

Approaches to and Perceptions of, The Role of Academic Development Units

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Learning



This session

An opportunity for dialogue and critical
reflection on the role of academic
development units.



Writing Exercise

1. In my opinion the biggest **challenge** for teachers in higher education today is



Writing Exercise

2. In my opinion the biggest **change** in approaches to teaching and learning in higher education today is



Writing Exercise

3. To help faculty with these changes and challenges our institution is ...



Writing Exercise

4. To respond to these challenges/changes our Academic Development Unit has/is/provides



5. We measure the impact of our program on enhancing student learning by



'Multiple levers are exerting pressure in higher education institutions to restructure and change their deeply embedded assumptions and practices regarding teaching and learning.'

Connie M. Shroeder, 2011
Coming in from the Margins p. 1



Support /Canadian Context (Knapper, 2012)

- Canadian Association of University Teachers (CAUT) established in 1970 (43 years ago)
- McGill's Teaching and Learning Services (founded late 1960's) one of the earliest (and possibly first centre)(33 years ago) (most colleges and universities have followed suit with a central support unit)
- Society for Teaching and Learning in Higher Education (STLHE) founded in Ontario in 1985 (23 years ago)
- Provincial Govt. bodies such as HEQCO, and regional groups



Internationally

- International Consortium for Educational Developers (ICED) founded in Oxford in 1993-first meeting in 1995) (13 years ago)
- International Society for Scholarship of Teaching and Learning (ISSOTL) founded in 2004 (9 years ago)



In Hong Kong and China

- Academic development programs focus mainly on early career academics (2012 UGC report)
- Academic development in Hong Kong is in the early stages and limited studies on trends or effectiveness (Thomas et al, 2011)
- 8 Hong Kong universities and all have Academic Development Centres – mainly linked to supporting government initiated curriculum reform
- China – rated as important and linked to government agenda (Feng, 2010) but no clear statement of criteria for effective teaching (Yu, 2010)

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Discipline specific issues

- 'Filters' that condition faculty approaches to teaching and learning (Fanghanel & Trowler, 2008)
- The discipline
 - The department
 - The institution
 - Pedagogical beliefs
 - Academic labour
 - External factors



What's changed in approaches to teaching?

Biggs and Tang (2007) suggest a paradigm shift from:

From: what does the teacher do To: what does the student do

Coverage mode	<i>Assignment/Task Centred Mode</i>
What am I going to teach?	<i>What do I want the students to learn?</i>
I must cover ...	<i>They must do...</i>
Teaching Tasks	<i>Learning Tasks</i>
Monologue	<i>Dialogue</i>
Teach content assess for memory	<i>Engagement with content/class as dialogue/assess for deep learning</i>

Have approaches to academic development
kept up with the changing needs?

How are we responding?

What type of academic development aligns?

Historically **workshops** on various topics that focus on the 'teaching' (what does the teacher do) not the 'learning' (what will the learner do) such as

Type of Teaching	Type of Academic Development Activity??
Historical Paradigm	
Coverage mode	
What am I going to teach?	
I must cover ...	
Teaching Tasks	
Monologue	
Teach content assess <i>for memory</i>	

What type of academic development aligns?

Historically **workshops** on various topics that focus on the 'teaching' (what does the teacher do)_not the 'learning' (what will the learner do) such as

Type of Teaching	Type of Academic Development Activity
Coverage mode	<i>Use of Power Points</i>
What am I going to teach?	<i>Planning content sequencing</i>
I must cover ...	<i>Lesson Planning</i>
Teaching Tasks	<i>Instructional Skills Workshops</i>
Monologue	<i>Teaching Tips</i>
Teach content assess <i>for memory</i>	<i>Designing Assessments, Use of Multiple Choice</i>

