

ICED24

Kenya

ADVANCING HIGHER EDUCATION ECOSYSTEMS
FOR COMPETENCY DEVELOPMENT

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HYBRID EVENT

BOOK OF ABSTRACTS



KARIBU CAFE: A PECHA KUCHA PRESENTATION

Building Competencies in Second-Year Faculty through a Semester-Long Teaching Academy

Lynn Eaton

University of Mary Hardin-Baylor, Belton, USA

Abstract

This session will be held in the format of a Pecha Kucha story which focuses on Sub-Theme 1: The Elements of Ecosystems that Support Learning for the Future. Within that sub-theme, the story will focus on the knowledge and competencies faculty and other facilitators of learning most need. More specifically, the story will highlight the successful implementation of a professional development academy (PDA) for college faculty.

The PDA has been in existence for five years. The purpose of the PDA is to expand the pedagogical knowledge of faculty, and to increase their ability to design and teach learning-centered (Weimer, 2002) courses so that ALL students can learn course content, concepts, skills, and dispositions in a positive learning environment. More specifically, the learning outcomes of the PDA include 1) establishing learning-centered objectives to communicate them to students on a syllabus, 2) determining whether students are meeting those learning objectives using a variety of assessment strategies (Angelo & Cross, 1993), 3) using pedagogical research findings to plan courses, assignments and assessments that actively engage all students in the learning process (Ambrose, et. al, 2023), and 4) modifying teaching strategies in order to improve student learning (Barkley & Major, 2020). Throughout the semester, participants implement various teaching strategies and assessment techniques with students and write weekly journal reflections about them. They also share their thoughts and experiences with other participants during our time together (creating a true learning community). The capstone portion of the academy comes at the end when participants share their plans/ideas for a Scholarship of Teaching and Learning (SoTL) project with the guidance of the Bishop-Clark & Dietz-Uhler (2012) book.

The story will also share additional components that help to make the academy a success: co-taught with the provost; a semester course release; weekly lunches; weekly journals; exclusion from high-risk course evaluation, etc.

The TESCEA Model

Damary Sikalieh, Mary Kiguru, Wanja Tenambergen

Association of Faculty Enrichment in Learning and Teaching (AFELT), Nairobi, Kenya

Abstract

In a world that is increasingly interconnected and global, you need the skill of empathy to understand, share with, and learn from people from diverse backgrounds. The Transforming Employability for Social Change in East Africa (TESCEA) was conceived and birthed by a team of partners. Concerned about the quality of our graduates, a partnership of International Network for Advancing Science and Policy Limited (INASP), the Association of Faculty Enrichment in Learning and Teaching (AFELT), Ashoka East Africa, Linking Industry with Academic (LIWA), and four Universities, Mzumbe and Dodoma (UDOM) from Tanzania and Uganda Matrys and Gulu from Uganda, successfully sought a three-year grant from Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR) in 2018 to equip faculty in the four universities with transformative pedagogical skills, with gender inclusivity. The purpose was for the faculty to prepare employment-ready graduates.

The execution of this grant was meticulously planned and implemented with all the partners involved at every stage. Collaboration was very critical for successful implementation. All the partners drew their strength and course of action from unity. Even with the disruption of COVID- 19, the TESCEA team quickly adopted the digital space and trudged on.

What did we do? How did we do it? With what results? What was our experience? What were the lessons learned? As AFELT, we would like to share these with others in Higher Education because we believe it was worth the while. You have something for you to take away from us. Come hear and share in our exciting story about a journey of employable ready graduates.

Stories in Partnership with Indigenous Mayan Undergraduate Students in Quintana Roo, Mexico: Reconstructing the practice of Science and Research

Nicole Chlebek, Catherine Guinovart
Florida International University, Miami, USA

Abstract

This project is a collaborative ethnographic case study exploring the experiences of 14 Mayan undergraduate students' intersectional experiences navigating and way finding their experiences as participant research assistants on a community-based research project. They assisted in implementing and studying the impacts of a primary school culturally-grounded biology curriculum with five participating Mayan communities in Quintana Roo, Mexico. The curriculum incorporates both Mayan wisdom and Western natural science concepts and is written and taught in Maya language. With guidance from the leadership team, they interviewed and held focus groups with the primary school students, as well as parents, teachers, and community elders. Throughout their participation as research assistants, we collectively documented their stories as well, with the goal of understanding how their involvement impacted their understanding of what it means to become a researcher as an indigenous person.

This talk shares preliminary findings from the undergraduate students' experiences, which emphasize the value and the messiness of integrating Indigenous Mayan ways-of-knowing with traditional Western research practices. Indigenous undergraduate experiences learning to perform research holds significance as they relate to a broader system built on the historical value of Western globalized ways-of-knowing over Indigenous Wisdoms. Understanding that we can never fully participate unproblematically as Western educational developers, we attempt to foreground our analysis in our onto-epistemological understandings of how we have navigated and changed our research and educational practices with the undergraduates. We focus on how concepts such as our individual perceptions of language, land, research, science, and knowledge gathering influence how we as leaders taught our students and placed them in relation to the project, and how they placed themselves. We hope that this talk will provide an opportunity for those in mentorship or educational spaces with emerging young researchers to consider our various ways of knowing and doing and how we can put into question the way our educational discourses can reinforce or, if critically challenged, can be deconstructed to reconstruct expansive ways to teach and gather knowledge together. Utilizing Sylvia Wynter's philosophy, our communal collaboration with the undergraduates is meant to put into question perceived-normal research practices and establish counterstories to compel and equip future researchers to go into the world "not to take their prescribed places within it; but through the

compelling necessity to find themselves humanly at ease to transform it" (Decolonising Essays: 1967-1984, p.598).

Psycho-Socio Factors Influencing Academic Performance among Pupils with Special Needs

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Abstract

Learning institutions have doubled their efforts in ensuring that students with special needs also acquire quality education by providing the necessary special resources as a way of improving their performance. Despite these efforts, there's a noticeable gap between expectations and actual outcomes for these students. The study sought to investigate socio-psychological factors affecting the academic success of such students, focusing on age, gender, parental involvement, self-concept, and self-esteem. Through a case study design, the research employed interviews and focus group discussions to gather data. The target population comprised grade seven pupils from two special schools, that is the school for visually impaired and the school for hearing impairment. Purposive sampling was employed in selecting schools that contain pupils with special needs. Stratified random sampling was used to categorize pupils into their various classes. Findings revealed that societal attitudes toward gender can shape perceptions and responses to special needs, potentially affecting the level of support provided. Parental involvement also plays a crucial role, with single parents facing distinct challenges in supporting their child's education. Self-concept emerged as a significant factor, with students who hold positive and realistic views of their abilities being more motivated to engage academically. Conversely, low self-esteem may hinder motivation and willingness to tackle academic challenges. Additionally, peer relationships, teacher support, and parental involvement emerged as influential factors deemed essential for fostering their academic success. The study concludes that understanding the complex interplay between self-efficacy, social support, family dynamics, stigma, and teacher attitudes, educators and policymakers can develop more targeted interventions to support the diverse needs of this student population

Assessing the Alignment of Teacher Education Pedagogy with the Competency-Based Curriculum Requirements for Secondary Education in Kenya

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Abstract

This study investigated the extent to which higher education institutions in Kenya have aligned their instructional strategies with the Competency-Based Curriculum (CBC) for secondary education. This study examined the alignment between instructional strategies used in higher education and the essential skills required for secondary education. Is this about teacher training education for secondary schools? It specifically investigated the integration of Competency-Based Curriculum (CBC) pedagogies into the higher education system in Kenya. The study adopted a qualitative research design and utilized document analysis as its primary methodological approach. The data was acquired by examining and evaluating pre-existing papers, including educational policies, curriculum standards, and institutional reports. The textual data was examined through content, thematic and contextual analyses. The findings revealed a proactive shift in Kenyan universities and colleges towards adopting competency-based pedagogies, with a focus on prioritizing crucial abilities such as critical thinking and problem-solving. Nevertheless, the study established shortcomings in teacher education in terms of professional development. The study emphasized the significance of involving stakeholders in the execution of CBC and recognized the need to tackle infrastructure obstacles to effectively facilitate CBC. Furthermore, the study stressed the importance of technology in education such as eLearning solutions. The study suggests that institutions should invest more resources to comprehensive teacher training programs that especially focus on the competency-based curriculum. In addition, the study recommends the need for continuous public participation in the continued roll out of CBC, robust quality assurance frameworks, integration of current and emerging technology, and improvement of both physical and technological infrastructures. The purpose of these recommendations is to establish a conducive setting for the successful execution of CBC.

Keywords: Teacher Education Pedagogy, Competency-Based Curriculum (CBC), Stakeholder Engagement

Psycho-Socio Factors Influencing Academic Performance among Pupils with Special Needs

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Abstract

Learning institutions have doubled their efforts in ensuring that students with special needs also acquire quality education by providing the necessary special resources as a way of improving their performance. Despite these efforts, there's a noticeable gap between expectations and actual outcomes for these students. The study sought to investigate socio-psychological factors affecting the academic success of such students, focusing on age, gender, parental involvement, self-concept, and self-esteem. Through a case study design, the research employed interviews and focus group discussions to gather data. The target population comprised grade seven pupils from two special schools, that is the school for visually impaired and the school for hearing impairment. Purposive sampling was employed in selecting schools that contain pupils with special needs. Stratified random sampling was used to categorize pupils into their various classes. Findings revealed that societal attitudes toward gender can shape perceptions and responses to special needs, potentially affecting the level of support provided. Parental involvement also plays a crucial role, with single parents facing distinct challenges in supporting their child's education. Self-concept emerged as a significant factor, with students who hold positive and realistic views of their abilities being more motivated to engage academically. Conversely, low self-esteem may hinder motivation and willingness to tackle academic challenges. Additionally, peer relationships, teacher support, and parental involvement emerged as influential factors deemed essential for fostering their academic success. The study concludes that understanding the complex interplay between self-efficacy, social support, family dynamics, stigma, and teacher attitudes, educators and policymakers can develop more targeted interventions to support the diverse needs of this student population

PAPER PRESENTATIONS THEME 1

A Holistic Approach to Fostering Graduate Attributes in Higher Education through Intentional Learning Design.

Mashango Sithole, Cebo Nyondo, Ntombikhona Khuzwayo, Mandlenkosi Mhlongo
Mangosuthu University of Technology, Durban, South Africa.

Abstract

The rapidly evolving global landscape demands well-rounded graduates with diverse competencies and skills. As such, graduate attributes have become increasingly important in higher education as universities strive to produce employable graduates. Learning design involves the planning and structuring of learning experiences. It also involves content curation, activities and assessments that align with desired students' learning outcomes. Emerging technologies hold immense potential to transform education, enable the development of critical competencies, and foster improved educational outcomes. This conceptual paper grapples with integrating emerging technologies strategically to empower students and enhance their learning experiences. Grounded in a systems approach, the paper explores how learning design can personalise learning pathways and cultivate desired graduate attributes. A systems approach views graduate attributes not as merely a product of teaching and learning and the responsibility of academic departments and lecturers but as a product of the university ecosystem. The central thesis advanced in this paper is that learning design can play a pivotal role in fostering graduate attributes by strategically incorporating technology-enhanced learning environments to nurture the development of critical competencies. The paper also highlights the importance of aligning learning outcomes with graduate attribute frameworks. Further, it underscores the need for continuous professional development for academics to be adept in using evolving learning design-related technologies.

Linking theory and practice: key competencies acquired during Internship program at the United States International University –Africa

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In the recent past, universities are coming up with programs that meet the core competencies required for students future work roles after graduation. Such proficiencies are typical to those presented by the CBC curriculum that hopes to provide skills and attributes that focus on holistic development and lifelong learning. These assessments focus on real world applications of knowledge and skills. Internship is one of the programs offered at university that are aimed at meeting such academic needs. Universities, students, faculty and industry are the key players in the ecosystems that are likely to make this a reality. This study explores the competencies and skills that are necessary for student' preparation for the real world of work. This study explores the competencies and skills students acquired through the Internship program by one Kenyan university. The study applied the mixed methods approach in which quantitative data were collected from the internship evaluation tools completed by interns and qualitative data through content analysis of internship reports. Data from focus groups provided in-depth interviews with key informants. An internship study was conducted among 127 undergraduate students at United States International University-Africa (USIU-Africa). The study hoped to identify key competencies acquired during the program where students linked theory and practice during their field study. This study further explored the internal and external stakeholder's experiences and challenges faced with a view to improve the program for enhanced partnerships for employability. The study concluded that the stakeholders and policy implementers have the opportunity for collaboration. The study therefore recommended a link-up between Industry and Academia for aggressive revamping and acquisition of new internship sites in order to assimilate a comprehensive work integrated learning model

Performance Trend Analysis of Bottleneck Modules in Higher Education: A Case Study

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ABSTRACT

It is a common cause in higher education that modules with high failure rates hinder students' academic progress, increase attrition and the risk of dropouts. As such, perpetual challenges related to bottleneck subjects or modules, which are courses that experience a high failure rate, continuously place students at a higher propensity to fail and serve as a barrier to progression for students. South Africa's Department of Higher Education and Training (DHET) reported that only 22% of students at public universities complete their qualifications on time. In an ever-evolving educational landscape, universities face the challenge of efficiently managing their resources and optimising academic programs to meet the demands of students and industry. The current paper focuses on the performance trend analysis of bottleneck modules using a case study of a single University of Technology (UoT) in South Africa, aiming to identify trends of that consistently underperform at <50%. The study adopted a quantitative approach, utilising historical data on module pass rates and student performance data from 2019 to 2023. Various statistical techniques, such as trend, correlation, and regression analysis, are employed to explore the trends and predict future performance trends. The findings reveal significant variations in module performance across different departments and study levels. Several modules are identified as consistent bottlenecks, negatively impacting student progression and completion rates. The analysis also highlights potential factors influencing module performance, including lecturer-student ratios and course structures. Based on the research outcomes, evidence-based recommendations are provided to the faculties to improve module performance and alleviate bottlenecks.

Keywords: Bottleneck Modules; Module Performance; Student Performance; University of Technology.

Echo-Locating an Ecosystem Through Auto-Ethnography

Celia Popovic¹, Charlie Reiss², Nkaepe Olaniyi³, Sue Moron-Garcia⁴, Cynthia Korpan⁵

¹York University, Toronto, Canada. ²XJTLU, Suzhou, China. ³MKC Training Services Limited, Chatham, United Kingdom. ⁴Oxford Brookes University, Oxford, United Kingdom.

⁵University of Victoria, Victoria, Canada

Abstract

This international group of educational developers formed a research collective to explore how the lessons learned from teaching during the pandemic could be applied to academic meetings, such as conferences and workshops. We will use this presentation to share our multi-layered journey, warts and all, so that others may learn from our experience in creating this researcher-centred ecosystem that values lived experience.

We started from a shared ethos which values learner-centred activity and co-creation and worked through similar challenges (time zone differences, conflicting and intersecting interests across groups, time poverty, incompatible technology and managing group work). We used regular check-ins, as group leads and with our groups, to update each other and share our experiences. We found strength and encouragement in our conversations and shared concerns.

Elsewhere others will report on the individual projects that emerged from the collective, this presentation focuses on the research process. Each group determined their focus of study, with ideas bubbling to the surface as we shared our experiences and challenges. We faced similar challenges to those of our clientele (academics / faculty in HE) and of students, making meaning in a shifting context, which was compounded by an uncertain output, differences of expectation and potential frustration with the process.

We documented the process and each group lead kept a weekly reflective journal throughout the process. We will share our findings from these journals, drawing themes that will be of interest and use to anyone considering embarking on a similar journey.

Designing an Ecosystem to Promote the Development of Key Student Competencies Required in the Future of Work

Neil Barrett, Claire Hamshire, Sam Grogan
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Abstract

At the University of Salford our educational purpose is ‘to prepare students for life’ [NB1] [CHH2]. However, understanding students’ experiences of higher education is not always straightforward within institutional structures that quantify their learning, with a focus on snapshots of satisfaction (Hamshire et al., 2017) and quantifiable performance indicators (Buckley, 2012). Whilst there is an annual institutional cycle of processes from recruitment through to graduation, individual experiences of being a student are personal and individual (Hamshire & Jack, 2016). Within this context, we need to view students’ higher education experiences as learning journeys which shift and change as they progress, influenced by both personal and external factors. Student engagement and success are not static phenomena but vary over time relative to both academic and outside influences (Hamshire et al. 2017). At the University of Salford we have differences in outcomes particularly in students’ perceived experience, degree classes and type of employment. Therefore, focusing on the knowledge and competencies our learners most need and how our faculty can effectively support their development, we have developed a new Education and Employability strategy. Working collaborative with staff across the institution, alongside our students and employers, we have designed an ecosystem to promote the development of key student competencies required in the future of work. At the core of this strategy is a focus on the range of capabilities that we as a university need to provide so that we can prepare our students for life. This is more than just the knowledge from their degree, but the broader skills, experiences, perspectives, and self-awareness needed to navigate through life. Using four themes (enhancing student capabilities, future facing curriculum design, integrated with industries and personalised development) to structure the strategy we developed a framework to help each student identify what is right for them and empower them to take ownership of their own progress. In this session, we will explore the challenges and benefits of taking a systemic perspective to our strategy so that we can reinvigorate a complex institutional ecosystem, with a focus on:

- The art of the possible - can we stretch the vision further?
- Start with the end in mind - the impact of realising the vision and the associated benefits.
- Embedding Inclusivity and Sustainability within our focus on employability

We will make recommendations for inclusive curriculum design and delivery to enhance educational outcomes as well as reflections on future developments and potential wider implications.

Introducing Transformative Evaluation methodology to Educational Development: Exploring Potential

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Abstract

This paper focuses on the use of Transformative Evaluation methodology to evaluate the Student Colleagues scheme, an employability programme offered at Plymouth Marjon University in the UK. Drawing from findings from a national study that assessed the appropriateness of different small n evaluation methodologies for impact evaluation with underrepresented student groups in HE, this paper reports on learnings from the implementation of Transformative Evaluation for future applications in this context and the capacity building benefits of using the methodology identified by different stakeholder groups for themselves and the organisation.

Transformative Evaluation, a form of Most Significant Change (MSC) methodology primarily employed in youth work, is a relatively novel and innovative approach when applied to HE for impact evaluation. The methodology focuses on enhancing organisational capacity, particularly in terms of reflective practices and collaborative accountability. It provides a transparent, inclusive, continuous, and democratic means of achieving organisational improvements by encompassing all stakeholder voices, including students, staff, and senior leaders. Importantly, Transformative Evaluation empowers inexperienced staff to become evaluators, thereby bolstering the organisation's broader understanding of evaluative practices that can be applied across different areas of their work.

To do so, Transformative Evaluation uses story generation to expose the experiences of Student Colleagues, the recipients of the scheme. These stories serve as the focal point for a series of reflective exercises involving students, staff, and senior leadership. The activities focus on the learning that takes place for those stakeholders and the organisations they are part of, enabling the identification of important processes, relationships, and events which influence success of the scheme but are hard to quantify and poorly captured, using traditional evaluation techniques.

The study suggests that TE can have a place in impact evaluation, amongst other methods and the findings have value for the Student Colleague scheme, particularly contributing to establishing a more robust theory of change. It also unveiled the capacity-building benefits experienced by individual participants and the organisation, and has shed light on the strengths and challenges associated with using it in a HE context, particularly for impact evaluation and accountability purposes. More widely this is a key study for the HE sector on how capacity

building, programme improvement and assessment of impact can be best achieved through the use of Transformative Evaluation supporting and influencing the eco-system.

Design Study of a Student-Faculty Partnership Program Implementing Assessment as An Equitable Pedagogical Practice At a Research-Intensive Minority Serving Institution

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Abstract

This design study investigated how the Students Assessing Teaching and Learning (SATAL) program, a student-faculty partnership program at a research-intensive, minority-serving institution implementing assessment as a pedagogical practice enacts equity in its regular operations. SATAL program design is built on the synergies between providing a choice of assessment methods, data collected by peers [student partners] and suggesting a variety of pedagogical practices to improve practices during the closing of the assessment cycle meeting. I utilized two frameworks, Montenegro and Jankowski's (2020) and de Bie et al.'s (2021), to analyze pre-existing data collected from 7 faculty and 13 student partners through surveys during the academic year 2021-2022. Findings indicated that the SATAL program supports faculty in becoming knowledgeable about the student populations served, as they respond to identified needs in pursuit of an equitable learning environment. A variety of faculty's self-described pedagogical changes were noted as being equitable, such as reflection opportunities, authentic ongoing assessment, nurturing trusting relationships, and data disaggregation. In addition, SATAL's efforts adhered to practices pursuing all three states of de Bie et al.'s, 2021 framework: epistemic, affective, and ontological justice. SATAL design furnished student partners from equity-seeking groups and their peers in their courses with practices to advocate for their own learning. I identified some practices in the SATAL program design that benefited student partners in developing an increased sense of confidence, empowerment, belonging, joy, and energy and that fostered the development of new forms of affective relations between students and faculty. These opportunities for student partners beyond those of their "student role," coming to "feel like a researcher," and being "equal partners" affirm students as valued contributors to the research mission of the university and open up the ontological possibility for students to begin identifying as scholars, as they proceed with their journey in and beyond higher education. Some of the implications of the SATAL program study are that cultivating relationships and communication should be prioritized in the student-faculty partnership educational experience. Also, the capacity to optimize a student-faculty partnership program is not linked to adhering to "best practices" but rather to possibilities that pursue all three forms of justice as described in de Bie et al.'s (2021) framework. A primary limitation of this study is its scope, as it is important to understand the needs of MSI institutions and their students for everyone to flourish, participate, and have influence.

Exploring Challenges and Opportunities in Curating Entrepreneurial Knowledge and Competencies through Seminar-Style HyFlex Immersive Teaching Ecosystems at a Transnational University

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¹Xi'an Jiaotong-Liverpool University, Suzhou, China. ²Durban University of Technology, Durban, South Africa

Abstract

Innovative six-week immersive teaching blocks (ITBs) are gaining recognition for providing focused learning experiences and reducing distractions from multiple assessments. This teaching ecosystem guide students towards real-world applications of knowledge, enhancing authenticity and fostering university-industry collaboration through problem-based, research-led, and experiential learning. Despite its increasing prominence, there is limited evidence pertaining to the distinctive characteristics of this educational approach, especially concerning cross- and interdisciplinary teaching, learning, and research in entrepreneurial education, and its broader impact on industry and society. Concomitantly, the transitional and transformational changes taking place around entrepreneurial education, which is the focus of this study, needs to keep pace with the rapid advancements in digitalisation, globalisation, and technology to ensure that students who graduate are fit for purpose. Using a descriptive and cross-sectional case study research design within a qualitative framework this study explores the challenges and opportunities in developing postgraduate students' entrepreneurial knowledge and transversal competencies through seminar-style HyFlex ITBs. The research question guiding this study is to what extent seminar-style HyFlex immersive teaching ecosystem nurture students to problem-solve and innovate their business concepts to ideation, in collaboration with industry mentors, while empowering them to regulate their own learning. The research data comprises self-reflective reports, business proposals and innovation prototypes developed by the 2023 postgraduate students (n=147) enrolled in the Entrepreneurship and Innovation Masters of Science Degree programme at the Entrepreneur College of Xi'an Jiaotong-Liverpool University (XEC), a British-Asian university in China. Thematic analysis was used to analyze the data collected. Additionally, the first author provides an auto-ethnographic account, complementing the findings with insights into the opportunities and limitations of teaching within a six-week seminar-style HyFlex ITB. The findings prominently highlight that the seminar-style HyFlex immersive teaching ecosystem enable students to collaborate with multiple stakeholders to conceive and develop their business ideas whilst acquiring various cognitive and social entrepreneurial competencies. Active learning methodologies, such as Lectorials, flipped classes with YouTube videos, and the use of realistic business case studies, largely attributed to students engaging in higher-order skills and practical application of

knowledge through industry engagements, mirroring real-world scenarios. This evidence-based data is significant against the evolving academic structure and delivery methods of entrepreneurial modules within the undergraduate programmes of industry-themed schools at XEC.

Emerging Technologies in Higher Education as a Bridge for Inclusion of Recent Immigrants

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Abstract

This project addresses how higher education is used as a bridge for inclusion of recent immigrants in Sweden. Here, emerging technologies play a vital role in developing the academic literacies that will enhance navigation in society. Developing language skills and digital literacy are some of the key competences of vital importance for migrants to find a place in education and in the labour market (Ager & Strang, 2011). In this respect, it is important for educational developers to understand the needs of recent immigrants in the process of designing learning environments and digital tools supporting the immigrants' learning process and ways into work and society (Bradley et al., 2020).

In our research, we have found that integration through education and employment are important aspects raised by the migrants, creating opportunities for empowerment and change, which is also emphasized by UN's Agenda 2030. Thus, we are addressing the question of how best to integrate emerging technologies to help learners develop needed competencies to be self-directed learners and critical thinkers. Through qualitative methods of observations and semi-structured interviews with recent immigrants in higher education programs, we seek to contribute to the development of higher education ecosystems around recent immigrants who have started their higher education studies or who are proceeding with their studies, which were interrupted when leaving their homeland. The data is analysed from a boundary crossing lens (Akkerman & Bakker, 2011; Olsson et al., 2023). Using the theoretical framework of boundary crossing, the article explores the learning mechanisms that occur at the boundary between cultures, including identification, coordination, reflection, and transformation.

Our findings indicate that students who relocate to a new country must reassess their prior education and career paths to align with the prevailing circumstances. The processes of integrating academically and professionally can be viewed as instances of crossing boundaries, through which respondents in our study gained valuable insights while engaging in a new learning environment where emerging technologies play a vital role for developing key competences. The students noted that disparities in educational cultures posed obstacles, yet they also acknowledged these disparities as experiences that would significantly influence their career trajectories. Although the university in our research offers an inclusive environment, transitioning into a new higher education environment and workforce, particularly when coupled with language barriers, emerged as a primary challenge for the learners.

Chutes and ladders: Gendered Systems in Higher Education Science Teaching

Katherine Doerr

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Abstract

The interactions between facilitators of learning and their institutional settings contribute a great deal of complexity to the ecosystem of higher education. A central question for members of ICED and conference participants is: how do we ensure equitable access and positive educational experiences for all who participate in learning communities, including students, faculty and administrators? This paper presentation will address the question by reporting on how gender shapes the work of university science faculty. Theories of gender as a social system are used to disentangle how individuals, social interactions, and institutions (re)produce inequality by sustaining occupational gender segregation in higher education science. The study uses qualitative data from an ethnography of six teaching faculty at a large research-intensive public university in the United States. These teaching faculty, largely women in a department in which the majority are men, are ineligible for tenure and institutionally positioned as having lower status. The disadvantages are experienced in different ways across all the women on the teaching faculty.

In contrast, men on the teaching faculty are recognizable as scientists and are by default treated with respect. As such, they are elevated regardless of their skill as teachers. This study offers a theoretical contribution to the current understanding of gendered occupations by suggesting that the experiences of teaching faculty in higher education science can be conceptualized as chutes and ladders. Ladders are mechanisms reserved for the elevation of men. Chutes are reserved for women because regardless of how women approach their work, the gender system is constructed to hold them back. This research addresses the conference's subtheme 3, discussing how building capacity in education development can serve to support teaching-intensive STEM faculty as they navigate and influence higher education ecosystems, thus ultimately enhancing the educational mission of universities.

For whom Does Science Teaching on the Non-Tenure Track Work? An Intersectional Analysis of the Experiences of Chemistry Teaching Faculty in the United States

Katherine Doerr

Malmö University, Malmö, Sweden

Abstract

In the quest to ensure equitable access to a positive educational experience for all learners, addressing issues of sexism and racism is of central importance. In the STEM fields, a culture shaped by white, Eurowestern, and masculine norms contributes to vertical and horizontal racial and gender segregation in higher education. In the United States, one manifestation of vertical segregation is the increase in dual tracks of tenure line and non-tenure line faculty. At present, approximately half of higher education faculty in the United States are not on the tenure track. Moreover, in the sciences, non-tenure line roles are disproportionately held by women and racial/ethnic minorities. Many of these non-tenure line faculty's main responsibility is teaching. For example, in many science departments, a large portion of undergraduate courses are taught by non-tenure line faculty, meaning that many undergraduate students' only exposure to higher education STEM is mediated in part by non-tenure line faculty. Examining non-tenure line voices in the sciences sheds light onto how gendered patterns in the sciences influence academic workplaces and the instructional quality in higher education. The study methodology was qualitative, and twenty non-tenure line science faculty at institutions across the United States were interviewed. All of the five men and fifteen women who responded hold PhDs in chemistry and all were employed full-time in chemistry departments. The institutions were a mix of private and public research universities. Employing an intersectional feminist lens, preliminary analysis indicates that the faculty's experiences are shaped by institutional policies and norms as well as social relations and individual factors. Men, those with and without children, generally had a positive experience and explained themselves as being in teaching roles due to desire to be an educator. While women were also enthusiastic about teaching, their experience was shaped by impressions that being tenure line required sacrifices, such as remaining childless, that many were not willing to make. In particular, women with younger children described a lifestyle of constant work – their paid labor and unpaid domestic labor. Moreover, women of color and immigrants to the United States had frequently experienced racialized bias and discrimination. This paper presentation addresses the conference subtheme 1, whereby advancing equity for higher education faculty is an essential element of ecosystems that support learning for the future.

