg

Margret Bülow-Schramm (Universität Hamburg, Germany)

Seminar, 45 min.

Der Beitrag trägt Überlegungen zur Gestaltung von Veränderungsprozessen in Hochschulen in drei Punkten vor und illustriert diese anhand der Erfahrungen des Projektes Universitätsentwicklung der Universität Hamburg.

1.) Holistischer Veränderungsansatz

Die unter dem Titel „Change Management" zusammengefaßten Konzepte, Methoden und Instrumente des Organisationswandels zeichnen sich durch ein auf das Ganze der Organisation ausgerichtetes Verständnis von Veränderung aus. Dieser „holistische" oder „systemische" Ansatz der Organisationsveränderung verlangt eine ständige Beachtung aller Organisationsbestandteile und ihre Involvierung in einen schrittweisen Prozeß der Transformation von Organisationskultur und Organisationsstruktur. Auf dem Weg von einer Organisation des Lernens zu einer lernenden Organisation erfordert ein Hochschul - Change Management vor allem eine umfassend angelegte Kommunikationsstrategie. Jede Vereinseitigung des Veränderungsprozesses z.B. bei Dominanz einzelner betriebswirtschaftlicher Instrumentarien steht in Gefahr, die Fähigkeit zur Prägung der Organisationskultur zu gefährden. Typische Problembereiche wie die Verknüpfung von Verwaltungsreform mit der Mobilisierung in den Fachbereichen und in der akademischen Selbstverwaltung werden im Rahmen des Beitrags beispielhaft erörtert.
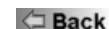
Am Beispiel des systemischen Organisationsentwicklungsprozesses der Universität Hamburg kann deutlich gemacht werden, daß vier analytische Größen bei der Frage nach dem Erfolg von Veränderungsbemühungen beobachtet werden müssen: Verändert sich das *Wissen* der Universitätsmitglieder über ihre Organisation und ihre Aufgaben oder kommt es nur zur oberflächlichen Übernahme einer modischen Modernisierungssprache? Welche Veränderungen spielen sich auf der Ebene der *Emotionen* bei Mitarbeitern und MitarbeiterInnen im Laufe der Veränderungsbemühungen ab? Wandeln sich wirklich die alltäglichen *Praktiken* innerhalb der Hochschule oder werden wenige neue Methoden und Vorgehensweise in den Rahmen der alten Rituale lediglich eingepaßt?

2. Change Management - eine organisationspolitische Aufgabe

Die vierte Größe, die den Veränderungsprozeß bestimmt, kann unter dem Begriff „*Positionen*" gefaßt werden: Welche Verschiebungen im Positions- und Machtgefüge zwischen den verschiedenen Gruppen und Personen der Universität und ihrer Einheiten ergeben sich durch welche Reformmaßnahmen? Change Management als rein sachbezogene Aufgabe zu verstehen, verfehlt den positionalen und organisationspolitischen Charakter des Wandels von Großorganisationen. Change Management muß sich daher auch an den Regeln politischer Verhandlungsführung und Konfliktregulierung, politischer Koalitions- und Kompromißbildung orientieren.

3. Management der Fremd- und Eigenkomplexität

Als neuer Mitspieler in einem bis dato meist festgefügten Organisationsgebäude aus Verwaltung, Stäben und dezentralen Einheiten ist eine Projektgruppe als Unterstützungs- und Serviceeinheit für Wandlungsprozesse zunächst in hohem Maße mit der Aufgabe der Eigenpositionierung beschäftigt. Zu den hohen Anforderungen an die sachliche Kompetenz der Projektpromotoren und die Fähigkeit zur Koordination vieler Einzelprojekte und Kleinvorhaben wird den Projektverantwortlichen zusätzlich abverlangt, auch die innere Strukturen in der Projektorganisation und unter den Modernisierungsunterstützern so zu gestalten, daß eine neue Organisationskultur ansatzweise auch vorgelebt werden kann.

↩ Back

Reconsideration of critical elements for revival of the academic staff development in Croatia

Vesna Kovac (University of Rijeka, Croatia)

Paper, 45 min.

This paper is based on one part of results of the multi-stage research project "Quality of higher education teaching". The aims of the whole project are:

1) to investigate the quality of higher education teaching in the University of Rijeka according to the internationally accepted criteria;
2) to investigate possibilities of introducing a model of academic staff development (ASD) in Croatian universities, with the full respect of the university (of Rijeka) teachers' and students' experiences and opinions about the problem as well as the opinions of the foreign experts in the field of the quality of higher education. With the aim of building the "culture of quality" accross the Croatian higher education, the model should respect several basic presumptions: knowledge as an open, dynamic system; staff development based on reflective-practitioner approach; implementing the continuous quality improvement according to the "new collegiality" approach.

The purpose of this paper is to highlight the critical elements needed for the revival of ASD in the Croatian

universities. The paper is based on: results of the evaluation of teaching in the University of Rijeka; analysis of the past ASD initiatives in Croatia compared with succesful foreign initiatives; analysis of the Croatian higher education policy concerning issues of ASD. The project's results are pointing on support from the "bottom-up": awareness about the low quality of teaching (especially from the students and younger teachers) and readiness for acting to improve the practice - are elements which encourage and obligate to continue with ASD activities. The lack of support is evident from the "top-down". However, it points on necessity to determine attitude from the responsible authorities about several critical elements: accepting the concept of academic staff development on local and national levels (in the context of more serious concerns for the policy of quality assurance in higher education); setting the institutional support for programmes of ASD and accepting changes in the policy of hiring and promoting/awarding academic staff.

Activities:

a) presentation - 15 minutes
b) I shall ask participants to work in several groups (depending how many participants will be there), trying to get their opinions and suggestions in several issues:

- possible problems expected in the process of revival of academic staff development (according to their experiences, if any)
- possible solution of anticipated problems (according to their experience and knowledge)

◁ Back

Abstracts work group unit E

TQM: For whom? By whom?

Gerrit S. du Plooy (Vaal Triangle Technikon, South Africa)

Workshop, 90 min.

At the moment the department Teaching Development is still functioning in close collaboration with the office designated to develop a TQM strategy for the Vaal Triangle Technikon. Keeping this in mind, I was hoping to share some of our experiences concerning student as well as lecturer input in determining performance indicators for quality teaching in this workshop. We are currently concerned about the following external issues that hamper quality in teaching:

- over-democratisation of student representation - and how this impacts on determining the performance indicators for teaching
- the emphasis on teaching development obscures the responsibility of students when the outcome of learning is concerned
- lecturers are responsible these days mainly for academic development (student support) and this hampers opportunities for experimentation with diverse teaching strategies that might lead to improved quality in teaching and learning
- academic strategic planning that emphasises quality in teaching and learning does not manifest in quality practice in the classroom. Managers in HE are forced to participate in on-campus political debate rather than in investing their time and effort in assuring qualitative academic processes.

The educational situation on tertiary campuses demands a total new approach towards defining total quality management. If the TQM system is not flexible enough, the group dynamics at South African tertiary educational systems can not be accommodated effectively. All TQM systems currently in place seem to deliver worthless reports that do not reflect the REAL teaching and learning issues that students and lecturers face in classrooms and that impacts on quality daily. Another factor that is impacting on the quality of teaching is the current curriculum development processes that were initiated by SAQA. This developments will have a definite impact on the classroom practice as we are also changing to an Outcomes Based approach in education. We at the Vaal Triangle Technikon are at the moment in a process by which we stive to link the curriculum development, teaching development and quality assurance processes in such a way that the one is informative and supportive to the other. Too often one finds that these processes are executed in water tight compartments and that the right hand is literally unaware of what the left hand is doing. To avoid this from happening the above mentioned functions, at our institution are at the moment making a joint effort to enhance the quality of teaching, keep track with the needs of the students and trying to facilitate curriculum development processes in such a way that our curriculum is still relevant and "customer friendly".

Over the past two years research was undertaken on the influence that tutoring, more flexible modes of instruction and revised study guides have on the quality of teaching. The outcome of this research as well as our experience and feedback from lecturing staff are among some of the issues that I was hoping to share with other colleagues.

Activities:

I will give an introduction of about 10 - 15 minutes on the background of quality assurance practices in H.E. in South Africa and the changes that we are going through at the moment. This will include legislation on the establishing of quality promotion units at all institutions of H.E. in S.A. I will also reflect on the Development of the South African Qualifications Authority (SAQA) and their influence on teaching and learning as such. During the facilitation of the workshop itself I was thinking of working on the nominal group technique method by which certain questions could be discussed and the groups might come to specific conclusions and recommendations. The actual documentation e.g. introduction, questions, format of reporting, format for summary, group activities and guidelines for group discussions will be submitted in full detail well in advance.

Issues/questions that might form part of the discussion:

- To establish a definition of best practice for teaching. In other words: how do we measure good teaching, what would the criteria for good teaching be? Does student pass rate reflect on good teaching?
- To what extend should students be involved in the assessing / monitoring of the quality of teaching? Are students not "over-represented in higher education structures?
- To what extend should top management be held accountable for for the quality of teaching? Are university principals not over-involved in the political debate, rather than in the debate on he quality of teaching? (I believe this is not only true to South African institutions only)

I will also prepare myself with handouts and booklets that will be used in the groups. Group leaders will be requested to summarise their contributions in a specific format.

The outcome of the workshop (conclusions / recommendations) will be presented in a concise summary /article to be distributed to all participants as well as the conference organisers approximately one month after the conference.

🔙 Back

New approaches in academic development at the Flemish universities

Carla Nelissen (Hogeschool Limburg, Belgium), Ann Stes Universiteit Antwerpen, Belgium), (Cis Van den Bogaert (Universiteit Antwerpen, Belgium)

Seminar, 90 min.

Two years ago, at the Austin conference, we presented an overview of educational development initiatives at the Flemish universities. At that time most institutions offered an ED programme of what we could now call the 'classical' type, i.e. seminars. Since then the approach has changed towards a more task- and trainee-oriented one. The contributors will illustrate this trend by presenting the interinstitutional ED projects in which they are involved.

The 'one-year training for beginning university teachers' project from the universities of Antwerp and Limburg emphasises student-centred and activating teaching methods. The training is worked out as a rich learning environment, including information and communication technology.

The LIMBOP project is interinstitutional in another way – it is a collaboration of three colleges and the Limburg University Centre – but also aims at supporting innovation in the field of student centred methods and ICT.

The authors will bring the following themes into discussion: the role of teacher training in educational innovation, the effectiveness of electronic databases for educational support, and the use of certificates and portfolios as a means to acknowledge professionalisation.

🔙 Back

Research on Faculty as Teaching Mentors: Lessons Learned from a Study of Participants in Berkeley's Seminar for Faculty Teaching with TAs and its Potential Application at the International Level

Linda von Hoene (University of California, Berkeley, USA)

Workshop, 90 min.

A research study conducted at the University of California, Berkeley, of participants in its seminar for faculty who teach with graduate student instructors (TAs) finds that faculty development activities that focus on how faculty prepare graduate students for teaching produce changes not only in faculty mentoring of TAs; they also lead - surprisingly - to considerable shifts in faculty philosophies of teaching in higher education and to involvement on campus and beyond in teaching endeavors. In this workshop, we present a brief history of the seminar and the findings of our study. In addition, participants will work in groups to explore how Berkeley's seminar can be adapted to the institution-specific needs of universities in other countries.

For the past seven years, the University of California, Berkeley, has conducted a three-week seminar for faculty who teach with Teaching Assistants (TAs). The stated purpose of the seminar has been to work with faculty who teach courses with TAs on how to provide pedagogical mentorship to TAs. The seminar provides an opportunity for faculty from across the disciplines to come together to participate in carefully honed professional development activities that will enable them to provide substantive pedagogical preparation to TAs. Approximately 115 faculty have taken part in this seminar since its inception.

Over the past five years, several conference presentations have highlighted various aspects of this seminar: at the national TA conferences held in Boulder, Colorado in 1995 and in Minneapolis in 1997, the University of Strathclyde, Scotland in 1997, and at the AAHE Faculty Roles and Rewards Conference held in Orlando, Florida in 1998. Based on the interest expressed at these conferences in the long-term impact of this seminar and our own desire to understand the longitudinal efficacy of this program, we have undertaken a qualitative research project on the Faculty Seminar. In spring of 1999, we conducted 32 1-hour oral interviews of faculty who participated in this seminar and are now interpreting the data and writing up our findings. At the upcoming ICED conference we would like to share with participants initial results of this research project so that others can understand the potential long-term benefits to institutions, faculty, TAs and undergraduates of developing such a program. Our objective is to demonstrate the usefulness of such a seminar for other universities on the international level and to explore how this seminar can be adapted to suit the specific needs of universities in other countries.

In the presentation, we will first give an overview of the history of the seminar. We will then discuss our research methodology and our objectives for the project and the outcomes of our study. Our findings indicate several areas that should be of interest to our targeted audiences. We have learned about specific changes that faculty have made in weekly meetings with TAs, e.g., including a greater focus on pedagogy and a move away from a prior tendency to utilize meetings simply to cover course logistics. In addition to ascertaining that the overt goals of the seminar were being met, we also discovered other significant outcomes of the seminar that pertain directly to work with TAs and has considerable potential for faculty development and for directions in which institutions might choose to go in this new century. Faculty report a self-conscious development of themselves as instructors in higher education. Our findings point to a greater engagement of faculty with active learning and collaboration in the classes they teach for undergraduates. Our findings also indicate that faculty who attend these seminars have rethought their own philosophies of teaching and their response to the role of teaching in higher education. Thus, in the process of preparing for their roles as mentors to TAs, faculty members have themselves become more reflective practitioners. Participants in the seminar are also contributing to a greater awareness within their departments and at the campus level about the need to pedagogically prepare TAs for teaching in higher education in a manner that emphasizes critical thinking, reflective practice, and deep learning.

After presenting the results of the research project, we will work in groups to draw up outlines for how the Berkeley model might be adapted to meet the institution-specific needs of universities at the international level.

Back

Visions, Choices and Challenges

Ksenija Napan (UNITEC, Faculty of Art and Social Sciences, New Zealand)

Paper, 45 min.