Shifting trend to link academic development to align with strategic initiatives


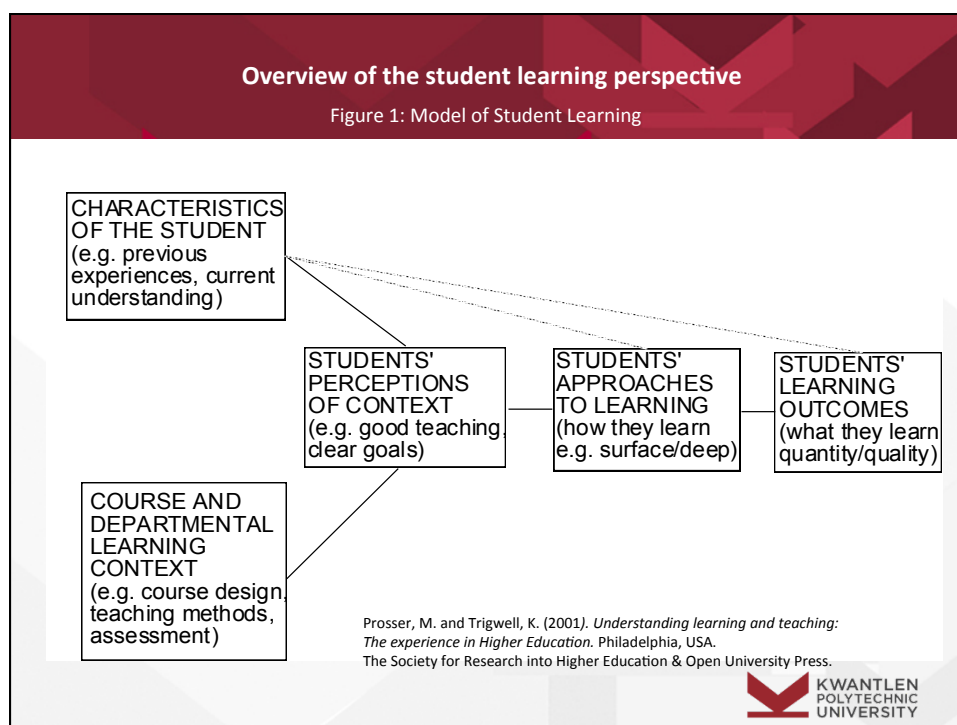
Coming In from the Margins: Faculty Development's Emerging Organizational Development Role in Institutional Change

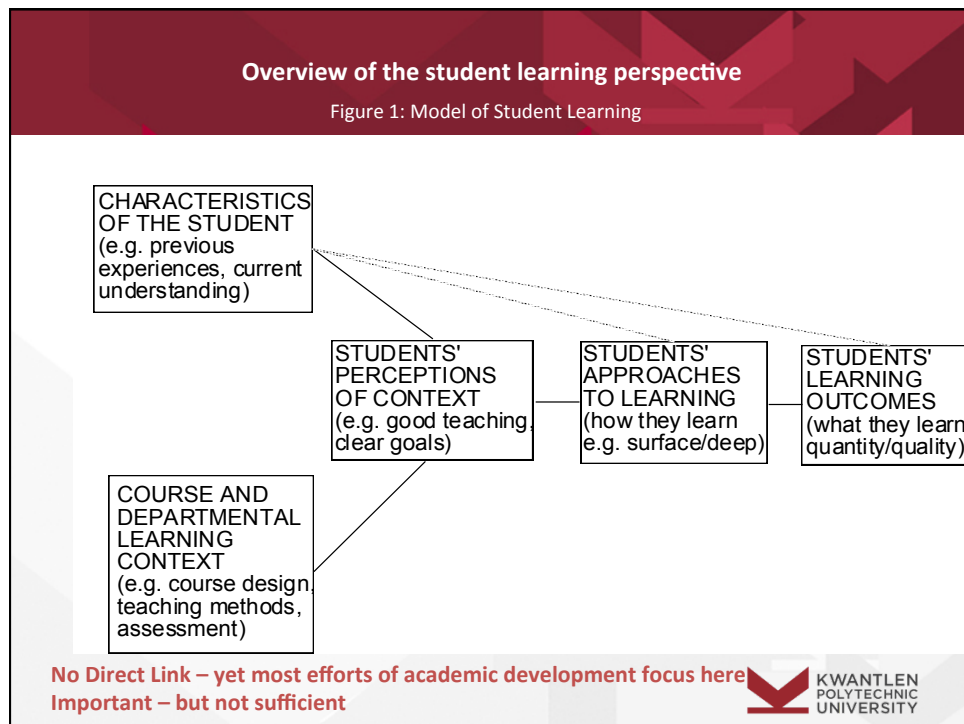
Schroeder, C. (2011).

