

Introduction to Staff and Educational Development



A 6 week online professional development opportunity for staff and educational developers in higher education

Overview

This course has been designed to provide high quality personal and professional development for colleagues working as staff and educational developers in higher education - including HE in FE. This course is offered as an alternative to SEDA Summer School and is based around the edited book Kahn, P. & Baume, A.D. (2003) A Guide to Staff and Educational Development.

The course is highly participative and is designed around frequent opportunities for you to practise and receive feedback on your developing skills. You will be supported through a series of scheduled activities by selected key readings, specially developed course resources, and experienced course tutors.

The course has been developed for SEDA by the Oxford Centre for Staff and Learning Development at Oxford Brookes University. Over the last ten years OCSLD has grown into the UK's largest provider of staff and educational development for higher education, and has been running successful online courses since 2002.

The Higher Education Academy is supporting the development of this course, in response to needs expressed through a market testing exercise with Subject Centres and Centres for Excellence in Teaching and Learning.

You will need to set aside 6 hours per week in order to participate effectively in the course. You will also need to be able to access the Internet at least 3 times a week.

Aims

On past experience, participants will be operating in a wide variety of roles, in different contexts, bringing with them different perspectives, skills and experiences. This online course aims to give you an opportunity to exchange experiences of educational development with other participants and so consider staff and educational development from a number of different viewpoints.

For each individual, the aims are to support the development of your

- skills and conceptual frameworks necessary to plan, run and evaluate successful educational development activities and projects
- habits and strategies for reflecting on and continuing to monitor and develop your development practice.

In addition, the course will also provide you with an insider's view of online staff development.

Expected Learning Outcomes

By the end of this course you should be able to:

- find and access the literature supporting staff and educational development
- examine the meaning of scholarship in an educational development context
- plan effective development events to meet specified needs
- develop strategies for monitoring and evaluating the success of staff and educational development ventures
- reflect on your role in steering and initiating change
- develop strategies for coping with the stress of your job
- apply your new learning to your own professional context

The SEDA-PDF Award in Staff and Educational Development

SEDA has devised the Staff and Educational Development award within its Professional Development Framework. With support from the Higher Education Academy, SEDA's Fellowships Committee is creating a supportive and developmental process of assessment by portfolio of the Core and Specialised Outcomes, and SEDA Values, of this award.

The intended outcomes of both the online Introduction to Staff Development and the Summer School are designed to support participants who wish to go on to complete the Staff and Educational development award.

Course participants

This course is aimed at individuals with less than three years experience in staff and educational development roles. It is suitable for people working in a range of contexts, including:

- School / faculty / department-based learning and teaching coordinators (with many different role titles)
- Staff from a range of developmental projects and initiatives of various scales, both internally and externally funded. Such projects and initiatives include HEFCE-funded initiatives including CETLs, Higher Education Academy Subject Centres and projects, learning and teaching strategies and widening participation and curriculum development initiatives
- Staff undertaking peer review; mentoring; provision of learning resources and support, including e-learning; programme and curriculum leadership and development
- Quality enhancement staff
- Staff leading and delivering postgraduate certificates in learning and teaching in higher education
- Staff of central educational development units

Learning and teaching activities

Each course participant is expected to play an active part in the course. Each week you will be expected to work through some guided readings, record your thoughts, share your work with others in your group, discuss your work and that of other members of your group, analyse and summarise your findings. Some weeks you might be asked to just share your own experiences, in another you could put forward a proposal on behalf of your group, and in another you might take on the role of the group facilitator.

The course activities make use of online text based discussion forums. The course tutors are all experienced staff and educational developers and skilled online tutors and will support you through this process of communicating online until you feel comfortable and confident interacting in such an environment.

Past participants on OCSLD online courses have valued the supportive online communities that developed as a result of collaborative work. Previous participants have said:

The most valuable thing for me about the course was the exercises: you learn so much more by doing something. And of course working in Blue Team and benefiting from the views and experiences of other team members.

For me, the experience has shown what collaborative learning is really about because I have experienced it properly for myself for the first time.

The course is structured around six main learning activities, each taking about a week.

Week 1: Roles and goals of educational development. This week focuses on introducing ourselves and exploring the range of contexts represented in the group. You will be encouraged to share your own experiences and make connections with other group members.

Week 2: What informs staff and educational development? The second week explores how our work is informed by both our own experiences the experiences of others. You will be asked to share recent experiences and summarise something that you've read which led to changing your practice.

Week 3: Designing and running events. The third week moves the focus from the individual to the group. Now the cohort is divided into smaller groups to complete a collaborative task. You will each take on different roles as the groups prepare a programme for a development event.

Week 4: Evaluation. Continuing to work within your small group, you will discover a range of data collection tools and prepare a strategy for evaluating your planned event.

Week 5: Agents of change. This week's discussion is based on key selected readings which explore the issues and challenges in adopting a consultancy role in order to promote change.

Week 6: Skills for staff and educational development. In the final week you will use some coaching and mentoring techniques to reflect on your development during the course and make plans for the future.

Currently, the course is not formally assessed or accredited, however we do offer a Certificate which confirms that you have participated in each of the course's main learning activities.

Registration & fees

The fee for the 6 week course is £595.

The course will run from 14 September – 25 October 2006

To register a place on the course, please return the registration form to the SEDA Office by **Thursday 31st August 2006**. You are advised to register early as places are limited.

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For further details of all OCSLD workshops and online courses, please go to www.brookes.ac.uk/services/ocsd