This paper focuses on application of learning contracts and self-evaluation at tertiary settings. Results of an evaluative study conducted with first and third year students in the Bachelor of Social Practice programme at Faculty of Arts and Social Sciences, UNITEC, Auckland New Zealand will be presented and discussed with special focus on effectiveness of the use of learning contracts and self-evaluation in development of competent practitioners. Students' views will be presented as well as ideas for potential future developments.

Activities: Presentation of student's evaluation of usage of learning contracts and self-evaluation during three courses.

Back

Internationalisierung von Studienabschlüssen - Innovation oder Konvention?

Tanja-Vera Herking, Friedemann Schmithals (both University of Bielefeld, Germany)

Paper, 45 min.

Wir stellen Ergebnisse einer Vorstudie vor, in der wir anhand bestimmter Schlüsselbegriffe nach Studiengängen deutscher Universitäten gesucht haben, die sich in auffallender Weise - sei es aufgrund innovativer didaktischer Konzepte, sei es durch die angestrebten Ausbildungsziele - von den als Norm gesetzten klassisch-disziplinären Studiengängen unterscheiden. Es zeigt sich - so das vorläufige Resultat -

eine erhebliche Bereitschaft zur Innovation bei mehr organisatorisch-formalen Parametern des Studiums (internationale Kooperation, wechselseitige Anerkennung von erbrachten Studienleistungen, Internationalisierung von Studienabschlüssen). Innovative didaktische Konzepte treten demgegenüber deutlich weniger in Erscheinung.

🔙 Back

Innovations in Norwegian Higher Education: achievements and further intentions

Kirsten Hofgaard Lycke and Gunnar Handal (both from the University of Oslo, Norway)

Paper, 45 min.

In 1999 a survey was conducted covering all state owned institutions of Higher Education in Norway (N=36) concerning their activities to improve their 'quality of studies' - which is the national terminology used - meaning ways to sustain and develop the quality of their educational programs and activities. The survey shows that all institutions have a stated commitment to innovate different aspects of their program (curricula, teaching methods, examinations and learning environment). They vary considerably, however, in the scope and focus of their actual achievements. More systematic variations between types of institutions will be reported.

The results are discussed from the perspective of innovation strategy, institutional culture, resources and competence. The *objective* of the presentation is to provide an empirical example as a basis for discussion with colleagues about planning and implementation of educational development at an institutional level.

Although the example described is nationally 'situated', we think it is sufficiently general to elicit associations and comments from an *international* audience that might also provide us with a richer set of perspectives for analysing and dealing with our national situation.

Activities:

- Presentation of the empirical example.
- Discussion with participants focusing on (1) ways to understand the situation described and (2) policies to contribute to further development.

🔙 Back

Abstracts work group unit F

Approaches to develop expertise in teaching and learning.

Peter A.J. Bouhuijs(University of Maastricht, Netherlands), Ansu Erasmus (Technikon Northern Gauteng South Africa), Carla Nelissen, (Hogeschool Limburg, Belgium), Carmen Vizcarro (Universidad Autonoma de Madrid, Spain)

Convenor and Chair: Peter A.J. Bouhuijs(University of Maastricht, Netherlands)

Symposium - 90 minutes

The purpose of the session is to explore practical ways in which small or emerging centres can be supported by others. This session will explain how the three participants cooperate with Maastricht University in a variety of ways to broaden the scope of their work. Strategies used include:

- sabbatical,
- formal training,
- co-sponsored workshops,
- joint projects,
- external fund raising

All participants have wide international experience; most are ICED council members; 4 nationalities on the presentation.

Activities:

Participants will be invited to share their experiences with the panel members and develop additional startegies for further development. Timetable:

- Introduction of the theme and the panel: 5 minutes

- short presentations by each of the panel members on their Kooperation project. 3 x 10 minutes
- Discussion with participant: 30 minutes
- Wrap up and conclusions: 10 minutes

[Back]

Using Learning Styles to Develop Effective Teaching Strategies

Karron Lewis, University of Texas at Austin (USA)

Workshop (90 minutes) -- limit 20 participants

Since 1988, much research has been conducted using the Kolb Learning Styles Indicator (LSI). This survey, consisting of 12 questions, can help teachers discover the learning styles of their students and plan teaching strategies that build upon these learning styles. During this workshop, the participants will fill out the Kolb LSI to discover their own learning style and then work with their colleagues to develop teaching strategies that relate to these learning styles. A brief overview of the research that has been conducted using this instrument will be given.

While the Kolb LSI instrument is in English, I believe the various learning styles described by this instrument are universal. In some respects, I will be conducting a research experiment with the workshop participants to see just how universal the learning styles really are. This workshop directly relates to the conference theme, "Scholarship and Professional Practice in Academic Development" because the research that has been conducted concerning learning styles can be directly related to how faculty developers may assist faculty/academic staff teach more effectively.

Activities:

The participants will:

- define what they think a learning style is
- discuss some of the elements that influence a person's learning style
- complete the Kolb Learning Style Inventory and discuss the learning styles described
- discuss various teaching strategies that reflect each of the four teaching styles
- working in groups, participants will develop a lesson plan for teaching a concept which utilizes all four learning styles
- groups will share their lesson plans

[Back]

What is training of university teachers attempting to achieve, and how could we tell if it makes any difference?

Graham Gibbs (Open University, UK)

Paper, 45 min.

Training of university teachers is now widespread. However reviews of the empirical evidence have not provided much of a justification for this expansion of training or even clarified what it is that training should attempt to achieve. Comparative reviews of training of university teachers in different countries have demonstrated their variety of duration and training processes. Interview and questionnaire studies of the intentions of trainers demonstrated that in practice training is attempting to achieve a wide range of outcomes. The first section of this paper will analyse these varied intentions in the context of theories about teaching and learning and of professional development and organisational change.

An international study of the effectiveness of such training has been undertaken. Four questionnaires have been administered: two to trainee teachers and two to their students, to obtain measures of:

- Teacher behaviour in the classroom
- Teachers' conceptions of teaching
- Teachers' repertoire of teaching methods
- The extent to which their students take a deep and surface approach to their learning.

These questionnaires have been administered at the start, and after the completion, of training programmes that last between six and eighteen months, in 23 universities in eight countries. Preliminary findings will be outlined, including evidence of an impact of training on teacher behaviour after three months of training. The paper will conclude with a summary of the kinds of measures which trainers could use to establish the effectiveness of their programmes, once they have clarified the purposes of their training.

Activities: Participants will review the aims of their own training programmes and identify the evidence they use to evaluate the effectiveness of their programmes.

Back

Practitioners in Academic Development: Identifying and meeting individual professional development needs

Ranald MacDonald (Sheffield Hallam University, UK)

Workshop, 90 min.

Using the case of the Staff and Educational Development Association (SEDA) in the UK as an example, this session will give participants the opportunity to examine a number of questions around the professional development needs of academic developers:

- What skills are needed?
- What knowledge is needed?
- How are these acquired? (initial training and development as against 'on the job')
- How are they maintained? (continuing professional development)
- How can new needs be identified and met?
- How do roles differ? (within institutions, countries or through a career)

Other aspects to be considered will include:

- Models of professional development
- The role of national networks/associations
- The role of ICED

Workshop participants are encouraged to bring details of how professional development needs are identified and met in their own institutions or countries. The presenter carried out a similar exercise, based on questionnaires, within SEDA. He has used the findings to inform the strategic development of SEDA in an attempt to address the varying needs of academic developers in different institutional settings and at different stages in their careers. The next step is to investigate whether similar approaches are adopted in other organisations and to share this information through ICED.

Activities:

The workshop will comprise a series of short inputs to act as a model followed by the opportunity for participants to contribute from their own experience.

Back

The Professionalization of Educational Development

Laura L.B. Border (University of Colorado at Boulder, USA), Gunnar Handal (University of Oslo, Norway), Owen Hicks (University of Western Australia), Christopher Knapper (Queen's University, Canada), Ray Land (University of Edinburgh, UK), Pat Rogers (York University, Canada)

Symposium Convenor and Chair: Christopher Knapper (Queen's University, Canada)

Symposium 90 min.

Educational development (also known in some countries as staff development, faculty development, instructional development academic development) in higher education institutions has a relatively short history, with origins that go back only to the early 1970s. But the past two decades have seen a considerable growth and development in the field. For example, the 1998 ICED conference in Austin was attended by over 200 developers from 18 different countries, and ICED itself now comprises more 15 national organizations, with more being added each year. World-wide, the number of individuals working as educational developers in tertiary education is in the thousands. In this context it becomes important to consider whether educational development yet has the status of a profession. For example, indicators of professional status might include:

- Agreement among practitioners about the definition and scope of the field, including widely accepted standards of practice;
- A formal organization and structure;
- A conceptual and theoretical base to underpin professional practice;
- Procedures for licensing and accreditation, including perhaps a code of ethics and systematic preparation and training for future practitioners.

It is the purpose of this symposium to address such issues from a variety of different national perspectives, to consider whether educational development can yet be characterized as a profession, whether this is a desirable aim and, if so, what steps might be necessary to achieve such ends, and what obstacles might need to be overcome. Format for the symposium will comprise short presentations from four different national perspectives, followed by a thematic discussion involving the panelists and members of the audience. It is hoped that the papers might eventually be revised, on the basis of the discussion, for inclusion in a special theme section of IJAD, of which the convener serves as co-editor.

1.) Owen Hicks (University of Western Australia): A fully professionalized model: What might it look like? Is that what we want?

Drawing on features and activities of existing professional associations (such as professional organizations of engineers, doctors and lawyers), a model of what professionalized educational development might look like will be presented for discussion and debate, with the intention generating discussion of what might be lost through professionalization as well as what might be gained. Issues addressed will include drawing boundaries (who is „in" and who is „out"), resourcing requirements, regulation and maintenance of professional standards, and the image of educational development in the eyes of those within the profession and those outside.

2.) Gunnar Handal (University of Oslo, Norway): Professionalization of educational development: What does it mean?

Before embracing professionalization we have to ask ourselves just what would be implied by such a development. Do developers as a group meet the criteria of a profession in the way it is defined within traditional thinking about professional associations and allegiances (what might be termed the "sociology of professions")? And if not, does this matter? Should we strive to professionalize our occupation or should we attempt to achieve a higher degree of professionalization within it -- and would that mean different things?

3.) Ray Land (University of Edinburgh, UK): Agency and context in educational development

Based on the finding a recent phenomenographic study of British educational developers, some insights can be offered into the way developers perceive priorities and make strategic choices in order to illuminate the way practitioners interpret their strategic purposes and operational approaches. A resulting model of twelve orientations to education development practice helps shed light on the values, purposes, knowledge domains, skills and status of developers. Such information provides important data for any representation of educational development as a profession and raises concerns as to whether notions of both 'profession' and 'development' might be better regarded as modernist interpretations that may come to be seen as increasingly problematic in an era of rapid transformation.

4.) Pat Rogers (York University, Canada): The accreditation of educational developers

Educational developers in many countries have been heavily involved in programmes for the accreditation of university teachers. Yet developers themselves come from a wide variety of backgrounds, often serve in their development roles on a temporary basis, and frequently receive little systematic preparation or training for their work. Furthermore, methods and criteria for the evaluation of individual developers, as well as development centres, are often lacking. What steps might be taken to formalize the training for developers, and what training standards might be appropriate? Should there be specialized qualifications for entry to the profession, ethical standards and a means to enforce them? Would an accredited profession lead to improvements in professional practice and enhanced credibility for developers?

5.) Laura L.B. Border (University of Colorado at Boulder, USA): Publications by Faculty Development Organizations: A Map of the Profession

International organizations of faculty/educational developers have begun to formalize and define the parameters of their work through various publications. A study of the content of publications from members of

⟵ Back

Schlüsselqualifikationen - neue Impulse für die Hochschulreform?

Helen Knauf (University of Bielefeld, Germany)

Paper, 45 min.

Seit nunmehr gut dreißig Jahren hält die Diskussion über den Begriff der Schlüsselqualifikationen und seiner Bedeutung für Bildungs- und Beschäftigungssystem an. Bisher wurde die Relevanz des Konzeptes schwerpunktmäßig für den Bereich der beruflichen Bildung diskutiert; neuerdings sind Schlüsselqualifikationen jedoch auch im Kontext der Hochschulen ein wichtiges Thema. Die Bedeutung von Schlüsselqualifikationen wird dabei insbesondere auf drei Ebenen gesehen:

1.) Schlüsselqualifikationen, die in der Hochschule erworben werden, können den Studienerfolg unmittelbar verbessern. Methodenkenntnisse und Sozialkompetenzen sind zugleich Fähigkeiten, die auch das Lernen erleichtern bzw. erst ermöglichen.

2.) AbsolventInnen des Bildungssystems wird durch Schlüsselqualifikationen eine größere Unabhängigkeit von den kurzfristigen Wandlungen der Qualifikationsanforderungen des Beschäftigungssystems ermöglicht. Heute

ist ein „Unternehmertum in eigener Sache" wichtiger denn je, denn die Berufsbiographien sind bunter und weniger planbar geworden. Die Notwendigkeit, bereits frühzeitig aus einer Vielzahl von Optionen die richtige auszuwählen und sich auch später immer wieder neu zu orientieren, macht Schlüsselqualifikationen notwendig (z.B. Selbständigkeit, Flexibilität, Motivation, Ausdauer, Lernbereitschaft). Eine für Studierende wichtige Veränderung besteht darin, dass es heute keine klaren Ordnungen und Normen mehr gibt, die als eindeutige Orientierungshilfen dienen können. So gibt es viele unverbindliche Möglichkeiten von Lebens- und Handlungskonzepten - dieser große Freiheitsgewinn schafft aber auch Unsicherheit und stellt hohe Anforderungen an die Orientierungs- und Entscheidungsfähigkeit der Einzelnen.