Increasing recognition of the Importance of Context

'Professional academic development needs to be embedded in the context of the every day work of the academic'

(Daley, 200; Ferman, 2002; Fraser, Hunt



The Big Questions

What Academic Development Activities are more suited to the desired changes in approaches to teaching? (with the goal of enhancing student learning outcomes)

How do we align activities with Strategic Initiatives?

KWANTLEN POLYTECHNIC UNIVERSITY

Provisions of opportunity for conversations about the professional practice of teaching, communities of practice, SoTL

<p>Teaching that focuses on the learner</p> <p><i>Assignment/Task Centred Mode</i></p> <p><i>What do I want the students to learn?</i></p> <p><i>They must do...</i></p> <p><i>Learning Tasks</i></p> <p><i>Dialogue</i></p> <p><i>Engagement with content/class as dialogue/assess for deep learning</i></p>	<p>Academic Development that:</p> <ul style="list-style-type: none"> ➤ <i>aligns with institutional strategic initiatives</i> ➤ <i>contributes to change in institutional culture and practice</i> ➤ <i>leads organizational change</i> ➤ <i>is in keeping with personal values</i> <p>Examples:</p> <ul style="list-style-type: none"> Faculty Scholars Initiatives Research Interest Groups Communities of Practice Design Pedagogies Professional Learning in context Other ...
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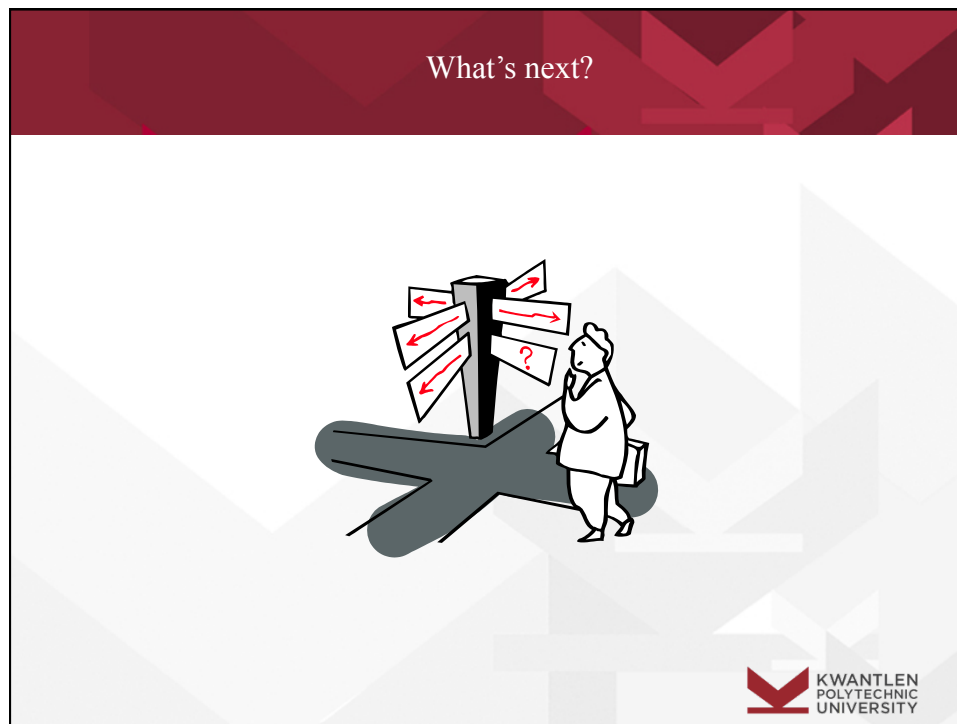
Discussion of the Writing Exercise

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The questions that intrigue/puzzle : (conversation started at ISSOTL 2013)

1. What are the characteristics of effective academic development to enhance university teaching?
2. To what extent do quality review and assessment processes associated with university learning and teaching inhibit innovation and individual creativity?
3. What roles do the disciplines and departments have to play in promoting teaching/learning initiatives and embedding change?
4. How can the Scholarship of Teaching and Learning contribute to sustainable initiatives to promote learning and teaching in universities?
5. How do changes in the landscape of higher education, such as funding or educational technologies, influence initiatives to promote learning and teaching in universities?