Confessions of an Early Sustainability Educator: Autoethnographic Reflections on Myths in and About Sustainability Education in Higher Education

Dr. Stefan T. Siegel
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Abstract

This paper explores the initial challenges and misconceptions faced by an early sustainability educator. Explicitly articulating my positionality (e.g., educational researcher & lecturer with foci on educational theory and sustainability education), I autoethnographically (Anteliz et al., 2023) reflect on my recent personal journey in better understanding the field and phenomenon of sustainability education (Jones et al., 2010). Based on relevant literature in the fields of teaching and learning in higher education (e.g., Brookfield, 2017), educational-psychological myths (de Bruyckere et al., 2020), and sustainability education (Jones et al., 2010), I discuss my initial (questionable) beliefs. Entering the field of sustainability education (SE) as a novice, it is quite common to harbor misconceptions. I will present a theory and model-based classification of these misconceptions relating them to key elements of teaching and learning in higher education such as intended learning outcomes or learning activities (Biggs, 2014; e.g., “Sustainability Education is about teaching someone sustainable, i.e., “the right” values, attitudes, knowledge, and behavior”; “Direct Instruction is inferior to active and experience-based methods in sustainability education”). Additionally, I will elaborate on their potential negative consequences and show that they can hinder the advancement of higher education ecosystems that serve to enable learners to think integratively and act responsibly. Confessions (Mazur, 2009) about our misconceptions point to our fallibility, the ability to recognize and address our own misunderstandings. In my talk, I will encourage educators and academic developers stepping into sustainability education to adopt a similar reflective stance, participate in professional development activities, and not fear to challenge their own beliefs. This way, they will not only enhance their understanding but also become more effective sustainability educators, inspiring lecturers, and learners in higher education to create more sustainable ecosystems of teaching and learning. Through increased reflection, these misconceptions can undergo conceptual change (Vosniadou, 2013), which is a crucial process, not only on an individual level, but also collectively, fostering a community of educators with shared understanding of sustainability education.

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The Multiple Layers of Belonging at Conferences: Participants share their experiences

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Abstract

One of the questions posed for this conference is: How do we support the health and resilience of all in higher education ecosystems? This session will address one aspect of the learning ecosystem – conferences, whether online, in-person, or hybrid – to examine how delegates experience a sense of belonging. A sense of belonging has been identified as an important aspect that affects one’s health and resilience (Bentrim & Henning, 2022). Gravett et al. (2023) have identified the “multiple senses of belonging” that occur for students within academia. Does the same exist for participants at academic conferences? In this research, we are looking at the “assemblages of belonging” (Gravett et al., 2023), the multiple layers of belonging that occur (or not) when attending conferences. There has been significant research about students’ sense of belonging within academia (e.g., Gravett et al., 2023; Gravett & Ajjawi, 2022; Handworth, 2022; Stayhorn, 2019). For academic and staff participants, research has focused on women’s experiences (Biggs, Hawley, & Biernat, 2018), areas of accessibility (Walters, 2019), the power of language (Garcia, Arnberg, Weise, & Winborn, 2020), emotion and resistance (Henderson, 2015), and the notion of academic conferences as not being a neutral space (Oliver & Morris, 2020). However, there is limited research around a sense of belonging in online and hybrid conference spaces.

In this session, we will share research conducted by an international team who investigated participants' sense of belonging at in-person, online, and hybrid conferences. Through semi-structured interviews and surveys, we took a holistic approach by asking participants about their sense of belonging in several dimensions: social, economic, identity/personal, emotional, ethical, political, spatial, and temporal. Our research makes visible the complexity associated with a sense of belonging and the multiple layers, assemblages, experienced by participants of academic conferences. Recommendations on how to enhance a sense of belonging in conference spaces will be made. The findings aim to inform all who attend such events, as well as those who organise and facilitate these events, to strengthen belonging within conferences and academic spaces to enhance the health and resilience of this aspect of the academic ecosystem.

Student Assistants Help Build Nurturing Ecosystems that Support Learning

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Abstract

Educational ecosystems that truly support student learning must be equitable and provide opportunities for all students to succeed. This has been highlighted as a priority by the United Nations with explicit focus given to inclusivity and equity in education (goal 4) and promoting accountable and inclusive institutions at all levels (goal 16) (United Nations [UN], 2015). However, several recent studies found that higher-educational ecosystems are actually inhospitable and that students in these spaces encounter discrimination and harassment (Bahnon et al., 2022; NASEM, 2018; Tormey, 2021). Experiencing, or even witnessing, can lead to unwanted outcomes for students including lower academic performance and student attrition (Male et al., 2018; Seymour & Hunter, 2019). Besides teachers and students, these learning spaces often have student teaching assistants (SAs) present. While SAs have been shown to enhance student learning outcomes (Alzen et al., 2018; Knight et al., 2015; Sellami et al., 2017; Van Dusen et al., 2016), this study explores their potential and perceptions in building inclusive learning ecosystems.

This mixed methods study analyses data from SAs taking a series of workshops primarily focussing on pedagogical skills. They responded to Likert questions about their perception of specific inclusion-related actions as being important in their role as teaching assistants and their readiness to enact them. They provided comments about their pedagogical strengths, weaknesses, and obstacles, and their perspective on reducing harassment and discrimination in their roles as teaching assistants.

Our results show that SAs consider building inclusive learning ecosystems to be a part of their role and they feel prepared to do so. They also took tangible actions to demonstrate their commitment: $>3/4$ took additional training and $>1/2$ took specific actions to make their classrooms more inclusive. SAs open-ended responses showed a high coherence with inclusive teaching competencies (Dewsbury, 2020), with ideas about building a positive classroom climate prominent in their thoughts about decreasing discrimination.

These results show that student teaching assistants can be powerful forces in building nurturing and inclusive ecosystems that support learning for all students. Since SAs consider inclusivity to be a part of their role, enlisting their help to build such spaces would likely return significant benefits. One mechanism to do this is to offer explicit and targeted trainings that provide SAs with the strategies they need to be a resource for students and potentially even to faculty teaching the courses.

The Elements of Teaching and Learning Ecosystems Supporting Future-Oriented Learning: A Focus on Disciplinary Literacies in Higher Education

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Abstract

Within the dynamic sphere of higher education, the concept of "future-oriented learning" takes center stage, emphasizing the preparation of learners for a world that is in a constant state of flux. At the heart of this approach lies the integration of disciplinary literacies, which encompass the specialized reading, writing, and communication skills tailored to specific academic fields. This abstract delves into the essential elements that underpin the infusion of disciplinary literacies as a foundational element of education geared toward a future-ready workforce in the realm of higher education.

Disciplinary literacies (DL) are instrumental in equipping students not only for academic excellence but also for meeting the requirements of the job market and fostering a lifelong learning mindset. DL programme in the context of North-West University (NWU) is in its infancy stages as an essential element within the ecosystem. To develop this element there is a need to include DL goals in the curriculum. One significant reason for this lies in the fact that higher education (HE) is more than just an accumulation of credits; it represents a deliberate effort to cultivate expertise in specific fields. In this context, educators play a pivotal role in enabling students to gain profound understanding within their disciplines and to embrace the nuanced customs and attitudes esteemed by professionals.

The purpose of this article is to report on the DL programme at the NWU by following a single qualitative case study design incorporating semi-structured interviews followed by thematic analysis. Ultimately, the integration of disciplinary literacies into higher education ecosystems necessitates a holistic approach for future-oriented learning. Recommendations for the proposed study will further support underpinning of best practices of DL in teaching and learning at the NWU.

Waparo anyim kacel: Indigenous Knowledge Systems and Community Engaged Universities

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Abstract

Tandon et al. (2016) call for a revolution in university functionings in society, demanding a more practical participation within the communities in which they are immersed. This paper emphasises that strong community engaged universities can play an important role in community transformation. The paper draws on three case studies: 1. South Africa and the recognition, development and protection of Indigenous Knowledge Systems and how it shaped the ecology of knowledge production in the post-apartheid era; 2. A case study of Gulu University Knowledge for change hub as part of a three year international research project funded by the Social Sciences and Humanities Research Council of Canada conducted over 3 years and spearheaded by the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education entitled “Bridging Knowledge Futures”. 3. A case study in context focusing of the deeply engaged approach of the Gulu University herbal medicine and biodiversity program to highlight an Acholi indigenous approach to community university engagement, which integrates long term and transdisciplinary relationships focused on co-creation of knowledges for a healthy and resilient learning and living ecosystem.

Tandon, R., Hall, B., Lepore, W. & Singh, W. (2016). Training the next generation. In Tandon et al (Eds.) Knowledge and Engagement: Building Capacity for the Next Generation of Community Based Researchers. (pp. 7-39). University of Victoria and PRIA. Available: http://unescochair-cbrsr.org/pdf/FINAL_Training_the_Next_Generation_2016.pdf

Enhancing Our Ability to Navigate and Influence Higher Education Ecosystems with a Focus on Teaching and Learning

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Abstract

In the ever-evolving landscape of higher education (HE), educational developers play a pivotal role in driving positive change and shaping the future of teaching and learning. To effectively engage in the dynamic, HE ecosystems of today and tomorrow, educational developers must develop specific competencies that enable them to navigate and influence these ecosystems successfully. This understanding of pedagogical innovation encompasses a strong grasp of educational theories, learning methodologies, and emerging technologies. Educational developers must be skilled in identifying and implementing pedagogical practices that align with both traditional and contemporary teaching paradigms. A critical competency for educational developers is the ability to motivate faculty to adopt innovative pedagogies that enhance the learning experiences of students.

The purpose of this study is to examine the essential competencies necessary to inspire the growth of the NWU educational developers' capabilities, empowering them to lead innovation and transformation within the domain of teaching and learning.

A mixed methods approach, utilizing an exploratory sequential design, will be employed. This research will involve two main data collection phases: a qualitative phase involving semi-structured interviews and a quantitative phase using surveys. The combination of quantitative and qualitative data analysis will offer a comprehensive and in-depth exploration of the essential competencies NWU academic developers need to lead change and innovation in teaching and learning. The findings of this study will contribute valuable insights to the higher education community and guide the development of targeted professional development programs for academic developers at NWU.

In summary, educational developers are influential agents in the evolution of the HE ecosystem, particularly in the sphere of teaching and learning. To meaningfully engage in this process and succeed, they must develop specific competencies encompassing pedagogical expertise, collaboration, lifelong learning, diversity and inclusion, and policy literacy. Fostering capacity among educational developers in these areas is crucial for their role as agents of positive change, promoting innovation, and advancing teaching and learning in higher education. This abstract underscores the significance of investing in the professional development of educational developers to ensure a robust and adaptable higher education ecosystem that places teaching and learning at the forefront of its mission.

Democratizing Assessment Rubrics in Higher Education

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Abstract

Students struggle to understand assessment expectations from assessment rubrics (Rust, Price, and O'Donovan 2003). Assessment rubrics have emerged as essential tools for providing clarity and consistency in gauging student performance (Dawson 2017). Simultaneously, assessors also struggle to design effective rubrics, often receiving limited training in rubric development. To bolster the efficacy of these rubrics within the higher education ecosystem, it is imperative to address these concerns and ensure the rubrics effectively support all students.

This study examined student engagement with assessment rubrics, identifying specific challenges faced in their use and interpretation. A participatory research approach and focus groups facilitated a deep exploration of student perspectives. While 16 international students formed our study sample, the lessons learned from thematic analysis of the focus group data provide valuable insights that extend beyond this group, underlining broader challenges in assessment practices.

Key findings of the study highlighted multifaceted challenges in students' interactions with rubrics, spanning from their design, use during assessment preparation and in the post assessment and prior experience with assessment rubrics. Several strategies emerged as pivotal to enhancing rubric accessibility and effectiveness. Importantly, the study suggests that enhancing the accessibility of rubrics for international students is imperative for improving their assessment experience. This can be achieved through several strategies, including thoughtful rubric design, timely introduction, focused discussions, relevant activities, and seamless integration throughout the assessment process. Additionally, the study underscores the need for ongoing support and pedagogical evolution beyond the first year to ensure deeper understanding and assessment literacy among students.

From an education development perspective, this study underscores the significance adaptive approaches in rubric design and implementation. By highlighting best practices, it champions the idea of building assessor capacity, in line with the sub-theme of "Building Capacity Among Ourselves To Navigate And Influence These Ecosystems." For institutions and educators seeking to advance their higher education ecosystems, a nuanced understanding of these challenges and the proposed strategies provides a roadmap for fostering competency development. This study, therefore, makes a compelling case for the need to refine assessment

practices and underscores the value of student-centered approaches in shaping the higher education landscape. Dawson, Phillip. 2017. "Assessment rubrics: Towards clearer and more replicable design, research and practice." *Assessment & Evaluation in Higher Education* 42 (3): 347-360. Rust, Chris, Margaret Price, and Berry O'Donovan. 2003. "Improving students' learning by developing their understanding of assessment criteria and processes." *Assessment & Evaluation in Higher Education* 28 (2): 147-164.

Fostering Transformational Skills in Higher Education Through Mindful Service Learning

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Abstract

In a rapidly changing world higher education has to face the uncertainty, which kind of knowledge and skills is relevant in the future for today's students. In 2018, the OECD addressed this uncertainty with its publication "The Future that we want". Skills, the so called "transformative competencies", were identified to be crucial for the future: "Creating new value, managing tensions and dilemmas, and taking responsibility."

One approach to support students developing these competencies is service learning. Service learning projects as social engagement aim to support and cooperate with the community. Service learning projects in higher education combine curricular learning subjects with social challenges such as inclusion, sustainability and (i.e. digital/political) participation.

In the implementation power imbalances between those who help (students) and the addressees of the projects are inherent (Pompa 2002). In this respect, there is always the danger to reproduce power relations, in which the person helping gains experience and social competence, while the person being supported experiences objectification. If reflection processes work, students are able to think about dilemmas in the educational and social work professions experience that they must incorporate into their future professional actions.

Mitchell (2008) identifies preconditions for service learning projects to promote social justice and democracy in this area of tension and to function as a deeper learning process for all participants. She emphasizes support from teachers to establish authentic and reciprocal relationships as well as references to diversity and social power relations. Thus, the level of reflection is not limited to one's own experiences, but is to be contextualized by teachers in a larger context. In this interplay of professional reflection, service learning projects can foster the future and utopia competence demanded by the OECD (2018) and Pollak (2021) for both students and addressees.

Using the example of service learning projects at the Centre for Teacher Education at the University of Vechta to promote the language and everyday life skills of refugee and immigrant pupils, the lecture will critically discuss how far a "critical service learning" (Mitchell 2008) and the reflection and future competence of students could be realized. From the experiences of cooperations with different practice partners of these projects and evaluative interviews with students, it will be critically discussed which prerequisites for a "critical service learning" (Mitchell 2008) have been considered and which are the chances, but also the limits for social changes from service learning projects in higher education.

What Can *Epistemic Micropractices* Tell Us About Students' Ability to Engage with Open-Ended Problems?

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Abstract

A key element of an ecosystem that supports learning for the future, especially at the university level, is developing students' ability to constructively engage with complex, open-ended problems. This includes developing students' competencies to grapple with technical, social, ethical, environmental and economic implications. While faculty developers work to assist teachers to address many different skills underpinning interdisciplinary problem solving, epistemic sophistication is fundamental to navigating and deciding in the face of incomplete data, changing conditions and conflicting benefits. Perry's (1970) model of personal epistemology described a developmental arc from a naïve approach that seeks single, absolute correct answers towards more nuanced beliefs that perceive knowledge as relative, contingent, and contextual. This fascinating model sparked several decades of active research that generated numerous models and terminology seeking to provide a robust model to characterise epistemic beliefs and epistemic cognition. However, empirically-based testable models are rare (Bråten, 2016; Muis et al., 2016; Sandoval et al., 2016) and persistent inconsistencies in empirical data indicate underlying theoretical issues even with the most frequently used models (Brownlee et al., 2001; Chan & Elliott, 2002; DeBacker et al., 2008; Elby et al., 2016; Greene et al., 2008). Here, I report on my development of an empirically and conceptually robust framework that focuses on observable, fine-grained problem solving actions to characterise how students approach, justify, and evaluate contextualised scientific knowledge. Leveraging Elby and Hammer's (Elby et al., 2016; Elby & Hammer, 2010) claim that selecting an effective epistemic approach for a specific knowledge claim is a more appropriate measure of epistemic sophistication than students' general beliefs about naïve and sophisticated approaches in general, I characterise epistemic sophistication with contextualised *epistemic micropractices*. Supported by a grounded theory analysis of the think-aloud problem solving protocols and interviews with 30 undergraduate engineering students, I employ a strict separation between cognitive structures and cognitive processes (Briell et al., 2011) to describe a set of eight *epistemic micropractices*, each of which are described at four levels of sophistication. Faculty developers and teachers will find the resulting framework an accessible tool for structuring learning and assessment activities related to students' ability to manage the uncertainty and ambiguity that will increasingly characterise the future.

Perceived Ecosystems - Transversal Skills in Engineering Curriculum as Seen by Students

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Abstract

Transversal skills are a topic of significant, current interest in higher education and specifically in engineering education. This study provides faculty developers with a better understanding of the gap between the transversal skills teachers intend to teach and the curriculum experienced by students. For disciplinary knowledge, the intended curriculum can be quite different from the experienced curriculum perceived by the students (Marbach-Ad et al., 2019; Matthews & Mercer-Mapstone, 2018). Knowing more about the transversal skills students perceive to be present in their curriculum is important, because what they think they are learning is related to what they actually learn (Kuhn & Rundle-Thiele, 2009; Wijngaards-de Meij & Merx, 2018). Students' perception of how their learning is assessed is also relevant, as Clemmons et al. (2022) showed with their observation of greater agreement between faculty and students' perceptions of which learning outcomes were taught when these learning outcomes were assessed.

An analysis of course documents identified that transversal skills were under addressed at [anonymised] (Kovacs et al., 2020) and resulted in efforts to better incorporate these key skills. Our recent interview study with teachers (Isaac et al., 2023) found them to be aware of the importance of these skills yet assuming that students could autonomously develop them if provided with opportunities where the skills were needed. As has been robustly determined in previous studies, students require explicit scaffolding to improve their transversal skills (Picard et al., 2022) and students show increased gains in transversal skills when course activities explicitly address these skills (Kovacs et al., 2023).

With a view to supporting faculty developers' capacity to assist with the teaching and learning of transversal skills, this study bridges the gap between teachers' intentions to teach transversal skills and what students' perception of their course experiences. Informed by the high impact of feedback (Hattie, 2009) and the importance of constructive alignment (Biggs, 1996), we report on 300 engineering students' perceptions of the training, feedback and assessment of transversal skills they receive during their engineering courses. Our survey also investigates the impact of students' identity (i.e. being born abroad or having parents who did not attend university), as multiple studies have documented the relevance to how students experience engineering (Eddy et al., 2014; Verdín, D., & Godwin, 2015)). This approach is fundamental to the design of ecosystems that nurture the competencies of all our graduates and to support a diverse student population by recognising the needs of different groups.

Pipelines into the Profession: A Critical Case Study of an Intensive Model for On-Boarding New Educational Developers

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Abstract

In the interactive session, we present a critical case study of an organization-sponsored, cross-institutional institute for new educational developers. Since 2005, the XXX Network, the professional society for educational developers in [country] has hosted an approximately week-long, biennial institute for new colleagues in the field. Each iteration of the institute is hosted by a different institution, selected through a competitive application process. Over time, the institute has grown steadily in size (the 2023 institute included 150 participants), scope (inclusive of more institutions and institutional types), and complexity.

Drawing on archived artifacts, as well as narratives of lived experience, this case study examines the ways in which the institutes, taken collectively, have served both to reinforce and advance the values, practices, and communities that comprise educational development as a field and community of practice within this context. We characterize the design and implementation of each iteration of the institute as a distinctly political act that both shapes and is shaped by the essential tensions in which educational development is embedded. For each iteration of the institute, we illuminate how the organizers navigated the essential tensions that arise between and among the layers of our professional ecosystem: the micro (individual), the meso (institution), the macro (the professional development organization), and the mega (higher education).

We argue that each iteration of the institute mirrors trends in the broader professionalization, divergence of practices, and questions of identity that have arisen across the field. By tracing the historical development across specific moments in time, we invite questions about what pipelines into the profession (e.g., onboarding) may look like in the increasingly uncertain future of both educational development work and higher education.

From "Them and Us" to "We": Perspectives on an International Educational Development Program

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Abstract

A critical question proposed for this conference is: What competencies do educational developers need to engage meaningfully and successfully in current and future HE ecosystems? International collaborations that may require online (asynchronous and synchronous), and in-person teaching modalities in unfamiliar cultural settings have become a significant HE ecosystem and answers to this particular conference question as essential to internationalized educational development success.

International educational development collaborations demand careful planning, and attention to the design of the collaboration, status of the host community's development, differences in cultural norms, humility, and language interpretation and translation – all of which are essential factors for the success of such collaborations (Lee, DeZure, Debowski, Ho, & Li, 2011). As well, Willis and Strivens (2015) emphasize the importance of context and situatedness, encouraging educational developers to embrace "naivety" when working with international institutions.

In a two-year educational/research development collaboration between the members of the University of the Sacred Heart in Gulu (USHG), Uganda, and education personnel from the University of Victoria in Victoria, British Columbia, Canada the question of educational developers' competencies for success was highly pertinent and the focus of this session. Our collaboration resulted in a program designed to support members of USGH in the theory and practice of engaged teaching and learning, course design, critical thinking, , community-based participatory research (CBPR), and academic mentorship. The introductory programs were delivered online and culminated in an in-person program at USHG.[1].

In this session, perspectives on this international collaboration will be shared by those involved: the vice-chancellor of USHG, an educational developer, and two professors of education. We will identify challenges to our educational beliefs and practices, discuss competencies that we began to develop for the context of the online and in-person courses, and share our perspectives on the competencies that the participants developed because of the program. Central to the impact of the collaboration was the progression of both instructors and participants from "them and us" to "We" in educational practices, perspectives on collaboration, and avenues to effective educational and research engagement.

Using Competence-based Learning as an Assessment and Evaluation Tool for a University of Technology: A Review

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Abstract

South Africa boasts numerous universities with diverse mandates; however, based on socio-cultural challenges; society needs universities that offer quality education that is responsive to socio-economic and political challenges. Quality education in the South African context is attributed to the responsiveness of the curriculums in universities to industrial and governmental skills needs, calling for praxis in the pedagogy. Among the numerous universities with diverse mandates in South Africa, the University of Technology (UoTs) is an applied science university mandated for tech-based learning and teaching. However, as with disciplinary differences within the soft, hard, soft-applied, and hard-applied disciplines in UoTs, there is a call for standardization of graduates' competencies. Globally, several applied science universities have adopted the Competence-based Learning (CBL) theoretical framework, which primarily addresses challenges relating to social justice, encouraging praxis in the pedagogy, assessment, and evaluation. For this matter, excellent teaching, and what constitutes a high-quality learning environment remain a big question in UoTs in South Africa, where correct assessment and evaluation of graduate competencies are considered, especially based on the graduate attributes (GAs). Excellent graduates from a UoT should have high meta-cognitive skills, which at most should be based on Work Integrated Learning (WIL) to superbly bridge students with the industry. Scholars in assessment and reflective evaluation studies described how aligning good teaching with correct assessment and evaluation transforms the teaching, course design, use of learning technologies, scholarship, and quality management in the South African Higher Education system; however, it is only a handful of faculties in UoTs that are correctly assessed for meta-cognitive competencies and GAs! is this just? The competencies of the graduates should be assessed and evaluated correctly, fairly, and authentically across the UoTs faculties. Therefore, this review troubles the current assessment and evaluation of student competencies against the institutional GA across all faculties using the CBL theoretical framework.

An Educational Intervention to Boost Innovation, Creativity, and Entrepreneurship Using Content and Pedagogy for the COVID and Post-COVID Era

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Abstract

Background: The COVID-19 pandemic brought about a lot of change to the traditional teaching/learning methodology at healthcare and non-healthcare organizations alike. It enforced a digital revolution in the education sector. Keeping such in view, Innovation| Creativity| Entrepreneurship (ICE) in times of COVID-19 was an online course attempting to develop teaching/learning methodology using digital resources only. The course's teaching/learning was related to topics like empathy, critical thinking, creativity, innovation, and entrepreneurship, virtually and in the context of a pandemic.

Methods: Pre-Post educational intervention. 35 participants were enrolled for 8-weeks virtual course, per session per week. Data were analyzed using STATA V14. The p-value ≤ 0.05 was considered significant. Baseline characteristics were measured by descriptive analysis and outcome variables were measured by Wilcoxon signed-rank test. The pre-intervention questionnaire included questions about demographic characteristics and assessment questions regarding Innovation Skill Assessment (ISA) tool. ISA is a research-based skill assessment tool that helps organizations identify and understand the Attributes, Behaviors, and Skills of individuals as well as teams. After the course, the participants were administered the same questionnaire.

Results: Out of 35 registered participants, 26 (75%) were females, and only 17 (48%) participants completed the post course assessment i.e. ISA. The mean and percentage of ISA scores improved from 181.1 (75%) to 201.8 (84%). The pre-and post-course analysis revealed statistically significant results in all 4 pillars of the ISA ($p \leq 0.05$).

Conclusion: ICE knowledge improvement is seen through online sessions and measured on ISA tool. This has potential for innovation capacity development and measuring for organizations at global scale.

Keywords: Innovation, pandemic, healthcare, critical thinking, virtual learning, education, Low middle income country, low-cost education

Adaptive Evaluation: Assessment to Meet the Needs of Diverse Working Styles

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Abstract

In a world of diverse backgrounds, working styles, and motivations, why do we typically assess using only one method? Considering the unique landscape of creative classrooms in particular, adaptive evaluations may be helpful to address differences between students. This study examines the question of whether assessment in flexible teaching environments can be optimized for success by implementing a novel two-rubric system.

Recognizing variation within classes, the author provides a "Get to Know You" activity annually in her junior interior design studio to unveil distinctive characteristics of each incoming group. Through this method, a significant disparity was discovered in students' preferences regarding working models in previous courses. A divide was observed among students who preferred assessment exclusively on the end product versus those valuing instructors who assessed both end product and process. Those who favored the latter method voiced that a structured framework, with intermediate deadlines and graded process work, aided them with pacing during a longer project.

The author chose to test a choice of two rubrics to provide flexibility in work habits, allowing students to commit to a process based or end product rubric at the start of each project. Those who selected process-based assessments were held to all intermediate deadlines, while students who committed to end product rubrics were able to work independently. For the latter group, all of the points dedicated to process were moved to their final presentation category on the rubric, so as long as they completed all of their work in the end, they would be successful.

This innovative approach has undergone rigorous testing over four years, with almost 200 rubrics completed during this time. It has proved to be easy to manage and has been beneficial to the students in both their wellness and in their final appraisal in the course. This presentation would not only explore the initial "Get to Know You" assignment, but also offer insight for instructors across other disciplines to employ similar activities to discover additional areas where customization of assessment methods may be possible. A comparative analysis of rubric categories and a discussion of best practices for accommodating diverse student processes within the assessment framework would conclude this study, providing a guide for other educators of flexible classrooms seeking to enhance their assessment strategies.

Programs to privilege: Creating difference to Attract Talent

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Abstract

Introduction: This study interrogates effects of injecting corporate interests into public HE. It uses interviews with educators tasked with implementing a program that privileges subsets of science students in teacher education hoping to learn how to attract talent. While interviews are carried out, these educators work to reconcile waning student interest with commitments made to the funding party. As such, the study speaks to sub-theme 2 and 3 by questioning talent development as “designs that nurture competencies our graduates should exhibit”, and by exposing a need to “build capacity” to resist private interests’ “influence on the HE ecosystem.” The paper speaks to many questions posed in the call for papers, especially the first: “How have HE ecosystems shifted: What is learned that we should build on?”

Methodology: Interviews were conducted in Scandinavia and over a period of four years with educators as they worked to implement their talent program in teacher education. The interviews were designed to answer: *How does teacher educators’ notion of preservice teacher talent develop as the program takes form?*

The transcripts were analyzed to understand how the educators explain the need for a program in teacher education that privileges a certain subset of students. To inform this analysis various concepts of talent are drawn from literature: Talent as innate, socially constructed, situated, reciprocal.

Results and conclusion: The purpose of the talent program was for teacher education to develop into a HE ecosystem more attractive to talented students. However, contractual obligations towards the foundation made it difficult to adapt the program to students’ needs. Instead, their waning interest frustrates the educators into thinking that the issue lies with students’ culture or abilities. “[We are up against] this equality-oriented culture which has been around for many years where it’s wrong to say you’re better than others” (Ed. 1). The concept of talent is effectively employed to create difference and teach students to do the same. However, this practice is mandated neither by schools nor the teacher education, but by the foundation: “No, I think it’s in the [contract with the foundation]. We must [train teachers] to create activities in the school that, over the years, ultimately produce [Company-workers], of course. *Why [Company-workers]?* Because [Company] is the sponsor.” (Ed. 2)

Thus, the educators’ ethical obligations shift to knowingly promote inequitable practices in accordance with a private company’s long-term interests. Going forward, it is essential to turn such relationships around.

Defining Evaluation to Better Highlight our Ecosystem of Influence

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Abstract

Nearly since the origins of the field, educational development has long been criticized for its evaluation practice. These critiques have come from those external to the field (e.g., Pallas, et al., 2017), as well as those internal to it (e.g., Levinson-Rose & Menges, 1981; Stes et al., 2010). Educational developers continue to report that program and centre evaluation is difficult, despite the existence of several excellent models. However, for centres for teaching and learning (CTLs) that do evaluate their practice, how do they make visible their impact? Additionally, for these approaches, how do they line up to theoretical models for educational development evaluation – and how do they differ? This session will directly address Sub-theme 3: Build capacity among ourselves to navigate and influence ecosystems.

This paper draws from a recently published study of 1209 CTLs in the United States (Wright, 2023). As part of this study, the author analyzed 107 annual reports that were listed on CTL websites in 2020. The research treats CTL annual reports as “Level 2” investigations, or attempts to develop local knowledge, informing a group within a shared context, which differentiates this process from research (Ashwin & Trigwell, 2004; Levin-Rozalis, 2003). The frameworks by which CTLs undertake this Level 2 investigation are compared with several published models for educational development evaluation, including Kirkpatrick (1976), Kreber & Brook (2001); Chalmers & Gardiner (2015), and Hines (2017).