3.) Auch im Beschäftigungssystem werden Schlüsselqualifikationen zunehmend gebraucht. Das liegt vor allem an den veränderten und vor allem den sich weiterhin verändernden Strukturen - einige Stichworte: Flachere Hierarchien, Intellektualisierung, Internationalisierung/Globalisierung, Informationsorientierung, Dienstleistungsorientierung, stärkere Ganzheitlichkeit der Produktions- und Entscheidungsprozesse. Durch diese Entwicklungen werden Kommunikationsaufgaben immer wichtiger; Interaktion und Kooperation mit anderen nimmt einen immer größeren Teil im Arbeitsalltag von immer mehr Menschen ein. Parallel zu diesen Entwicklungen ist die Veränderung an sich zu einem wesentlichen Merkmal unseres Wirtschaftssystems geworden. Innovationen verändern in immer kürzeren Abständen unsere Arbeitswelt. Auf diese Veränderungen können Schule und Hochschule nur bedingt vorbereiten, denn das Wesen von Innovationen liegt darin begründet, dass sie nicht prognostizierbar sind. Es ist also für Berufstätige immer wieder notwendig, sich in neue Sachverhalte hineinzudenken und in neue Arbeitszusammenhänge hineinzubegeben. Schlüsselqualifikationen können hier entscheidende Hilfen sein.

Vor dem Hintergrund dieser Begründungszusammenhänge sollen in dem Referat die folgenden Fragen thematisiert werden:

- Was sind Schlüsselqualifikationen?
- Welche Probleme birgt das Konzept der Schlüsselqualifikationen?
- Warum ist die Förderung von Schlüsselqualifikationen an Hochschulen wichtig?
- Wie können Schlüsselqualifikationen an Hochschulen gefördert werden?

Abstracts work group unit G

Approaches to develop expertise in teaching and learning.

Peter A.J. Bouhuijs(University of Maastricht, Netherlands), Ansu Erasmus (Technikon Northern Gauteng South Africa), Carla Nelissen, (Hogeschool Limburg, Belgium), Carmen Vizcarro (Universidad Autonoma de Madrid, Spain)

Convenor and Chair: Peter A. Bouhuijs (University of Maastricht, Netherlands)

Symposium - 90 minutes

The purpose of the session is to explore practical ways in which small or emerging centres can be supported by others. This session will explain how the three participants cooperate with Maastricht University in a variety of ways to broaden the scope of their work. Strategies used include:

- sabbatical,
- formal training,
- co-sponsored workshops,
- joint projects,
- external fund raising

All participants have wide international experience; most are ICED council members; 4 nationalities on the presentation.

Activities:

Participants will be invited to share their experiences with the panel members and develop additional startegies for further development. Timetable:

- Introduction of the theme and the panel: 5 minutes
- short presentations by each of the panel members on their Kooperation project. 3 x 10 minutes
- Discussion with participant: 30 minutes
- Wrap up and conclusions: 10 minutes

Using Learning Styles to Develop Effective Teaching Strategies

Karron Lewis, University of Texas at Austin (USA)

Workshop (90 minutes) -- limit 20 participants

Since 1988, much research has been conducted using the Kolb Learning Styles Indicator (LSI). This survey, consisting of 12 questions, can help teachers discover the learning styles of their students and plan teaching strategies that build upon these learning styles. During this workshop, the participants will fill out the Kolb LSI to discover their own learning style and then work with their colleagues to develop teaching strategies that relate to these learning styles. A brief overview of the research that has been conducted using this instrument will be given.

While the Kolb LSI instrument is in English, I believe the various learning styles described by this instrument are universal. In some respects, I will be conducting a research experiment with the workshop participants to see just how universal the learning styles really are. This workshop directly relates to the conference theme, "Scholarship and Professional Practice in Academic Development" because the research that has been conducted concerning learning styles can be directly related to how faculty developers may assist faculty/academic staff teach more effectively.

Activities:

The participants will:

- define what they think a learning style is
- discuss some of the elements that influence a person's learning style
- complete the Kolb Learning Style Inventory and discuss the learning styles described
- discuss various teaching strategies that reflect each of the four teaching styles
- working in groups, participants will develop a lesson plan for teaching a concept which utilizes all four learning styles
- groups will share their lesson plans

↩ Back

Practitioners in Academic Development: Identifying and meeting individual professional development needs

Ranald MacDonald (Sheffield Hallam University, UK)

Workshop, 90 min.

Using the case of the Staff and Educational Development Association (SEDA) in the UK as an example, this session will give participants the opportunity to examine a number of questions around the professional development needs of academic developers:

- What skills are needed?
- What knowledge is needed?
- How are these acquired? (initial training and development as against 'on the job')
- How are they maintained? (continuing professional development)
- How can new needs be identified and met?
- How do roles differ? (within institutions, countries or through a career)

Other aspects to be considered will include:

- Models of professional development
- The role of national networks/associations
- The role of ICED

Workshop participants are encouraged to bring details of how professional development needs are identified and met in their own institutions or countries. The presenter carried out a similar exercise, based on questionnaires, within SEDA. He has used the findings to inform the strategic development of SEDA in an attempt to address the varying needs of academic developers in different institutional settings and at different stages in their careers. The next step is to investigate whether similar approaches are adopted in other organisations and to share this information through ICED.

Activities:

The workshop will comprise a series of short inputs to act as a model followed by the opportunity for participants to contribute from their own experience.

The Professionalization of Educational Development

Laura L.B. Border (University of Colorado at Boulder, USA), Gunnar Handal (University of Oslo, Norway), Owen Hicks (University of Western Australia), Christopher Knapper (Queen's University, Canada), Ray Land (University of Edinburgh, UK), Pat Rogers (York University, Canada)

Symposium Convenor and Chair: Christopher Knapper (Queen's University, Canada)

Symposium 90 min.

Educational development (also known in some countries as staff development, faculty development, instructional development academic development) in higher education institutions has a relatively short history, with origins that go back only to the early 1970s. But the past two decades have seen a considerable growth and development in the field. For example, the 1998 ICED conference in Austin was attended by over 200 developers from 18 different countries, and ICED itself now comprises more 15 national organizations, with more being added each year. World-wide, the number of individuals working as educational developers in tertiary education is in the thousands. In this context it becomes important to consider whether educational development yet has the status of a profession. For example, indicators of professional status might include:

- Agreement among practitioners about the definition and scope of the field, including widely accepted standards of practice;
- A formal organization and structure;
- A conceptual and theoretical base to underpin professional practice;
- Procedures for licensing and accreditation, including perhaps a code of ethics and systematic preparation and training for future practitioners.

It is the purpose of this symposium to address such issues from a variety of different national perspectives, to consider whether educational development can yet be characterized as a profession, whether this is a desirable aim and, if so, what steps might be necessary to achieve such ends, and what obstacles might need to be overcome. Format for the symposium will comprise short presentations from four different national perspectives, followed by a thematic discussion involving the panelists and members of the audience. It is hoped that the papers might eventually be revised, on the basis of the discussion, for inclusion in a special theme section of IJAD, of which the convener serves as co-editor.

1.) Owen Hicks (University of Western Australia): A fully professionalized model: What might it look like? Is that what we want?

Drawing on features and activities of existing professional associations (such as professional organizations of engineers, doctors and lawyers), a model of what professionalized educational development might look like will be presented for discussion and debate, with the intention generating discussion of what might be lost through professionalization as well as what might be gained. Issues addressed will include drawing boundaries (who is „in" and who is „out"), resourcing requirements, regulation and maintenance of professional standards, and the image of educational development in the eyes of those within the profession and those outside.

2.) Gunnar Handal (University of Oslo, Norway): Professionalization of educational development: What does it mean?

Before embracing professionalization we have to ask ourselves just what would be implied by such a development. Do developers as a group meet the criteria of a profession in the way it is defined within traditional thinking about professional associations and allegiances (what might be termed the "sociology of professions")? And if not, does this matter? Should we strive to professionalize our occupation or should we attempt to achieve a higher degree of professionalization within it -- and would that mean different things?

3.) Ray Land (University of Edinburgh, UK): Agency and context in educational development

Based on the finding a recent phenomenographic study of British educational developers, some insights can be offered into the way developers perceive priorities and make strategic choices in order to illuminate the way practitioners interpret their strategic purposes and operational approaches. A resulting model of twelve orientations to education development practice helps shed light on the values, purposes, knowledge domains, skills and status of developers. Such information provides important data for any representation of educational development as a profession and raises concerns as to whether notions of both 'profession' and 'development' might be better regarded as modernist interpretations that may come to be seen as increasingly problematic in an era of rapid transformation.

4.) Pat Rogers (York University, Canada): The accreditation of educational developers

Educational developers in many countries have been heavily involved in programmes for the accreditation of university teachers. Yet developers themselves come from a wide variety of backgrounds, often serve in their development roles on a temporary basis, and frequently receive little systematic preparation or training for their work. Furthermore, methods and criteria for the evaluation of individual developers, as well as development centres, are often lacking. What steps might be taken to formalize the training for developers, and what training standards might be appropriate? Should there be specialized qualifications for entry to the profession, ethical

standards and a means to enforce them? Would an accredited profession lead to improvements in professional practice and enhanced credibility for developers?

5.) Laura L.B. Border (University of Colorado at Boulder, USA): Publications by Faculty Development Organizations: A Map of the Profession

International organizations of faculty/educational developers have begun to formalize and define the parameters of their work through various publications. A study of the content of publications from members of

Back

Quality Development: a new concept for higher education

Vaneeta D'Andrea (University of Surrey, UK), David Gosling (University of East London, UK)

Paper, 45 min.

This paper will examine the relationship between educational development and quality assurance. A number of studies (for example Barnett, 1992, Goodlad, 1995, Trowler, 1998, Martin, 1999) have explored points of tension between 'quality assurance' processes within managerial systems and educational development. Whereas some concepts such as 'accountability' and 'transparency' can be found in both discourses, it is often argued that 'development' is discouraged or unrewarded by quality assurance processes.

The research reported here has been undertaken both within two UK institutions and internationally. The paper will focus on one site of potential conflict between the two discourses, namely peer observation of teaching. We will report on a survey and interviews undertaken with UK academics on attitudes to the observation of teaching. These findings will be put in an international context through interviews with senior educational developers in five English speaking countries (US, UK, New Zealand, Australia and South Africa) and a review of the literature.

We will explain a conceptual framework which is designed to address the issues raised in the empirical research and which provides a model for linking three concepts: academic development, learning development and quality development. These concepts will be explained and the practical implications of the model described.

The core idea of this paper is that quality assurance processes need to be reconceptualised around the idea of 'quality development'. Taking the example of observation of teaching we show that developmental goals can also serve to preserve and enhance quality without risking alienation of teaching staff. Four important principles informing our approach are:

- development and enhancement are important to achieving the goals of universities and the quality assurance of its programmes;
- academic culture and practice, which is organic and dynamic, cannot be ignored and needs to remain paramount in the response to change;
- systematic linkages across institutional structures at strategy-level are as important as defining and achieving the strategies themselves;
- learning is central to institutions of higher education.

By the end of this session participants will be able to:

- utilise international research findings on the relationship between quality assurance and educational development in general, and to observation of teaching in particular.
- reconceptualise development goals within quality assurance
- apply concepts and research findings to their own professional situation

Activities:

Presentation of a paper by the authors, followed by questions and opportunities for the participants to examine critically the ideas being presented.

Back

A Conceptual Change Staff Development Programme: Evidence of Conceptual Changes and Factors Affecting Conceptual Changes in University Teachers

Angela Ho (Hong Kong Polytechnic University, Hong Kong)

Paper, 45 min.

The conceptual change approach to staff development is based on the hypothesis that changing teachers' conceptions of teaching towards more elaborated levels would bring about improvement in their teaching practices and that their students' learning would be enhanced subsequently as a result. The author has carried out an in-depth study about the conceptual change approach to staff development. In her attempt, a model for designing conceptual change staff development programmes was synthesized from four theories about change and accordingly a 4-session staff development programme was developed. A comprehensive evaluation on the impact of the programme on teachers' teaching conceptions and teaching practices and the resultant impact on their students' learning approaches has been carried out. This presentation will focus on evidence of changes in conceptions of teaching brought about by the conceptual change staff development programme. It will outline the method used to collect data on conceptual changes, explain the theoretical framework adopted to analyse conceptual changes in teachers, report examples of conceptual change achieved as a result of attending the programme and will also attempt a preliminary discussion on the factors which could have a bearing on the process of conceptual change in university teachers.

In the past decade the quality of teaching has become an important agenda in higher education worldwide. The increasing emphasis on quality has placed new demands on staff development. The search for models and methodologies which are promising for the professional development of academic staff should become an agenda in itself. This paper addresses this issue by evaluating the effect of an innovative approach to staff development - the conceptual change approach.

Core idea of the paper:

It is feasible to bring about changes in lecturers' conceptions of teaching from those more transmission-oriented towards conceptions of facilitating student learning by means of a staff development short-course with appropriate programme design.

Activities: Paper presentation followed by questions and discussion

Back

Praxisinitiativen an deutschen Hochschulen im Kontext des hiesigen Hochschulsystems

Ulrich Welbers (Heinrich-Heine-Universität Düsseldorf, Germany)

Paper, 45 min.

Schwerpunktmäßig in den 90er Jahren des 20. Jahrhunderts kam es in der Bundesrepublik Deutschland zur Gründung zahlreicher Initiativen, die zum Ziel haben, die Qualität der Hochschulausbildung - vor allem in Universitätsstudiengängen - durch berufsorientierende Angebote zu verbessern. Der Beitrag stellt die über 100 Praxisinitiativen, die es zur Zeit gibt, anhand einer Studie aus dem Jahr 1999 vor. In einer Typologie der Ansätze werden die wesentlichen Charakteristika herausgearbeitet, systematisiert und dargestellt. Es fällt auf, daß hier nicht nur eine außerordentlich effiziente Organisationsform im Alltag der Hochschulen Platz gegriffen hat, sondern daß das diesbezügliche Reformpotential geeignet ist, dauerhaft den Praxisbezug des Hochschulstudiums zu verbessern und zusätzlich Impulse für die Hochschulentwicklung verspricht. Vor allem die problemorientierte Flexibilität der Initiativen, das außergewöhnlich hohe Engagement des beteiligten Personals sowie die jeweils spezifisch ausgestaltete Kupplungsfunktion zur regionalen Wirtschaft vor Ort machen Erfolge möglich, die im Regelbetrieb der Hochschule normalerweise kaum oder gar nicht erzielt werden können. Sind die strukturellen Anbindungen und Realisationsformen des Managements der einzelnen Initiativen durchaus unterschiedlich, wiederholen sich die einzelnen Aktionsformen zur Berufsfeldorientierung und geben damit erste Hinweise für deren Notwendigkeit, Übertragbarkeit und Qualität. Die Studie von 1999 geht dem diffenrenziert nach und gibt erstmals einen detaillierten Einblick in dieses hochschuldidaktische Handlungsfeld.