Contrary to the critiques of CTL evaluation practice, annual reports do follow many of the criteria outlined in these popular models. Interestingly, while participation and participant satisfaction are commonly documented, institutional impact is frequently detailed as well. However, it is also clear that many annual reports document activities and outcomes that go beyond popular evaluation frameworks. While many evaluation frameworks stop at documentation of institutional impact, this research suggests that it would be useful to consider a broader sphere of influence. Most strikingly, CTLs seek to make visible their impact beyond their institution, such as through publications, presentations, and participation in educational development consortia. This finding suggests that our commonly accepted evaluation frameworks might be expanded to more accurately document our ecosystems of influence.

Leveraging the Third Space Role of Faculty Developers in Higher Education Ecosystems

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Abstract

Faculty development practice tends to focus on supporting and enhancing the doing of curriculum design, teaching, assessing, and research activity. Through this practice, faculty developers gain unique insights into the diverse, complex, and sometimes conflicted professional identities of the faculty they support. A focus on doing has met the well-documented practice-based needs of new and more experienced faculty alike. However, it belies the importance of the underlying being of identity (Way, 2018), and the impact of wellbeing on practice (Germanier & Puhr, 2023). The nuanced situated understanding of faculty identities acquired by faculty developers in their third space role is generally neither captured nor leveraged. A central aim of my research was to determine whether a measure of faculty professional identity could be used by faculty developers to inform individual and collective development initiatives and foster flourishing. I developed a measure and collected data from faculty at a range of higher education institutions in Switzerland. I then conducted focus-groups with faculty developers (n = 9) from the same institutions. Participants were prompted to interpret a sample of the data collected from faculty and asked how they would use the data for faculty development purposes.

A thematic analysis of the focus group data suggests that a measure of faculty professional identity would have potential utility for faculty development at individual, group, and institutional levels. A range of creative ideas emerged regarding how the measure might be operationalised. Limitations and concerns were also addressed. My findings demonstrate the strong relationship between faculty professional identities and flourishing and the potential for third space faculty developers to play a pivotal role in guiding individuals and institutions as they navigate an increasingly unpredictable world. Recommendations include recognizing the strategic potential of faculty developers as a third track with institutional reach as gatekeepers of sensitive data and enablers of collective flourishing. In addition, I propose a data-informed, adaptive, person-centred approach to individual faculty development that delves into being as well as the doing to facilitate individual flourishing.

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Tailoring higher education to promote community transformation in Uganda

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Abstract

The landscape of higher education is undergoing significant shifts as the needs and expectations of both students and communities evolve in response to the rapidly changing global environment. In sub-Saharan Africa, higher education is often more theoretical than hands-on. This is a challenge because it turns learners into job seekers rather than job creators. This is also true in the Ugandan context. Learners complete higher education without the ability to innovate or apply their knowledge in order to meet the development needs of their communities.

This paper presents a framework for reimagining higher education to align with the diverse needs of students and the broader community. The paper shares how the UNESCO Chair in Lifelong Learning Youth and Work, through summer schools and community learning cafes, integrates interdisciplinary and informal encounters across institutions and within communities to develop robust learning opportunities, engage agency and improve communities. It highlights partnerships between institutions and local communities through which higher education institutions can contribute to community development while offering students practical learning experiences.

By proposing this comprehensive framework, this paper contributes to the ongoing discourse on reimagining higher education. It advocates for a holistic transformation that aligns education with the needs of students and communities, ultimately fostering graduates who are well-equipped to contribute meaningfully to society. The paper also emphasizes the value of informality and relationships in learning that enables youth to learn, ‘play’ and impact society through informal spaces.

Frameworks for Continued Professional Development: Testing Praxis against Available Frameworks for Purposeful Fit

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Abstract

Professional development is imperative for the currency and relevancy of academics that teach in online environments (Higgins and Harreveld 2013: 189). Professional development spans a range of informal and formal opportunities to “improve their teaching practice, knowledge and skills...which can result in improved teaching quality, which ultimately results in improved student outcomes” (Higgins and Harreveld 2013: 190). Professional development isn’t just a nice to have, or an annoyance – it is essential to successful teaching and student success. One important factor for student success in distance and online education is the capacity for academic staff to teach effective online using available technology (Mujallid 2021). At a large distance education university in South Africa academic development is offered through a unit called the Centre for Professional Development (CPD). The university does not have a framework for professional development, despite this being identified in 2017 as a shortcoming already. Until 2020 most of its training was offered face-to-face, but the COVID-19 pandemic in 2020 changed the mode of offering professional development. In 2021 new leadership and the migration to a new learning management system changed the mode and focus on CPD offerings.

The lack of a clear framework means that training offered is necessarily ‘on the fly’, and may not be planned in terms of a roadmap that a framework could offer. We consider different models of teaching, and roles that could serve as a guiding framework for academic development. In this research we consider three possible frameworks for academic development at a large distance open university – the technological pedagogical content knowledge framework (TPACK), the 10 roles of a distance educator as proposed by (Roberts and Bezuidenhout 2017) and Albrahim’s (2020) six categories of competence for online learning namely pedagogical, content, design, technological, management and institutional skills and social and communication skills. This paper will unpack each of these possible frameworks and their dimensions and then compare training offered from 2020 – 2023 against these frameworks to judge what framework closely resembles current practice, and whether that is fit for purpose going into the future. We end this research by recommending a continuous professional development framework for future training offered by the CPD.

Keywords: Continuous professional development, TPACK, roles of distance educators, competence in online learning, framework, distance education

A Journey through the Unclear Grounds of University Life of Early Career Academics

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Abstract

Upon entering academia, early-career academics confront myriad challenges, including inadequate support systems, the complexities involved in academic profile development, and the prevalent sense of navigating an uncertain career path with limited mentorship. This study investigates these intricate challenges, emphasizing the delicate equilibrium that must be maintained between the demands of teaching, research, and personal life while trying to align with institutional expectations.

Through the transformative medium of language and metaphor, this research delves into early career academics' emotional and intellectual journey, offering insight into their experiences, trials, and aspirations. Utilizing poetry as a medium for expression, this study sets out to vividly portray the challenges, triumphs, and uncertainties that early career academics encounter. The primary data for this study is derived from surveys and workshops designed to create a conducive environment for early career academic participants to share their challenges and experiences openly. This process facilitates the formation of a supportive community among early career academics.

A key outcome of this collaborative approach is the creation of a collective poem that encapsulates the shared experiences and emotional landscape of early career academics. The content and thematic analysis of the poem is further enriched by integrating insights from existing academic literature, thereby bridging experiential narratives with scholarly research. The objective of this study is to provide a comprehensive guideline to assist early career academics in navigating the complexities of university life. It aims to promote a trajectory characterized by enhanced well-being, increased productivity, and sustainable academic advancement. As academia emerging voices traverse this uncharted terrain, this study serves as a compass illuminating the way forward.

Transforming Assessment Ecosystems: Authentic and Inclusive Practices in the Wake of Artificial Intelligence

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Abstract

Whilst there are disciplinary and institutional traditions in assessment practices, we are witnessing a shift of paradigm (Baeten, Struyven & Dochy 2013) involving a transformation from a culture of objective and standardized tests that are focused on measuring portions of atomized knowledge towards a more complex and comprehensive assessment of knowledge and higher-order skills (Shepard, 2000). This change in assessment relates to the emergence of the Assessment for Learning movement, where all assessment contributes to helping students learn (Sambell, McDowell & Montgomery, 2013), to the rise of authentic and inclusive assessment practices (Harter-Reiter, 2018) and to the debate on the role of artificial intelligence and actual measures to avoid plagiarism (Sharples, 2022). Learning through authentic assessment has risen as a complement to internships or work placements and in response to worldwide pressures to improve graduate employability (Sotiriadou, Logan, Daly & Guest, 2020; James & Casidy, 2018). Furthermore, due to their lifelike nature, they are more motivating to students, fostering their engagement with the task. Because they are based on situations demanding realism, cognitive challenge and evaluative judgement, authentic assessment designs can also be key to reducing academic misconduct.

Inclusive assessment is realised through holistic and flexible approaches that recognise value and reflect student diversity. It facilitates choice and enables every individual to demonstrate their achievement with respect to academic/professional standards, taking the focus away from summative assessment and grades (Blum, 2020). Therefore, inclusive assessment is more than “enhancing academic outcomes” or addressing the needs of students with disabilities, but it is the promotion of inclusion of students from diverse backgrounds, often marginalised, in order to see them as fully accepted and agentic members of academic communities (Nieminen, 2022). Despite some advancements, these practices are not equally installed throughout disciplines and institutions. The irruption of artificial intelligence has now posed even new challenges to assessment or opportunities to elevate the value of authentic and inclusive assessments. Through a qualitative study with key experts, we explore current visions of authentic and inclusive assessment, aim to decode the relationship between authentic and inclusive assessment, and find answers to address the actual challenge of artificial intelligence. Ten international researchers and academic developers specialised in assessment have been

interviewed using the Delphi method. In our contribution we will present the consolidated statements of the Delphi study, after having conducted the second round of analysis by the interviewed experts.

Degrees for Learning or Earning? A Teaching Tool to Support Students to Balance their Identities as Educational Consumers and Learners Within Neoliberal Higher Education Ecosystems

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Abstract

The role of educators is critical in helping students to build their competencies within a higher education ecosystem that overcomes neoliberal higher education agendas, which characterise many Western countries. Educators have expressed legitimate concerns, supported by research, about the impacts of marketisation on students' attitudes towards learning. In this session, I will present a new curriculum resource and evaluation, developed from psychological research, in the form of a workshop that educators can run with their students (see www.brookes.ac.uk/SIIP). It enables educators to support students to navigate potential conflicts between their traditional identities as learners and potential consumer identities. It is an inclusive curriculum aid comprising a self-assessment tool (see www.brookes.ac.uk/SIIP) that can be used in an online or face-to-face teaching session for students to discover the extent to which they identify as learners or consumers. In the teaching session, students will also establish their student 'type' followed by engaging with the research base. Then they will take part in small-group discussions designed to enable them to reflect on the benefits and costs of these identities or 'types'. Finally students and educators co-create an agreed set of behaviours of the ideal student in their discipline to develop a sense of belonging and academic success. The teaching tool supports students and educators to develop a shared understanding of the tensions between learner and consumer identities that characterise many Western higher education ecosystems. Ultimately, it is designed to build students' competencies in a neoliberal context, and reinforce the importance of learner identities for a sense of belonging and academic success.

What do Educational Developers Know and Who Decides?

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Abstract

: Educational Development is relatively ill-defined as a profession. The evolution of professions includes the agreement of a body of knowledge, values and competencies (Hordern, J. 2017). Although educational development shares many characteristics of professions it has not yet acquired the full status of a formally recognized profession (Baume, D. and Popovic, C. 2016). What we do have is a body of knowledge, literature, values and approaches that are generally agreed upon (Popovic, C. and Smart, F. 2020, Popovic and Baume 2016) while continuing to evolve (Little, D. and Green, D. 2022). This body of knowledge is shared between and across multiple cultures and national boundaries (Beach et al., 2016; Dawson et al., 2010; DiNapoli et al., 2010; Sugrue et al., 2018). In this paper we present the consensus of what constitutes the educational development body of knowledge in the third decade of the 21st century. We seek to address the conference question – what competencies (and knowledge) do educational developers need to engage meaningfully and successfully in current and future HE ecosystems? We also seek to address the question of who decides which knowledge counts and how we share this consensus.

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Decolonising Teaching and Research: A Student Buddying Programme between Hope Africa University (Burundi) and Oxford Brookes University (UK)

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Abstract

Social work departments at Hope Africa University (Burundi) and Oxford Brookes University (UK) created an innovative buddying programme for their students. The project design and research evaluation was based on the Burundian principle ‘Ikibiri’ (working together) and the African principle ‘Ubuntu’ (I am because we are) (Mutsonziwa, 2020). Although this project stemmed from a need to decolonise curricula in the UK, it was mutually beneficial: students from both institutions learnt about social work from another culture, and strengthened their communication skills. Evaluation of the project took a decolonial lens, attempting to examine the extent to which students at both institutions experienced a sense of Ubuntu. This talk will share lessons learned in attempting to decolonise teaching and research, and inspire others to do the same.

Faculty Perceptions towards an Agile Organizational Structure for Educational Development

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Abstract

Over the last century, education has undergone a significant transformation due to technological advancements. It has expanded beyond traditional boundaries to include global and virtual environments. Education is no longer limited to specific students, universities or countries, but is now accessible to the entire world. Crises such as pandemics, earthquakes and wars have further accelerated the need for educational development initiatives that go beyond traditional institutional structures. Educational Development organizations need to adapt to these diverse needs. This requires a shift towards shared control of learning between faculty members, who are leaders and adults, and students, who are expected to be pioneers in their new roles. This paper aims to discuss the purposes, working areas, activities carried out, and future thoughts of an Agile Organization formed for academics for their educational development. Speed and flexibility are key features of Agile organizations. They embrace an agile mindset that recognizes fast failures, considering them as gains if they result in learning, and shared with others. They make fast decisions and respond to rapidly changing needs while working at a sustainable pace and valuing the way they work. This study will use a quantitative methodology to investigate faculty perceptions and framework of an agile educational organization to satisfy their needs for a global and virtual educational environment using artificial intelligence or similar emerging technologies. The research outcome will provide a roadmap for the future of educational development.

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Unveiling the Strategic Functions and Academic Engagements of Teaching and Learning Centers: A Study with Spanish Academic Developers in an Intensive Training Initiative

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Abstract

Teaching and Learning Centers (TLC) in Europe are undergoing a profound transformation. Their functions have gone from being centered on the individual teacher and the improvement of classroom practices, to having a central and complex role of influence that articulates the teaching-learning processes from a strategic perspective. How to create conditions for educational developers to take on and act from this new perspective? What elements favor strategic educational development among TLC's academic leaders?

This paper gathers the results of the MDAD Campus: leadership for educational change in universities, promoted by the Spanish network REDU. Campus MDAD has held two editions (2021-22 and 2022-23) and 30 people from 12 universities have participated. The target group are senior academic leaders involved in TCL. The programme consists of four modules and 150 hours of face-to-face and online work. The first two modules focus on classroom intervention: module one is about learning to understand and module two about self-regulation. Its completion ends with an individual self-report about a specific learning situation at the classroom level (micro level). The last two modules aim to develop the meso level, for example, the role of their TLC to support the university's multilevel strategy. In these modules, participants discuss the Scholarship of Teaching and Learning (SoTL) perspective, they engage in a peer review experience and discuss about leadership for change. As a result, they have to prepare an institutional project for educational change in the medium term (until 2027). First ideas on this project are presented in a poster session on the last day of the programme.

The MDAD Campus design process has been constantly analyzed, adjusted and evaluated within the group of participants. The analysis of the elements that may be influencing the change of perspective was carried out through a qualitative methodology based on self-reports, institutional projects and other reflective documents. The results reveal that the analysis of the scientific literature on less common topics in TLC such as learning to understand, self-regulation, SoTL or leadership, as well as the performance of "situated" work in their real contexts favor the broadening of the perspective on the role of TCLs and educational developers. However, there is a need for further reflection on the professional profile of

developers, especially those who do not carry out academic teaching tasks and who are not in direct contact with students.

Changing from Within: Narratives of Resistance from Equity-Oriented Learning Designers

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Abstract

Learning designers' identities, voices, and practices are highly influenced by the systems within which they work: the dominant organizational cultures, the assumptions, norms, and behaviors of their institutions, and wider societal systems. However, where there are dominant narratives, there is also resistance and counternarratives that challenge the status quo. This presentation focuses on these counternarratives, exploring how learning designers have managed to challenge and work within and against dominant institutional cultures. We draw on a larger study where 34 women practising and supporting equity-oriented learning design across the world were interviewed in early 2021 highlighting the strategies learning designers use to navigate clashes between their own values and those held by their institutions. Expanding on Little and Green's (2012) work on academic staff developers' strategies to navigate institutional power dynamics (manifested in horizontal and vertical clashes) we explore learning designers' narratives around institutional clashes, and their strategies to work within institutional cultures that are often in direct opposition to their own values and beliefs. We are particularly interested in adding an ecosystems theory lens to Little and Green's work, by showing how learning designers' different positionalities, histories, and educational and professional journeys impact how they navigate the difficult spaces of the department, institution, and institutional culture. According to a systems theory perspective, human development is linked to the understanding of contexts and the ability to navigate these. We argue that exploring how we connect and relate to the ecosystems we are based in, is an important element of a learning designer's developmental journey. Positionality, institutional culture, and personal history impact how learning designers navigate these spaces and understanding context is essential when using an ecosystems theory view. In this presentation, we will share four shared building blocks framed by adrienne marree brown's (2017) elements of an emerging strategy, which promotes a way of seeing change as small actions and connections: Building community in and outside the institution; Seeing change as small and nonlinear; Centering care for self and others; Finding ways to stay true to yourself in relation to others. These in turn create complex systems and patterns which eventually become ecosystems and societies.

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Designing Systems with Care: Responding to Inequality in an Online Course in South Africa

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Abstract

Contemporary South Africa is a highly unequal society, emerging from a history of racial segregation, characterized by diversity along dimensions such as class, race, ethnicity, linguistic background, religion, culture and rural-urban locations. Informed by this diversity, higher education institutions attempt to balance the pursuit of equity, quality and development goals. Over the last few years, in particular during COVID-19, care-oriented approaches that emphasise student wellbeing and belonging, such as humanizing online teaching, intentional hospitality, liberating structures, and trauma-informed design have gained traction in higher education. Drawing on three dimensions of human relations, namely affect, reciprocity and power associated with Bronfenbrenner's ecological systems theory (1979), we reflect on how adopting a care approach and working with trauma-informed pedagogies in a postgraduate course on blended and online course design was experienced by course participants. In this presentation, we draw on voluntary participant interviews and our own reflections as course facilitators to make an argument for a caring learning design that intentionally creates caring learning experiences for a highly diverse group of students. Participants in this course come from geographically diverse locations, from secondary or corporate environments with differently positioned home institutions and diverse access to resources. Also, participants' positionality and disciplinary backgrounds require different forms of care. We found that Joan Tronto's (1993) concepts of paternalistic and parochial care useful to reflect on our own care practices, as they highlight the importance of creating spaces where students can co-create the care relationship, while understanding how their different positionalities impact their voice and agency, but also remind us how important it is to understand how students' context differ from our own and to set up caring relationships that suit their contexts.

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„The ecosystem within the ecosystem – The School of Personal Development and Education (SCOPE) as Institutionalised Cross-Faculty Think Tank and Incubator of University Innovations”

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Abstract

In order to prepare students for future challenges of various kinds, personal and social skills must be strengthened in addition to methodological and subject-specific skills. To meet these major challenges, Frankfurt University of Applied Sciences has established the School of Personal Development and Education (SCOPE) as a space for thinking, education and innovation. SCOPE is a cross-university. It is an independent organizational unit (academic center) that is supported by all four departments on an interdisciplinary and transdisciplinary manner. SCOPE is an overall project of the university in which everyone can participate, with the educational mission of "promoting independent, responsible and scientifically-minded" students. Based on their subject orientation - and despite or even because of their pronounced diversity - the four departments are establishing SCOPE professorships in the focus areas of key competences, didactics, personal development and social responsibility. These are to carry out research and teaching projects and develop innovative forms and formats of academic training. SCOPE consists of an executive board, a management board, more than ten employees and numerous internal and external members. At SCOPE, an interdisciplinary research team focuses on current and future challenges and works on a project-related basis on the topics of higher education didactics, social responsibility, personal development and the development of the individual, promoting key competencies and learning for the future. In order to achieve these desirable strategic goals, we faced five major challenges:

- How can social developments be incorporated in order to strengthen social responsibility and resilience?
- How can personal development be enriched with a focus on meditation and mindfulness?
- How can opportunities for reflective engagement with art and culture be developed?
- How can digital skills be strengthened?
- How can Frankfurt's university didactics be designed as a basis for the further development of the university's curricular and extracurricular offerings?

Concrete projects are already underway under the SCOPE umbrella. The projects focus on forms of teaching and learning such as research-based learning and service learning, social engagement, personal development through mindfulness and meditation, as well as art and culture. There is also a focus on data literacy, didactics, democracy education and

sustainability. We will present the first results from various projects from ScoPE and discuss alternative approaches with the audience.

Cooking Different Meals with the Same Ingredients. The Importance of the Departmental Ecosystems When Developing and Facilitating Faculty Development Programmes

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Abstract

In most higher education institutions, educational developers are centrally appointed and have the responsibility to assist all teaching staff develop their teaching competencies. This requires educational developers to view the entire institution as one eco-system and, to develop courses and strategies that assist the development of organisational culture more broadly (Stensaker, 2018). The downside is that when we offer faculty development programmes (usually in the form of courses and workshops) their content is general by necessity and doesn't always consider the teaching context of the participants or their departmental ecosystem which Shadle, et al., 2017 argues is important. Some voices in educational development (Bostock, 2022; Geertsema, 2021) are recommending that educational developers need to become more sensitive to the subject-specific pedagogical needs of university teaching staff when developing and facilitating faculty development programmes.

Evidence is mounting that the more FDPs can consider the context within which faculty are teaching, the greater the impact on student learning might be (Andrews, et al., 2019; Baker, et al. 2018; Ilie, et al., 2020 and Lund & Stains, 2015). This presentation will use literature and research findings to discuss what the subject-specific needs of teaching staff might be. In addition, concrete strategies based on interviews with faculty developers for how to consider these needs in faculty development programmes will be presented. As a result, this presentation will answer the question, how do educational developers navigate the multiple ecosystems from which their course participants arrive in their FDPs in efficient ways? This links to the sub-theme 3 - Build Capacity Among Ourselves To Navigate And Influence These Ecosystems.

Making Teaching and Learning Visible: Affordances for Cultural Change in the Classroom and Beyond

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Abstract

When implementing changes to teaching and assessment methods, higher education instructors often navigate practical and political challenges alone. In this study, we investigate the perspectives of instructors in a Norwegian university in their effort to redesign a traditional, lecture-based undergraduate science course. Instructors replaced the standard lectures and the final, high-stakes exam with a series of problem-solving activities and a continuous assessment strategy. This approach was complemented by the inclusion of reflection exercises and discussions about the learning process itself. The redesigned course marked a significant shift from the traditional focus on rote memorization of content knowledge. Instead, it emphasized the development of critical thinking and competencies (Simper et al., 2015). This study used grounded theory (Charmaz, 2014) to analyse 11 interviews with 7 instructional staff involved in two offerings of a course. Our findings highlight the actions taken by instructors to bridge gaps in expectations about teaching and learning with their students and to address misunderstandings, bureaucratic barriers, and teaching traditions entrenched within their institutional ecosystem. These factors often stand in the way of the developing more meaningful and impactful educational experiences.

The instructors found some degree of success in the classroom by making teaching and learning visible to their students. This transparency helped students understand the rationale behind the new teaching approaches and engage more effectively with the course materials (Ritchhart et al. 2011). However, they did not experience similarly favourable results in making their teaching approach tangible to peers, including both academic and professional staff. Based on our findings, this study argues that making teaching and learning visible—and intelligible within institutions—is an essential part of course design. This visibility not only enhances the learning experience for students, but also fosters a culture of shared understanding and collaboration among educators. Therefore, it warrants inclusion in institutional and curriculum guidelines.

This study discusses the need for structural changes in how educational reforms are applied. Without such changes, it may be difficult to achieve lasting cultural shifts in teaching and learning practices. The process of making teaching and learning visible can support higher education ecosystems in creating an environments that supports continuous improvement and innovation in teaching and learning.

Designing Educational Ecosystems – Insights to Promote Collaborative Knowledge Creation and Enable Student Outcomes

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Abstract

Across Higher Education in England, government has long focussed on the value for money achieved by universities (House of Commons Education Committee, 2018). Within the regulation schema, emphasis is placed on the outcomes of educational delivery (Office for Students, 2019), reinforced by ranked aggregations of these data in populist league tables (Erickson, et al., 2021). Despite the policy intention, the data show little change (Langan, et al., 2019). This is counter intuitive as the publicised findings should have resulted in significant improvements within the ecosystem. At Salford University, we recognised that the legacy of government oversight meant the information we used to create knowledge to nurture and inspire educational outcomes was intrinsically biased towards oversight rather than delivering an effective experience. Reductionist breakdowns by either the organisational hierarchy or student demographics lent themselves to a deficit view to explain performance rather than enabling student success. Consequently, this normative analysis distracted us from identifying practical approaches to improve our students' experience, with localised initiatives to improve practice lost within the milieu of reactive activity. We are adopting a new approach to knowledge creation that will make our ecosystem more transparent. Our approach involves collecting, sharing, and reflecting on information within our system, enabling collaborative observation of policy adherence, assessing evidence-based practices, and evaluating the effectiveness of our approaches. This has required carefully developing insight metrics (leading indicators) with visualisations designed to nourish knowledge creation and positive action. In this session, we will explore the challenges and benefits of embedding these processes across a complex institutional ecosystem. Drawing on institutional data sets we will make recommendations to enhance educational outcomes as well as reflections on future developments and potential wider implications. We will also make recommendations for the adoption of ecosystem insights to support and nurture student success.

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Students' Role in Academic Development: Research-Based Initiatives on Teaching Innovation

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Abstract

Many authors (Bovill, Cook-Sather, & Felten, 2011; Fielding, 2012) have noted that the students are able to actively contribute to the academic community by working with academics in designing courses and curricula through the adoption of participatory and collaborative methods (Seale, 2010). This approach has many advantages: on the one side, students feel part of the community, and this can sustain their motivation and increase the likelihood of them engaging in deep learning, developing hard and soft skills. The role of students as key actors and co-creators is obviously relevant in teaching and learning and curriculum design, but it becomes even more important in planning academic development initiatives for teachers to improve their pedagogical competences.

Walkington (2010) identifies an academic development approach where learners act as researchers in academic development programs. According to this perspective, the students have the ownership of designing and carrying out research projects to investigate specific issues and problems of their institution. Those projects that achieve creative and sustainable solutions are then included in professional development activities devoted to academics. This approach emphasises the research process as a means by which the student promotes the link between research, learning and teaching (Walkington, 2010).

Adopting this framework, this paper presents research carried out at the Department of Psychology and Cognitive Science at the University of Trento, in Italy, by the Teaching Innovation Group. Specifically students attending the “Qualitative Research Methods” of the Bachelor Degree in Psychology (2023) were involved, on voluntary basis, in investigating teaching and learning (T&L) strategies of other courses offered by the Department. In fact, within the above mentioned course, students prepare as a group assignment a research report based on the use of qualitative methods to investigate a topic of their choice. Three groups chose to investigate the impact of innovative teaching and learning methods (i.e. cooperative learning, students preparing presentation and analysing cases, etc.) vs traditional methods (i.e. lectures) using observation, interview and focus group methods (i.e. observing classes, interviewing and doing focus group with students and professors).

Students are currently collecting data and will prepare a research report. This document, presenting their findings in terms of strengths and areas of improvement in the T&L approach adopted, will be a basis for each professor to improve their own course; these results will also inform strategies for academic development initiatives in the Department, as joint initiatives proposed by academics and students.

How to Create a Network of Centres for Teaching and Learning (CTLs) in Higher Education

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Abstract

Updating their methods of instruction and assessment has become increasingly important for higher education institutions recently. This methodological renewal is necessary to decrease growing student attrition rates and to adapt to the growing ubiquity of artificial intelligence in education. Already functioning methodological support centres have experienced a significant increase in their roles, and their functions have been broadened. In other universities where such centres did not use to exist new ones have been created to support lecturers in updating their teaching and evaluative practices. This talk will provide an overview of this exciting ongoing process, with a detailed description of current practices in Hungary as an example. Out of 63 Higher Education Institutions in Hungary (CSO, 2022), 16 were found with a functioning CTL. Over the last three years, these CTLs have been working closely together to exchange information, experience, and good practice. By 2023, this cooperation was formalised: an internal CTL network was created, which will function as a subcommittee of the Hungarian Rectors' Conference and will allow us to join international organisations, notably ICED. The main steps in setting up the network and the principles of its operation will be presented as well as the findings of an interview survey conducted among the leaders of these units in 2023. According to the heads of CTLs, their most common tasks are creating educational and e-learning materials, conducting courses or individual consultations, and giving strategic advice to decision makers. The least common activities are maintaining an online presence and providing training for other institutions. However, there is significant dispersion in some areas. For instance, the presence of student competency development, research and related conferences, or mentoring programs varies greatly amongst institutions due to institutional objectives, strategic ideas, and human resources. Our university's continuous professional development program serves as a tangible illustration of how methodological centres work. In this talk, I will also share the learnings of a quantitative-qualitative analysis that looked at the feedback our courses, with a special emphasis on our course selection in artificial intelligence, received within the period of five semesters between 2020-23. The research presented covers 231 courses, 1121 appearances, 466 individual attendances and it could aid the conceptual development of CTLs in Higher Education (aims, structural development), but it can also serve as an illustration of course-development using a reflective approach.

The Right Place in the Ecosystem? An Organizational Answer to the Question of Future Competencies and Roles of Educational Developers

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Abstract

Higher Education ecosystems shift and so does the role of educational developers: The classic tasks of educational developers are to provide pedagogical competence development for teachers through courses and workshops, to support the pedagogical use of learning technologies and to support innovation in teaching (Gosling 2009). In recent years, however, the tasks of educational developers have gradually changed to also include the implementation of more general competence development requests from management (Sugrue et al. 2018). It has been described as educational developers being "brokers of change", i.e. being the link between the strategic and practical levels of teaching at the university (Debowski 2014, McGrath 2020). Given that teaching at a university is an activity that involves many stakeholders (teachers, students, administration, management, employers, IT departments, library staff, lab technicians, etc.), the educational developer should know and understand all the framework conditions for good teaching and education that the stakeholders represent. Not to be able to support them all, but to be able to act as a better interlocutor and developer of local teaching situations (Stensaker 2018). So, what does being a broker of change mean for the organization of educational development – where in the HE ecosystem should educational development be placed?

This paper reports from a research project on the future either central or decentral organizational structure of educational development at a Danish university. 15 educational developers and their managers were interviewed on their views on advantages and disadvantages of a central/decentral organization of educational development units.