Die Teilnehmerinnen und Teilnehmer lernen eine tragfähige und weitverbreitete Organisationsform an Hochschulen in der Bundesrepublik Deutschland kennen: Berufsorientierung - primär im Universitätsbereich - zu gestalten. International interessant sind neben dem Überblick über dieses hochschuldidaktische Handlungsfeld vor allem die konkreten Aktionsformen, die in einem Katalog zusammengetragen werden und die - trotz der spezifisch deutschen Charakteristika und trotz manch gegenteiliger Einschätzung - in ihrem konkreten Instrumentarium auch in andere Hochschulsysteme implementierbar sind.

Back

Abstracts work group unit H

Evaluation of Teaching and Learning in University Departments: A Model of Quality Development, Intergrated in Staff, Organizational and Programme Development

Wolff-Dietrich Webler (University of Bielefeld, Germany)

Paper, 45 min.

This approach of formative evaluation is quite different from other approaches like self-evaluation or peer review. More than forty departments in Germany have been evaluated that way, from physics to philosophy, from sociology to general engineering. External experts for teaching-learning processes and curriculum development (the project group from a Centre for Research and Development in Higher Education) are invited by the university department to evaluate the situation of teaching and learning by means of empirical methods of the social sciences. The existing processes of teaching and learning and the study programmes are taken as the department's hypotheses about the relation between aims (intentions) and reality and the functioning of the processes. Not standards of external experts, but the aims and values of the department itself are taken as background for the interpretation of data resp. findings. At the end of the evaluation process the department gets a feedback on where it stands on the way of realizing its own aims and recommendations on how (by means of which measures) the department could come closer to its own aims. Fully confidential, the project group collects numerous qualitative and quantitative data in a participative cooperation, discusses the results with a committee consisting of members of the department and delivers a final report with a closing/consulting chapter full of hints for change. Because of the expertise in teaching-learning processes, the questionnaires and the other methods of data collection used by the project group create data which reveal important causal relations. These causal relations are often new for the department. In many cases, the project consists of several steps of curriculum and programme development and a series of staff development workshops, too. This combination creates a very useful process of quality development on a personal and organizational level.

Out of the numerous evaluation projects, a stock of empirical data about teachers and teaching, students and learning, and many other aspects has been collected, which will be interpreted during the next years.

Core Idea:

A very thoroughful approach to reforms of curriculum and staff development, based on the empirical methods of the social sciences, is presented. This approach includes a quite successful strategy for the implementation of changes.

Activities of Participants:

Comparing this approach with their own experiences, participants will discuss the strategy presented and the chances to adopt at least parts of this concept.

⬅ Back

From Information to Wisdom: Education in the Technological Era.

Tim Houweling (Edith Cowan University, Australia)

Paper, 45 min.

This paper will examine the use of Learning Technology in the transfer of raw data to wisdom. How do we learn, when can Learning Technology assist us in learning? Learning Technology can never replace the educator. So what is the difference between the use of Learning Technology for training as opposed to acquiring skills? To make effective use of Learning Technology we need to go back and examine some of the most fundamental questions about teaching and learning. Learning Technology should not be embraced without thought. Learning Technology should only be used if it will assist the students learning. Learning Technology assists, and can never replace the teacher. The use of technology is dependant on the desired outcomes.

⬅ Back

Constructing a programme for pedagogic practice and scholarship as a means of enhancing student learning: What does this mean for the academic developer?

Gill Nicholls (University of Surrey, UK)

Paper, 45 min.

This paper focus on the development of an academic course aimed at new lectures entering higher education in England. It will discuss the development and theoretical underpinning of the course in relation to the changing climate of higher education in England. Th arguments put forward will be of considerable value and relevance to an international audience as many higher education systems globally are looking to train new lecturers in the art of teaching and learning. The paper will consider, through a review of the relevant literature, the notion of teaching as scholarship, and show how such concepts as teaching as scholarship, based on Boyer=s work, can and does have an impact on the way new lecturers perceive and change their teaching. The research is based on a course that has been developed over a period of two years dealing with over 90 new academics. The main objectives of the paper will be to: clearly explain the role of scholarship in teaching; to clearly show the development of the course structure; and to present the research findings based on interviews with the new academics prior and post completion of the course. The core ideas of the paper are, that teaching

should be seen as scholarship and that new lecturers must be introduced to the ideas and concepts related to good pedagogic practice within their own disciplines. These types of ideas are discussed through the development of a course designed to meet these central aims.

Many countries are now looking at the implications of teaching and learning in research based universities. Questions are being asked as to the role of professional learning and how best new lecturers can be introduced to good pedagogic practice. This paper will address these generic issues, but will allow an international audience to be sympathetic to the arguments.

Activities: Interactive questions with the audience.

⬅ Back

Do initial training courses have an impact on university teaching? The evidence from two evaluative studies of one course.

Chris Rust (Oxford Brookes University, UK)

Paper, 45 min.

Initial training courses for teachers in higher education are now widespread in many countries and about to be given increased importance in Britain by the new Institute for Teaching and Learning but there appears to have been virtually no research into their effectiveness. This paper summarises evidence from two evaluative studies of the initial training course at Oxford Brookes University, England and concludes that some claims can be made for the course's effectiveness.

This is a topic of international interest (following on from the ICED Vase conference in Finland). The paper attempts where relevant and possible to make appropriate refernces to practice internationally. The participants will be aware of the findings of the two evaluative studies reported, and would be abe to use or adapt the methods used to evaluate their own practice.

Activities: Paired/small group and plenary discussion

⬅ Back

Training Project: Teach the Teacher

Olaf Gaus, Johannes Wildt (both University of Dortmund, Germany)

Workshop, 90 min.

In Germany we can state a low amount of exellent trainers for teachers in higher education and development. Because of this our project at Dortmund University, called "Hochschuldidaktische Moderation" runs a two-years further educational curriculum in order to qualify a group of 15 academics in further educational topics, -methods and -contents. The project intends to enable them to offer a broad variety of seminars and workshops helping university-teachers to improve their teaching competences. The announced presentation intends to introduce participants to the conception of the project, focussing structure giving topics like Project Modules, Curriculum, Certification, Project Evaluation and inner Project Communication via WWW.

In the up today political discussion concerning "Scholarship and Professional Practice in Academic Development" we state a political mainstream which says: quality management and development in higher education should be intensified and made more efficient. Therefore an indispensable condition is to qualify the academic staff at colleges and universities for a better teaching competence. One way to reach this goal is to create suitable settings for a better teaching. We already dispose about further trainings, educational concepts and experiences in higher education for the academic staff to be successful in this necessary process. A central problem we have in Germany is a lack of trained academic persons who are able to guide (conduct) such above mentioned further training-programms. What we need more than we actually have are persons who are educated and prepared to teach the teachers. Our project, which we'd like to present in this context, aims at providing a conceptual setting for suitable teach-training-modules.

The core idea we want to present describes experiences with a modular concept of sequenced learning sections which offer training participants to commonly explore topical fixed learning spaces with integrated practises/exercises, followed by feedback sessions in preparation for participants to experimentally develop own workshops for educational and staff/faculty development.

Activities:

Participants will have the opportunity to present their own projects/experiences/approaches in this field by giving brief speeches which should not last longer but 15 minutes each. Contributors are very welcome and cordially invited to contact Johannes Wildt or Olaf Gaus beforehand (contact see above).

Wissenschaftliche Textproduktion: zur Vermittlung von Schreibfertigkeiten in der Lehre

Christina Tente (University of Bielefeld, Germany)

Workshop, 135 min.

Viele Studierende an deutschen Hochschulen haben Schwierigkeiten mit dem Verfassen ihrer Studienarbeiten, was zu überlangen Studienzeiten und Studienabbrüchen beiträgt. Während z.B. in angelsächsischen und skandinavischen Ländern Schreibtrainings zum regulären Bestandteil des Studiums gehören, existiert an deutschen Hochschulen häufig keine entsprechende Lernkultur. In jüngerer Zeit gibt es jedoch vermehrt Bemühungen, die erforderlichen Fertigkeiten zum wissenschaftlichen Schreiben expliziter zum Lerngegenstand zu machen.

Im Workshop wird zunächst erläutert, mit welchen Schwierigkeiten Studierende beim wissenschaftlichen Schreiben häufig zu kämpfen haben und durch welche Fehlannahmen und Vorgehensweisen diese bedingt sind. Vor diesem Hintergrund werden Möglichkeiten aufgezeigt, wie Fertigkeiten zum wissenschaftlichen Schreiben stärker in der Lehre vermittelt werden können. Hierzu werden einige Übungen vorgestellt, die sich für den Einsatz in Lehrveranstaltungen eignen und mittels derer Studierende einen Einblick in produktive Schreibstrategien gewinnen können. In der anschließenden Diskussion sollen weitere Möglichkeiten besprochen werden, wie man in Lehre und Betreuung Studierende mit den Anforderungen des wissenschaftlichen Schreibens besser vertraut machen kann.

Abstracts work group unit I

Training Project: Teach the Teacher

Olaf Gaus, Johannes Wildt (both University of Dortmund, Germany)

Workshop, 90 min.

In Germany we can state a low amount of exellent trainers for teachers in higher education and development. Because of this our project at Dortmund University, called "Hochschuldidaktische Moderation" runs a two-years further educational curriculum in order to qualify a group of 15 academics in further educational topics, -methods and -contents. The project intends to enable them to offer a broad variety of seminars and workshops helping university-teachers to improve their teaching competences. The announced presentation intends to introduce participants to the conception of the project, focussing structure giving topics like Project Modules, Curriculum, Certification, Project Evaluation and inner Project Communication via WWW.

In the up today political discussion concerning "Scholarship and Professional Practice in Academic Development" we state a political mainstream which says: quality management and development in higher education should be intensified and made more efficient. Therefore an indispensable condition is to qualify the academic staff at colleges and universities for a better teaching competence. One way to reach this goal is to create suitable settings for a better teaching. We already dispose about further trainings, educational concepts and experiences in higher education for the academic staff to be successful in this necessary process. A central problem we have in Germany is a lack of trained academic persons who are able to guide (conduct) such above mentioned further training-programms. What we need more than we actually have are persons who are educated and prepared to teach the teachers. Our project, which we'd like to present in this context, aims at providing a conceptual setting for suitable teach-training-modules.

The core idea we want to present describes experiences with a modular concept of sequenced learning sections which offer training participants to commonly explore topical fixed learning spaces with integrated practises/exercises, followed by feedback sessions in preparation for participants to experimentally develop own workshops for educational and staff/faculty development.

Activities:

Participants will have the opportunity to present their own projects/experiences/approaches in this field by giving brief speeches which should not last longer but 15 minutes each. Contributors are very welcome and cordially invited to contact Johannes Wildt or Olaf Gaus beforehand (contact see above).

Wissenschaftliche Textproduktion: zur Vermittlung von Schreibfertigkeiten in der Lehre

Christina Tente (University of Bielefeld, Germany)

Workshop, 135 min.

Viele Studierende an deutschen Hochschulen haben Schwierigkeiten mit dem Verfassen ihrer Studienarbeiten, was zu überlangen Studienzeiten und Studienabbrüchen beiträgt. Während z.B. in angelsächsischen und skandinavischen Ländern Schreibtrainings zum regulären Bestandteil des Studiums gehören, existiert an deutschen Hochschulen häufig keine entsprechende Lernkultur. In jüngerer Zeit gibt es jedoch vermehrt Bemühungen, die erforderlichen Fertigkeiten zum wissenschaftlichen Schreiben expliziter zum Lerngegenstand zu machen.

Im Workshop wird zunächst erläutert, mit welchen Schwierigkeiten Studierende beim wissenschaftlichen Schreiben häufig zu kämpfen haben und durch welche Fehlannahmen und Vorgehensweisen diese bedingt sind. Vor diesem Hintergrund werden Möglichkeiten aufgezeigt, wie Fertigkeiten zum wissenschaftlichen Schreiben stärker in der Lehre vermittelt werden können. Hierzu werden einige Übungen vorgestellt, die sich für den Einsatz in Lehrveranstaltungen eignen und mittels derer Studierende einen Einblick in produktive Schreibstrategien gewinnen können. In der anschließenden Diskussion sollen weitere Möglichkeiten besprochen werden, wie man in Lehre und Betreuung Studierende mit den Anforderungen des wissenschaftlichen Schreibens besser vertraut machen kann.

Back

Teachers' Conceptions of Learning and Teaching Practice

Carmen Vizcarro (Universidad Autonoma de Madrid, Spain)

Paper, 45 min.

There seems to exist an obvious relationship between the conceptions of learning teachers hold and the flexbility to learn new ways of undertaking practice consistent with current views of how to foster meaningful learning. The main aim of this study is to explore the relationship between the conceptions of learning held by teachers and their actual teaching practice. Additionally, we have addressed the potential relationships that different conceptions of learning have with some teacher features such as experience in teaching, domain of expertise, academic level in which they teach and gender.

With this end, 50 teachers have been interviewed in-depth with the interviews recorded and later analyzed. The teachers belong to 24 subject matter domains which have been clustered for analysis in natural sciences, social sciences and humanities. They come from 8 schools from 3 different universities, 2 primary teachers' schools and 10 ???secondary schools. Although most of the centers are public, at least one private centre per academic level has been included. Following Greeno, Collins and Resnick (1995), 3 models of learning have been considered for analysis: empiricist-behaviorist, conitive-rationalist and situated-sociohistoric. Furthermore, each of these approaches has been broken down into declarative and procedural knowledge, attitudes and motivation. Finally, actual teaching practice (also analyzed by its coherence to the above mentioned models), level of job satisfaction and perception of climate at the institution in which they teach have also been explored.

As far as teacher characteristics are concerned, teaching experience (more than 5 vs. less than 5 years), academic level (secondary education vs. university), domain of expertise (natural sciences, social sciences and humanities) and gender have been considered.

Core idea:

The main hypothesis explored is that teaching practice is based on teachers' conceptions of learning. If this is so, conceptual change is needed before practice may change. Consequently, it is interesting to have a description of prevailing conceptions as well as to discuss the methods through which they might be explored.

Activities:

First, the conceptions found to be held by teachers and their consistency with the theoretical models considered will be addressed. Then, the relationships among these conceptions and methodology used in actual practice will be analyzed. Finally, the relationships between the different conceptions and various teacher characteristics will be documented. The implications of these results for teacher training and learning will be discussed.

Back

Power and the Evaluation of Teaching: What does it have to do with Quality?

Erika Martens (La Trobe University, Australia)

Paper, 45 min.

What aspects of power impact on the higher education teaching and learning context? How is this context affected by the development of institutional evaluation and quality assurance (EQA) processes? This paper describes and analyses three examples of EQA schemes, which use questionnaire-based student evaluations. My paper draws on data collected recently from universities in three countries. The paper demonstrates that EQA schemes display in their conceptual frameworks a range of constituent power relations. My paper sees EQA schemes as sites where the workings of power relations within the institution can be observed. I wish to argue that the effectiveness of EQA schemes to assure or enhance teaching or subject quality is affected by the power relations which the schemes actualise. My study suggests that the more emancipatory scheme, ie. the scheme that generates inclusive, positive power relations and links surveillance and control to well structured institutional rewards has a greater chance to positively affect learning quality than schemes that generate exclusive authoritarian power relations and give no obvious institutional rewards.

Questions of power, quality assurance and evaluation of university teaching are international. Concerns about threats to academic autonomy and independence by the development of a new university culture are widespread. I am drawing on Australian, US and UK sources. My data was collected in Malaysia, Germany and Australia. I am German by birth, bilingual and informed about the German situation vis-à-vis evaluation and quality assurance.

Core idea:

The effectiveness of EQA schemes to assure or enhance teaching or subject quality is affected by the power relations which the schemes actualise. The more emancipatory scheme, ie. the scheme that generates inclusive, positive power relations and links surveillance and control to well structured institutional rewards has a greater chance to positively affect learning quality than schemes that generate exclusive authoritarian power relations and give no obvious institutional rewards.

Activities:

Buzz group session (10min) about perceptions of evaluation systems and academic autonomy

⟵ Back

How to accompany open learning processes in virtual learning environments

Gerd Wenning (Universität Siegen, Germany)

Workshop, 90 min.

The participants will experience virtual collaboration for themselves. They will work B supported by a handout about the basic use of the system and contacts B in an environment consisting of BSCW, icq and Netmeeting with examples of interesting student collaboration that has taken place at the University of Siegen within the same system. There will also be links to educational sites and theoretical texts available on the system. Participants will collect material in their personal folder, depending on their interests and background. (Which material is interesting for me? What do I conclude from it? Which guidance do I need?)

Guidance will be given by the partner who is sitting in front of the same computer. So the role of acting and observing is dynamically changing. The presenter will assist in case of problems that can't be solved by the team. The collaboration software used here automatically includes an international exchange and integrates communication technologies in teaching. These new tools enable the integration of distance learning in local learning settings. A more and more important part of teaching competences will be the assistance in open learning processes. This helps to improve professional practice in academic development.

Activities:

- Welcome: Getting to know each other and personal interests in the theme (10 min.)
- Introducion: Presentation of the working environment and the examples, invitation of participants into the environment, finding a partner for cooperation (20 min.)
- Collaboration Process: Participants work in the environment to create their own material. The presenter is visiting each group from time to time. (70 min)
- Reflection: How did I experience this way of working? Which guidance did I need from my collaboration partner or from the presenter? With which tips did I contribute to the learning process of my partner? (20 min.)

⟵ Back

Staff Development to *PROVE or IMPROVE* the quality of student learning experiences

Simon Barrie (The University of Sidney, Australia)

Paper, 45 min.

The current climate of higher education in Australia, as with most of the western world, is one of competitive accountability. Universities are responding to the need to be perceived, (by both government and potential students), as providing a "quality", "value-for-money" education. These responses are often characterised by renewed quality assurance programs, aggressive marketing and increased performance management of teaching. Universities are being driven to compete with each other for their market share, to demonstrate their "excellence" by substantiating the rhetoric of their mission statements with evidence of performance. In relation to teaching quality, one key source of evidence being drawn upon for this purpose is student perceptions as to the quality of their learning experiences.

However, amidst the claims of excellence, the report by students of less than ideal student learning experiences remains a sad reality. While such realities may not be part of the agenda of university marketing managers they continue to exist alongside the glowing reports in press releases. The considerable scope for improvement in student learning experiences is certainly familiar territory to academic staff development units.

The current interest on the part of university managers in measuring teaching quality is resulting in a level of interest in the quality of the student learning experiences, on the part of academics other than those traditionally interested in educational research. This new interest has, in many cases, brought with it an increased demand for support to improve student learning experiences. Stemming as it does from measures of teaching quality, this increased demand brings with it some tensions. Certainly the tension between student evaluation to 'prove' and student feedback to 'improve' is a familiar one. However this tension is now set to play out on a much larger stage, one that will require creative responses from academic development units.

This paper will address these issues through a consideration of how the results of a survey of 13,500 students has been applied to strategically direct staff and curriculum development in a major Australian university. The survey was initiated and funded by the office of the Pro-Vice Chancellor for Teaching and Learning and data was collected primarily in order to contribute to a performance indicator for teaching. However it was also intended that it provide impetus and directions for real improvements in teaching where appropriate. The paper will consider the nature of the data gathered relating to particular aspects of the students' learning experiences and discuss the web-based mechanisms that were developed to report and disseminate this information throughout the university community. The issues surrounding the efforts to link such data to effective staff development processes and targets will be the main focus of the paper. The range of responses the data evoked will be considered. It is hoped that the ensuing discussion will permit participants to explore alternative staff development strategies to manage the tensions between mechanisms to prove and mechanisms to improve the quality of student learning experiences.

The core idea of the paper:

That the current focus on university teaching performance indicators provides a significant new opportunity for staff developers to effect significant change in the quality of student learning experiences through strategic staff development. However the opportunity also brings with it some familiar tensions. Strategies are needed to ensure that staff development efforts lead to real improvements rather than simply the 'appearance of improvements' and that efforts to improve are recognised and rewarded. The challenge of supporting staff in engaging in such improvement activities, in the context of already high workloads and limited resources, is considerable.

Activities:

Depending on the participants, the session will involve a mock strategic staff development planning exercise based on a sample of the research data. A demonstration of the web based reporting format for dissemination of the results. Presentation of the conclusions contained in the paper and discussion of the issues raised.

⬅ Back

Abstracts work group unit J

How to accompany open learning processes in virtual learning environments

Gerd Wenning (Universität Siegen, Germany)

Workshop, 90 min.

The participants will experience virtual collaboration for themselves. They will work B supported by a handout about the basic use of the system and contacts B in an environment consisting of BSCW, icq and Netmeeting with examples of interesting student collaboration that has taken place at the University of Siegen within the same system. There will also be links to educational sites and theoretical texts available on the system.

Participants will collect material in their personal folder, depending on their interests and background. (Which material is interesting for me? What do I conclude from it? Which guidance do I need?)

Guidance will be given by the partner who is sitting in front of the same computer. So the role of acting and observing is dynamically changing. The presenter will assist in case of problems that can't be solved by the team. The collaboration software used here automatically includes an international exchange and integrates communication technologies in teaching. These new tools enable the integration of distance learning in local learning settings. A more and more important part of teaching competences will be the assistance in open learning processes. This helps to improve professional practice in academic development.

Activities:

- Welcome: Getting to know each other and personal interests in the theme (10 min.)
- Introducion: Presentation of the working environment and the examples, invitation of participants into the environment, finding a partner for cooperation (20 min.)
- Collaboration Process: Participants work in the environment to create their own material. The presenter is visiting each group from time to time. (70 min)
- Reflection: How did I experience this way of working? Which guidance did I need from my collaboration partner or from the presenter? With which tips did I contribute to the learning process of my partner? (20 min.)

⎵ Back

Quality enhancement systems to improve teaching and learning

Per Lauvas (University of Oslo, Norway)

Paper, 45 min.

No national quality assurance/ enhancement system has so far been implemented in higher education in Norway. A sheme has recently been adopted by the Ministry with a pilot to be carried out. The University of Oslo (UiO) established its own system primo 1999. Before adopting our local scheme, we performed an analysis of the systems adopted by other countries. The conclusion was that such systems seem to be considered adequate to improve universities' functionning as organisations in general, but that even teaching and learning has been improved. However, a limited number of studies (e g. Horsburgh 1999) suggest that teaching and learning are not necessarily improved, regardless of the focus of such schemes. An OECD report (1998) indicates that there seems to be a discrepancy between the resources required, the amount of data produced, the capacity for analysis and the consequences for implementation.

The paper will briefly put the national scheme to be implemented in Norway into an international perspective, describe the scheme adopted by UiO and contrast the two. Some questions related to the focus of quality schemes for the improvement of learning will finally be tabled for discussion, with particular reference to staff development.

The idea is to pool experiences from colleagues from other countries and universities. I hope that others will find it interesting to discuss to what extent present practices actually contributes substantially to improvement og teaching and learning, and I know that I will benefit from such discussions in my future involvement in such matters in my country.

Activities: Discussion

⎵ Back

University Education as Training for the Intellectual Professions

Svetlana V. Kostjukevich (Belarus State University, Belarus)

Paper, 45 min.

University in the Middle Ages:

- Universitas: University as a town guild (practical professional training = instruction for a trade (handicraft)
- Studium generale: University as an educational institution (acquiring knowledge = teaching for an art of theoretical thinking = cultivation of intellect)
- Alma mater: Alma mater = universitas, i.e. this word is another medieval term for designation of a town guild

By being town guilds, the first universities ensured training for doctors, lawyers, and theologians. In this

activity, they were similar to the other guilds that ensured training for various vocations, e.g., the stone-masons' guild. The difference lies in the fact that universities did not limit training to conveying strictly specialized professional knowledge (that could be obtained in practical life situation outside educational institution), but also offered a great deal of extra knowledge in the so-called faculties of liberal arts. The final-year students of these faculties continued their studies in medicine, law, or theology. The additional training besides strictly specialized determined possible for universities to gain recognition as educational establishments (studia generale) and not guilds only (universitas).

As educational institutions (= scholastic institutions = schools) universities inherited the traditions of the Classical Age. Therefore, one cannot deny their continuity on the ground that universities as such do not have counterparts (analogues) before the Middle Ages. The heritage of the classical traditions found its expression in the fact that in medieval universities there was a revival of the liberal arts.

University as (Universitas + Studia generale)

This is a school-guild where scholars were trained for the art-trade. Thus the medieval university that functioned both like a guild and an educational institution united the two aspects that had existed separately in Antiquity, i.e., intellectual and vocational training. The essence of university education could be considered to be training for an intellectual profession. In medieval universities, liberal education became professional: developing the intellect with a view to an educational purpose, i.e., preparing the individual for attaining virtue gave (yield) way to developing the intellect in view of acquiring a complex intellectual profession. In medieval universities, liberal training became professional, and practical (applied) vocational training became institutional: it took place in a special scholastic institution. It was good for the intellectual profession that requires a trained intellect.

Trade + Art: Intellectual profession (= art-trade)

Art-trade: Research activity + Practical professional activity. Thus the intellectual profession includes simultaneously and equally a research spirit and a practical, applied, trade spirit as her compulsory elements.

The idea of University education lies in the fact that Universities as Cultural institutions guarantee the maintenance of the intellectual profession within human society.

University:

- Combination (unity) professional education and higher education within one scholastic institution. University became higher school. Definition "higher" adapted to University where students are trained profession means above what is necessary for professional training, i.e., University is not only scholastic institution, but also scientific and cultural institution. Higher school was before University, but higher professional school came into being (existence) only as University.
- Union between the trade (handicraft) and the intellectual art (liberal education. Latter on liberal education had degenerated into humanist education). Owing to this union University give preparation for the intellectual profession.
- Indissoluble connection of Teaching + Learning (Teaching + Learning for knowledge (general education and professional)) and Research (Research for truth (not only scientific, but also philosophical and so on, i.e., search the truth on a total scale; search the truth in limits of profession is solution for professional problems (tasks).)
- Scholastic (educational) institution where the students must become the intellectuals-professionals (both intellectuals and professionals).

Owing to the fact that University was born the intellectual profession found her home (her institution) and then this helped it to become a mass phenomenon. Preparation the Intellectual at the University is simultaneously and equally his preparation as: 1) specialist (craftsman, i.e., professional training); 2) researcher; 3) higher educated and cultured person (education pertaining to the humanities). These three components of work of the University are in indissoluble connection as (since) they are compulsory for the intellectual profession.

1.) Humanist preparation within the University structure (framework):

- it produce educated and cultivated personality and consequently develop her intellect;
- it serve specialized training (for example, humanist courses for profession of doctor -bioethics, philosophy of euthanasia, etc.).

2.) Research preparation within the University structure (framework):

- it prepare a researcher and consequently develop his intellect;
- it serve specialized training (for example, for profession of doctor - nontraditional medicine, medicine of the East, Tibetan medicine, cosmos (space) medicine and so on, i.e., such courses that exceed the bounds of fixed specialized training and make the profession of doctor as research).

When University became a scientific centre humanist and research preparations were modernized: for example, new humanist courses have appeared for profession of doctor - problem of a person as a problem of European philosophy, history of religion, anthropology, psychology, history of culture and so on, i.e., such courses that bear a relation to scientific problems. In one's turn research preparation became scientific and research - for example, for profession of doctor - theory of knowledge, forms of knowledge (scientific, philosophical, artistic, religious), psychology of creation and so on. And new preparation came into being that not be existed in the medieval universities: a research as end in itself, i.e., preparation of scientists, for example, for profession of doctor as a scientist - methodology and methods for scientific knowledge, philosophy of science, history of science, sociology of science etc.