The results from the interview study show that the informants point to several advantages and disadvantages. On the one hand, when in a centralized unit you can reach more faculty with a uniform service in a more competent way, but on the other hand, the risk is to lose the connection with the faculty and thereby lose the opportunity to provide a meaningful and targeted service.

Hence, a hub-and-spokes model where the benefits of a centralized unit are combined with the benefits of a decentralized model is suggested. In a hub model, a central unit has strong (and perhaps even formal) ties to decentralized units or employees whose tasks may be in the field of educational development or related areas such as student counselling, student administration or educational quality. Furthermore, some examples will be presented of how these ties between central and decentral units may be enacted.

Educational Leadership to Promote Teaching Innovation: Reflections and Experiences from University of Trento

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Abstract

Literature shows that, for academic development actions to be effective and truly transform educational practices, it is crucial to establish structures that enable and sustain organisational change and continuous improvement (Sorcinelli, 2002). Institutional cultures might sustain or obstruct teaching quality and innovation: we often assist at lack of interest in conversations about teaching, innovations as isolated initiatives in a wider resistance to change and, therefore, difficulty in promoting and sustaining innovative teaching practices.

This work focuses on the role of institutional leaders, such as heads of departments and their delegates in charge of teaching and learning, as essential actors for the success of academic staff development and teaching quality processes. The centrality of middle-management figures recalls the growing need to develop educational leadership skills in order to promote effective actions that truly involve academics and, at the same time, meet the requirements and challenges of quality assurance in education (Bolander Laksov & Tomson, 2017).

As Bolander Laksov (2021) show, the sustainability of academic development projects is influenced by the way heads of departments work in partnership with university teachers in relation to local educational cultures, engagement of peers, and legitimacy. The path to becoming an educational leader involves change and awareness, requiring, for an effective action, new tools and perspectives (Goleman, Boyatzis & McKee, 2013; Kotter, 2017). In particular, the separation between leaders' formal power, and informal leadership, earned in the field by involving colleagues, is a very current challenge in every field (Maxwell, 2011).

The present study describes an experience of educational leadership devoted to departmental delegates in charge of teaching and learning at the University of Trento, in Italy. The paper presents the programme established in our institution to develop educational leaders highlighting its main elements: detailed needs analysis, creation of a community, sharing of best practices, discussion of most difficult challenges and brainstorming of solutions, reflective teams and mentoring programs. Preliminary results from educational leadership sessions carried out so far will be presented and discussed with the audience.

Educational Developers as Organizational Change Agents Supporting Equity-Based Teaching: Insights from a Systematic Review

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Abstract

Efforts to shift the culture of teaching and learning toward equitable experiences and outcomes often require an ecosystem of support. The field of educational development, while traditionally focused on individual faculty as the unit of change, has been shifting to focus on organizational-level change. And, within those organizational-level changes, educational developers are uniquely positioned as brokers who can bridge various levels and stakeholders at an institution. While this change is happening, we do not have a systematic understanding of the organizational-level supports for equity-based teaching. Understanding organizational-level supports for this type of teaching can provide important insights for scaling equity-based teaching within and across institutions in ways not possible with the more singular approach of focusing on individual faculty change efforts. Toward this goal, we conducted a systematic literature review to answer the following question: What does the literature tell us about how organizational policies and practices can support equity-based teaching in U.S. postsecondary institutions?

We found the prominent focus of educational development efforts to support equity-based teaching in the literature often focused on changing individual faculty beliefs, attitudes, and practices through professional development workshops and communities. The literature that focused more on organizational changes to advance equity-based teaching indicated that support for such teaching can happen through individual or collaborative cross-campus initiatives in classrooms and departments. These practices and efforts can contribute to policy change, particularly when they become integrated rather than add-on or one-off efforts. However, policy change was most often not the driving force of organizational change in the literature.

Based on these findings, we offer recommendations on building the capacity of educational developers to understand and engage with organizational-level change efforts to support equity-based teaching. For example, educational developers can move beyond focusing their change efforts on individual faculty, to thinking about bringing together stakeholders with different roles (faculty, students, staff, community members) from various departments and programs. Educational developers can serve as the bridge to link together disparate parts of the institutional ecosystem, linked with the institutional vision and mission. Efforts that influenced

policy change were often cross-disciplinary, cross-functional initiatives that were catalyzed by individual or small groups of faculty who obtained with external funding. By focusing on integrating equity-based teaching throughout the higher education ecosystem to leverage policy change, educational developers will be well positioned to influence and contribute to institutionalize equitable student learning.

Transforming Teaching Together: The Benefits of a Professional Learning Community on Equity-based Teaching

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Abstract

Professional learning communities are not a new practice in the field of educational development, but few take a learning science approach and focus on equitable teaching. In this study, we developed a Networked Improvement Community (NIC) focused on equitable teaching that centers the academic learning of minoritized college students, which is a form of professional development focused on sustained and continuous inquiry and transformation of teaching through practice-based evidence. The NIC model was grounded in transformative learning—an adult learning theory that emphasizes that for learning to occur it is necessary for it to be social, situated in current experience and prior knowledge, and reflective. Ten instructors participated in the NIC from varied roles and disciplines at a predominantly white research university in the U.S. In this session, participants will learn about the professional development model we implemented and learning outcomes for instructors. We offer takeaways for educational developers looking to implement NICs for improving equitable teaching and learning experiences for minoritized students.

The findings from this study highlight the need for educational developers and other stakeholders in the higher education ecosystem to consider the following takeaways for advancing instructors' improvement of teaching minoritized students. First, instructors may feel constrained to experiment in their teaching. Yet, being in a community where experimenting with teaching toward improving inclusion and equity in their classroom was a liberatory experience. One STEM instructor noted he was “liberated from an equality-driven approach to teaching” and now strived to “embrace a more equity-driven approach.” Second, instructors expressed that they did not have conversations about teaching within their respective departments. As such, being in a community where the focus was specifically on teaching provided instructors with a non judgmental environment to reflect, share, and process their challenges, give and receive feedback, and to learn together. And, having the community be composed of instructors from different disciplinary backgrounds and in varied career stages was for many “the best part” of the NIC. Third, because the NIC occurred over the course of almost a year, instructors had time to engage in slow and subtle changes in their teaching. This time also allowed some of them who entered with some doubts about the relevance of equitable teaching in their discipline to work through that skepticism. This session will support capacity building for educational developers looking to support instructors through a transformative, community-, inquiry-based model of professional development.

Future Facing Academic Enhancement and Development: A Competence-Based Model For ‘Developing the Developer’

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Abstract

Academic development is under theorised (Cunningham, 2022) and attention to 'developing the developers' wanting (Baum, 2023). Increasingly the 'epistemic boundaries' (Evans, 2023) of academic development are stretched, as academic developers exceed developing academic practice and construct institutional infrastructure. It is argued academic developers are in a liminal space, they navigate the complexity of supporting academic values whilst serving institutional directives (Rowland, 2007), often in a context where academic staff are under duress (Morrish, 2019) and appetite for academic development small. Academic developers are third space professionals breaching the Faculty and professional service divide in their scholarly approach (Nutt and Macintosh, 2022). The academic developer must be able to counter the accusation of managerialism (Roxa and Martenson, 2018; Lawrence et al, in review) and be agile in the ever changing context of contemporary HE (WonkHE 2023). Taking a scholarly and values driven approach to academic development is crucial to reconciling much of this complexity (Lawrence, et al, in review) and making a confident case to Faculty that strategic change is for the greater good, whilst being sensitive to the dynamics described.

A competence based model for academic development helps the academic developer extend the 'epistemic boundaries' (Evans, 2023) of academic development and enables the academic developer to practise with integrity, authenticity and adapt their practice as swiftly as the pace of change.

This paper will present a competence-based model for academic development, based on a model of competence-based education (Lawrence, Huxley-Binns and Scott, 2020; Huxley-Binns, Lawrence and Scott, 2023) that has been used to develop inclusive academic practice (Lawrence, 2020) and programme leadership (Lawrence, Morell and Scott, 2023). Co-constructed with a diverse team of academic developers, educational researchers, administrators and digital media specialists at a UK HEI as part of a wider research project funded by the Quality Assurance Agency England, the model is used to 'develop the developers' (Baum and Khan, 2003) to positive effect. The Oxford Centre for Academic Enhancement and Development launched in June 2022. It has doubled engagement with academic development (from 750 to 1,470, counted by individual attendances at in-house events/courses), increasing HE teacher confidence (100% of feedback respondents) and brokered far reaching strategic change: introducing new policies, strategies and cross

institutional, collaborative enhancement schemes benefitting every student and staff member. By taking a competence-based approach to ‘developing the developers’ we are able to build institutional ecosystems to support institutional and staff capacity, capability and competence.

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Analysis of Approaches to Teaching and Assessing Global Citizenship Competences in Higher Education

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Abstract

Global citizenship education nurtures competences required of 21st Century learners to navigate the complex modern society that is characterized by rapid technological and scientific change, and global challenges. A learner with competencies in global citizenship can recognize and constructively express their own feelings, acknowledge their own strengths and weaknesses, value diversity, act fairly and responsibly, adopt a global worldview, critically analyze and solve problems, and live and work with others. However, global citizenship competences are not innate, and conscious attention must be paid to designing the teaching and learning process in higher education to prepare students to become global citizens who actively participate in solving community, national, and global problems and work toward respectful, inclusive, and sustainable societies. Teaching for global citizenship requires that various aspects, such as the subject matter, the relationship between instructors and learners, the learning environment, the pedagogical methods, and assessment, be geared toward the development of these competences. While higher education institutions around the world are gradually adopting global citizenship in their curricula, universities in sub-Saharan Africa lag behind in this endeavor. An overview of the approaches to teaching and assessing global citizenship in higher education is therefore fundamental to understanding how universities in sub-Saharan Africa can integrate global citizenship into their curricula. This paper is a meta-analysis of the approaches to teaching and assessing global citizenship in higher education

.Keywords: Assessment, competences, global citizenship, learning, teaching

Peer Feedback as a Professional Competence: Students' Experiences of Practicing Feedback Literacy in Professional Settings

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Abstract

Introduction: This paper ties to Sub-theme 1 learning for the future, and informs the question: What learning assessments holds most promise? The paper focuses on Peer feedback (PF) and investigates how it holds promise for HE learning, both as activities that facilitate learning in the HE ecosystem, and as competencies that our graduates need in their future practice. As such, the paper also speaks to sub-theme 2. The context of the paper is professional HE, e.g. teacher, nursing, social work etc. We ask: How does peer feedback hold promise to students as competencies that will support their future practice?

Methods: We inform the study by analyzing two cross-professional focus-group interviews with students from a variety of professional fields (Nursing, physiotherapy, occupational therapy, nursing, pre-schooling, nutritionists). Participants were recruited from a cross-professional course where PF plays a central role both as a learning activity and as a goal. The interviews were analyzed, first through open coding to identify themes related to students' experiences of feedback in professional practice. Subsequently the themes were analyzed to gain a sense of the sophistication of the students' reflections on PF. To this end, we made use of a feedback literacy framework developed by Molloy et al (2020) to characterize the role of the learner in utilizing feedback for their own learning.

Results and discussion: Overall, the focus group participants saw great promise, using PF to forge their own future in professional practice. Especially, did the students see a potential for PF in creating necessary change when transitioning into shaping their workplace's practice. We divided students' reflections on using and having use for PF competencies in practice into four themes:

- Authentic PF in the professions
- PF as a bridge to change
- PF practices
- Barriers to PF

Using Molloy et al's (2020) feedback literacy framework we found students particularly invested with reflections on how emotions are important in both giving and receiving feedback. Conversely, we rarely saw students reflect on how they work to process and consequently act on feedback. The first aspect, we find, nuances the ways in which PF holds promise vis a vis

students' futures. The second aspect points to ways in which PF activities can be further developed and focused.

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Exploration of CPD as a Sub-Ecosystem of Staff Development in a South African University

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Abstract

Keywords: professional development, data analytics, staff development, building capacity, sub-ecosystem

The landscape of higher education and even more so, the teaching and learning approaches are globally characterised by continuous change. It is thus imperative that institutions not only adjust their services to students but also revise the staff development of academics and support staff to ensure that the programmes build the necessary capacity to contribute to the transformation in higher education. This paper explores the trends and challenges of a Continuous Professional Development (CPD) programme at a South African University between 2021 to 2023. It promotes that being cognisant of CPD as a sub-ecosystem of staff development, data analytics complemented by qualitative data can be used to determine the CPD needs of academics to fit the global, national and institutional focus of transformation in higher education.

According to the National Framework for Enhancing Academics as University Teachers, continuous professional development offerings should be made available to academics and professional support staff across the career continuum. This should establish a career-long learning approach, linking Sustainable Goal no 4 (Quality Education), to inflate teacher training in developing countries with the aim to enhance the quality of teaching, in higher education institutions.

In an ideal world, the CPD offerings planned and presented will be attended well and in balance with the global trends, national and institutional guidelines, the focus of faculty and personal interests of staff. Experience at the institution and indications in literature exemplify the challenges in this attempted alignment. We propose that being cognisant of CPD as a sub-ecosystem of staff development will ensure this alignment, since there will be intentional collaboration between stakeholders, service providers, and customers (academics and professional support staff) keeping trends and challenges of the past cycle in mind.

Data were accumulated within the project between 2021 – 2023 and includes, registration numbers, attendance registers, CPD calendar, feedback forms, non-attendance forms and feedback on exploratory discussions with participants that attended a variety of offerings. At the completion of the study the findings will be made available to participants who attended CPD offerings between the given period.

This study will make use of descriptive analytics, and an interpretive approach in understanding data, to explore the challenges and trends of offerings and establishing CPD as a sub-ecosystem of staff development for future planning, building capacity among ourselves.

Taking a “U” Journey To Enhance Collective Generative Leadership Competency Across Higher Education Ecosystems

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Abstract

We, as the three authors of this proposal, form part of the leadership structure of the Higher Education Learning and Teaching Association of Southern Africa (HELTASA). Our leadership roles as a collective came into being in 2022 while the higher education context was still navigating the COVID-19 pandemic aftermath on learning and teaching. The national and international higher education ecosystems were inundated with calls for agile, resilient, robust and responsive learning and teaching leadership. Facing a restructured and expanded HELTASA collective at our first 2022 strategic planning meeting, we first relied on our inner agency and then the collective agency as HELTASA leaders in transition. The purposeful learning and reflections during our COVID-19 experiences influenced our thinking as we transitioned from HELTASA members to leadership. We drew on each other's strengths, experiences and knowledge and very quickly realised the value in a collective leadership. This presentation aims to offer considerations for enhancing collective generative leadership capacity across higher education ecosystems. As a critical reflective study of our continued collective leadership journey now spanning two years, we draw on Scharmer's (2007) Theory U as a theoretical and analytic framework to help us understand, explain and further explore the emerging generative leadership we have been experiencing and exercising as a collective. Theory U supports the changing of ecosystems through the five movements of co-initiating, co-sensing, presencing, co-creating and co-evolving. Our leadership competencies, capacity and practices are underpinned by the unique and distinct contextual, personal and professional features each of us bring to the collective. Each of us have full-time academic development or learning and teaching roles at different universities in South Africa. Our HELTASA leadership roles, however, require us to strategically lead, encourage and enable the extended HELTASA leadership team who are also higher education practitioners from the various public and private universities in Southern Africa. The voluntary nature of HELTASA's work towards social justice and higher education transformation imperatives calls for leadership's quick, responsive, responsible decision-making, action and review. Transitioning as a distributive leadership collective enables a sense of mutual support when the demands of time become overwhelming. The presentation provides an overview of our collective leadership journey via theory U's five movements underpinned by seven leadership competencies. We reflect on the

enabling conditions and disruptions that have shaped our generative leadership practices as a collective and, in turn, how this enhances the leading capacity and capability of the HELTASA team.

Invasive Species in the Educational Ecosystem: Approaches to Dealing with Generative AI in the Higher Education Sector

Charlie Reis

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Abstract

Generative AI has upset the ecosystem of higher education. The sector grapples with how to retain its relevance and value in the era of AI. The critical question that follows is how we can create indispensable learning experiences within the AI context and subsequently assess learning meaningfully and efficiently. Across the sector, we know we must pivot, but this should not mean running away. In response, EDU formed a flattened AI working group with four main areas of focus:

1. Policy advice for the University;
2. Advice and support for students;
3. Advice and support for staff in dealing with the challenges presented by GAI;
4. Advice and support for staff in maximising the opportunities presented by GAI.

Impacts of the AI WG include sensible policy and sample language for revised academic integrity statements that are flexible enough to align with existing policy on integrity while allowing staff to incorporate GAI into learning, teaching and assessment, different webpages for students and staff aimed at enhancing AI literacy and ethical practice, a suite of professional development offered a University and School level focused on the possibilities of using AI in HE, transitioning assessments to account for GAI as aligned to feedback from Exam Boards about changes desired in XJTLU assessment practice and best practice internationally, such as authentic, outcomes-based assessments that are non-disposable and able to be marked in real time, prompting AIs to maximise the value and use of these tools, advice on policing assessment for AI GC, and considerations of how to frame ethical use of AI for all stakeholders, especially in light of bias and inaccuracy, privacy and integrity. This work is ongoing.

Currently, we have applied for an AdvanceHE Partnership grant to fund students as researchers to explore the possibilities of AI according to the discipline of a faculty advisor with three other institutions in the spirit of using disruption as opportunity disseminate best practice, in this case enhancing AI literacy and adoption of already ubiquitous tools, an evidence-based approach to learning and teaching as well as appropriate disruption of the traditional student/teaching dyad and hierarchy under a Students as Partners model. We are also collecting and amplifying cases of best practice from XJTLU in incorporating AI into learning, teaching and assessment, which a microcredential for staff accredited to recognise and reward exactly this.

Adding Value and Impact to a Professional Development Course for Staff to Enhance the Educational Ecosystem

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Abstract

This paper will offer a case study on how The Educational Development Unit (EDU) at XJTLU enhanced a mandatory professional development course for staff, the PGCert, which is the coursework half of a Master's degree in the UK system to enhance engagement through enactment of a non-disposable assessment approach to highlight our responsive to student needs and attention to engagement through maximisation of value of our provision. The challenges of getting busy early-career staff engaged in both learning and teaching as well as professional development are known. At EDU, we have created an operational solution based on the fact that some of our PGCert graduates were publishing their assessments, thus creating more value for their annual professional reviews and promotion applications that graduation from the course, which already granted a PG Certificate from our partner institution, University of Liverpool, and FHEA. To scaffold for this, as well as to ease our workload in assisting staff with defining and refining action research projects that are part of our PGCert, we created an interactive, blended approach using H5P, video, questionnaires and quizzes on our VLE in order to help with this preparation, supplemented with a document designed to be used in a face-to-face, one-on-one consultation with a member of EDU staff as well as resources on where staff could publish this type of SoTL and at what level. The results have been leadership at the University in terms of articulation and amplification of SoTL and practice-based research, a stronger bond between research and teaching, and well as promotion of a common language to talk and write about education. The actual approach is a blended one where AdvanceHE's Fellowship Category Tool was used a model in thinking of how incorporate asynchronous elements into reward and recognition. Staff are asked to interact with pages on EDU's sections of the VLE in order to gauge their knowledge about SoTL and where they are in the publication process as well as reflect on typical questions our educational development staff ask at publishing consultation, in order to better prepare staff for face-to-face consultations. Finally, there is guidance on appropriate outlets for this type of publishing depending on the nature of the scholarship, mainly action research or case studies, discipline of the academic, the mode of publication and impact factor of the outlets if they are journals.

Competence-based disability and neurodiversity professional services development: University of Cambridge

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Abstract

In the decade since the UK Equality Act of 2010, universities' approach to supporting disabled students in higher education has evolved from a legal obligation for reasonable adjustments to an anticipatory approach rooted in inclusive design principles. While legal requirements persist, stakeholders increasingly expect universities to prioritise inclusive curricula and environments, minimising the need for individual adjustments (DfE, 2017; OIA, 2017; OfS, 2017, 2020; SFE, 2020). The social model of disability (Oliver, 1983, 1990) emphasises societal barriers as disabling factors, forming the basis for understanding and addressing disability. The Department for Education endorses the affirmative model (Swain & French, 2000), building on the social model, which advocates for inclusive design to de-problematise disability from the outset (Harding, 2022). At the University of Cambridge, a discipline-based model for Disability/Neurodiversity Advisers, implemented October 2023, enhances support for disabled students within specific subject areas. This model fosters collaboration with academic colleagues, enabling more context-specific recommendations and support plans, aligning with the affirmative model's principles. This approach allows advisers to provide more targeted support within specific subject areas, fostering greater collaboration with academic colleagues and enabling more contextualised recommendations and support plans. Embedding disability advisers within academic departments enhances their professional competencies and their competencies within different academic disciplines, promoting collaboration and understanding between advisers and academic/support staff. This paper will explore this competence-based model and its links to a current QAA (Quality Assurance Agency) project on competence-based education led by the University of Hull.

The discipline-based approach has proven effective in specific Schools and Departments, such as the Clinical School, Engineering, History of Art, Biochemistry, Education (PGCE), and Mathematics. Peer-reviewed articles (Williams, Demery, Davies, & Harding, 2019) document its success. Other Russell Group Universities: Leeds, Nottingham, Bristol, and Newcastle, have adopted similar 'faculty-facing' models. Unpublished research comparing disabled medical student support models in North America indicates that the embedded, contextualised system in the USA positively impacts learning experiences, contrasting with the centralised generalist model common in most UK universities.

The evolving model at the University of Cambridge aligns with ongoing collaboration with the Cambridge Centre for Teaching and Learning (CCTL). This partnership aims to develop

inclusive teaching practices, enhance professional service staff competencies, and contribute to the University's targets in addressing awarding gaps. The competence-based approach ensures that disability advisers are well-equipped to provide effective support within diverse academic disciplines, promoting a more inclusive and equitable higher education experience.

Analogies as Tools for Teaching Higher-Order Thinking: Impact of Systematic Guidance on Early-Career Instructors

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Abstract

Teaching higher-order thinking skills (HOTS) is an explicit goal of schools and universities. Teachers play a crucial role in helping students develop HOTS but often have insufficient experience or tools to do so. For example, studies show HOTS are not commonly included in assessments at the university level—assessments focus on lower-order thinking skills like recall and understanding (e.g., Zheng et al., 2008). As our research group sits at the intersection of school and university education, we addressed this scarcity of concrete tools for teaching HOTS by analyzing the utility and fit of a K12 pedagogical tool for the university setting. The tool, known as the FAR guide (Focus-Action-Reflection), is an evidence-based tool that was created in response to the gap between the ideal and actual use of analogies in school teaching (Treagust et al., 1992). We analyzed analogies produced by 116 graduate teaching assistants (GTAs) who used the FAR guide in science pedagogy courses between 2018 and 2023. We found GTAs showed increased awareness of the importance of planning and systematic teaching with analogies, for example, having students actively discuss where an analogy breaks down. They built analogies around everyday experiences or objects, which helps minimize cognitive load on learners. And a relatively high percentage of the GTAs (40%) planned assessments of student learning involving HOTS. This link between analogies and HOTS is supported by literature suggesting it is the relational thinking that students develop in the process of analogical reasoning that underpins other forms of higher-order thinking (Richland & Simms, 2017; Vendetti et al., 2015). We propose that using systematic guidance such as the FAR guide likely played some role in our results and that its use in educational development takes relatively little time and effort and could make improvements in how university instructors teach with analogies.

As my university aims to be climate neutral by 2030, I request that this abstract be considered for a hybrid presentation. In the hybrid session, I will share a brief background of my research and of the FAR guide, then involve the onsite and remote participants in an iterative discussion of examples of well- and poorly-structured analogies, leading to an overall awareness of the evidence on effective analogy construction. I will also share strategies for teaching and assessing with analogies that focus on HOTS.

Embarking on Transformation: A private University's Journey to Learner's Competency Development through Outcome Based Education

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Abstract

Aga Khan University (AKU), is a private and geographically spread higher learning institution in East Africa, South Asia, and the UK. It strives to achieve program excellence and improve educational outcomes and experiences for students/learners following the program's quality assurance guidelines by the Inter-University Council for East Africa (IUCEA). During 2016-2018 external reviews of AKU educational programs, (93%) were found to be content-heavy and process-driven.

To address the recommendation of the adoption of Outcome Based Education (OBE) to enable learner's competency development, AKU set out to develop the ecosystem for implementing competency-based education within the Academy in enhancing the quality of curricula and improving overall program quality. Aligning with the regulatory requirements of the Commission for University Education (CUE) Kenya, regulatory bodies in East Africa and other regions, the AKU Quality Assurance Review Committee (QARC), an advisory to the Provost, recommended the establishment of a sub-committee called the Curriculum Advisory Committee (CAC) in 2023. The CAC collaborates with the entity-based Curriculum Development Committee (CDC) to develop capacity building and faculty development for curriculum reviews and revisions, as well as to provide support in better understanding OBE, aiming to achieve sustainability. This integrated approach signifies a proactive stance towards program excellence and continuous improvement within the academic landscape.

This paper aims to discuss the need assessment and roadmap in establishing the ecosystem for implementing the OBE at AKU. It will highlight the development of terms of reference, plan for faculty development and process implementation by the Network of Quality, Teaching and Learning (QTL_net), in light of its existing quality assurance framework. This strategic approach has carefully considered the University's existing quality assurance governance and framework to achieve program excellence.

The process paper will discuss the principles of curriculum development and review of each academic unit and its relationship with the Academy's CAC. It will detail the responsibility, alignment of curriculum standards set by professional and accreditation bodies in different geographical regions, delivery, assessment, and improvement of the various academic programs within their entities, with an intent to improve learner's competency development

and capacity building of faculty members to address the growing demand for interdisciplinary curricula that equip students with the skills and knowledge required for emerging careers.

Socially Just Student-Staff Partnerships: Toward a Collective Theory of Multi-Institutional Organisational Change in the Global South

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Abstract

The recent student protest movement in South Africa marked the call for transforming the academic landscape through increased co-creation of the curriculum. If we believe in organisational change that embraces an ecosystemic approach, we need to identify and involve all constituents, across the micro, meso and macro levels, to design curricula that cross over differences and power imbalances. In the past, the Student as Partners (SaP) movement was focused on creating equal opportunities for students and staff to engage in curriculum design and facilitation. More recently prominent voices in the SaP literature have started to engage with questions on power and difference, moving towards a more equity-oriented approach to student-staff partnerships (see for example De Bie, Marquis, Cook-Sather and Luqueno, 2023). We join these scholars in problematising the idea of Students as Partners toward a student-staff partnership approach that acknowledges and works within differences and power differentials and considers context (Looker, 2018). This paper introduces preliminary findings from an on-going, three-year project designed to explore and facilitate the co-creation of curricula, aiming to create a dynamic and constantly changing "living curriculum" involving staff, students and other stakeholders of our ecosystem with an emphasis on equity-oriented learning design. The project includes three differently positioned higher education institutions in South Africa and one university in Egypt; each of which has identified instructor-student teams to participate in the redesign of a course according to socially just principles. Framed by a variety of lenses on co-creation, such as Freire's critical pedagogy, the Student as Partners/Student Engagement movement, decolonisation and participatory design methodologies, we will present our first emerging theory of change developed through a series of workshops. This theory of change will be framed by emergent design strategies that emphasise context, connection, culture, justice, equity and care. Applying our theory of change across four different institutions, each with its own unique challenges, opportunities and distinctive contexts allows us a structured yet flexible pathway to developing and sustaining partnerships in a context-sensitive way, fostering capacity-building, collaboration and ecosystem development within these partnerships.

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Enabling Excellence in Higher Education Ecosystems: The Impact of Voluntary Professional Development on Adoption of Best Teaching Practices and Student Learning

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Abstract

The focus of the abstract is on the transformative impact of the Aga Khan University's Network of Quality, Teaching, and Learning (QTL_net) on the learning environment, teaching practices, and overall student experiences within the institution. QTL_net was established in 2013 to support professional development in AKU's campuses in East Africa, Pakistan and UK through programmes and workshops which are grounded in best practices, are voluntary and peer-led and focus on fostering a high-quality learning environment.

Numerous studies have shown when faculty engage in purposeful professional development activities, they exhibit improved teaching practices that can be associated with positive changes in student achievement, engagement, and overall learning experiences (Civitas Learning, 2023; Holloway, 2006). Our research aims to address the pivotal question: Does professional development, particularly through QTL_net, lead to higher quality teaching and improved learning for students in the higher education ecosystem?

Methodology: To explore this question, QTL_net has utilized change management models like Guskey (2002) and the Association of College and University Educators (ACUE, 2018) to reflect on its impact looking at workshop evaluations; satisfaction surveys, faculty and facilitator engagement surveys, trends analysis of yearly reports and data, student evaluations of teaching (SETs); and student engagement surveys.

Results: QTL_net has engaged over 10,000 participants (faculty and students) which is indicative of the high level of acceptance with the faculty and its impact on the teaching ecosystem. The high and sustained participation rate averaging 60% in recent years, significantly surpasses the international benchmark of 47% (Fassett et al, 2021) of other professional development networks globally, vouching for QTL_net's voluntary but irresistible workshops. Participating faculty members report QTL_net as their primary source of professional development, citing benefits of the training to their teaching and students. This is demonstrated by results from the Student Evaluations of Teaching which show a steady improvement in overall course satisfaction over the past 5 years. Faculty also self-report a higher likelihood of incorporating innovative teaching strategies and utilizing active learning approaches, also corroborated by students who report an improvement on key principles of good teaching practice (Gibbs, 2018). There also appears to be a dose-response. The more workshops participants attend, the greater the change in teaching practice. This aligns with

literature on educational development that shows that one-off sessions on teaching development leads to less change than a series of sustained engagement which can lead to institutional-level change and ecosystems that support learning for the future.