Core idea / central statements:

1. Combination (unity) professional education and higher education within one scholastic institution. University became higher school. Definition ''higher'' adapted to University where students are trained profession means above what is necessary for professional training, i.e., University is not only scholastic institution, but also scientific and cultural institution. Higher school was before University, but higher professional school came into being (existence) only as University;

2. Union between the trade (handicraft) and the intellectual art (liberal education. Latter on liberal education had degenerated into humanist education). Owing to this union University give preparation for the intellectual professions;

3. Indissoluble connection of Teaching (+Learning) and Research, Teaching+Learning for knowledge (general education and professional); Research for truth (not only scientific, but also philosophical and so on, i.e., search the truth on a total scale; search the truth in limits of profession is solution for professional problems (tasks);

4. Scholastic (educational) institution where the students must become the intellectuals-professionals (both intellectuals and professionals).

Activities: The participants will ask their questions

⮐ Back

A „Self-reporting" Approach to Evaluating Impact of Staff Development Programmes on Teaching and Learning

Angela Ho (Hong Kong Polytechnic University, Hong Kong)

Paper, 45 min.

Evaluations of training programmes for university teachers, for a long time, have been commonly focused on participants' feedback on the programmes themselves: whether a programme was well-organized, was interesting, contained useful ideas etc. Such data are not evidence of the actual impact on teaching and learning. Upon increased emphasis on quality and accountability across the board in higher education, educational developers are challenged with producing more vigorous evidence for the value of their work. This challenge is intensified by the fact that educational development units are worldwidely under-staffed for them to carry out comprehensive evaluation studies. Taking into consideration of the cost-effectiveness issue, the Educational Development Unit of the Hong Kong Polytechnic University attempted a „self-reporting" approach to programme evaluation. Telephone interviews were carried out with participants in training programmes. The questions were designed to draw reported evidence of the following: (a) what participants had learned and retained from the programme, (b) whether participants had applied what was learnt to their teaching, (c) how students reacted to these teaching methods tried out by the participants (if any). This paper will discuss the rationale and describe the design of this „self-reporting" evaluation, report the findings, analysis the attainment of this particular evaluation exercise and accordingly discuss the potential of this „self-reporting" approach to programme evaluation in staff development.

The rising emphasis on accountability and teaching quality in higher education worldwide has led to increasing demands for effective training of university teachers. Rigorous evaluation of the impact of training programmes accordingly has become an emerging agenda on the international scene. This paper addresses this issue by exploring a methodology for evaluating training programmes and also by providing an example of empirical study of the impact of training programmes.

Core idea of the paper: Given the limited resources in many staff development units, a „self-reporting" approach to evaluating the impact of staff development programmes can be considered a viable methodology.

Activities: Paper presentation followed by questions and discussion

⮐ Back

Preparing Academic Staff Developers at Russian Universities: A Cooperative German-Russian Project

Wolff-Dietrich Webler (University of Bielefeld, Germany)

Paper, 90 min

The session will present a model for a training programme for staff developers at Russian universities. The training programme has been developed as the result of a series of workshops in Germany. During a combination of summer and winter academies in Russia and in Germany, Russian teachers of different status learn how to run workshops on the improvement of teaching.

Traditionally, the predominant forms of presentation in Russian universities are frontal lectures. The profile of the study programmes led to highly specialised qualifications, the people were even too specialised for the dynamics of a market economy. Their training had to be broadened and generalized. The recent political and cultural change caused a shift in study aims towards a democratic, independent thinking citizen and a generalisticly trained, highly qualified professional. Higher Education had to react to these societal challenges. Russian universities are now very much interested in western teaching and learning concepts.

The Interdisciplinary Centre for Research and Development in Higher Education, University of Bielefeld, started to support Russian Universities years ago, but in the long run, such problems of modernization can't be solved from outside. Therefore the author developed a model of „help for self-help". Staff Developers are trained as multiplicators in five steps:

1. A group of 20 interested teachers take part in a very intensive „summer academy" (a workshop of one week) on improvement of teaching, hold in Russia. This is supported by a great number of written material, translated into Russian. 2. Some months later, a group of six out of these 20 participants, selected by a series of criteria, visit Bielefeld for a „winter academy" of six weeks, a combination of theoretical studies and additional workshops on teaching and learning and on running such workshops. This is supplemented by visits in typical German lectures and seminars at the university and a colloquium, reflecting these impressions. Finally they prepare a written version of a seminar or lecture according to modern principles and methods of teaching and learning. 3. In the following year, back in Russia, when the next cohort is starting its studies during the second „summer academy", these colleagues serve as comoderators together with me. Along that, they get further accompanying colloquia to reflect staff development and enlarge their teaching and moderation methods. 4. Again on year later, they serve as independent and self responsible moderators during the third „summer academy", while the „students" of the year before (second summer academy) serve now as comoderators and I retire to the role of a supervisor. 5. After three cohorts, the Russians are entirely in charge of the organisation of the programme. There will be a growing network of staff developers, the „graduates" serving as multiplicators.

The session will present the scheme in more detail and the main contents of its parts. The author is running staff development workshops for more than twenty years, since six years in Eastern Europe too. He has published regularly about the professionalization of staff and educational development.

Activities of Participants:

It may be interesting for participants to learn about the design of such a qualification process, the strategy of implementation and to discuss if the model is helpful in other contexts and if it could be transferred into different cultures of Higher Education. Participants should compare it with their own experiences and other models (presented at the conference too), like the project "Teach the Teacher" from the Centre in Dortmund or with the experienced study programmes in UK.

⬅ Back

Abstracts work group unit K

How to accompany open learning processes in virtual learning environments

Gerd Wenning (Universität Siegen, Germany)

Workshop, 90 min.

The participants will experience virtual collaboration for themselves. They will work B supported by a handout about the basic use of the system and contacts B in an environment consisting of BSCW, icq and Netmeeting with examples of interesting student collaboration that has taken place at the University of Siegen within the same system. There will also be links to educational sites and theoretical texts available on the system. Participants will collect material in their personal folder, depending on their interests and background. (Which material is interesting for me? What do I conclude from it? Which guidance do I need?)

Guidance will be given by the partner who is sitting in front of the same computer. So the role of acting and observing is dynamically changing. The presenter will assist in case of problems that can't be solved by the team. The collaboration software used here automatically includes an international exchange and integrates communication technologies in teaching. These new tools enable the integration of distance learning in local learning settings. A more and more important part of teaching competences will be the assistance in open learning processes. This helps to improve professional practice in academic development.

Activities:

- Welcome: Getting to know each other and personal interests in the theme (10 min.)
- Introducion: Presentation of the working environment and the examples, invitation of participants into the environment, finding a partner for cooperation (20 min.)
- Collaboration Process: Participants work in the environment to create their own material. The presenter is visiting each group from time to time. (70 min)

- Reflection: How did I experience this way of working? Which guidance did I need from my collaboration partner or from the presenter? With which tips did I contribute to the learning process of my partner? (20 min.)

Planning and evaluation parameters for the provision of academic staff development within the university.

Owen Hicks (University of Western Australia)

Paper, 45 min.

Hardly any examples exist of academic development being introduced into universities comprehensively and systematically. Many centres for academic development originated from centrally organised programmes designed to assist new academic staff, or teaching assistants, to address the challenges of teaching in higher education. In some instances these centres grew from a research interest in the university's school of education. Today many higher education institutions in many countries have such centres. Little work has been done to identify the key parameters, or broad criteria, against which the appropriateness and adequacy of their contribution to the wider institution might be assessed. Frameworks to assess and guide the creation and modification of academic development strategies at an institutional level are virtually non-existent.

This paper will present a range of parameters seen as significant in the planning and evaluation of academic development services within universities. A brief consideration of parameters, such as „coverage of critical content areas", „the locus of delivery of academic development activities" and „the outcomes of academic development", will enable participants to reflect, at a broad institutional level, on the current state of academic development in their own university.

It is intended that participants will be exposed to a new way of conceptualising academic development and its place in the university. It is intended that participants will be able to use the parameters to systematically locate the current situation of academic development in their own institution, enabling them to make judgements as to the appropriateness, or otherwise, of the current provision. It is hoped that, subsequently, participants will be able to use the set of parameters as a planning and evaluation instrument when reviewing the provision of academic development services at the institutional level.

Activities: Following the introduction of the topic, the presenter will review each parameter, asking participants for examples to illustrate what the parameter might show about the condition of academic development in an institution. Participants will also be invited to suggest other parameters not currently included in the framework.

Professional development for collaboration: talking about student assessment

Roger Gabb (Victoria University of Technology, Australia)

Paper, 45 min.

Victoria University is a dual sector institution, with approximately half its students in the Higher Education (HE) sector and half in the Vocational Education and Training (VET) sector. It offers courses ranging from training programs for the unemployed to doctorate programs, and increasingly specialises in cross-sectoral programs. Teachers in the HE and VET sectors therefore need to work closely together. However, they come from very different cultures, and nowhere is this difference more marked than in the area of student assessment. In the VET sector, assessment is based on nationally-prescribed competencies. In the official VET discourse, teaching and assessment are increasingly separated, with an emphasis on assessment being performed in the workplace by supervisors rather than by teachers/trainers. On the other hand, the HE discourse increasingly emphasises assessment as an integral part of teaching and learning, recognising that assessment has potent effects on the quality of student learning. A key theme in the VET discourse is the assessment *of* learning, while a key theme in the HE discourse is assessment *for* learning. The implications of this fundamental tension between the sectors for the design of professional development activities aimed at enhancing collaboration across the sectors will be explored.

While the dual sector setting of this case study may be unusual, it raises general issues about the design of university-wide professional development activities aimed at enhancing collaboration across intra-institutional boundaries and about the role(s) of student assessment in tertiary education.

Activities: Paper presentation and discussion

Are there Different Levels of Expertise in the Scholarship of Teaching?

Carolin Kreber (University of Alberta, Canada)

Paper, 45 min.

I propose to present the some of the findings of a larger research project that investigates the relationship between professors' expertise in the scholarship of teaching (SofT) and their student learning. The part of the study that I would like to focus on in this paper is the notion of expertise in the scholarship of teaching (SofT) itself, how it differs from experience in teaching, and how it is developed. The study is based on a model of the scholarship of teaching (SofT) that was derived through deductive analysis of Mezirow's notion of transformative learning, a concept developed in the adult education literature and informed by both constructivist psychology and critical social theory.

The SofT model distinguishes three domains of knowledge about teaching, and three levels of reflection within each domain. The resulting nine different ways of knowing about teaching are both experience -and research-based. Learning is either instrumental, communicative, or emancipatory or any combination of these. As a result of the multifaceted and multilayered nature of the model, it seems plausible to assume that people may exhibit different levels of expertise in the SofT. The methodology used in this study followed a cross-sectional design using both quantitative and qualitative data gathering and analysis. Three groups of faculty were considered. Two groups were identified prior to data collection: One group was inexperienced the other was experienced. Once data were collected, the experienced group could be divided into experienced experts and experienced non experts in the scholarship of teaching.

Interviews were based on the SofT model, Zimmerman and Schunk's notion of self-regulation in learning, and Bereiter and Scardamalia's notion of expertise as progressive problem-solving. The repertory grid technique was used to assess the kinds of teaching-related problems science teachers address and the depth by which they conceptualized them.

Suitability of topic for the conference: Scholarship and professional practice in academic development need to be based on some understanding of how discipline experts learn about teaching their discipline. Only if we understand the process of learning about teaching are we in a position to foster and promote the process in others.

Activities:

- Opportunity for interaction among participants will be provided in several ways:
- discussion on the research findings will be encouraged.
- in an activity participants will be introduced to the interview questions based on the SofT model as well as the repertory grid technique
- together with participants it will be explored how the SofT model could be useful to the educational developer who is interested in assessing and promoting the scholarship of teaching among faculty.

🔙 **Back**

Preparing Academic Staff Developers at Russian Universities: A Cooperative German-Russian Project

Wolff-Dietrich Webler (University of Bielefeld, Germany)

Paper, 90 min

The session will present a model for a training programme for staff developers at Russian universities. The training programme has been developed as the result of a series of workshops in Germany. During a combination of summer and winter academies in Russia and in Germany, Russian teachers of different status learn how to run workshops on the improvement of teaching.

Traditionally, the predominant forms of presentation in Russian universities are frontal lectures. The profile of the study programmes led to highly specialised qualifications, the people were even too specialised for the dynamics of a market economy. Their training had to be broadened and generalized. The recent political and cultural change caused a shift in study aims towards a democratic, independent thinking citizen and a generalisticly trained, highly qualified professional. Higher Education had to react to these societal challenges. Russian universities are now very much interested in western teaching and learning concepts.

The Interdisciplinary Centre for Research and Development in Higher Education, University of Bielefeld, started to support Russian Universities years ago, but in the long run, such problems of modernization can't be solved from outside. Therefore the author developed a model of „help for self-help". Staff Developers are trained as multiplicators in five steps:

1. A group of 20 interested teachers take part in a very intensive „summer academy" (a workshop of one week) on improvement of teaching, hold in Russia. This is supported by a great number of written material, translated

into Russian. 2. Some months later, a group of six out of these 20 participants, selected by a series of criteria, visit Bielefeld for a „winter academy" of six weeks, a combination of theoretical studies and additional workshops on teaching and learning and on running such workshops. This is supplemented by visits in typical German lectures and seminars at the university and a colloquium, reflecting these impressions. Finally they prepare a written version of a seminar or lecture according to modern principles and methods of teaching and learning. 3. In the following year, back in Russia, when the next cohort is starting its studies during the second „summer academy", these colleagues serve as comoderators together with me. Along that, they get further accompanying colloquia to reflect staff development and enlarge their teaching and moderation methods. 4. Again on year later, they serve as independent and self responsible moderators during the third „summer academy", while the „students" of the year before (second summer academy) serve now as comoderators and I retire to the role of a supervisor. 5. After three cohorts, the Russians are entirely in charge of the organisation of the programme. There will be a growing network of staff developers, the „graduates" serving as multiplicators.

The session will present the scheme in more detail and the main contents of its parts. The author is running staff development workshops for more than twenty years, since six years in Eastern Europe too. He has published regularly about the professionalization of staff and educational development.

Activities of Participants:

It may be interesting for participants to learn about the design of such a qualification process, the strategy of implementation and to discuss if the model is helpful in other contexts and if it could be transferred into different cultures of Higher Education. Participants should compare it with their own experiences and other models (presented at the conference too), like the project „Teach the Teacher" from the Centre in Dortmund or with the experienced study programmes in UK.