Students' Experiences with Dialogic Peer Feedback in Two Geoscience Courses: Context Matters

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Abstract

Meaningful dialogue has long been established as an important aspect of feedback practices in higher education courses (Carless, 2016; Ajjawi and Boud, 2018; Carless and Boud, 2018; Nicol, 2010). Dialogue within feedback reportedly leads to students' better understanding of quality standards and what needs to be improved in assignments (Zhu and Carless, 2018), prompts students' active engagement with feedback information (Rust, O'Donovan and Price, 2005) and builds up their capacity for self-regulation (Ajjawi and Boud, 2018). At the same time, the conceptualization of dialogue as a universal, neutral solution for productive feedback encounters seems problematic (Tai et al., 2021; Gravett, 2020) as it leads to generalizable, measurable practices that are extracted from the learning environments in which they occur (Gravett and Carless, 2022). Recently, more and more researchers have adopted an ecological perspective on feedback processes, which considers feedback as a relational situated practice, embedded in and affected by complex contexts and configurations (Ajjawi et al., 2017; Chong, 2021; Han, 2019). Such view of feedback processes allows researchers to gain insight into students' unique experiences within feedback practices, understand why students engage with feedback on some occasions and not on others, and identify the enablers and barriers for this engagement within course design.

In our presentation, we will share the findings of our ongoing research into students' unique individual experiences of dialogic peer feedback interactions and how they are influenced by the specifics of the social, material, institutional and cultural environments in which they take place. Our preliminary analysis has shown that individual students exhibit contrasting behaviors and varying degrees of agency within the same peer-feedback activity. Different spatial and material conditions in which peer feedback unfolds, as well as students' social relations and previous peer feedback experiences, play a significant role in how they perceive the level of autonomy offered to them within the peer feedback practice and the potential impact it has on their learning. Our conclusions will illustrate how a thorough understanding of students' unique experiences of dialogic peer feedback and what shapes them can inform course design. We will also show how, in our context, the practice of systematic accounting for students' individual experiences through learning activities and how they are impacted by the learning environments has started to prompt broader changes in institutional culture, particularly in the spreading of dialogic pedagogical practices across the curriculum.

Nurturing Competence Development: The Crucial Role of Educational Developers in Higher Education Ecosystems

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Abstract

Introduction: The rapid evolution of technology has reshaped higher education ecosystems, pushing educators into the challenges of familiarizing themselves with emerging technologies, and also effectively integrating them in teaching. In this transformative process, Educational Developers (EDs) are tasked with acquiring competencies essential for facilitating technology adoption. This study delves into these competencies, underscoring their importance in the dynamic landscape of higher education ecosystems. It also acknowledges challenges EDs face, affecting their roles.

Methods: This paper draws insights from a case study based on interviews with EDs and key actors, at a technical university in Sweden. Guided by Crossan, Lane, and White's (1999) work on organizational learning and the paper by Bontis, Crossan, and Hulland (2002) on knowledge management, we examine the learning process outlined in these papers.

Results: Our research highlights challenges EDs are facing and competencies required for EDs to navigate technology adoption effectively within higher education ecosystems.

- **Pedagogical Expertise:** In order for EDs to support teachers adapting course designs to a diverse array of students' learning styles and preferences, proficiency in designing pedagogically sound, technology-enhanced solutions is vital for EDs.
- **Technological Knowledge:** Due to rapid development of technology, EDs must maintain an up-to-date knowledge base of emerging technologies, such as AI. This empowers them to harness AI-driven tools to personalize learning, streamline administrative tasks, and offer timely student feedback.
- **Collaborative Leadership:** In large, complex organizations with conflicting interests, EDs should exhibit leadership skills that promote collaboration, change and innovation within higher education ecosystems. Higher education program advisory boards, as elucidated by Genheimer and Shehab (2009), and Kullberg and Paulin (2019a; 2019b), can serve as valuable platforms for aligning educational programs with contemporary workforce demands and societal needs.

Conclusion: EDs are important facilitators, bridging gap between technology and pedagogy within higher education ecosystems. Guided by the notion of iterative learning loops, we conclude that EDs are well-positioned to continually adapt and enrich their competencies.

Identified challenges such as limited legitimacy and formal power combined with constrained resources within academic settings underscore critical need for universities to recognize and invest in the crucial role of EDs. Empowering them with the necessary authority and resources, supporting them via collaborative leadership initiatives will enhance their effectiveness. It will enable them to drive competence development, navigate emerging challenges, foster educational innovation within higher education ecosystems, thereby contribute to meeting the multifaceted demands of the contemporary workforce and societal aspirations.

The Role of Trust in Facilitating Integration of Knowledge from Academic Development Programmes

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Abstract

Literature calls attention to the importance of trust in AD (Felten, Forsyth & Sutherland, 2023; Pleschová et al., 2021) in general and for mentoring in particular (Deiorio et al., 2016; Schiemann et al., 2019). Yet, we know little about the role of trust between a mentor and programme participant and how trust can be intentionally fostered to support teachers to achieve most from the programme.

This paper explores an AD programme with a mentoring element in one EU country, which philosophy of change specifically included trust-building measures between participants and their mentors. We interviewed 10 mentors about their approach when building relationship with their mentees and 20 programme participants to uncover their perspectives of the relationship with the mentor and what they could achieve in the programme.

We found that mentors subscribed to the programme's trust-based philosophy and many of their efforts corresponded to the trust-building measures specified in the program philosophy. However, mentors also engaged in trust-building that was not a consequence of their awareness of the programme materials, but their personal mentoring philosophies. As evidenced by participants, mentors' trust-building endeavour was very successful with some minor issues, which we detail in the presentation. Based on our findings, we recommend articulation of trust-building steps (creating safe environment where participants can share their worries/hesitations, focusing on participant needs, etc) in training of mentors. This shall help them to achieve competencies that ADs need to engage meaningfully/ successfully in the HE ecosystems. This proposal explores trust in and through AD, a topic of currently prepared special issue of IJAD, ICED flagship journal. With similar papers proposed for this conference, it could be presented in a thematic panel to inform a wider audience.

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Students Social Network in Undergraduate Studies - Does Connecting to Peers Matter?

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Abstract

Social Network Analysis (SNA) proves to be a valuable tool in various social contexts. Research suggests that students with more connections tend to achieve better academic performance. Particularly, forming connections early, especially in the first year, is crucial for reducing student attrition. Therefore, SNA offers vital insights into student relationships and interactions, highlighting potential factors contributing to student attrition.

The study collected social network data at the School of Social Sciences and the School of Engineering and Natural Sciences at the University of Iceland. Data were gathered from two distinct cohorts of students: those who commenced their higher education under standard conditions in 2017 and those who began during the COVID-19 pandemic in 2020.

A purpose-built survey tool, integrated into the student management system, facilitated data collection. This tool enabled students to start typing a name and select from a dropdown menu listing all registered students in their respective schools. During the initial data collection phase, students identified peers they were most acquainted with at the start of their studies. In subsequent phases, after beginning their university activities, they were asked to name fellow students they interacted with, either academically or socially. This procedure was identical for both cohorts. Along with social network data, information regarding students' gender and whether they relocated before starting university was also collected.

The findings indicated that the 2020 cohort reported fewer connections than the 2017 cohort at the beginning of the first semester and formed significantly fewer connections throughout that semester. In the 2020 cohort, about a third reported no connections, whereas everyone in the 2017 cohort reported at least one connection. In examining attrition, the number of connections at the start of the second semester proved to be a strong predictor of whether students would graduate from their initial study program. For the 2017 cohort, a clear pattern emerged: a greater number of connections correlated with higher attrition rates. However, in the 2020 cohort, this pattern was less distinct, suggesting that other variables might have gained prominence during the pandemic's isolation.

Responding to Insider Student Insights to Enhance Peer Support Ecosystems

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Abstract

Increasingly the necessity for peer support programmes to enhance the higher education experience and to enable access and success in South African higher education is prioritised. The student population is more diverse with differing academic, economic or psychosocial needs. In the ever-shifting higher educational landscape navigating this space remains challenging for many students. In the context of a business faculty at a university of technology (UoT), where this study was conducted, a well-established and structured peer support programme offers students opportunities to engage with peer support champions (PSCs) namely tutors, retention officers, mentors and teaching assistants who offer academic and psychosocial support to predominantly first-year students outside of the formal teaching environment. Literature on peer support as pedagogy for learning provided theoretical underpinnings for this study. A qualitative interpretative approach was adopted, and solicited the PSCs insights, perceptions and experiences through qualitative surveys and focus group discussions. Fifty-seven PSCs completed the qualitative survey and thirty-nine PSCs attended four different focus group discussions to garner their views of online and face-to-face peer support engagements during the academic year. The data focused on the positive experiences, the challenges and recommendations for improvement of the peer support programme. The findings show that the PSCs developed attributes and skills which included amongst others, improved facilitation and communication skills, leadership skills, technology skills, and deeper insights into subject content in providing student support. These insights and reflections informed strategies to strengthen the peer support programme and peer support capacity development such as leadership programmes. Similarly, it provided the impetus for improved engagement with supervising academics, developing closer relationships with institutional support units, and increased contributions of student voices at faculty level. These engagements created opportunities for strengthening this peer support ecosystem for student learning. This study underscores the importance of evaluating and monitoring peer support projects by responding to insider student insights. Given the seminal impact of peer support programmes, it is imperative that PSCs have collaborative support structures to ensure that the entire peer support ecosystem aligns with the intended purpose of supporting student access and success.

Implementing Nationwide Professional Development for University Teachers in Poland

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Abstract

At the end of 2017, the Polish government asked several universities in Europe to come up with a plan for professional development for 1000 university teachers at Polish universities. The University of Groningen made a proposal for 200 teachers consisting of two layers: 1) a fundamental program to give teachers basic knowledge and skills for teaching in higher education and 2) an advanced program for another 150 teachers for those who had participated first in the fundamental program. The advanced program consisted of three tracks: 1) Advanced Teaching Qualification, 2) Train the Trainer and 3) Educational Leadership. This advanced program was specifically designed for sustainability purposes. Both layers were generally based on the University of Groningen's University Teaching Qualification and Senior Teaching Qualification

The fundamental program consisted of one starting week in Groningen and three consecutive modules of two days in Poland for small cohorts of 16 teachers. The whole program lasted about a year, to assure that teachers had time to develop and implement their new learned skills gradually.

The advanced program was designed in a different way with so-called Summer and Winter schools or Spring and Autumn schools for alternating groups, also with cohorts of 16 teachers. The tracks lasted three (for the advanced teaching qualification) or four (Train the Trainer and Educational Leadership) weeks, i.e. like Summer - Winter - Summer - Winter - school. Each group had one Lead trainer for the weeks discussions/content but academic teachers from the UG also offered half-day elective workshops. Perhaps most notably for the learning activities, the programmes centered around projects where participants had to do an educational innovation or change project in their area. For example, Train the Trainer participants had to do a project on implementing a professional development course or program.

In the paper session we will explain in more detail how we designed the program, what was successful and what were lessons learned (successes and struggles). We will discuss with the attendees if such an approach would be useful for other countries or universities and what would be the conditions for making such an implementation project a success; in particular a discussion should include how projects like this can be a two-way learning process which results in lasting/sustainable programmes.

Developing a Framework for Professional Development for University Teachers

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Abstract

For about 15 years, the University of Groningen has had a system for professional development of university teachers. About 90% of the academic staff has a basic qualification in university teaching and all new staff has to acquire this qualification; it should be noted that this is similar for all research universities in the Netherlands.

The structure for professional development was more or less based upon the Career Framework for University Teaching of Graham (2016). This framework consists of four levels: 1) Effective Teacher, 2) Skilled and Collegial Teacher, 3) choice between Scholarly Teacher and Educational Leader and 4) National and global leader. Problem of this framework is that the levels do not really fit the reality of our university which we particularly noticed during observations of teachers who take part in the basic qualification program. Hence, we needed to develop a new framework.

Two articles were of major influence on our newly-developed framework. Åkerlind (2003) has developed a model for describing how teachers develop: teachers initially are focused on surviving and are focused on themselves. Only when they get some sort of routine and feel more at ease with their teaching they are able to experiment with some new methods or strategies. It takes again routine and self confidence to grow to the phase where they become student-centered in their teaching. Van Dijk et al. (2020) wrote an article on what makes an expert university teacher. They distinct five domains for university teaching: 1) teaching and supervision, 2) design, 3) assessment, 4) leadership and 5) scholarship. Teachers can develop in each area by better task performance, greater variety of tasks and having a larger sphere of influence.

Inspired by these articles, we developed a framework where we used the five university teacher domains to describe for each of them four levels. At the first level the scope of the teacher is the class lesson: these teachers are only able yet to focus on the lesson that needs to be taught and are very teacher-centered. The scope of the second level teacher is more or less one course - already able to do some more active learning activities, the third level is a group of courses and the fourth level is the full curriculum and student centredness.

In the paper session I will further discuss the framework and how it can be used in professional development programs and university policies.

Creating 'Collaborative' Spaces: The Costs of Not Learning from The Pandemic Pivots

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Abstract

We are three educational developers (part of the larger Beyond the Obvious research collective), who work in the global north across two continents. We are investigating the costs associated with engaging in academic events, such as conferences, programmed events and workshops. We are interested in the lessons learned and not learned from the pandemic pivots, the costs of being present in these spaces, and in exploring how we might create a thriving and inclusive learning ecosystem that includes everyone.

Numerous studies conducted around the start of the pandemic reveal the growing costs—particularly environmental and social costs—and challenges of conferences (Parncutt and Seither-Preisler 2019; De Picker 2020; Goebel et al. 2020; Niner et al. 2020). The pandemic online pivot removed and/or reduced some of the real and perceived barriers and facilitated connection across time and space. At the same time, the recent return to in-person conferences reveals a desire for colleagues to connect in ways not easily afforded within online spaces (Elder-Vass and Carrigan 2020; Weiniger and Matot 2021). In both contexts, online and in-person, we must ask: what have we gained and what have we lost? What and who does each context exclude? What might we lose by using a binary divide?

We have used a collaborative autoethnographic approach (Chang et al, 2013) to consider the explicit and implicit costs of online and in-person events, and to reflect on the differences we have observed in our roles as educational developers and organisers, and in our interactions with various events. We ask ourselves: how do we retain and design in positive experiences, how do we attend to diversity, and how might we build on what we continue to learn from the pandemic pivots?

Through sharing our experiences across our particular contexts, what we have observed in this arena, and through plenary discussion, this session will allow critical insights to emerge from the opportunities to listen to and learn from those working and learning in different contexts. We aim to build our collective knowledge about how costs play out in the events we organise and consider the opportunities that more hybridity might yield.

Enhancing Equity, Success and Competencies through an Institutional Ecosystem

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Abstract

In Southern Africa, a university degree is one of the most powerful tools to fight poverty, enhance equity and promote social justice. The Centre for Teaching and Learning (CTL) at the University of the Free State has been leading the development of an ecosystem focused on enhancing student success, equity and the development of graduate attributes (competencies). This ecosystem aligns and integrates curriculum transformation, innovative faculty development, academic student success support and co-curricular programmes.

The disruptive impact of technology, the rise of AI, and demands for growth and development challenge higher education institutions to produce graduates who are employable and work-ready (Butler-Adam, 2018; World Economic Forum (WEF), 2016). In response, more universities are moving towards the clarification of the quality of the education they provide, that is the skills, knowledge and attributes that graduates will be able to demonstrate beyond their studies in order to adapt and be employable in a world that is rapidly changing and requires attributes that are supplemental to, and extend beyond, disciplinary knowledge (Barrie, 2007; Coetzee, 2014; de la Harpe & David, 2013; Gardner, 2007; Griesel & Parker, 2009).

Graduate attributes are described as the qualities that are developed through the acquisition of a university degree and are seen internationally as a critical outcome of higher education (Barrie, 2006; de la Harpe & David, 2013). The UFS Graduate Attribute Project started in 2018 and integrated global research perspectives (UK, Europe, Australia, USA and World Economic Forum) with national research to identify key graduate attributes (competencies). The project considered various frameworks to inform the conceptualisation of an evidence-based approach.

In this paper, we provide background on the UFS Graduate Attribute Project to date (identifying the list of graduate attributes for the UFS, and the development of contextualised rubrics to assess the teaching and assessment of the attributes). We will detail the process of mapping the extent to which these attributes were already taught through the curricular and co-curricular space. In addition, we provide evidence of intentional initiatives that have been implemented to foster the development of the attributes in the curricular and co-curricular space, as well as the process to create a critically, reflective capstone module for students to reflect on their development of the graduate attributes to empower them to articulate these attributes to employers.

Using a MOOC to Create Multiple Points of Entry for DEI Faculty Development

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Abstract

Inclusive teaching is fundamental to effective and engaging learning and requires thoughtful and evidence-based pedagogical decisions that some faculty feel ill-equipped to make. In 2022, an institutional survey revealed that while faculty are interested in deepening their knowledge of inclusive pedagogy, they often encounter logistical and personal barriers to their participation in development opportunities, including a lack of flexibility, desire for asynchronous and mixed modalities of learning, and overwhelming feelings of burnout. Given our institutional context explicitly seeks to create a more inclusive ecosystem, our project sought to develop a flexible opportunity for faculty by pairing a massively open online course (MOOC) with institutional-led opportunities that focused on developing, modeling and integrating inclusive pedagogies and values into teaching practice. This study involved multiple institutional partners working collaboratively to develop intentional programming aimed at contributing to systems-level change.

Using an external MOOC offering a flexible self-guided learning experience, faculty choose between two enrichment paths (P1 and P2). P1 was a fully asynchronous experience, where a cohort completed one module each month and shared responses to reflection prompts via discussion board. Responses could be written, video-, or audio-recorded to offer a range diversity of expression. P2 was a blended approach where faculty finished one module every three weeks and completed an online reflective journal and attended in-person group debriefs. To measure faculty experiences across pathways, we used a three-pronged data collection approach. 1) A pre- and post-survey on faculty's values about, and comfort with, DEI approaches in their teaching; 2) Analysis of faculty asynchronous discussion responses to reflection prompts and journal entries; 3) Analysis of teaching artifacts, such as course syllabi and/or assessment descriptions for courses before and after program completion. Quantitative data was analyzed using between and within descriptive statistics to explore changes in values, comfort and practices. The research team analyzed faculty reflections and teaching artifacts via an iterative narrative approach, independently reviewing the data, and then meeting as a group to come to a consensus on the themes that emerged.

The team will share results during this session, discussing the impact of offering mixed modalities of faculty development. Attendees will be encouraged to consider how a similar model may be applied to their own institutional eco-system, what local partners could support such programming, and the benefit of exploring institutional context to guide decisions around

faculty development programming that seeks to generate sustainable change in institutional culture.

Determine the Level of Adoption, Perception, and Factors Affecting Implementation of Competency-Based Curriculum (CBET) in Selected TVET Institutions. A Case Study of Murang'a County, Kenya.

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Abstract

Competency-Based Education and Training (CBET) is acknowledged as a means of transforming and empowering the youth with skills, knowledge and attitudes to enable them become productive members of the society. It focuses on equipping practical hands-on skills to learners to solve daily problems. The examining bodies are Curriculum Development Assessment and Certification Council (CDACC) and The National Industrial Training Authority (NITA). The study's niche will be engineering courses offered in TVET institutions. In assessing the level of adoption of the Curriculum the focus will be on measures or steps undertaken by institution to implement the curriculum effectively, challenges or obstacles encountered, impact of adoption on the quality of education and skills development and opportunities presented to learners. Furthermore, the assessment of the perception of students and staff will focus on the overall impact of the Curriculum on students' skill development, satisfaction and preparedness for the workforce, assessment methods under CBET compared to the previous curriculum and influence on the professional development and career opportunities. Moreover, in establishing the factors affecting the implementation of the Curriculum, positive and negative factors will be analyzed and strategies or initiatives undertaken to address them. A descriptive survey design will be used for the study. Murang'a County has a total of 75 TVET institutions. Random sampling will be used to select from institutions licensed and registered by TVETA. The sample size will constitute; 5 technical institutes, 21 Vocational Training Centers and 4 Youth Polytechnics spread across the seven sub-counties of Murang'a County offering Engineering courses. Online survey questionnaires will be administered to 300 respondents expected to participate in the study (180 students, 30 technologists/technicians, 60 trainers and 30 principals/directors). Descriptive, regression and inferential statistics will be generated using Statistical Package for Social Sciences (SPSS) tool. By addressing issues related to curriculum adoption, perception, and implementation factors, this research has the potential to positively impact the quality of TVET education and its alignment with the needs of the students and the community in Murang'a County, Kenya.

Key Words: Competency Based Education and Training, adoption, TVET, CDACC, NITA.

Nurturing the National Pedagogical Ecosystem: The Case of Sweden 2022-2023

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Abstract

This paper focuses on an unprecedented government initiative to boost the field of Swedish higher education teaching and learning in 2022-2023, seen from the perspective of Swednet, the Swedish Network for Educational Development in Higher Education. In late 2021, the Swedish Council for Higher Education (UHR) received a government mandate to coordinate a major initiative in higher education pedagogy in 2022 and 2023 with the aim of improving the quality of teaching and learning in higher education. UHR was instructed to disseminate information and good examples of how higher education institutions work with higher education pedagogy, encourage and help finance co-creation of new resources, and be responsible for the exchange of experiences, not only between the higher education institutions but also involving other 'relevant actors' on the national level. For the initiative the UHR received a total of 30 million SEK (approx. € 2.6 million), of which at least 20 million were earmarked for distribution to higher education institutions and organisations within higher education pedagogy. This was an initiative that had long been asked for by different stakeholders, not least the Swedish National Union of Students, but also by Swednet, one of many active partners in planning and executing the initiative. UHR did indeed rely on the different stakeholder organisations for designing activities and ways of allocating funding for the planning and realisation of the initiative. Calls for ongoing enhancement based on the initiative's projects were, however, curtailed by the new government in 2023.

With the initiative set to officially conclude by December 2023, we will critically outline the range of projects underway, addressing some of the needs most acutely felt by various stakeholders. Participation in the initiative has provided valuable insights into the complex ecosystem of higher education pedagogy. It has also raised critical questions about the impact and sustainability of the initiative's projects, as well as concerns about the ecosystem itself. Finally, we will discuss the power relations of the stakeholders involved from a more theoretical perspective, an important aspect in a nation where many of the stakeholders involved, e.g., Swednet, are both wholly independent from the state, being Non-Profit Educational Organisations or open and less formally organised networks, and at the same time being fundamentally reliant on the government, the state being responsible for financing both the initiative and the absolute majority of HEIs, and indirectly many of the regular activities of the stakeholders in the pedagogical ecosystems.

From Vision to Reality: Unleashing Creativity through Engaged e-Learning Experiences

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Abstract

In the quest to transform traditional teaching and learning methods, we embarked on a journey to bring our vision of fostering creativity and innovation in education to life. This journey began with addressing the challenges of asynchronous learning, where PowerPoint presentations were provided as sole learning materials with minimal assessments. We understood that engagement was key to effective education, prompting us to embark on an innovative path. Our first step was to assemble a design team equipped with multimedia expertise, encompassing audio, video, graphics, and animation. This diverse skill set breathed life into educational content, making it captivating and accessible. To integrate this newfound creativity into education, our team underwent training in Online Teaching in Higher Education (OTHE), including courses on Facilitating Online Courses (FOC) and Assessing Online Courses (AOC). As we delved deeper into our journey, we unearthed a powerful tool, Rise Articulate. This user-friendly and versatile platform became our secret weapon, allowing us to craft interactive, learner-centric modules tailored to individual learning styles. Our multimedia skills, such as videography, motion graphics, and animation, further enriched our content, resonating with students. Through courses from QTL_net, we learned to use lesson plans and weekly schedules to pre-plan courses and differentiate between asynchronous and synchronous sessions. Rise Articulate enabled us to convert static PowerPoint presentations into engaging online courses, complete with knowledge checks, quizzes, and discussion forums for self-paced learning. We advocated for best practices in blended learning at the Graduate School of Media and Communications. This transformation empowered students to become active participants in their learning journeys, resulting in positive feedback from both students and faculty. Our journey from static slides to captivating online experiences epitomized the evolution of creativity and innovation in our educational ecosystem. This paper wishes to tell our story, that signifies the transformation bridging traditional teaching methods with the dynamic world of e-learning. It is hoped that the story will help foster collaborations between schools and departments to scale up effective and engaging blended learning experiences.

Key words: Creativity, Innovation, Higher Education, PowerPoint, Teaching and Learning

Developing Transferable Skills via Holistic Teaching Professional Development for Graduate Students

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Abstract

The goal of most PhD programs is to help graduate students to become independent researchers to advance knowledge and develop creative solutions to problems. The demands of the current labor market have changed over the last few years with a strong focus on transferable skills which are often assumed to develop as by-product of graduate studies. However, many essential skills that help translate research to impactful work in communities are not acquired by chance but are cultivated via intentional professional development.

Graduate Education frequently happens in narrow and strictly disciplinary contexts with a heavy emphasis on research skill development and graduate students are rarely encouraged to seek out the opportunities the larger educational ecosystem offers. Ph.D. students and Master's students are discouraged from developing instructional skills, unless necessitated by their teaching assistant or graduate instructor roles. These skills generally do not enjoy the same respect as research skills. Yet, what most often sets graduate students, who are venturing out on the job market and into our communities, apart from others are so called 21st century skills (Karaca-Atik, et al. 2023).

Given that institutions of higher education, industry, and organizations in the profit and non-profit world have dramatically changed in these last few years, universities have to recognize that they carry additional responsibilities to provide skill development for graduate students. These often include 1) learning, innovation, and communication and collaboration, 2) Information, media and technology skills 3) and social and cross-cultural, and self-regulatory skills (Karaca-Atik, et al. 2023). Many of these skills can be developed through educator development workshops and seminars, and interdisciplinary learning communities (Athnos, et al., 2022) and opportunities for community engagement.

In this paper presentation we will present the curriculum of graduate teaching preparation and professional development and how graduate students shape this program in partnership with educational developers, thereby gaining valuable skills and impacting future faculty. Furthermore, we will discuss what we learned about graduate students' transferable skill development using inductive and deductive data analyses of feedback on our programs. We will also share more about how our program particularly attracts international graduate students and helps create cross-cultural connections and builds a community for holistic wellbeing. We will conclude with implications for practice that help shift HE ecosystems toward fostering skills and competencies of graduate students to successfully navigate an ever-changing world.

Supporting Faculty to Recognise The Role of Trust in our Higher Education Ecosystems

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Abstract

Educational development plays a crucial role in the higher education ecosystem in helping faculty to identify the knowledge and competencies that our learners most need, and also the knowledge and competencies that faculty themselves need to provide support for learners' development. For example, all students and faculty need to know how significant trust is in higher education classrooms. Trust is at the heart of close and meaningful relationships, which are an essential part of the conditions for learning, especially for students from historically under-served communities (Felten & Lambert, 2020; Payne et al., 2022). Pedersen and colleagues recently wrote that in their US classrooms 'students reported that it was the ability to form close relationships based on personal authenticity and feelings of psychological safety and trust that provided the best scaffolding for success in a challenging STEM environment' (Pedersen et al., 2022, p1). While trust is often cited as an essential aspect of relationship building, and there is a growing body of literature on trust in the university (Gibbs, 2018; Simon & Pleschová, 2021), there is little research into the ways that teachers actually go about building that trust in the university classroom (Hagenauer & Volet, 2014) or in the higher education 'student-instructor dyad' (Payne et al., 2022) and even less literature on the role educational developers play in helping faculty to develop those trustful relationships.

As part of the Elon University Center for Engaged Learning Seminar on Conditions for Meaningful Relationships, we have been investigating the conditions for trust-building in the classroom in order to fill that gap. We have interviewed experienced STEM teachers at universities in four countries about their approaches to building trust, and have identified some key 'moves' which these instructors believe to be effective. Based on this research, we present a simple conceptual model which can be used to frame educational development discussions about trust-building moves which could be beneficial for the enhancement of classroom practice throughout a teacher's career. The model proposes four different aspects which the teacher can consider, giving them the opportunity to review their current practice and develop their strengths across all four areas. We will give participants the opportunity to consider how they could use the model to review trust-building in their own disciplinary and institutional contexts, and whether the conceptual model could be adapted in their own educational development work.

(Cited references available upon request, not included due to word limit)

Co-Creating Change Agency for Navigating and Sustaining Inclusion and Equity in a Higher Education Ecosystem

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Abstract

The resilience of higher education ecosystems is predicated on our ability to ensure equitable access and positive educational experiences for all learners. In order to accomplish this we must be able to build capacity for educators to support change across our institutional landscapes. Engaging educators in identifying what competencies and skills are needed helps to ensure the relevance of related training and support projects. This session will share a process of engaging teaching staff in co-creating intentional structures of Continued Professional Development (CPD) to help academic colleagues develop as critical and equity-minded change agents. The process outlined helps to address what competencies educational developers need to engage meaningfully and successfully in current and future higher education ecosystems.

Structured as a project-based research study, a mixed methods (integrative) explanatory approach was used within this action research process. The project worked to reflectively and collectively determine the influences and competencies to best support academic staff in their development as reflective change agents for teaching and learning in higher education. It involved a three-stage collaborative exploration process including an online survey and focus groups followed by an interpretive analysis session. Scaffolded stages designed to feed forward from one to the next included a brief online survey soliciting broad input that offered initial guiding input. Multiple focus groups were conducted engaging participants in developing context-specific definitions and soliciting guidance to inform the creation of CPD offerings supporting equity-minded change agency. Central to the guided process of focus groups composed of academic staff in particular was reflection and dialogue resulting in participatory learning for all involved. This process culminated in co-creation through Interpretive Analysis Sessions. These guided collaborative sessions offered participating academics the chance to review and interpret preliminary findings and co-construct recommendations. This process offered the opportunity to generate, extend, confirm, triangulate and ground findings and collectively generate recommendations for action appropriate to the institutional context and values. The result of these collective findings and recommendations informed the development of a plan for CPD offerings to support change agency around inclusive, equity-minded educational practices, strengthening the health and resilience of the higher education ecosystem.

Academic Developers Approaches to Advancing Responsive Support for 21st Century Competencies in Higher Education

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Abstract

Students learning has forever been at the center of the work of academic developers in many context. This is because of the recognition that students learning can only effectively occur if approaches employed directly addressed student's experiences, context and dynamics. In recent years, supporting the responsive development of 21st century skills such as critical thinking, communication, collaboration and problem solving require creative approaches because of the fast changing society. It is believed that 21st competencies are indispensable because they enable students to address future learning and societal needs. Academic developers employ multiple support approaches to facilitate students learning. Some scholars have classified such as marginal, others have called them brokering. Regardless of the naming, it is critical to document efficacy of such approaches, in order to efforts of academic developers are rendered futile. This paper examines whether support approaches enable academic developers to advance responsive support for learners' development of 21st century skills and competencies. A conceptual framework drawing on literature on roles and responsibilities of academic developers, 21st century skills, support approaches for learners guided the study. Data was gathered from ten purposively selected academic developers working directly with student support in five higher education institutions in Southern Africa. These academic developers responded to indepth interviews. Thematical analysis analysed using Envivo software. Findings revealed multifaceted approaches all of which are documents through framework for enhancing support for students 21st Century learning. The findings could inform practitioners grappling with finding cutting edge approaches to support diverse students learning needs.

Key Words

Twenty First Century Competencies, Academic Developers, Responsive support approaches

Artifacts as Assessment: Articulating Research through Creative, Innovative, and Transdisciplinary Artifacts to Satisfy Outcomes in Higher Education

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Abstract

Students are makers who bring experience, talents, and skills to their scholarly work. With the current pace of globalization, essays and Eurocentric assessment strategies (written exams, multiple-choice, etc.) will reduce in popularity in favour of opportunities for expression through the creation of artifacts that make full use of a student's skills, personal lens, and expression. This will include artifacts presented through everything from visual and performance arts, artificial intelligence, virtual and augmented reality, experiential instillations, podcasts, zines, soundscapes, naturescapes, and inter and transdisciplinary opportunities for research and information dissemination. In this paper, I will argue that research, citation, and scholarly support will remain vital factors in research and assessment, but due to advancements across academia and technology, globalization, and dedication to student success, artifacts will become the dominant form of student submission. In response, instructors will benefit from exploration of artifact examples, assignment framing and descriptions, and feedback strategies.

Centering curriculum design to focus on outcome-based assessment strategies supports alignment and laddering across disciplines and credential completion. From institutional learning outcomes and mandates, to weekly lesson plans, maintaining both a macro and micro view of a student's trajectory assists to clarify how prepared students are for the next step of the journey through their program, and thus, how they should be assessed. Scholars like Dr. David Boud (2018) are highlighting the need for assessment strategies that measure learning through a cyclical approach meant to circumvent gatekeeping and satisfy diverse learning preferences, while Universal Design for Learning (UDL) highlights the need for instructors to expand their pedagogical approaches to teaching. By intertwining the reflective conversation and interactions proposed by Boud with the endless potential of content exploration presented through UDL, a progressive form of assessment, such as artifact creation, will assist instructors to evolve their measurement of learning, while supporting student-centered instruction and assessment practices.

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Designing for more Meaningful Interaction and Deeper Learning: Writerly Teaching And Learning Through Educational Development on Two Continents

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Abstract

While traditional forms of university teaching focus on introducing students to course content, research has documented how these methods do not consistently encourage critical engagement with these materials. In many higher education contexts, lectures are where instructors give students information, and exams are where the students give it back, all of which represents a relationship of reading and writing that is literally *transcription*.

This paper will present the *writerly* framework for teaching and learning (Gray, 2019; Gray, 2017), which offers a novel approach for rethinking teaching and learning as a collective, critical, and purposeful form of interaction with content that produces new configurations and understandings by students.

Anchored in the literary theory of Roland Barthes (1974), Mikhail Bakhtin (1981), and others, the writerly framework provides new richness and intention to concepts like active learning and student-centered classrooms by focusing attention on how student-content interaction, is an original act of meaning making, where the experiential reality of the teaching and learning process resides in the active *reinscription*, the literal re-writing of that content.

This session will introduce the writerly framework and demonstrate how we have used it to design and deliver educational development workshops at two universities in vastly different higher education ecosystems: the University of Bergen in Norway and Makerere University in Uganda. The workshops, entitled “Creating Effective Discussions” and “Student Interaction with Content and Each Other,” combined conceptual sessions with activities aimed at the participants producing writerly content and tasks for their courses, either for the classroom or online.

The writerly framework can function as both a model for course design and as a system for evaluating the quality of teaching and learning situations. In this presentation, we will share some preliminary results of our research on the impact of these workshops and the implementation of these writerly strategies into some of the participants’ courses.

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The Evolution of Artificial Intelligence in Education: A Comprehensive Analysis of its Current State and Future Prospects

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Abstract

Artificial intelligence (AI) integration into education has sparked transformative changes, reshaping traditional teaching and learning paradigms. This study delves into the multifaceted role of AI in education, exploring its current applications, benefits, challenges, and potential for the future.

AI in education has evolved from a novel concept to a dynamic force driving innovation. AI is employed in diverse educational settings, from primary schools to higher education institutions. Adaptive learning platforms leverage AI algorithms to tailor educational content to various student needs, fostering a personalized learning experience and allowing educators to tailor content according to individual student abilities and learning styles. This context not only enhances the learning experience, but also addresses the diverse needs of students in a classroom setting by creating a more equitable educational environment. Intelligent tutoring systems provide real-time feedback, enhancing student comprehension and performance. AI-driven analytics enable educators to track student progress comprehensively, identifying areas that require additional attention and intervention.

Despite its promising potential, AI in education is not without challenges. One significant concern revolves around data privacy and security, as the collection and analysis of student data become integral to AI-driven educational systems. Ethical considerations regarding the use of AI in decision-making processes, such as grading and student evaluations, raise questions about transparency and accountability. Furthermore, there is a need for professional development to equip educators with the skills required to integrate and manage AI tools effectively. Striking a balance between technological innovation and ethical considerations remains a pivotal challenge in the current educational landscape.

AI has become a catalyst for change, influencing various aspects of academia. Virtual classrooms powered by AI technologies enable remote learning, breaking geographical barriers and expanding access to education. Intelligent recommendation systems aid students in selecting courses and resources aligned with their academic goals and interests. Moreover, AI contributes to research endeavors, automating data analysis processes and accelerating the pace of scientific discovery and knowledge dissemination.

AI plays a pivotal role in preparing students for the workforce. Virtual simulations and AI-driven scenarios provide students with hands-on experience, bridging the gap between theoretical knowledge and practical application. AI algorithms analyze industry trends to

inform educational institutions about the skills and competencies in demand, guiding curriculum development. AI and education become a strategic partnership in cultivating a workforce equipped with the skills necessary for the fourth industrial revolution.

Virtual Community Service Learning Project: Experiences in Assessing Student Learning through Online Collaborative Projects

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Abstract

The COVID-19 pandemic brought a myriad of challenges to the education sector. Not only were institutions compelled to innovate their curriculum delivery approaches, they also had to rethink how to assess learning in the practicum-oriented disciplines. Students too were caught up in this quagmire. The physical and social restrictions that were imposed to contain the pandemic drove institutions to innovate ways of ensuring continuity in learning and assessment. This study examines the assessment strategy, dubbed as the “Virtual Community Service Learning (VCSL) project” that was adopted at USIU-Africa to assess the practicum component of the Community Service Learning course. It interrogates the experiences of the students and the assessors with regards to the assessment of the VCSL activity. This retrospective study will triangulate phenomenological and document analysis approaches in interrogating the phenomenon. Emerging data from the interviews and analyzed students’ reports and work will be thematically analyzed. The findings will inform the adoption of ICT in assessing student learning in practicum-based disciplines and will be significant to policy makers, education institutions at different levels, students, the wider community.

Higher Education Institutional Success Factors and Challenges in Developing Quality Online Content: A Meta-Analytic Exploration

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Abstract

In a digital transformation era, creation of online curriculum content is paramount to the delivery of accessible, quality education. Online content development is a key competency for higher education in the current and future ecosystem. Quality online content development is multifaceted activity that requires requisite infrastructure, procedures, processes, and supporting policies. It is also underpinned in a robust quality assurance mechanism and capacity building of content developers. This paper, grounded in meta-analytic approaches, discusses the institutional success factors in and challenges to developing quality online content for institutions adopting online education. This will involve reviewing published literature on the subject from as far back as 2018 from relevant journals, government publications, international educational reports, educational research sites and institutional repositories. Content development for online education inherently involves the utilization of educational technologies; consequently, this study is guided by Roger's diffusion of innovation theory and innovation-decision process. The insights in this paper will guide educational institutions, policymakers, and content developers in their journey to create high-quality online learning experiences.

But first, Classroom Management - New research on an Old technique: The Impact of a Semester-Long Classroom Management Training Program on Professors

Rebecca Wakelin

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Abstract

Students are distracted in the post-pandemic world. Long periods spent learning online, new technology, anxieties around our changing world and so many other factors have put learning in many classrooms in the back seat. Professors are frustrated with students and unsure if their teaching is effective. Institutions are trying to embrace teaching approaches that involve massive practice changes such as learner-centered teaching and inclusive pedagogies. With all these actors at play, going back to the basics of teaching might just be the answer. Classroom management (CM), once the stuff of elementary school teacher training, is the key to solving all of these challenges and one educational developer is determined to change the way we all teach using CM – for the better. This research study examined the results of engaging a small group of professors at a transnational university in China in a semester-long, intensive classroom management training program called SMART CM. Using the very best evidence-based educational development practices, study participants learned the 4-step formula for creating and sustaining effective learning environments then practiced these new techniques in their own classroom. They worked as a community of practice to change their own CM practices and engaged in group and individual coaching sessions. In the end, their perceptions and the impact of learning about CM were measured. Their students were also asked about CM and the impact it had on their learning. What if every educational development center had classroom management as the core of all of their faculty development programs? This research provides good reasons to do just that. In this presentation, participants learn about the study, the results and the SMART CM program itself. They will receive resources and guidance on bringing a CM training program back to their own institutions. Classroom management knowledge and competency are what faculty most need in this new HE ecosystem and this presentation will give participants the tools to build CM capacity in their institutions as a gateway to so many other important educational approaches.

Centers for Teaching and Learning (CTLs) as Transformative Agents in Higher Education

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Abstract

For the past 23 years, centers for teaching and learning have been integral to the landscape of Israeli higher education institutions. Originating from the initiatives of select academic institutions, these centers have proliferated to the extent that today, virtually every academic institution boasts a center for teaching and learning, complemented by a designated position-holder overseeing this crucial pedagogical domain. These centers have emerged as pivotal entities in the academic sphere, assuming responsibility for spearheading pedagogical strategies, enhancing and advancing educational methodologies, and fortifying the professional development of academic staff. This pioneering study endeavors to comprehensively investigate the role of centers for teaching and learning in Israeli academic institutions, aims to analyze their efficacy as agents of change within the realm of higher education. The study seeks to formulate a theoretical framework or model of organizational change specifically tailored to these centers within higher education institutions. Based on a qualitative research approach, based on semi-structured in-depth interviews with 30 directors of centers for teaching and learning, the research leverages participant observation as a methodological tool to gather firsthand insights into the subject matter (Shakdi, 2003; Spradley, 2016). Furthermore, the study incorporates an extensive examination of documents, data, and diverse sources from higher education institutions to augment the depth of the investigation. The outcomes of this research illuminate the multifaceted role of centers for teaching and learning as catalysts for change in higher education. The study's findings have the potential to empower these centers to guide organizational change processes within academic institutions, grounded in a distinctive model or theory developed specifically for their unique context. The conclusions drawn from this research hold significant implications for decision-makers in both academic institutions and the Council for Higher Education, providing insights that can inform action plans to fortify and enhance the standing of centers for teaching and learning in higher education institutions. Additionally, the research outcomes are poised to facilitate a more robust relationship between these centers and regulatory bodies, thereby facilitating the implementation of high-quality programs and reforms within the academic landscape.

Leveraging Problem-Based Learning to Cultivate Critical Thinking Skills in Graduate Education: A Framework for Advancing Higher Education Ecosystems

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Abstract

This paper examines the role of Problem-Based Learning (PBL) in enhancing critical thinking skills among graduate students, a key competency in today's fast-evolving professional environments. We focus on the design, implementation, and impact assessment of a PBL framework in graduate education, contributing valuable insights to the ICED conference on advancing competency development in higher education ecosystems.

Employing a qualitative approach, we analyze the effect of PBL on critical thinking, presenting a condensed theoretical framework that aligns PBL with the unique needs of graduate learners. This study showcases, through succinct case studies and empirical evidence, how PBL creates a student-centered environment that fosters collaborative problem-solving, information synthesis, and reflective thinking.

The paper also discusses the practical aspects of integrating PBL in graduate programs, including faculty training, curriculum adaptation, and assessment methods. We highlight how engaging with real-world problems enhances students' analytical and evaluative skills, crucial for decision-making in their fields.

Our findings offer actionable insights for educators, administrators, and policymakers aiming to enrich graduate programs with experiential learning. This research underscores the significance of PBL in developing critical thinking skills, advocating its strategic integration to prepare graduates for the dynamic professional landscape.

Key word: Problem-Based Learning, Critical Thinking

Managing an Intercultural Classroom: A Case Study

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Abstract

This case study analyses the impact of diversity on people and perspectives, highlighting the potential for both positive and negative outcomes due to cultural differences. The motivation behind this exploration is to enhance intercultural skills in an higher education setting and by doing so improve the quality of education for students. The text emphasises the importance of addressing cultural diversity within higher education, particularly in the context of the course which is being subject to the case study. The author proposes several strategies to address these challenges, such as promoting intercultural awareness, restructuring group activities, and fostering effective communication in multicultural classrooms. While recognising the complexity of this task, the aim is to create inclusive and supportive learning environments that respect and celebrate diversity. The conclusion stresses the need for self-reflection, sensitivity, and inclusivity among educators and institutions to meet the diverse needs of students from different cultures.

Conceptualizing Student Workload within the Ecosystem of the University

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Abstract

Students are the main actors/players within the university ecosystem. Within that system, their time and contribution is managed in various ways and by different tools. One of these tools applied in our European higher education context is the measure of student workload using ECTS. In 2015 we started a small SoTL project, a case study conducted within a course at the University of Iceland, in which students had complained about heavy workload. In the project, students kept weekly reports throughout the semester, documenting their time spent on various course-works. This was followed by in-depth interviews with six students. The findings revealed the complexity of the workload concept, well aligned with previous studies (Kember, 2004; Kyndt, Berghmans, Dochy & Bulckens, 2014). While students experienced heavy workload, it was neither reflected in actual time spent on tasks nor experienced negatively. Rather, students' conception of their workload appeared to be influenced by factors such as the structure and profile of the course, and their previous experience, expectations and future orientation. The findings stressed both the specific context of teaching and learning practice and the characteristics of the participating students. Through these results we became aware of how students were able to manage their own workload in accordance with what they found to be an acceptable outcome, taking note of their future orientations, balancing the time they had available.

This understanding prompted us to explore further theoretical approaches that would accept and explain such complexity. Drawing upon ideas of post-humanism and relational ontology (see Snaza & Weaver, 2015; Fenwick & Edwards, 2018) we emphasize that student workload does not exist independently within the university ecosystem (Jackson, 2019), but rather owes its existence to socio-material entanglements and doings within a specific context. By tracing these entanglements, we demonstrate how student workload is performative and becoming; that it exists only by means of the actions students perform for their studying, enabled by resources and relations of different kind.

In the paper presentation we will share our conceptualization of student workload which has helped us as educational developers to engage more meaningfully in our current practices. Furthermore, we raise questions regarding if and how the conceptual model proposed contests, and possibly influences, the current institutional/international conceptions of student workload presented within the educational developmental discourse.

How Educational Developers Can Influence the University Ecosystem with the Deliberate Curation of Teaching Artefacts

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Abstract

Influencing the entire institutional ecosystem is often an unspoken but very real goal of academic developers who understand the importance of going beyond the individual when it comes to activities and interventions (Gibbs, 2013). The importance of institutional change has also been called cultural change (Stensaker, 2018) and is increasingly being talked about and written about by the academic developer community. Yet the academic development literature is still only in very early stages of describing how specifically academic developers might “do” institutional change as part of their work. This presentation will argue the importance of using existing forums in the institution to both generate and collect artefacts produced by teaching staff. These can capture their learning about teaching and student learning, and can then be reintroduced into new forums to help influence the teaching and learning culture of an organisation. This creates a form of double-loop learning (Tagg, 2007; Scherrer & Brown, 2018). Using the lens of curation (Deschaine & Sharma, 2015) we provide results from an international survey of 69 academic developers from 23 different countries that documents concrete strategies how academic developers reuse the artefacts that teaching staff produce and for what purposes. We provide a description of a possible process for conducting institutional change activities from the perspectives of academic developers. The goal of this presentation is to provide academic developers with new ways of understanding and influencing how artefacts move through and influence the ecosystem.

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Ensuring Equitable Access to Education: Targeting Positive Experiences for All

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Abstract

Whereas education is an important aspect of human development, to the contrary it is still inaccessible to many learners and students. Education is also associated with the general development of the society socially, politically and economically. However, the experiences of all students should be positive in order to promote equitable development, effective and meaningful learning. It is against this background that I argue that equitable access to education is a constitutional imperative that should be guaranteed to all students who desire to pursue education across all tiers of the sector. Despite the milestones that have been achieved over the decades to improve access for girls and women, the reality of equitable access has been impossible to achieve. Therefore, the article aims to explore aspects of higher education that perpetuate gendering and exclusion due to uneven playing ground. The article is undergirded by a social justice discourse whose key tenet is achieved through creating just and fairer societies for all individuals regardless of creed or gender. A social justice theorisation is a useful tool to interrogate injustices in higher education that continue to entrench differentiated access to opportunities, and divergent experiences for female students (Rawls, 2009). Likewise, a Capability's Approach (CA) to human development will also inform the article to the extent that it will challenge the nature of access, achievement levels and affordances that women graduate students are exposed to in higher education. A capability's Approach argues that everyone ought to be afforded an opportunity to choose to do [what they like-doing] and become [whom they want to be- becoming]-capabilities and functionings (Sen, 2000; Nussbaum, 2000). The obstacles have implications for access and success, enrollments, course selection and field of study and completion rates. The article will utilise secondary literature and data in exploring areas of perpetual inequalities while suggesting sustainable redress mechanisms that could be used to close the gender gap. There is evidence in literature that suggest that girls and women in various sectors of education face a myriad of obstacle that obfuscate their aspirations. Some of the impediments have been attributed to institutionalised sexism and patriarchy, gender-based violence and femicide, poverty and the normalisation of gender stereotypes and norms. The conclusions from the article will have implications for policy makers, institutions of higher learning and key stakeholders in education and society in general.

Strengthening A Community of Practice By Providing Evidence-Based Faculty Development at the University of Iceland

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Abstract

Faculty development has been shown to deepen and increase student learning. Experts suggest it be based on faculty needs assessment, where faculty are asked about their perceived needs of skills (Behar-Horenstein et al., 2014; Schönwetter et al., 2015). They also emphasize the need to realize teachers' motivations, values, and teaching identity, as these may play a role in their approach to teaching development (Steinert et al., 2016). Our Center for Teaching and Learning commonly offers various events for teachers to develop their teaching skills. In the spring of 2022, we sent out a survey to get to know our faculty better and develop programs to meet their particular needs. In addition, we wanted to understand if and how teachers shared teaching ideas and how the center might support the development of a stronger community of practice by initiating events within the departments. Finally, we were interested in understanding their attitude towards motivational teaching strategies and how these played a role in their teaching. Of around 2000 teachers who received our survey, we received 555 responses (27%). Participants rated statements on a Likert scale. The results indicated that teachers felt unprepared when they started teaching and would have liked to have had more instruction before they started to teach. They were interested in improving their teaching but complained of a lack of time. They had participated, on average, two to three times in faculty development activities in the past year and *somewhat agreed to agreed* that they had benefitted from these and used what they learned. Lectures and discussions were the most frequently used teaching methods. Teachers *somewhat agreed* that they felt connected to their department, that colleagues shared ideas about teaching, and that they could ask someone for advice. Their teaching identity and motivations were strong, but they perceived many needs regarding teaching development. Some of their strongest needs were to be trained in motivating students, giving feedback, and assessment. There were some statistical differences between the five schools of the university, as well as between sessional teachers and tenure-track teachers. Based on these results, an action plan has been formed. New educational development activities, both central and inside departments, will be initiated based on the identified needs for training and to promote a community of practice. We will discuss these ideas, partly based on O'Sullivan and Irby's faculty development model (2011).

Examining the Incidences of Academic Misconduct among Students in Higher Institutions in Nigeria

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Abstract

Academic misconduct has been found to be a general problem in the higher educational institutions globally. Few studies on academic misconduct in Nigeria have been concentrated on universities with few on other higher education institutions. Using the theory of planned behaviour, the present study examined the incidences and prevalence of academic misconduct among students. An ex-post facto research design was adopted and a total of 368 students from Management and Applied Science were selected for the study. Two by two factorial ANOVA was used to test the hypotheses. Result revealed a significant interaction effects between intentions and perceived behavioural control ($F(1, 183) = 4.831; p < 0.05$) and between subjective norm, perceived behavioural control and intentions ($F(1, 183) = 6.398; p < 0.05$) on academic misconduct. The study recommends that school management should put in place efforts that will help in discouraging academic misconduct among students.

Keywords: Academic misconduct, Perceived behavioural control, Theory of planned behaviour, Nigeria

Influence of Postgraduate Supervision Experiences on Research Quality at Public Universities in Kenya

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Abstract

This research delved into the intricate relationship between postgraduate supervision experiences and the resulting quality of research produced by students at public universities in Kenya. Through a comprehensive literature review, the research examined existing theories and models that informed supervision experience variables and research quality in the context of higher education institutions. The study independent variables were Supervisory supportive experiences, collaborative goal setting experiences, constructive feedback experiences, motivational experiences, narrative pedagogy experiences while dependent variable was quality of research output defined by Epistemic quality, Scientific rigor, pragmatic quality, Ethical quality and social impact.

Methodologically, a mixed-methods approach was employed, incorporating surveys, focus group interviews, and document analysis to gather data. The research population of 10,000 students, faculty supervisors and administrators was used with a sample of 385 drawn from five different public universities and diverse disciplines to ensure a representative understanding of the overarching issues. Statistical analyses such as correlation and regression analysis were conducted to establish influence of the predictor factors on the quality of research outputs.

Descriptive analysis point to low Mean scores on scientific rigor and social impact ($M=2.1$; $M=2.5$); while Epistemic quality ($M= 3.2$) and pragmatic quality ($M= 2.8$) are moderate. Further, study findings indicate statistically significant influence exists on all experiential factors on research quality though with little effect on research quality (Supervisory supportive experiences ($\beta= 0.297(t=.000)$) and with model prediction of R square 0.272 significant at $F=.000$); collaborative goal setting experiences, ($\beta= 0.246(t=.000)$) and with model prediction of R square 0.216 significant at $F=.000$) constructive feedback experiences ($\beta= 0.176(t=.002)$) and with model prediction of R square 0.142 significant at $F=.000$), motivational experiences advantage ($\beta= 0.143(t=.000)$) and with model prediction of R square 0.205 significant at $F=.000$, narrative pedagogy advantage ($\beta= 0.132(t=.000)$) and with model prediction of R square 0.118 significant at $F=.000$) with all calculations done within acceptable error margin of 0.05.

The findings of this study shed light on the current state of postgraduate supervision in Kenyan public universities, highlighting both fair experiences and areas that required improvement. The research findings may contribute to the enhancement of postgraduate programs by offering evidence-based recommendations for refining supervision strategies and fostering a conducive research environment.

Key words: Postgraduate Supervision Experiences, Epistemic Research Quality, Scientific Rigor, Pragmatic Research Quality, Ethical Research Quality and Social Impact Research.

Employability Ecosystem: A Whole Student Lifecycle Approach to Lifelong Success

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Abstract

In a VUCA 21st century, one's ability to adapt to changing and uncertain environments is essential for their success. With an increasingly diverse student population accessing a higher education, in many regions for a high cost, universities have a responsibility to ensure that we are preparing our students with the knowledge, skills, and experiences that will enable them to effectively navigate their journeys after university to achieve their aspirations. Traditional means by which universities currently facilitate this is through encouraging engagement with extracurricular activities, such as student societies, sports, and internships. However, such extracurricular opportunities are inherently exclusive and inaccessible, especially to students who do not have familial support mechanisms and/or may have significant financial or caring responsibilities. Therefore, universities need to rethink their approach to education so that all students can reap the rewards of higher education, no matter their circumstances. The most inclusive and sustainable way to achieve this is through a focus on the curriculum.

This paper will share a whole student lifecycle approach to inclusive employability development that I developed through my work at a university that serves a hugely diverse student population, the majority of whom are from underrepresented groups in HE. It will outline how the curriculum can be designed as the inclusive foundation of the university experience, ensuring we are not only supporting students in advancing their subject knowledge but also preparing them with the skills and capabilities required for a VUCA world through the use of high impact pedagogies and assessments. It will then showcase how the extracurricular environment can then be designed to complement this robust inclusive core, to form an employability ecosystem that prepares all students with the skills and capabilities to succeed in their lives and careers after university.

Performance Trend Analysis of Bottleneck Modules in Higher Education: A Case Study

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Abstract

It is a common cause in higher education that modules with high failure rates hinder students' academic progress, increase attrition and the risk of dropouts. As such, perpetual challenges related to bottleneck subjects or modules, which are courses that experience a high failure rate, continuously place students at a higher propensity to fail and serve as a barrier to progression for students. South Africa's Department of Higher Education and Training (DHET) reported that only 22% of students at public universities complete their qualifications on time. In an ever-evolving educational landscape, universities face the challenge of efficiently managing their resources and optimising academic programs to meet the demands of students and industry. The current paper focuses on the performance trend analysis of bottleneck modules using a case study of a single University of Technology (UoT) in South Africa, aiming to identify trends of modules that consistently underperform at <50%. The study adopted a quantitative approach, utilising historical data on module pass rates and student performance data from 2019 to 2023. Various statistical techniques, such as trend, correlation, and regression analysis, are employed to explore the trends and predict future performance trends. The findings reveal significant variations in module performance across different departments and study levels. Several modules are identified as consistent bottlenecks, negatively impacting student progression and completion rates. The analysis also highlights potential factors influencing module performance, including lecturer-student ratios and course structures. Based on the research outcomes, evidence-based recommendations are provided to the faculties to improve module performance and alleviate bottlenecks.

A Holistic Approach to Fostering Graduate Attributes in Higher Education through Intentional Learning Design

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Abstract

The rapidly evolving global landscape demands well-rounded graduates with diverse competencies and skills. As such, graduate attributes have become increasingly important in higher education as universities strive to produce employable graduates. Learning design involves the planning and structuring of learning experiences. It also involves content curation, activities and assessments that align with desired students' learning outcomes. Emerging technologies hold immense potential to transform education, enable the development of critical competencies, and foster improved educational outcomes. This conceptual paper grapples with integrating emerging technologies strategically to empower students and enhance their learning experiences. Grounded in a systems approach, the paper explores how learning design can personalise learning pathways and cultivate desired graduate attributes. A systems approach views graduate attributes not as merely a product of teaching and learning and the responsibility of academic departments and lecturers but as a product of the university ecosystem. The central thesis advanced in this paper is that learning design can play a pivotal role in fostering graduate attributes by strategically incorporating technology-enhanced learning environments to nurture the development of critical competencies. The paper also highlights the importance of aligning learning outcomes with graduate attribute frameworks. Further, it underscores the need for continuous professional development for academics to be adept in using evolving learning design-related technologies.

Gamification of the reflective exercise in the Entrepreneurship classroom: Can a mountain goat really prod you to make better reflections – Tales of a “SavvyGoat”

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Abstract

Entrepreneurship Education (EEd) in HEI's is generally a practice based education (Neck & Greene, 2014). However, the fast-paced nature of EEd today from mapping the market needs to creating compelling pitches may unintentionally undermine the reflective component in experiential EEd. Educators who understand and value of reflective learning try and incorporate reflections into an entrepreneurial process either by deploying reflective journals or diaries (Jones, 2019; Lundmark et. al., 2019, Hagg, 2021). The use of reflective logs, diaries, journals, post-course reflection essays are the most common form of reflection exercises in the EEd classroom today. However, I have identified 3 weaknesses of these current methods:

1. **Perception of value of the reflection log:** Most students find reflection logs as a cumbersome activity & A "job-to-be-done" leading to reflections devoid of true reflection.
2. **Understanding what “reflection” really means:** Yeoh (2017) in a study of 140 reflection logs, found that self-confessional writing was a very challenging and unfamiliar (in an academic environment) task for most students and the study found that students not only need guidance in terms of how-to-do a good reflection but also to instill the confidence that it is OK to voice their personal opinion, own thinking, and sensitivity into their journal. Thus, one has the challenge of also improving the reflective ability of the student (Greene, 2014).
3. **Reflections as a solitary activity:** Most reflective journals are by their nature individual. However, if Entrepreneurship is viewed and encouraged as a team activity, why should the reflective journals also not be team-reflections? If the act of doing reflections is viewed as boring/challenging maybe it is less so as a team?

The proposed solution introduces a novel approach whereby the process of doing reflections is gamified and broken down to smaller chunks to both increase engagement and understand value. The process of reflections now is done in a "game context" where student teams are represented as goats climbing a mountain with educators as herders. The study contrasts reflections made with and without the gamified platform and indicates that games can be used as a vehicle to increase student reflections.

While the context in which these reflections have been generated are in the context of entrepreneurship education, the challenges mentioned here are likely to be faced by many educators across diverse disciplines. The impact of this paper is therefore likely relevant for a much broader audience of educators as well.