⬅ Back

Die Veranstaltungsbeteiligung der Studierenden als sozial-didaktische Aufgabe von Lehrenden. Ein Überblick über die Aspekte des beteiligungsförderlichen Lehrverhalten im Lichte eines psychologischen Wirkungsmodells

Peter Viebahn (Universität Oldenburg, Germany)

Paper, 45 min.

Der Bestimmung des beteiligungsförderlichen *Lehrverhaltens* muß eine Analyse der psychologischen Bedingungen des *Studienverhaltens* vorausgehen: Wenn die Aufgabe des Lehrenden darin besteht, Seminarteilnehmern die Beteiligung zu erleichtern, muß zunächst geklärt werden, welche psychischen Prozesse auf seiten der Studierenden das Beteiligungsverhalten steuern, die ja durch das Lehrverhalten positiv beeinflußt werden sollen. In Anlehnung an die psychologische Handlungstheorie wird von einem dreistufigen Handlungsmodell auf seiten der Studierenden ausgegangen. Beteiligung setzt bei Teilnehmern voraus, daß sie

1. *kognitiv* in der Lage sind, einen Gedanken so klar zu fassen, daß sie ihn auch anderen mitteilen können *(Entwicklung eines Mitteilungsgedankens),*
2. *motivational* bereit sind, diesen Gedanken auch in das Seminar einzubringen *(Bildung einerRedeabsicht)* und
3. *sich sozial-kompetent* darum bemühen, ihren Beitrag in das dynamischen Geschehen des Seminars"einzufädeln" (Redeausführungsbemühungen).

An jeder dieser Stellen kann die Ausführung von Beteiligungsverhalten scheitern. Es kommt darauf an, daß Lehrende
1. das eigenständige Entwickeln von Fragen bei den Seminarteilnehmern unterstützen,
2. die Überzeugung der Teilnehmer stärken, mit ihrem Beitrag von den anderen akzeptiert zu werden und befriedigende Antworten auf Fragen zu erhalten und
3. das Einbringen eines Beitrages in das Seminar relativ einfach gestalten.

Auf drei Ebenen können Lehrende in diesem Sinne die Veranstaltungsbeteiligung fördern, und zwar durch

1 . die angemessene Anlage des Unterrichts selbst. Zum Beispiel durch die angepaßte Regelung der Stofffülle: Ein stark stoffbeladener Unterricht erschwert, Fragen, Kritik innerlich so klar zu fassen, daß man sie verständlich formulieren kann.
2. den Aufbau einer tragfähigen Arbeitsbeziehung. Durch ihr Sozialverhalten können Lehrende die allgemeine soziale Erwartung aufbauen, daß im Seminar Teilnehmerbeiträge begrüßt und produktiv aufgenommen werden. Was gehört im einzelnen zu diesem unterstützenden Sozialverhalten? Neben einer Übersicht wird ausführlich die wichtige Kommunikationsvariable *Selbstöffnung* behandelt.
3. beteiligungsspezifische Maßnahmen. Eine Reihe konkreter Lehrverhaltensweisen, die die empirischen Untersuchungen als bedeutsam erwiesen haben, wird vorgestellt. Dazu gehören z. B. die Art der Formulierung von Fragen und des Reagierens der Lehrenden auf studentische Beiträge.

Es werden auch *interindividuelle Unterschiede* angesprochen:

- Studierende nehmen das beteiligungsfördernde Lehrverhalten recht verschieden wahr.
- In der Art des beteiligungsrelevanten Lehrverhalten bestehen deutliche Geschlechtsunterschiede zwischen den Lehrenden.

In der Diskussion könnte auf die Frage eingegangen werden, welche Bedingungen es den Lehrenden erleichtert, beteiligungsförderliches Lehrverhalten überhaupt auszuführen. Besonders problematisch dürfte die Umsetzung der Kommunikationsvariable *Selbstöffnung sein.*

Sowohl Konzepte des aktiven Lernens wie Befragungen von Lehrenden zeigen, daß die Veranstaltungsbeteiligung der Studierenden als ein wichtiger Teil des Hochschulunterrichts angesehen wird. In der Praxis erweist es sich jedoch immer wieder als sehr schwierig, ein befriedigendes Ausmaß an Veranstaltungsbeteiligung herzustellen. Lehrende stellen sich oft die Frage, was sie zur Verbesserung der Veranstaltungsbeteiligung der Studierenden tun können. Hochschuldidaktiker, die diese Thematik in ihre Fortbildungskurse einbeziehen, sollten über ein tieferes psychologisches Verständnis für diese Problematik verfügen, um tragfähige Anregungen geben zu können. Es liegen einzelne empirische Befunde aus breit angelegten US-amerikanischen Erhebungen zum beteiligungsförderlichen Lehrverhalten vor, die aber nicht der komplexen psychologischen Problematik gerecht werden.

Das Referat liefert Informationen, die in Fortbildungskursen verwendet werden können, um das psychologische Wissen von Hochschullehrern über einen Kernbereich des sozialen Geschehens im Hochschulunterricht zu erweitern (Aufbau *sozialer Unterrichtskompetenz von* Hochschullehrern).

⏪ Back

Abstracts work group unit L

Transforming Problems into Challenges. An Example of Partnership in the teaching-learning process.

Ksenija Napan (UNITEC, Faculty of Art and Social Sciences, New Zealand)

Seminar, 45 min.

This paper introduces the Contact-Challenge Method, which was created as a response to my dissatisfaction with the way that social work practice was taught at tertiary settings and as a practical response to problems that tertiary educators of practical disciplines are facing. The method is envisaged as a viable, self-organising system, which continuously improves itself throughout its performance by means of participatory action research. It arises from the ecological worldview and attempts to put social work values in practice throughout social work education.

The method involves social work clients and their families, students, social work practitioners and tertiary teachers who all become equal participants on a mutual learning journey. The process is empowering and educational for all. The method is applicable with some modifications to settings different than social work.

The study I am going to present was conducted in two very different settings, University of Zagreb in Croatia and Massey University in New Zealand. An innovative method of teaching and learning was evaluated by means of action reserch using quantitative and qualitative methodology. It seems that the Contact-Challenge Method overcomes national and racial differences and unites students, practitioners, university staff and clients creating a mutual benefit. Feedback from international colleagues would be most appreciated.

⏪ Back

Developing and Supporting On-line Tutors: From Process to A Global Knowledge Pool

Carol Higgison (Heriot-Watt University, UK)

Workshop, 90 min.

Education is already on-line and global. How do staff develop the skills they will need to cope in this new on-line and international environment? Heriot-Watt University and The Robert Gordon University and are committed to using C&IT to support their core activities of teaching, learning, assessment and research (see http://campus.rgu.com and http://www.ltc.hw.ac.uk/). The challenges faced by these institutions, their staff and the sector as a whole in supporting these core activities on-line were identified in the recent "TALiSMAN Review of Staff Development Courses and Materials for C&IT in Teaching, Learning and Assessment" (Alexander, 1999). This review identified a need for a forum to support staff developers in providing professional development for ICT to academics and pedagogic applications of ICT. The institutions also identified difficulties faced by teaching staff when adapting existing skill sets to becoming on-line facilitators and motivators, and adapting their tutoring style to this new medium.

In response to these needs we are establishing a process, guidelines and knowledge pool of resources that will staff to map the long established 'tutoring model' to the world of on-line education. The project has taken a global approach: firstly to ensure that we exploit current good practice that already exists; secondly, to ensure we prepare staff in Scottish HEIs to act as tutors in the growing and competitive global education economy. The project has learned a considerable amount from consulting with experts from institutions around the world including in Canada, New Zealand, Australia and Scandinavia.

The aim of the workshop is to offer these draft materials for testing and evaluation by opening them to the scrutiny of an experienced and international audience. The workshop is an opportunity for participants to examine and explore commonalities and differences in approach to tutoring in traditional and on-line environments and their approaches to prepare staff for the transition. We pose three questions:

- Is there an agreed definition of the "established tutoring model" which is common across disciplines and countries? If yes - what are its key characteristics?
- What elements of this "tutoring model" are transferable to the on-line environment?
- What new methods and techniques are available to tutors in the on-line environment?

Intended Outcomes:

- to examine the staff development materials in the light of different national and cultural perspectives,
- to identify areas of commonality and difference in style and pedagogical approach,
- to identify the extent to which tehese materials meet (or can be adapted to meet) the needs of different national audiences,
- to identify international partners for further collaboration on staff development in on-line tutoring.

⬅ Back

Scholarship and the everyday life of academics: Institutional and staff development perspectives

Neil Haigh, University of Waikato (New Zealand)

Paper, 45 min.

While the views of a very wide range of scholars inform the activities of academic staff developers, of increasing significance for many are those of Ernest Boyer concerning the nature of scholarship and associated implications for the work of academics (Boyer, 1990, Scholarship

Reconsidered: Priorities for the Professoriate). Those views have particular salience in a context when many individual academics, as well as universities, appear to be experiencing an 'identity crisis'. In this paper, I identify factors that have contributed to this crisis, present a brief outline of Boyer's views, comment on the status of associated theory and research findings - in particular those concerning the relationship between teaching and research, and then argue that despite conflicting theory and equivocal findings there is a good case for academic developers drawing on Boyer's views and related research findings when they endeavour to help colleagues develop successful and satisfying worklives. I present an agenda that has given direction to my own work in this area and describe specific initiatives I have taken to address that agenda. Finally, I identify other initiatives that I believe need to be taken if the potential benefits of this work are to be realized fully.

I will note the nature and the scale of changes that have impacted on many universities internationally that have given rise to similar 'identity' issues for institutions as a whole, as well as individual staff. What are the purposes of universities? What does it mean to be an academic? The opening reflection activity is intended to help participants relate the subject matter of the session to their own contexts. A clear outline of Boyer's central views will be provided at the outset of the session to ensure familiarity with them before questions are raised and addressed.

Core Ideas and Central Statements:

- In many universities, academic work is changing as a consequence of a number of interrelated factors. The factors typically identified include the increased number and diversity of students, new curriculum that emphasize vocational relevance, increased accountability demands, reconceptualization of students as clients or customers, commitment to increasing openness and flexibility in curriculum and teaching/learning approaches, shifts towards working relationships based on individualism and competitiveness vs colleagiality and cooperation, increased casualization of the academic workforce, and moves to governance based on managerialism and decision-making based on a market-place representation of higher education One of the outcomes that can follow from such changes is uncertainty and confusion regarding the fundamental purposes of universities and of academic work.
- Boyer offers a view of the nature of scholarship that provides a coherent and convincing framework for (re)defining the essential purposes and character of academic work - and, therefore, the 'raison d'etre' for universities. His conceptualization of academic work as involving the scholarships of discovery, integration, application and teaching is presented.
- Responses to Boyer's views are noted - for example, in the context of continuing debates about the teaching-research nexus that is widely considered a necessary and defining feature of the work

undertaken by university academics, and in discourse at the institutional level about the valuing of the various forms of work that academics engage in.
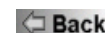
- A staff development perspective is then introduced and I propose that Boyer's views provide a valuable conceptualization to draw on when developers work with their colleagues to help them (a) learn what is involved in an academic worklife, (b) plan and manage aspects of their scholarly work, and (c) develop institutional policies and processes that will support, develop and reward all of the forms of scholarship associated with academic work.
- I describe a number of examples of initiatives I have taken, and contributed to, in order to address this agenda, including the development of a list of examples of the ways in which the beneficial interactions possible between the scholarships of discovery, integration, application and teaching can be expressed in day to day academic work.
- Finally, I identify further initiatives that I believe need to be undertaken within my own university to help ensure that the discourse now underway is sustained and continues to have a positive impact on the worklife of colleagues.

Participants will

- identify experiences and actions of colleagues in their own institutions that may reflect uncertainty or confusion about the purposes of academic work
- assess the validity of Boyer's view concerning the nature of academic work as an expression of the scholarships of discovery, integration, application and teaching
- describe and evaluate initiatives, based on Boyer's conceptualization, that could be undertaken to assist individual academics and universities as a whole to define the purposes of academic work, and to establish policies and practices that will support those purposes.

Activities:

- An opening reflection activity - up to 10 minutes (Identify significant changes in the nature of academic work that you have personally experienced or observed over the last 10 years. Are those changes associated with any apparent increase in uncertainty, confusion or negativity in relation to what it means to be an academic?)
- Following the presentation phase, participant questions, comments, examples

⟵ Back

Teaching at the Faculty of Economics and Business of Valladolid: Between Stereotypes and Reality
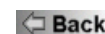
Mercedes Molpeceres Abella, Mercedes Prieto (Universidad de Valladolid, Spain)

Paper, 45 min.

A reasonable development of teaching methods used in Higher Education needs a sound description of its present situation based on the analysis and the correct and efficient use of the available information. The purpose of this paper is to develop a methodology to describe Higher Education. With this aim, we design a questionnaire involving the most relevant features of teaching at University. It was applied at the Faculty of Economics and Business of Valladolid and, finally, the data obtained were used to characterise the teaching-learning process at this faculty.

The objective of the paper is to propose a methodology for the collection and the analysis of important variables related to teaching in Higher Education. To present the main results of an application of this methodology at the Faculty of Economics and Business of Valladolid.

Key Words: *teaching methodologies, evaluation system, sampling, PRINCALS, cluster analysis*

⟵ Back

Researching community: developing a design for a virtual professional development centre in computer based collaborative group work

Jonathan Foster, Nicholas Bowskill, Vic Lally & David McConnell (University of Sheffield, UK)

Paper, 45 min.

The Computer Based Collaborative Group Work (CBCGW) Project (CBCGW, 1998-2000) is a Teaching & Learning Technology Programme Phase 3 project that aims to develop, implement and evaluate computer

based collaborative group work in higher education settings. Among these aims is the establishment of a largely "virtual" support centre for computer based collaborative group work. The following paper reviews and evaluates existing relevant professional development centres and identifies criteria which might be used to evaluate such centres. Drawing on work in the area of communities-of-practice theory (Lave & Wenger, 1991; Wenger, 1998) the paper discusses how concepts such as participation and reification might develop and extend these criteria into a set of guidelines which can include design for the professional development of learning communities in general and communities-of-practice in particular. In conclusion, the paper makes suggestions as to how a research-led virtual professional development centre can assist not only university staff in moving towards the incorporation of online group work into their professional practice but also students in acquiring knowledge of online collaborative learning methods.
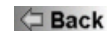
Bibliography

CBCGW. (1998-2000). The Computer Based Collaborative Group Work Project: http://collaborate.shef.ac.uk/

Lave, J. & Wenger, E. (1991). Situated learning: legitimate peripheral participation. Cambridge: Cambridge University Press.