Reconsidering Our Approach to Professional Meetings: Lessons from Pandemic Pedagogies in the Educational Ecosystem

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Abstract

This paper will focus on our collaborative autoethnographic reflections (Chang et al, 2013) as part of the larger Beyond the Obvious research collective to consider how professional events can be informed by pedagogies amplified and articulated by sector learning and teaching during the pandemic.

We ask ourselves, what can we adapt from online and hybrid teaching for our professional events going forward. For example: how do we create community and connection through these modalities in our conferences? How do we carry forward the accessible and inclusive possibilities explored in our teaching during the pandemic in these events? How can we use multimedia to best effect? How do we embrace active participation, validation, and belonging in these environments.

In this session, we will share reflections from our international team about attending and hosting a variety of event modalities, share comparative tables about various modality pros and cons, along with guidelines for how to benefit from applying pandemic pedagogies to our professional development context. We will consider:

- What can easily be done face-to-face that is difficult online, such as promoting incidental and chance conversations (Elder-Vass and Carrigan 2020)?
- What can be done online that is more difficult face-to-face, like allowing active participation and back-channeling using a chat during a paper or presentation (Neustifer et al, 2016)?
- How do traditional and hybrid formats affect EDI (Tadesse & Muluye, 2020)?
- What can we learn from the really difficult pivots, like lab work, to enhance the event experience (University of Nottingham, 2021)?
- How can we avoid fatigue and distraction common to online events (Donlon, 2021)?

Reflections on the practical training of Teaching Assistants as efficient and effective Markers to Enhance their Marking Competencies

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Abstract

A plethora of research has always advocated that feedback on formative assessments contributes more to student success and satisfaction than any aspect of teaching and learning (Richards, Bell & Dwyer, 2017). However, it is worth noting that Higher Education institutions have always been criticized for providing inadequate feedback in any aspect of their courses (Boud and Molloy). This challenge can even be worse if Teaching Assistants (TAs) who are often overlooked in teaching and learning discussions are responsible for marking (grading) students' work. The situation is further exacerbated if the TAs, who are a significant part of the teaching and learning ecosystem, are not adequately prepared and trained to perform this function. In the South African context, TAs are casual teaching support staff who are mainly postgraduate students appointed to assist academic staff in their teaching responsibilities which may include assessing students with formative assessment tasks.

In this study, we reflect on the training developed specifically for TAs involved in some form of marking at the research-intensive University in South Africa. The training is aimed at sensitizing TAs on the marking theory, introducing them to strategies in dealing with inherent challenges associated with marking and how to be efficient as well as effective smart markers. The workshop uses an online facilitation strategy that promotes engagement by ensuring that participants get to practice the actual marking. First, participants are introduced to marking that reflects an understanding of the core principles of marking. Secondly, they engage in the actual marking of exemplary scripts after which feedback is provided to the larger group. By default, TA's experience a 'marking orientation meeting' which is part of the processes of marking procedures.

According to the feedback received from participants, the workshop provided valuable insights into effective marking practices. Many participants found the workshop relevant and helpful, appreciating the interactive elements and the practical application of knowledge. Participants suggested that discipline-specific examples be incorporated and consider the option of conducting face-to-face workshops in the future. The positive feedback from participants highlights the success of the workshop in achieving its objectives and developing participants' marking skills.

In an effort to improve our practice as Education Developers, the positive feedback and anecdotal comments will be triangulated in the coming year with data from the academics

working with participants who attended the workshop and participants' post-marking experiences.

Towards Designing Effective Ecosystems in Higher Institutions of Learning to Nurture Competent Graduates: Opportunities And Challenges In Kenya

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Abstract

The purpose of this paper is to investigate the opportunities and challenges of designing effective ecosystems in higher institutions of learning to nurture and produce competent graduates. We live in a challenging world faced by ever increasing volatility, uncertainties, complexities and ambiguity; this calls for more commitment to innovation and creativity to generate cutting-edge scientific knowledge and relevant skills. For example, today's world needs a well-rounded graduate capable of engaging in diverse challenges in the 21st century world. In that regard, higher learning institutions are dedicated to facilitating the holistic development of their students (socially, physically and spiritually). Education is therefore viewed as a tool to enhance the well-being of the learners to realize their full potentialities and to become empowered and responsible global citizens. The task of designing relevant and functional educational ecosystems to replace the traditional educational frameworks and their limitations requires more collaborative and inclusive approaches where all the relevant stakeholders work together irrespective of their diversities: cultural, political, and economic and nationalities to produce citizens who are global oriented, and equipped to solve complex problems in the world. The paper will use a document review approach where purposively selected programs that have gone through the Quality Assurance processes of self-assessment reviews will be assessed, including reviews of industrial attachment reports, and graduate profiles to make recommendations.

Keywords: curriculum, education developers, graduates, Kenyan higher education, skills development, whole person

Helping Educational Developers Build Personal Competencies in Authentic Teaching: Navigating Higher Education Ecosystems Authentically in the Growing Presence of Artificiality

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Abstract

The rapid development of artificial intelligence (AI) and large text tools for generating deceptively self-authored work has built pressure for educators to respond with methods that promote authenticity. This paper explores the psycho-social dimensions of authenticity and artificiality in teaching and learning. The outcomes of this session will help faculty and educational developers build personally meaningful frameworks for addressing authentic teaching, learning, social-emotional development, and honesty. Regarding AI, the greater concern of faculty in this moment involves deceptive behavior among students in presenting artificially created work as their own, cheating themselves and their institutions and disrupting trust and integrity. The psychological motivations for engaging in deceptive behavior are varied, involving internal emotional responses such as fear or competitive desires for success to external influences such as the need to satisfy perceived expectations of others. At the same time, AI, as a relatively new technology, is being explored for its potential positive uses in creativity and learning. Faculty and educational developers require not just the tools and processes for promoting authentic work among students and themselves, (and countering inauthentic work) but also the understanding of varied motivational, cultural, and contextual influences which lead to deception in the first place. Developing a deeper understanding of one's "authentic self" is a long-term project which requires structural attention in educational ecosystems embracing learning experience design, authentic assessment strategies, and holistic approaches to educational and professional development.

Educational development in higher education has been largely concerned with technologies and design of learning experiences for quite some time. In primary and secondary teaching and learning globally, development of social and emotional learning has come to the forefront of curriculum efforts and teacher education as violent crisis and conflict, economic and geopolitical instability, and worldwide pandemic have dominated the contexts of learning and teaching for too many of the world's societies and cultures. What do the increasing availability and variety of tools that enable production of synthetic work with ease mean for contemporary educational developers? Deceptive behavior erodes trust and undermines personal growth and development. These latter two dimensions of educational development work are proposed as

central to developing new ecosystems in higher education that are ethical and foundational to establishing renewed trust and integrity in educational development. This paper will present the historical and theoretical foundations to better understand developing ecosystems of learning where artificiality is diminished and authentic work and learning are routine and preferred.

Scaffolded Faculty Development: Experiences from the Aga Khan University

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Abstract

The Aga Khan University Network for Quality Teaching and Learning (QTL_net) has been engaged in faculty development since 2013, with the aim of enhancing the knowledge and skills of faculty members in areas such as teaching and learning, student engagement, integration of technology, etc (Khamis et al., 2023). Departing from traditional one-off training methods, the QTL_net employs a four-stage scaffolded faculty development (SFD) approach. This student-centered and research-driven framework provides a structured pathway to support educators at various stages of their professional development (Girvan et al., 2016).

Faculty engage in experiential, need-based, and peer-led Faculty Development Programs (FDPs) covering key areas like active learning, course design, and teaching with technology. Facilitators use various modelling and reflective dialogue techniques during these programs to support participants. Following FDP completion, QTL_net offers individual consultations and informal mentoring to help participants integrate acquired knowledge and skills into their teaching environments. Educators aiming to extend their learning beyond the classroom are encouraged to join formal and informal programs to become facilitators and mentors. These programs equip faculty with facilitation, reflective practice, and mentoring skills while exploring scaffolding and coaching intricacies (Jafferani et al., 2023; Khamis et al., 2021). These facilitators then mentor other faculty members within their department and across campus, contributing to a sustainable faculty development model.

The faculty development approach at AKU has yielded notable outcomes in the past decade. It has cultivated 22 faculty champions who led 150 FDPs, impacting 10,000 faculty and staff members (Khamis, 2023). These efforts have advanced faculty development within AKU and its affiliated universities, earning recognition for teaching excellence at both university and national levels. Implementing the SFD model at a multi-site, multidisciplinary university has posed several challenges. These include customizing FDPs to diverse learning needs, skill levels, and teaching contexts. It also demands sustained commitment from faculty members amidst their existing responsibilities. Resistance to change may stem from unfamiliarity about new approaches, alongside a preference for traditional methods. Maintaining faculty engagement and motivation during the program, along with the absence of institutional support for ongoing professional development, further complicates the process.

Navigating Challenges in Blended Learning: A Case Study of Technological Resource Constraints in a Capacity-Building Project in East African Higher Education

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Abstract

This paper presents a case study based on experiences from an ongoing six-year collaborative project between educational institutions in Norway and Uganda, where blended learning is incorporated as a basic pedagogical approach and premise.

The basic research question is: "How do technological resource constraints influence the experience with blended learning for higher-education educators and students when working with teacher education capacity-building between Scandinavia and East Africa?"

The basic premise of this study is to investigate what resources educators and students have available from both the Norwegian and Ugandan sides, and how these are used in the educational development of East African teacher educators in the use of blended learning strategies and technologies. By holding the project's educational ideas and intentions up against realities and experiences on the ground, the paper will map out what challenges technological resource constraints can cause in relation to blended learning in higher education and discuss the impact this has on educators' and students' experience of the learning situation itself.

Based on existing research literature in the field, we will also make some considerations about how these challenges can best be met in the development and delivery of a series of educational development workshops on blended learning and other digital pedagogies. We also consider these same issues in regard to supervision at the master's and doctoral levels. The study on which this paper is based is primarily qualitative, based on document analysis, examination of available learning resources, internal project evaluation and interviews with various actors. We use thematic analysis to identify the successes, failures, and other factors that lead to success.

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Training Plan in Digital Competencies adapted to the context of the Catholic University of Temuco, Chile

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Abstract

The Catholic University of Temuco has undertaken a Digital Transformation project to strengthen its institutional capabilities and offer hybrid and flexible teaching. Within this framework, the Digital Competencies Training Plan has been developed, adapting the European Framework for Digital Competences for Citizens (DigComp) to the institution's specific needs.

The integration of digital competencies with the university's generic competencies is a fundamental component of this process. A detailed analysis, considering both evident and subtle academic criteria and based on the Bloom and Solo taxonomies, has explored the relationship between the 6 digital competences and the 10 generic competences across three achievement levels. This has provided a comprehensive understanding of their interconnection, offering insights into how to articulate these competences in formative experiences across various disciplines.

The validation of digital competences has been a crucial step, involving multidisciplinary teams and expert peers. This process not only validates the competences but also adjusts the achievement levels (from 8 levels in DigComp to 3 achievement levels) to align with the University's Educational Model.

In the second semester of 2023, a pilot of the self-perception instrument for digital competences was conducted with 131 students, providing valuable information. Preliminary analysis indicated that the most challenging competence was digital content creation, followed by digital citizenship. These findings highlight specific areas that require a more focused approach to strengthen students' professional profiles.

Looking ahead to the first semester of 2024, there are plans to implement the self-perception instrument on a massive scale within the undergraduate student community. This approach will not only allow for exploration of the evaluation instrument, adjustments, and improvements but will also provide the community with specific tools to enhance these competences.

In summary, the Catholic University of Temuco is proactively advancing towards the effective integration of digital competences into its undergraduate programs. This approach not only

focuses on curriculum adaptation but also aims to validate and adjust competences according to the institution's specific needs. The massive implementation of the self-perception instrument in 2024 will be a crucial milestone to continually evaluate and enhance this process, ensuring that students develop the necessary digital skills to excel in their respective fields.

What Works in Faculty Development? Experiences of the Network of Quality, Teaching and Learning, Aga Khan University

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Abstract

Throughout the world, university faculty come to teaching with content expertise from their doctoral or postgraduate programmes, but without necessarily any formal training in teaching. While these degrees often prepare them well for the research role, many have little or no formal preparation for the teaching role (Kane et al. 2002; Knight 2002). Similarly, a needs assessment conducted at the Aga Khan University (AKU) revealed that less than half of AKU's faculty members received support for their teaching, whilst 70% of faculty reporting that their main method of teaching was using power-point lectures (Khamis, 2014). To respond to these faculty development needs, the Network of Quality, Teaching and Learning (QTL_net), established in 2013, offers a range of services to faculty to enhance their teaching skills and facilitate teaching excellence, scholarship, and well-designed curricula. This presentation will highlight six key aspects of QTL_net's faculty development programs that have led to the successful establishment and sustainability of the educational development model at AKU.

The six attributes include:

- a) Creating a safe, inclusive, and non-judgmental space for reflective and scholarly practice enables participants to engage in experiential learning and experiment with new pedagogies.
- b) Encouraging faculty to be the drivers of change by exercising their own judgment and making informed decisions regarding their teaching practices.
- c) Building faculty members capacity by involving them in designing and facilitating CPD programs, ensuring long-term institutional sustainability. Empowering faculty members with the responsibility and ownership of these programmes not only promotes institutional growth but also fosters a sense of community within the organization.
- d) Promoting peer-to-peer learning by creating opportunities for faculty to connect with fellow champions/mentors to share best practices and feedback
- e) Life-cycle approach to faculty development: Instead of offering a one-off professional development programme, QTL employs a life-cycle holistic approach that spanned several months to enhance faculty members' capacity, taking faculty members on a transformative journey, starting from their initial joining at AKU until they emerge as Teaching Champions

f) Offering programmes in multidisciplinary settings to break silos between different disciplines and promote cross-disciplinary learning.

Incorporating these attributes has facilitated the effective execution of faculty development programmes by QTL_net at AKU, contributing to enhanced pedagogical practices, faculty development, and a culture of quality teaching. These insights can be highly valuable for other Higher Education institutions, especially those in the process of faculty professional development.

What Informs Decisions About Educational Development Requirements for Faculty Members in Higher Education in Qatar?

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Abstract

There has been a growth in educational development activities in various parts of the world for diverse reasons as institutions work towards enhancing students' learning. As Qatar moves towards a knowledge-based economy, educational reforms have been initiated across all levels of education. However, there have been no studies undertaken to explore the status of educational development available to faculty members in higher education institutions within the country. A multiple-case study design approach was used to explore how educational development activities are conducted in higher educational institutions in Qatar, what guides the development and trajectory of these activities, and challenges if any and how are they addressed. Findings from our project indicates that educational development activities in higher education in Qatar focus on improving pedagogy, the use of technology, and research skills. Factors that influence the type of faculty development programs offered include the values and needs of the various stakeholders within and external to the institution, faculty members, and educational developers within the institutions. Various challenges identified by faculty members was the lack of time, motivation, and acknowledgment of professional development activities. This aligns with findings in educational development research globally. Benefits of educational development activities identified in Qatar include: an increase in discussions about teaching and learning, a reduction in the isolation experienced by faculty members as educational development activities created opportunities for engagement with peers, an increase in the support for faculty development and an institutional culture of enhanced teaching and learning activities, as well as an overall improvement in student learning. Understanding the landscape of educational development within Qatar would support the process of building on identified strengths, and provide nuanced information for decision making.

COVID-19 Implications for Higher Education In Kenya: A Case Of Resilience Among University Students

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Abstract

In March 2020, the World Health Organization (WHO) declared COVID 19 a global pandemic resulting in a worldwide lockdown. Like other institutions, universities were affected, and massive closures of these higher education (HEIs) were witnessed. Additionally, there were introduced other COVID 19 protocols - washing hands, wearing facial masks, quarantine, self-isolation and social distancing, whose aim was to help curb the spread of the corona virus. According to the United Nations Educational, Scientific and Cultural Organization, (UNESCO), the lockdown affected 84.5% of all enrolled learners. COVID 19 was thus, a major disruption to the teaching and learning process. While some universities quickly transitioned to online teaching and learning, others were left behind. Kenya's Higher Education (HE) was not spared either. Kenyan universities, both public and private, were forced to adapt the digital space regardless of adequate preparations for ensuring access to and availability of the ICT infrastructure such as computers, laptops, internet connectivity and smartphones, to mention only a few that support online learning. These lays bare the inequalities in HEIs leading to several questions - how equipped were universities for the transition to online teaching? How ready and equipped were the learners? How inclusive was this transition to online learning? Through reviews of existing literature and surveys of university students in a public and private university in Kenya, these and several other emergent questions are addressed. Bearing in mind, the quality of the literature and its sources thereof, a desktop analysis of the existing literature was carried out. Thirty-two sources have been reviewed already with a possibility of this number increasing. Surveys, consisting of closed ended surveys were/are being administered to graduate and undergraduate students in the select universities. This process is set to end by Mid December 2023. With the data collection process ongoing, basic and inferential statistics will be applied to provide answers to the questions raised above.

It is important to document the lived experiences of among others, the learners in our Kenyan universities. This becomes useful for decision making for the future of university education in the face of major disruptions.

KEY WORDS: Higher Education, Teaching and Learning, student Resilience, COVID 19

Pathways towards Equity-Minded Educational Development

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Abstract

As higher education has responded to pressures to take questions of diversity, equity, inclusion, justice, and belonging more seriously, educational developers have increasingly shifted from seeing such equity concerns as a subset of our field to recognizing them as foundational to our profession. With this shift comes a need not only to redefine our core competencies to center the distinct skills and mindsets necessary for an equity-minded approach to educational development (Haynie 2018), but also requires us to identify what it takes for practitioners to develop those skills. This paper will present findings from a research study that seeks both to define the key characteristics of equity-minded educational development and also investigates how educational developers go about developing the skills and mindsets needed to develop the fundamental competencies of equity-minded practice.

Following on models established in other fields (Flores, et al. 2014, Bell, et al. 2016), and building on past attempts to establish competency models for educational developers (Dawson, et al. 2010, Zakrajsek 2010), this ethnographic study draws on semi-structured interviews with a diverse set of experienced educational developers who center DEI concerns in their work. Focusing on what the interviewees see as the skills, concepts, and mindsets essential to their educational development work, the project also seeks to capture the stories of how those practitioners developed those capacities. Thus, the project not only identifies the DEI skills necessary to educational development but also models the paths practitioners can take to develop those skills.

Our analysis also seeks to differentiate how particular social positions or institutional types demand different skill sets, allowing our findings to more easily generalize across contexts. Ultimately, the stories told through this project will serve as lenses through which educational developers can re-narrate, clarify, and revise their own understanding of what educational development work requires. Our intent is that this project will allow us as educational developers to expand our imaginations of what equity-minded practice looks like and to incorporate equity-minded practices more broadly in our work.

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Artificial Intelligence in Higher Education: friend or foe?

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Abstract

This paper looks at the growth of Artificial Intelligence (AI) in Higher Education. Drawing on a small research project in a large UK university it examines some of the following questions that are common amongst practitioners: Does artificial intelligence undermine academic integrity, and if so, what can we do to safeguard standards? Can I use artificial intelligence in my planning, teaching and assessment? How can I best support my students in using artificial intelligence responsibly and confidently in their work?

There is an implicit assumption that simply attempting to ban the use of AI would be both counterproductive and ultimately futile. There is the potential for generative AI to support a richer learning environment, and also to enable faculty colleagues to use their time more efficiently. Case studies will be used to exemplify these and other uses, and also to highlight possible pitfalls when using artificial intelligence.

The conclusions will show that, while care must be taken, generative AI can provide new tools for pedagogues and students alike. There is therefore an imperative on educators to develop the competencies needed to support students as the higher education ecosystem evolves to accommodate these new developments.

Cultivating Critical Minds: Innovative Strategies to Foster Critical Thinking in Science Classrooms

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Abstract

Enhancing critical thinking skills in students is a crucial aspect of science education. Fostering critical thinking in students enables them to analyse and evaluate scientific information, form rational conclusions, and make well-informed decisions (Demircioglu et al., 2022). This leads to the development of a scientific mindset that enhances one's ability to become scientifically literate by fostering the skills and attitudes necessary to critically evaluate scientific information, engage with scientific ideas, and contribute meaningfully to discussions and decisions related to science (Hasnunidah- et al., 2020). While these are the primary goals of science education today, in Pakistan, conventional lecture-based methods are predominantly used in science classrooms (Bhutta & Rizvi, 2022), which prioritize rote memorization over the development of analytical thinking, hence providing limited opportunities for critical evaluation and questioning of scientific content. This paper presents our experiences of implementing three strategies to enhance students' critical thinking in science classrooms:

1- See the Unseen: Developing critical thinking requires teaching students to be sceptical and question information before accepting it as true. The 'see *the unseen*' strategy engages students in critically assessing the scientific information presented in the advertisements. Students are given a video clip to watch along with some guiding questions to evaluate the claims and supporting evidence presented in the video in light of scientific-knowledge.

2- Take a Stand – Argumentation: Critical thinking skills are closely linked to high-level cognitive abilities such as analysing, synthesizing, and evaluating information (Keshta & Seif, 2013). The 'argumentation' strategy involves engaging students in the analysis of a case on socio-scientific issue. Subsequently, students utilise Toulmin's-model of argumentation to construct scientific arguments, comprising a claim, data/evidence, warrant, and counterclaim, based on the provided case.

3- Questioning the Text: News reports are often criticised for their bias, inaccuracies, and lack of evidence, which can lead to misinformation/misinterpretation of scientific ideas, and it is important to teach students the skills necessary to become discerning readers. The "questioning the text" strategy involves providing students with reading passages on science and prompting them to critically evaluate the authenticity of the content.

Our experiences demonstrate that these strategies have been effective in facilitating students' development of critical evaluation of scientific content and analysis of evidence, aligning with the overarching goal of fostering informed and analytical thinkers. However, successful implementation hinges on key considerations such as teacher and student strong content-knowledge, teacher preparedness, adequate time-allocation, awareness of limitations, constructive feedback, and post-activity reflective discussions.

Challenges in Implementing Universal Design of Learning (UDL) in Online Learning Context: A Case of USIU-Africa

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Abstract

Universal Design for Learning (UDL) is a framework that emphasizes creating educational environments catering to diverse learning needs. However, implementing UDL in online curricula presents several challenges especially among the developing countries. The study on which this abstract is based investigated the challenges in the implementation of UDL principles in online curricula within United States International University-Africa. The study evaluated the current state of UDL implementation in online curricula in USIU-Africa. Employing a mixed method approach, the research explored the implementation of UDL in online courses, focusing on the three core principles of representation, engagement, and expression. The study focused on Masters in Business Administration (MBA) course that is offered fully online at USIU-Africa with the aim of evaluating the challenges experienced in fostering inclusivity and addressing diverse learning needs within the online learning context. It scrutinized the role of faculty development, technological infrastructure, and cultural considerations in the successful integration of UDL principles in the online learning context. Findings from this research inform academic practices and policies within USIU-Africa but can also contribute to the global discourse on enhancing the quality and inclusivity of online higher education through the application of UDL principles.

21st Century Skills for Creating Career Success among University Graduates at USIU-Africa

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Abstract: Universities have traditionally contributed to the public good by producing knowledge, supporting research, and promoting the open exchange of ideas. However, today's challenges, including inequality, climate change, and global health demand a pedagogical approach that is more adaptive, integrated, and student-centered. Universities therefore train students how to respond to such challenges by helping them to think critically over problems and provide rational solutions. Institutions of higher learning are compelled to innovate their curriculum, delivery approaches and also rethink how to match their programs to market relevant skills. This paper explores instructors' and students' views on the ecosystems that institutions of higher learning can use to give students significant insights into important 21st century career and life skills that prepares them for the real world outside college.

A mixed methods research design, utilizing qualitative and quantitative methods, will be adopted for the study. Data will be collected using questionnaires, interviews and focus group discussions. Quantitative data will be analyzed using quantitative methods and inferential statistics while qualitative data will be themed and analyzed using NVIVO. The findings will inform the adoption of pedagogies that prepare students for the job market through leadership skills, critical thinking, problem solving and entrepreneurship skills. The findings will be significant to policy makers, education institutions at different levels, students, graduates, researchers and academicians.

Key words: *21st century skills, disciplinary learning, career success, rational solutions*

Bridging the Gap: An Inaugural Support Program to Advance Academic Women in Australasian Higher Education

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Abstract

Higher education academics are facing ever-changing, demanding working conditions. Early career women, in particular, must balance the challenging demands of their personal and professional lives. Many have young families, with some also engaged in pursuing higher degrees, having to meet the imperatives of teaching and research. Women academic migrants no longer have extended family support they had in their home countries. They find themselves in a highly competitive culture and must learn how to navigate the 'system' being expected to perform at higher levels than their colleagues, at times at the expense of their health and wellbeing.

The issue facing women in higher education in Australasia, as is the case in most countries is that there are fewer women than men in leadership positions as reported in the [WGEA Gender Equality Scorecard 2022-23](#). The initiative shines a light on several contributing factors as to why this continues to be the case. Amongst them are possibly unconscious bias and that fewer women than men put themselves forward for promotion or apply for higher level leadership roles even though they may meet the requisite qualifications and experience. Other reasons include that there is a larger proportion of sessional staff or on fixed term contracts are women ([Australian Government, Department of Education 2022 Staff Data](#)). It is a vicious cycle that these staff may not be eligible to apply for promotion or find it difficult to meet minimum criteria for higher level roles.

This paper provides a case study of an inaugural mentoring and career advancement support program offered to women members of an Australasian professional society. Participants opted into the one-year structured program advertised to all members. Although the program was initially aimed at women applying for promotion and designed around participant needs, support was broadened to include job applications as almost a third of the cohort were surprisingly, not in ongoing roles.

The paper presents the challenges experienced and strategies participants in various stages in their careers implemented to be successful. The mutual sharing and support of the cohort provided the space and afforded opportunities participants would not have had in their departments and institutions with the prevalent competitive culture relating to research grants and leadership opportunities.

In summary, the support program which included monthly seminars, workshops and structured individual and peer group coaching and mentoring demonstrates that with the requisite support the gender and equity gap could be bridged.

Virtual Reality in Online Instruction: A Pilot Study on Learning Experiences

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Abstract

Online instruction has become increasingly common as an alternative to face-to-face instruction (Bishop et al., 2013; Maertens et al., 2016). One benefit with online instruction is that it is more easily accessible for students who are not able to fully access the more traditional face-to-face instruction on campus. After the COVID pandemic, online instruction has gained further ground (Zhu, X., & Liu, J. 2020; Kerres & Buchner, 2022; Li, 2022). At the same time, we have seen a rapid increase in new educational technologies, including that of virtual reality (Ding, 2022; Al-Ansi, 2023; Zhang, 2022). Studies show that virtual reality can make the learning process more engaging and interactive (Jackson & Fagan, 2000; Ardiny, 2018; Roopa et al, 2021) and that it can increase reception levels and train collaborative skills (Isik-Ercan, 2010; Petersen et al,2023). This paper raises the question of how the use of VR in online instruction affects learning experiences. While the participants in this study display a genuine enthusiasm for using VR in an online setting, results display a lack of knowledge in how to use VR to improve student learning. One area of investigation is concentration. Here, results are inconclusive as 50 % of the participants in G1 are unsure of whether VR improves concentration and 50 % of the participants in G2 claim that the use of VR improves their concentration level. Another area of investigation is understanding the topic. Here, the participants from G1 gave higher ratings than those who performed the experiment in G2, which implies that the impact was not as high as expected. In fact, the participants in G2 found that the VR equipment shifted focus from learning to other details in the visual medium. Another area is interactivity. Here, results indicate that VR technology has the didactic potential of engaging students and making them more interactive in the learning situation. The study concludes that while VR technology has the possibility of enhancing learning, a necessary prerequisite is that both students and teachers have skills and knowledge of how to use VR technology in a pedagogical setting along with few technical modifications to the device itself.

Key words: Online learning, Virtual reality, Learning experiences

Mentorship, Drug and Substance Abuse among University Students in Kenya

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Abstract

Drug and substance abuse is a global problem that has continued to ravage the world's youth unabated. Drugs continue to be rampant among school-going youth despite numerous measures taken to curb its spread. Drug and substance abuse are linked to health issues such as HIV/AIDS prevalence, academic related issues like school unrest and poor student performance, social maladies such as rising crime rate family dysfunction, and economically, they lead to poverty. The main objective of this research paper was to establish the role of mentorship as a mechanism to deal with drug and substance abuse among university students in Kenya.

The research adopted descriptive survey design. Simple random sampling was used. A sample of 723 students were drawn from all the schools and programs at USIU-Africa and out of these 612 students filled out the questionnaires. The main data collection methods were questionnaires and focus group discussions. Quantitative data was coded and entered into SPSS version 26. Descriptive statistics was done using mean, median and mode, while qualitative data was analyzed through content analysis, where emerging themes were identified, prioritized and summarized. The findings were presented in form of tables, figures and percentages.

The findings revealed that 46% of the respondents agreed that peers and individuals are the main sources of drug abuse, and 43% reported that prescription drugs are readily diverted to illicit drugs. Further, 43.2% of the respondents agreed that mentorship and peer to peer recovery support services are the best strategies in helping drug and substance abuse victims to recover, or even prevent them from getting there in the first place.

The study concludes that drug and substance abuse is a real challenge among university students at USIU-Africa and in Kenya at large. Mentorship, peer recovery support and career guidance programs, as well as professional counselling are key response mechanisms to assist students who are victims of drug and substance abuse, and also discourage them from entertaining negative peer pressure.

The study recommends peer-to-peer recovery support and formal mentorship as response mechanisms to address the challenge of drugs and substance abuse among students. It further recommends that there is urgent need to sensitize policy makers and university leadership on the menace of drug abuse among the young people under their care, so as to have corrective measures in a timely manner to minimize the vice.

Key Terms: Mentorship, Response mechanism, Drugs and substance abuse, Mitigations.