Wenger, E. (1998). Communities-of-practice: learning, meaning, and identity. Cambridge: Cambridge University Press.

The core idea is to develop criteria for the development of a professional development centre for online learning & teaching based on a scholarly review of relevant literature. The criteria will draw on communities-of-practice theory and develop criteria for a Centre designed to assist in the professional development of learning communities.

Activities: Presentation; discussion

⬅ Back

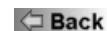### Qualitätszirkel: Ein Instrument zur Verstetigung des Studienreformprozesses

Bernhard Christmann, Karen Golle (both Ruhr-Universität Bochum, Germany)

Paper, 45 min.

Die zeitliche und personelle Begrenzung des Projektes ermöglicht nur eine exemplarische Umsetzung der entwickelten Konzepte zur Umstrukturierung von Lehrveranstaltungen. Aufgabe des B.I.S.-Projektes war es daher auch, Voraussetzungen für eine Verstetigung des Reformprozesses zu schaffen. Dies erfordert Strukturen, die den Transfer der erprobten Konzepte auf weitere Lehrveranstaltungen und an bisher nicht beteiligte Lehrstühle gewährleisten. Der Transfer der Konzepte bzw. deren dauerhafte Integration muß als langfristige Aufgabe institutionell in der Fakultät verankert werden. Hierzu eignet sich in besondere Weise das vom Projekt entwickelte und erprobte Konzept der Qualitätszirkel.

Die Grundidee von Qualitätszirkeln ist, dass arbeitsbezogene Probleme von den betroffenen Mitarbeitern bearbeitet, gelöst und diese Vorschläge auch von ihnen umgesetzt werden. Die Lehrenden selbst entwickeln eigenverantwortlich Kriterien und Verfahren zur Verbesserung der Qualität der Lehre und setzen diese unter Berücksichtigung vielfältiger Rahmenbedingungen um. Der Qualitätsbegriff schließt neben der Produktqualität Fragen der Verfahrensqualität und der sozialen Qualität mit ein. Die Arbeitsergebnisse müssen konsensfähig auch im Umfeld sein.

Aktivitäten: Referat (20 Minuten), Diskussion

⬅ Back

Abstracts work group unit M

Developing and Supporting On-line Tutors: From Process to A Global Knowledge Pool

Carol Higgison (Heriot-Watt University, UK)

Workshop, 90 min.

Education is already on-line and global. How do staff develop the skills they will need to cope in this new on-line and international environment? Heriot-Watt University and The Robert Gordon University and are committed to using C&IT to support their core activities of teaching, learning, assessment and research (see http://campus.rgu.com and http://www.ltc.hw.ac.uk/). The challenges faced by these institutions, their staff and the sector as a whole in supporting these core activities on-line were identified in the recent "TALiSMAN Review of Staff Development Courses and Materials for C&IT in Teaching, Learning and Assessment" (Alexander, 1999). This review identified a need for a forum to support staff developers in providing

professional development for ICT to academics and pedagogic applications of ICT. The institutions also identified difficulties faced by teaching staff when adapting existing skill sets to becoming on-line facilitators and motivators, and adapting their tutoring style to this new medium.

In response to these needs we are establishing a process, guidelines and knowledge pool of resources that will staff to map the long established 'tutoring model' to the world of on-line education. The project has taken a global approach: firstly to ensure that we exploit current good practice that already exists; secondly, to ensure we prepare staff in Scottish HEIs to act as tutors in the growing and competitive global education economy. The project has learned a considerable amount from consulting with experts from institutions around the world including in Canada, New Zealand, Australia and Scandinavia.

The aim of the workshop is to offer these draft materials for testing and evaluation by opening them to the scrutiny of an experienced and international audience. The workshop is an opportunity for participants to examine and explore commonalities and differences in approach to tutoring in traditional and on-line environments and their approaches to prepare staff for the transition. We pose three questions:

- Is there an agreed definition of the "established tutoring model" which is common across disciplines and countries? If yes - what are its key characteristics?
- What elements of this "tutoring model" are transferable to the on-line environment?
- What new methods and techniques are available to tutors in the on-line environment?

Intended Outcomes:

- to examine the staff development materials in the light of different national and cultural perspectives,
- to identify areas of commonality and difference in style and pedagogical approach,
- to identify the extent to which tehese materials meet (or can be adapted to meet) the needs of different national audiences,
- to identify international partners for further collaboration on staff development in on-line tutoring.

🔙 Back

Supervision on Empirical Research as Part of Teaching: „Teaching-Research Projects" at the University of Bielefeld

Wolff-Dietrich Webler (University of Bielefeld, Germany)

Paper, 45 Min

As a part of the study programmes „Diploma in Sociology" and „Diploma in Education" (comparable to Master programmes elsewhere), students have the opportunity to take part in a real research project. The project is scheduled for two or three terms and includes all the steps of research: creating the problem; formulating questions (hypotheses); working on the theoretical background; project design; choice of methods; development of questionnaires or interviews; collection of data; interpretation of data; final report. Students conduct the project independently, just supervised by a teacher. This research project is the fourth and last part of their studies in empirical methods. After completing the project, students get two study certificates (or now: credit points): one for studying the theme they were working on (like a normal seminar) and one for their empirical project (certificate in empirical research methods).

This example can be used to demonstrate the opportunities of the project study method and the method „learning by research". This method was developed in Germany at the end of the sixties, already marking the „shift from teaching to learning". The role of the teacher as a background teacher and the preparation of the students for this independent enterprise will be discussed.

The core idea is to disseminate this kind of project study method in such a way that more teachers are interested and able to offer students opportunities to achieve and practice empirical methods, knowledge about the creation of new knowledge, its strengths and weaknesses and a critical attitude to some empirical „truth". Very often, students say that they have learnt most about sociology during their teaching research project.

Objecties:

To share experiences with other teachers about this teaching method, to support new teachers to try this method, to make students more independent and studies more scholarly. This session - if accepted - contributes to the skills and knowledge which should be part of academic development

Activities of Participants:

- The teaching-research projects will be presented in some detail with a special accent on the role of research supervisors. A handout will be provided
- Discussion by the participants about the concept and their own teaching experiences in this field.
- Participants try to transfer this concept into their own study programmes and discuss the framing

conditions for such a type of teaching.

Back

A Critical Pedagogy for Higher Order Thinking Through Collaborative Scholarship

Karin Sandell, Sherrie Gradin (both Ohio University, USA)

Seminar, 45 min.

Too much of student learning concerns acquisition of material knowledge resulting in a surface acquisition of content that leaves students ill-prepared to engage in the process of acquiring, managing and manipulating thoughts, concepts, and ideas. Deep learning entails both collaborative learning models as well as mastery of the process of information construction and understanding of the epistemic communities in which scholarship unfolds. The circumstances in which students excel, working collaboratively and closely with faculty, mirrors the process of scholarship. Thus, we seek to develop a pedagogical model, focused on the teaching of scholarship, that provides a culminating intellectual experience for undergraduate students, and links them to the scholarly world occupied by their teachers in order to attain higher order thinking skills through collaborative research. The authors address a number of key questions in developing this model, including: At what point in the discovery process can collaboration between students and faculty best take place? What role can students play in the discovery process (and how can they be involved at some more substantive level than grunt labor)? What elements in the discovery process should be understood in order to gain knowledge of the synthetic and critical thought processes, grounded in specific epistemic communities, that result in the generative activity of original research?

This model includes development of protocols for the teaching of scholarship in the humanities, sciences and social sciences and rubrics with associated student-learning goals for deep student learning outcomes in these areas. The authors seek input into their model.

Objectives/intended outcomes:

To initially present the model and then to thoroughly discuss it as a precursor to considering the ways in which faculty developers can encourage faculty to utilize the model in developing courses and course experiences that utilize their own ongoing scholarship to engage their students in critical thinking about their work and their discipline.

Activities:

Presenters will lay out their model in 15 minutes, with a paper/graphics that lay it out for the audience, then facilitate critical discussion about the concepts presented for 15 minutes, before concluding with a 15 minute working session in which the presenters/audience consider the development of programs to assist faculty in applying this pedagogical model. The seminar model provides an excellent opportunity for open discussion and debate, thus allowing the participants and authors to thoroughly investigate and further refine the model that is the basis for this session.

Back

Going the Distance: Impacts and Strategies for Effective Web-Based Distance Education

Heather Kanuka (University of Alberta, Canada)

Paper, 45 min.

Emerging information and communication technologies are creating new demands on how higher education is practiced. Yet early adopters are discovering that, while these new technologies offer learners many opportunities, they also pose many challenges. This research studied the impact of the World Wide Web (both the opportunities it affords and the challenges it creates) in distance learning at a large research university in Western Canada. The results revealed that although many learners experienced a variety of frustrations, overall, the World Wide Web was considered to be an effective technology with relatively few technical problems when compared to other technologies. The problems that learners found most difficult to overcome were not technical in nature; rather, working with university instructors who did not have expertise with the technologies (both technical and in teaching with), a lack of timely and informative feedback, and vague or confusing instructions were the most frustrating problems to overcome.

The purpose of this study was to increase an understanding of the impact of the World Wide Web in distance learning in higher education environments. The research objectives were twofold: (1) to identify and assess impacts/needs of learners when implementing the World Wide Web in distance education, and (2) to develop approaches and strategies to best meet the needs of the distance learner. The results of the data provide insights with regard to how the Web impacts distance learners in higher education environments. Based on

these impacts, strategies for improving practice will be presented.

Universities around the world are undergoing pressure to change style, method, and administration of their educational programming. Declining public revenues, increasing student enrolments, and rapid change of technological, social and industrial institutions, coupled with the demand for flexible, lifelong programs of study are forcing higher educators to seek out creative ways to remove barriers to access while still maintaining quality and cost effectiveness. Technology-mediated distance education has been perceived as a global solution to these increasing pressures by post-secondary institutions, with the World Wide Web being the technology of choice. But how does this technology and delivery method impact learners in higher education settings? This presentation will share the results of a two year investigation on the impacts/needs of learners when implementing Web-based distance learning.

The objectives of this presentation are twofold: (1) to share the results of a two year study that identified and assessed the impacts and needs of learners when integrating the World Wide Web in distance education, and (2) based on these findings, share approaches and strategies to best meet the needs of the learners for improved practice.

Activities:

The activities for this presentation will include a presentation of the findings followed by a discussion.

⟵ Back

Escaping the Cobweb - Developing and Supporting University Staff in Research Activities.

Robert Matthew (University of Glasgow, UK), Pete Sayers (University of Bradford, UK)

Workshop, 45 min.

Recently in the UK some staff and educational developers have faced an unusual challenge. The challenge has arisen as a result of the merger of Teacher Training Establishment and Schools of Health Studies with universities. As part of the merger the staff in non-university parts have had an expectation of becoming research active. So staff and educational developers have had to face the question how to help these new members of academic staff to become research active in an institution that sees research as the essence of academic work?

The paper and workshop will describe two approaches to answering the question, the first arose from the merger of the Bradford College of Health with the University of Bradford and the second from the merger of St. Andrew's College (a teacher training establishment) with the University of Glasgow. The goal of developing the academic staff so that they can be returned as research active has resulted in two very different approaches being adopted in the two mergers. The two processes will be described in detail and the advantages and disadvantages outlined in the paper. In the workshop it is proposed to use the two models as a way of exploring how staff and educational developers support the development of research cultures to see a model of good practice can be developed. It is hoped that this model of good practice will be of interest to staff and educational developers in all HE institutions where research is carried out. As mergers between universities and colleges are on the agenda in many parts of the world, the emerging model will be of interest and application to an international audience.

The session will offer a number of suggestions for ways forward that are easily transferable to an international context.

Core Idea:

How do you develop researchers within a community where the majority are research inactive? What lessons can be learnt from two research universities that have fast-tracked research activity when merging with colleges? Models for such work can in some ways be seen as being on a continuum, from the classical approach of putting people through the PhD process (the way most university teachers were trained) to sophisticated mentoring models usually involving established researchers. How do institutions faced with an issue of making staff research active take appropriate action.

Activities:

- Formal Inputs
- Structured Discussion in Small Groups
- Facilitated Plenary Session

⟵ Back

Putting the Case Method into Practice

James O. Schnur (University of Southern Mississippi, USA)

Paper, 45 min.

This session will explore and practice the case method pedagogy, developed at Harvard University, for the training of high level business managers. In the case method the learner studies real problems and engages in dialogue, with colleagues, under the guidance of an instructor/facilitator, to explore problem solutions. Developed for the world of business in the 1930s, this pedagogy has been broadened to include fields of study such as educational administration/management. This proposed activity will provide the audience with a short case to read and analyze. The proposer will then facilitate the application of the case method pedagogy by leading the audience through:

- case characteristics,
- problem identification and definition,
- development of possible problem solutions, and
- evaluation of the merit of each solution.

Thus, participates will learn the case method pedagogy through actual participation in a case.

The core idea of this session is that decision making skill may be enhanced through engagement in exercises which encompass: problem identification/definition, generation of logical solutions, and testing the efficacy of this set of solutions in a classroom setting. These decision making skills, learned in simulation settings, will transfer to real world situations, thus making the decision maker a better manager.

Managerial problem solving is a universal, ongoing demand on today's managers, be they in business or academe. The proposed session will address the Dashman University Case. This case is set in higher education administration and will deal with a financial problem. It will appeal to higher education administrators, specifically and educational administrators and higher education faculty in general.

Each participant in the proposed session will:

- be able to define and describe the components of the case method pedagogy,
- participate in an actual case method exercise, and
- self determine the efficacy and applicability of this pedagogy to his/her own area of endeavor.

Activities:

(1) The proposer will guide formulation of the definition and description of the case method pedagogy and its a