Digital ecosystems: The emerging frontiers in High Education

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Abstract

Digital ecosystem is an emerging field of investigation at the interface between the historically distinct disciplines of learning. The relative recent realization that digital ecosystems have over the traditional learning have been well argued. In the recent times there has been emerging realization of the potentials of digital ecosystems and the potential towards promoting a variety of personalized content and adaptive embedded assessments. Accelerating interest in this area is being fueled by the systematic improvements of the digitized learning environment and the combined increase in demand for access to high-quality, flexible online provision.

Digital ecosystem is conceptualized as learning platforms which keeps learning central, enables interoperability, and forms a base for building upon through use of new technologies and increased capabilities of educators to use information and communication technologies. Teaching and Learning strategies need to be repackaged in order to maximize learning efficiency and yet it has become increasingly challenging for a myriad of reasons. Research shows that digital ecosystems is becoming the trend of high education sector and for future development instead of the traditional way of operation. Digital ecosystems will give a new life to universities and the programme offerings through the combination of data pursued by modern sensors. This paper uses the digital ecosystem as the analytical framework on the basis of its relevant background and its digital strategy.

Arguments towards digital ecosystems are emerging, in part seeking to enable a unified approach in higher education. With the development of digital ecosystems, there will be development of unified courses and programmes. Increased availability of open data through digital ecosystems will facilitate networking of digital learning organizations more effectively. It is hoped that by creating more open data sharing and thus avoid duplications. Through digital ecosystem there will be an interrelated network of higher education institutions and thus create people and entities that interact and collaborate for value co-creation.

This paper argues that digitized ecosystems learning environment will change the way in which teachers teach and learners learn. Further, digital ecosystems are in the core of rapidly growing university business models, underpinning the activities of technology and acting as a source of regained market power. Further, Digital ecosystems transcend the traditional, rigorously defined, collaborative environments from centralized, distributed or hybrid models into an open, flexible, domain cluster, demand-driven, interactive environment.

Levers of Change within Higher Education Ecosystems in South Africa: Exploring the Crucial Role of Educational Developers during Teaching Practice

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Abstract

The journey of becoming a professional teacher in South Africa is complex. Therefore, the trek to becoming a professional teacher requires a deeply collaborative and transformative approach between multiple educational developers to supportively transition student-teachers from the start of their initial teacher education programme throughout their undergraduate journey and into their beginner employment. This empirical paper delves into the intricate dynamics experienced by student-teachers within one initial teacher education programme at Cape Peninsula University of Technology in South Africa when presented with a menu of Teaching Practice placement school options to undergo their in-school teaching practical learning. The primary research question investigated is: *What explains a cohort of final-year student-teachers selection of Teaching Practice schools during their time within the initial teacher education programme?* Critical phenomenology is utilised as the foundational theory to view, understand and interpret the lived experiences of the nineteen final year Intermediate Phase (Grade 4 to 7) student teachers in navigating their Teaching Practice school selection and in-school experiences. Using two nineteen one-on-one interview transcriptions and two focus-group interviews as data production instruments, I could provide deep insights into the lived realities of student teachers hand-picking schools to do TP. The findings revealed that a) becoming a teacher is not the first career choice, b) student-teachers prefer expedient learning, c) student-teachers choose not to choose unfamiliar contexts for TP placement, d) power emanates from the experience: self-marginalisation, power within and power to, e) a diverse TP experience is linked to race which was the success of apartheid, f) Becoming a professional teacher is developmental and not performance-based and g) a need for levers of change (ecosystem): Department of Higher Education and Training, Department of Basic Education, Western Cape Education Department, Higher Education Institution, Initial Teacher Education Programme Designers, Placement School Managers, Mentor-Teachers, TP Liaison Teachers, Parents of Learners and Student-Teachers. South Africa's higher education ecosystems are multifaceted, influenced by various educational developers and spaces that collectively shape the learning experience of becoming a professional teacher.

The study's findings contribute to South Africa's diverse and evolving education system and provide insights into how educational developers could [re] construct their initial teacher education programmes to advance higher education ecosystems underpinned by a social justice agenda.

Pedagogical Dilemmas in the Teaching Practice: Reflections from Learning Facilitators and a Review of Literature in Higher Education

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Abstract

Globally, it has been affirmed that when faculty and instructors reflect on their teaching situations, it becomes possible to explore new understandings of learning in higher education management. This paper outlines mechanisms that selected universities have employed to foster a culture of reflective practice in teaching and support of faculty to act on their own pedagogical dilemmas. Adopting qualitative methods and a critical literature review, the study sheds light on how institutional teaching development workshops provide fertile ground for faculty to combat and navigate existing and emerging pedagogical dilemmas (Zeichner, 2010). The findings offer valuable insights for higher education institutions seeking to cultivate a vibrant ecosystem of reflective practice where faculty continuously refine their teaching practice, ultimately enhancing student learning experiences.

Key words: facilitator, faculty, instructional skills, pedagogy, reflective practice,

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Remote Working and Job Effectiveness in Learning Institutions during COVID-19 Pandemic

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The purpose of this study was to investigate how remote working impacts on job effectiveness in learning institutions during COVID-19. The research study sought to establish the influence of remote teaching on job effectiveness in learning institutions and remote supervision on job effectiveness in learning institutions during COVID-19. The study used a descriptive survey design where the independent variables were remote teaching and remote supervision and the dependent variable was job effectiveness. The target population comprised 174 teachers across all six campuses of Nova Pioneer. Stratified random sampling technique and the study targeted a sample size of 121 participants. Descriptive and inferential statistics were used to analyze data.

The study revealed a significant relationship between remote teaching and remote supervision on job effectiveness in learning institutions during COVID-19. A moderate positive relationship of remote teaching on job effectiveness ($r= 0.502, P < 0.01$) implied that the higher the investment learning institutions made through technology infrastructure, digital tools and training for their employees, the higher their job effectiveness during COVID-19. A moderate positive relationship was also seen with remote supervision on job effectiveness ($r=0.637, P < 0.01$). The findings implied that increased investment in providing proper health and safety measures and a work environment built on trust resulted in greater effectiveness and productivity during the pandemic.

In conclusion, the research indicates that remote supervision had the strongest influence on job effectiveness in learning institutions during COVID-19 based on the strength of correlational significance of ($r=0.741, P < 0.01$) as compared to remote teaching at ($r= 0.301, P < 0.01$). Therefore, by leveraging on clear and consistent communication, continuous feedback and creating an environment of trust for remote working, job effectiveness would significantly increase in learning institutions.

The study recommends that supervisors should be trained in building strong relationships remotely by leveraging on appropriate communication channels to sustain high morale and productivity and thereby avoiding feelings of disengagement, fatigue and loneliness from employees in a remote work set up. Finally, there is a need to provide further research on the topic of remote working and job effectiveness in learning institutions.

Key words: Remote Working, Job Effectiveness, Learning Institutions, Covid-19

A Collection of Voices on Higher Educational Access, Quality and Equity in Africa: A Systematic Review

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Abstract

Education is recognized as a fundamental human right and a catalyst for development. Despite progress in the provision of higher education on the African continent, there persist challenges with the tripartite areas of access, equity, and quality. Therefore, this systematic review aimed at providing a comprehensive overview of conversations and voices of scholars on these three concepts in HE in Africa. The systematic review employed a thematic analysis approach, synthesizing findings from 38 selected sources. After a critical analysis of the sources included in the systematic review, deficits in access, quality, and equity were outlined, focusing on infrastructure, regional disparities, and privatization challenges. The review also revealed the weak enforcement of quality assurance measures. Strategies for improvement, proffered by the study, include expanding public sector HE, deregulating the educational sector, promoting open and distance learning, implementing preferential admission policies, and enhancing financial aid. This research contributes valuable insights for policymakers, educators, and stakeholders, fostering a collaborative approach to address challenges and promote holistic development in African higher education.

Simulation Training for Competencies in Nutritional Counseling Academic Course

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Abstract

The Nutrition Department at Tel Hai Academic College in northern Israel has incorporated simulations, as a pilot program in the training of students, in preparation for their counseling sessions which they perform in community clinics. The current study focused on the effect of group and personal simulations on the learners' sense of ability to perform counseling sessions. The research questions we examined were: How do the students perceive the effectiveness of group simulation? How do personal simulations affect the students' self-efficacy to perform a consultation?

21 students from the Nutrition Department at Tel Hai Academic College participated in two group simulations and two, ten-minute personal simulations with professional actors. Pre and post simulation, open and closed ended questionnaires were given to the students, to assess their abilities in a personal consultation, using qualitative and quantitative methods.

It was found that the scenarios in the group simulations were most relevant and that participating in the simulations improved their learning abilities. It was also found that the personal simulations improved professional competencies such as belief in their ability to lead nutritional counseling sessions comfortably, explaining nutritional guidelines, and expanding their repertoire of answers in counseling sessions. Communication skills were also improved – students reported that they improved their ability to express empathy and verbally communicate with patients.

In a world where teaching skills has a central place in training (Curry & Docherty, 2017; Johnstone & Soares, 2014) the use of simulation for skill training has been found to be effective. This study demonstrates the effectiveness of using simulation to train nutrition students before going out into the field. Hence, it is important to examine whether the use of simulation can replace, even partially, the role of field experience, which is a logistical and financial challenge to the training system in its current form.

This study examined the attitudes of the students in proximity to the time of the simulations. There is room for follow-up studies that examine the attitudes of the students after a longer period of time, as well as a comparison of the attitudes of the students in relation to the effectiveness of training in the simulation in relation to experience in the field. Another possible area of research is the observation of lecturers in simulations as a means of evaluating the knowledge learned as well as their teaching methodologies.

Academic Peer Mentoring: Fostering Ecosystems for Future Learning Support in Teaching and Learning

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Abstract

The need for academic support in the ever-changing landscape of higher Education (HE) has received unequivocal positive support from various institutions around the world globally. Many institutions globally have some form of academic peer mentoring program on campus. The aim of most academic peer mentoring programs is to focus on student success, student retention, social integration and graduate attributes. However, how will peer mentoring programs (Eco systems) address diversity and access because of massification of on-campus contact students, to ensure support of diverse student populations and inclusive educational environments.

This study will explore how the academic peer mentoring program at North West University (NWU) promotes support of diverse student populations and inclusive educational environments that foster ecosystems (Peer mentoring program) for future learning support caused by massification. The findings of the study will focus on contributing to the current academic peer mentoring program of the NWU and serve as best practice recommendations for future purposes.

The study will utilize a quantitative research design with a correlational approach. The study will use surveys to collect data. The study sample will focus on first year students who are first time entering from selected faculties of the NWU. This research design will offer a comprehensive explanation of variables in the study to identify patterns, trends and or connections between variables in the study. This approach will also allow the researchers to collect data without controlling the outcome or the variables.

In conclusion by elucidating the interconnected elements within these ecosystems (Peer Mentoring program), this paper will advocate for the integration of peer mentoring initiatives as essential components of inclusive educational environments to address challenges of massification.

Advancing an AI -QUEST Framework for Responsive Agile Learning Ecosystems in Higher Education

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Abstract

The proliferation of AI tools and specifically ChatGPT has intensified debates on the scope and integrity of use of these tools. While debates rage about how and when these tools could be deployed in various sectors, clearly, these tools are innovations to ease human existence. In recent years, the notion of intellectual excellence in higher education has been challenged in the context of advancements in AI, particularly with the emergence of language models like ChatGPT. Traditionally, intellectual excellence in academia has been closely associated with human expertise, critical thinking, originality, and depth of knowledge. However, the advent of AI has introduced new dynamics and raised questions about the nature of expertise, authorship, and the role of technology in knowledge production. While these concerns are valid, it is important to interrogate best approaches to use AI tools in HE. The lacuna on how individual universities as gatekeepers of AI deployment, has generated uncertainties among faculty and students alike. Clearly, there is lack of specific policies on integration of specific AI tools, which adds to the complexity of use. While these policies take time to develop and approve, teaching and learning remains the prerogative of individual faculty members. Previous research reports the use of AI tools in higher education and highlights a gap on how ChatGPT has been integrated into teaching and learning. Consequently, the purpose of this paper is to propose an AI-QUEST framework to foreground the germane questions in the integration of ChatGPT in teaching in higher education, in the interim transition and adaptation period before entrenched use. The AI-QUEST framework relates to questions on advancing pedagogy, integrating technology, questions on ethics, utilizing data, evaluation effectiveness, social implications and training development related to AI ChatGPT. It is expected that this paper adds to the discourse on the use of ChatGPT and other AI tools within the context of both faculty and learner competency development in using technology for learning.

Plagiarism Detection Techniques: A Survey

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Abstract

Plagiarism has been in existence since the 1600s. However, this badly behaved issue became more disturbing when the internet became popular, offering vast room for opportunities including access to materials and resources for students. This unprincipled act must surely be taken care of to make sure good students' character and research habit for scholars are in line with moral merits and values. So many scholars and experts in different areas have offered different solutions for curbing plagiarism. In this paper we review different methods proposed by scholars in curbing plagiarism and which method is believed to be yielding good results.

The power of faculty stories: A Powerful Research Methodology in Service of Holistic Academic Development

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Abstract

Conference theme question: How do we support the health and resilience of all in higher education ecosystems? Reports of faculty burnout are plentiful. The “Great Resignation” is a global phenomenon, signaling these issues are pervasive. It is clear that traditional quantitative data (or even the qualitative comments at the end of a survey) do not do justice to the faculty experience. I turned to narrative theory and interviewed 50 faculty and simply asked them to tell me their academic story. Storytelling proved a powerful interviewing technique (Connelly & Clandinin 1990). A purposive sampling methodology ensured a variety of institutional types and multiple demographic characteristics were represented, especially historically underresearched faculty.

The interpretive framework was provided by chakra theory, a model of holistic development from yoga philosophy (Judith 2017). In this model there are 7 areas for personal development (the professional aspect is included as it is an aspect of our life):

1. finding ground and building a strong foundation based on our values
2. nurturing our desires and building resilient boundaries to protect them
3. growing our power to act in the world
4. nurturing love, connections, and balance
5. speaking our truth, finding our voice
6. developing a guiding vision
7. feeling part of something greater, building our legacy

Viewed through this lens, the stories yield fascinating insights about faculty. After briefly introducing the chakra framework, the paper presentation will focus on the research findings.

Examples of the issues studied include:

- an analysis of the kind of stories faculty usually tell
- the values, passions, actions, truths, visions and legacies they are working to sustain
- the almost ubiquitous struggle to find balance
- the rights participants feel are most threatened (each chakra matches a right)
- the “demons” faculty feel most haunted by (each chakra has a demon; the most prevalent one is the demon of Fear)

The paper presentation will conclude with a brief exploration of the implications for our work as academic developers. How can we serve our faculty in ways that help them deal with their fears, support the rights that are threatened and generally address faculty as full persons and not only in terms of the metrics our institutions want them to meet?

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Stakeholders' Knowledge, Beliefs, and Attitudes towards the Teacher Licensure Examination in Ghana

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Abstract

The Ghana Teacher Licensure Examination, introduced in 2018, serves as an official validation of teachers' qualifications by the National Teaching Council, signifying adherence to internationally recognized professional standards. However, its implementation has ignited contentious debates among various stakeholders within the educational landscape. This research focuses on elucidating the perspectives of headteachers, teachers, and circuit supervisors regarding their understanding, beliefs, and attitudes towards the teacher licensure examination. Despite a consensual acknowledgment of the examination's existence among respondents, articulating its underlying rationale proved challenging. Nevertheless, there was unanimous agreement on the benefits of licensing teachers, including enhanced employability prospects both locally and internationally, bolstered confidence in teachers' readiness for their roles, and a heightened sense of professionalism within the profession. However, respondents advocated for modifications to the current approach, citing concerns that the examination's predominantly theoretical nature fails to capture the multifaceted competencies required for effective teaching. Participants emphasized the indispensable nature of practical experience in the real classroom environment, highlighting essential aspects such as classroom management, rapport with students, and pedagogical effectiveness. They argued that these core competencies are inadequately assessed through the current paper-and-pencil format of the examination. To address this shortfall, respondents proposed a revised examination format incorporating demonstration sessions, practical exercises, specialized subject-specific inquiries, and broader questions encompassing the teaching profession's diverse facets. The study's findings hold significant implications for the National Teaching Council and other policy makers involved in the licensure examination process. By integrating stakeholders' perspectives and recommendations, policymakers can refine the examination's design to better align with the nuanced demands of effective teaching practices. Ultimately, such adaptations aim to enhance the examination's validity, relevance, and efficacy in evaluating teachers' preparedness for their professional roles.

The role of Environmental Education in fostering Agents of Environmental Sustainability- Findings from Zambia

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Abstract

While highly contested views on the concept of sustainability have emerged in the recent past, this study operationalizes it in regard to the environmental dimension. In this project, environmental sustainability entails a condition of balance, resilience, and interconnectedness that allows human society to satisfy its needs while neither exceeding the capacity of its supporting ecosystems to continue to regenerate the services necessary to meet those needs nor by our actions diminishing biological diversity. However, as the world evolves and becomes more sophisticated, the poor are becoming poorer, and the susceptibility of the marginalized societal groups increases. The implication is that both social and environmental injustices ought to be urgently addressed and curbed. Nearly three decades after the introduction of environmental education (herein after EE) by the United Nations as an instrument for championing sustainability, Zambia has made efforts to implement the Tbilisi Declaration (1977) on EE by incorporating it in higher education. The recognition of the significant role of higher education in making environmental sustainability attainable is evidenced by the introduction of the bachelor's degree program in EE at Zambia's flagship university: the University of Zambia (UNZA) in 2008. This study recognizes the fundamental role mankind plays in safeguarding or destroying the already fragile environment. This study thus investigated the outcomes of EE in producing public good individuals capable of positively transforming the sustainability landscape in Zambia. Education has fundamentally been recognized as a lynchpin for development and thus institutions of higher learning have a fundamental role in empowering citizens with knowledge and skills necessary for this achievement. 32 respondents inclusive of final year EE students, EE graduates as well as environmental policy experts and lecturers were interviewed and the data was analyzed thematically. Framed in the capability approach, this study explored the enablers and constrainers for agential capabilities among 'environmentally educated' individuals. Emerging findings show disconnects between the contextual relevance of environmental education versus the sustainability needs in Zambia's context amid the current turbulent times, characterized by climatic disasters and injustices. Essentially, this qualitative study explored the contributions of EE towards the attainment of environmental sustainability. This study is relevant in rethinking sites of environmental learning and EE curriculum as catalytic to fostering positive environmental change.

Key words: Sustainability, environmental education, Zambia

POSTERS

Implementation of an Innovative Localized Training-Of-Trainers Program to Enhance Skills of Faculty in Liberia

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Abstract

Background: Over the past few decades, the University of Liberia College of Health Sciences (ULCHS) has faced increased challenges in providing high quality health education due to societal turmoil, disease outbreaks, and a critical lack of human resources. In 2018, ULCHS leadership identified the building of a faculty development program focused on pedagogy and teaching skills as a top priority to strengthen educational output. Using an innovative, localized South-South Training-of-Trainers (ToT) model which leveraged local trained educators within the same city and country, the program aimed to bridge teaching and learning gaps among ULCHS faculty members.

Methods: This ToT model incorporated a phased transition of faculty instructors from two institutions. In the first iteration in 2019, Mother Patern College of Health Sciences (MPCHS) faculty solely taught the program. ULCHS faculty began co-teaching the program in 2020 and independently led it in 2021. Surveys were administered on paper at the end of each three-month iteration of the training and were kept constant across iterations. Participants were asked to rate their perceived knowledge or skill in 11 key areas of competency using a five-point Likert scale. The surveyed competencies aligned with those that the program intended to teach.

Findings: Analysis from surveys administered across three iterations of the program indicated a substantial improvement in participants' perceived knowledge in 11 competency domains related to teaching, learning, and assessment. Despite this change in course facilitators over these three iterations, the average increase in knowledge perception remained positive. Results demonstrated (1) the effectiveness of the pedagogy training program in building perceived skills among faculty, and (2) successful usage of a truly local South-South ToT model to foster a supportive learning environment and promote systemic change for a higher education institution.

Interpretation: The model presented here could be a viable option for future LMIC programs looking to make systemic change to pedagogical practices because of its emphasis on peer instruction. Moreover, the South-South approach, particularly a localized one, promises to be a contextually relevant, sustainable approach particularly for low resource contexts.

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Enhancing Higher Education Ecosystems to Strengthen Health Research Capacity in Nigeria: An Innovative, Tailored, and Scalable Faculty Training Course

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Abstract

Background: There is a shortage of Nigeria-based researchers in child neurology and epilepsy, which hampers the development of context-specific solutions and effective interventions. Addressing this shortage, universities in Nigeria and the United States of America created a training program for developing faculty leaders in child neurology and epilepsy research. We identified courses important in such research, but not yet offered in the Master of Science in Public Health (MScPH) at Bayero University Kano (BUK), along with BUK faculty to teach these courses. These "faculty fellows" participated in an innovative and scalable intensive course on teaching methods that utilized a train-the-trainer model for sustained impact. Our goal was to enhance the educational ecosystem and specific objectives included supporting fellows to revise the MScPH curriculum, design research courses, strengthen their teaching competencies, and teach this course to their colleagues. **Methods:** This two-week course included five sections: Effective Curriculum Design, Engaging Lessons, Learning Theory, Inclusive Learning, and Mentoring. Topics were selected with input from fellows. In engaging workshops, fellows lead daily review sessions, designed curricula, provided peer feedback, and formalized their teaching philosophy. In empowering fellows to teach this course, it was essential that they had robust opportunities to contribute to workshop instruction. To evaluate the impact of this course, we administered surveys to collect quantitative and qualitative data. With the quantitative data, we calculated means to determine changes in fellows' knowledge, skills, and attitudes. We categorized qualitative data to determine how fellows planned to apply information. **Findings:** Fellows' perceived ability to perform course competencies grew 68% from before to after the course. Their knowledge, skills, and attitudes of course material grew an average of 92%, 142%, and 2.5%, respectively. Qualitative data reiterated fellows' learning and impacts on students and colleagues. Fellows described their accomplishments revising MScPH courses and plans to train colleagues. **Conclusion:** This program trained faculty as champions for pedagogical change at their institution. Through active engagement in this course, they increased knowledge and skills in teaching methods, internalized course content, and are applying these learnings. Fellows created evidence-based curricula contextualized for BUK and built networks to generate faculty buy-in. Fellows are equipped and enthusiastic to teach this course to colleagues. Two, 3-day workshops are planned in November for 30 BUK

faculty and will be taught by the fellows in a train-the-trainer model. Hence, this course will continue to be disseminated, helping to strengthen higher educational in Nigeria.

Camp xSEL: Strengthening the Health Professions Pipeline through an Innovative Educational Intervention in Liberia

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Abstract

Background: The University of Liberia College of Health Sciences (ULCHS) has introduced an intensive annual program, Camp xSEL (Excellence in Science Education for Liberia), for high-performing secondary school students to prepare them for success in health sciences programs. The current public secondary school science curriculum is mostly delivered in rote memory mode, leaving learners short of the skills necessary for health science studies. As there is a national health workforce gap, this program aims to contribute to bridging that gap. Inquiry-based learning, data-driven critical thinking, relational and holistic concept understanding, and soft skill building are guiding principles of the program. The 4-week science curriculum outlines student-centered teaching of biology, chemistry, physics, mathematics, and English along with science labs. Soft skills are built through critical thinking games, workshops, guest speakers, sports, team quizzing and fieldtrips. Secondary school teachers serve as co-instructors alongside university instructors to learn from the structure of the curriculum.

Methods: There are two arms of the intervention: one is building the pedagogical skills of co-instructors through pre-camp pedagogical workshop and pairing with experienced instructors, the other is implementing the 4-week camp. In collaboration with the Ministry of Education, a process for uniform recruitment of campers in grades 11 and 12 nationwide, with gender parity emphasis, was established. The camp in 2022 hosted 100 campers (49 males, 51 females) and 2023 hosted 95 campers (45 males, 50 girls) representing the 15 counties in Liberia. Twenty-five instructors were hired. Pre- and post-testing evaluated the learning objectives for each week in each academic subject. Students and instructors completed end-of-camp evaluations.

Findings: Results from the 2022 pre- and post-tests showed a 34.5% increase in scores and 49% of students indicated they felt extremely confident or very confident about entering and succeeding in medical school after the camp. Similarly, the 2023 pre- and post-tests showed an increase of 41.5 with girls scores increasing by 53%. In 2023, 87% of campers strongly agreed that they felt more confident to pursue their chosen career. In 2022, 75% of the instructors and in 2023, 100% of instructors agreed or strongly agreed that they would use their training in the future.

Interpretation: The camp provided significant gains in learning for both students and instructors. Students valued the camp for their career decisions and instructors gained teaching knowledge. Early results from Camp xSEL indicate that this intervention could increase students' success in health careers in Liberia.

Multi-Mentor Model for Simulation Success: Building the First High-Fidelity Medical Simulation Center in Liberia through International Partnership

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Abstract

Background: Medical simulation is a crucial training tool which bridges the gap between classroom learning and bedside practice and boosts confidence among learners. The University of Liberia College of Health Sciences (ULCHS) Experiential Learning and Assessment Lab (ELAB), housed at JFKMC, is the first high-fidelity medical simulation center in Liberia, and it aims to advance evidence-based decision-making and practice in patient care. The ELAB is equipped with simulated hospital bays, high-fidelity training manikins, task trainers, A/V monitoring equipment, and debriefing rooms which enable realistic and instructive scenarios. **Methods:** The ELAB was established through a multiple-partner collaboration. It built capacity in its first two years through intensive training at partner institutions. In year one, the team visited the high-fidelity simulation center at Kijabe AIC Hospital in Kijabe, Kenya, where they built skills in scenario writing and implementation and institutional operations. In the second year, the ELAB team traveled to Vanderbilt's simulation center, the Center for Experiential Learning and Assessment (CELA), to receive two weeks of intensive training on an array of topics related to simulation, faculty buy-in, business operations, standardized patients, revenue generation, and more. Additionally, the ELAB's Technician attended Laerdal's Advanced Care and Maintenance Certification course and obtained certification to upkeep the simulation manikins. The ELAB team formed mentoring relationships with CELA and Kijabe staff and continue to meet regularly for support. **Findings:** The ELAB has become a robust center for medical simulation, serving students of ULCHS and JFKMC. As of September 2023, the ELAB had trained 16 clinical faculty to serve as simulation facilitators, who in turn ran 44 simulation sessions for 123 unique learners from medical, nursing and physician assistant training programs. The team has formed a strong operational foundation, supported by faculty "simulation champions" at each of the College's schools, integration into medical school curricula, and a steering committee of department leadership. **Interpretation:**

Establishing medical simulation at the ELAB has created an important space for applying clinical skills and has demonstrated the efficacy of mentor networks in building simulation programs. Increased learner confidence post-simulation and overall simulation satisfaction indicate success in providing an environment for clinical skills practice. The capacities needed to establish such an environment were built in collaboration with multiple partners through intensive training and continued mentoring relationships. These networks are critical for building effective and transformative simulation centers like the ELAB.

Capacity building and Knowledge Exchange on Blended Curriculum Design: Lessons Learned from a Transnational Ecosystem and a Path Forwards

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Abstract

Academic practice is frequently limited by the experiences, perspectives, and institutional boundaries of academics. To that end, identifying opportunities for sharing best practice across different institutions is extremely beneficial. The Erasmus+ Capacity Building Project CCP-Law , started in 2021, offered this exact opportunity to eight universities and two organisations across Europe and Asia. The CCP-Law project aims to develop, test and adapt new postgraduate curricula in the field of Climate Change (CC) Policy (P) and Law, that will be offered across higher education institutions (HEIs) in Malaysia, India and Vietnam. The project aims to support the modernization, accessibility and internationalization of HE systems in the above countries and address the challenges that those institutions face. To achieve that, the project aims to promote the use of best practices in blended teaching and learning. One of the key deliverables of the project was capacity building training on blended course design to teaching staff of the partner HEIs. The capacity building training aimed to enhance the level of competencies and skills of teaching staff by enabling them to implement innovative learning and teaching pedagogies. This is highly relevant in the aftermath of the COVID outbreak, where the shift within HE towards online teaching and learning has created the need for new skills and competences for faculty members, such as the use of technological tools to facilitate and even enhance learning.

Academic developers from Coventry University designed and delivered a two-day face to face workshop, that took place during the 4th transnational meeting of the project. The workshop aimed at enabling transnational collaborations, enhancing opportunities for knowledge exchange, and sharing best practices while identifying common challenges in blended and student-centred learning design that goes beyond the limits of specific institutions.

The discussions on course design processes continued online with follow up sessions between the academic developers of Coventry University and each of the HEIs in the partner countries.

In this poster session we will explore the benefits, limitations and challenges of such transnational ecosystems for sharing best practices by exploring the views of academics across the different institutions as well as of the academic developers that designed and delivered the sessions.

We will consider whether the presence of diverse cultures and experiences can inhibit or promote the collaboration and how we can develop inclusive ecosystems with equitable access for knowledge exchange in best academic practice that aim to best support diverse learners.

Promoting teaching in collaborative HE Ecosystems: International Exchange as a Starting Point for Enhancing Educational Development and Teaching Excellence

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Abstract

It has long been recognized that university faculty see themselves primarily as researchers in their field and only secondarily as teachers (Green & Little, 2016; Kember, 1997). Combined with the fact that a commitment to teaching is rarely rewarded in monetary or non-material terms, this often creates a mismatch between the importance of research and teaching to the detriment of teaching. Of course, this differs according to cultural-educational background (Volet, 2001), i.e., it depends on the structure of the education system as well as on institutional factors and subject-specific norms (Green & Little, 2016).

However, in order to achieve meaningful higher education ecosystems, the goal of excellent and professionalized teaching must be approached. In addition to mandatory participation in educational development, the motivation of academics to continuously professionalize and develop their teaching can be increased, for example, through greater institutional appreciation of excellent teaching. This is the approach we follow in our Colombian-German project SanGo (funded by DAAD), in which an annual award for excellent teaching at the Universidad de Santander (Colombia) raises the importance of good teaching on different levels at the same time. The goals of the SanGo Teaching Award are:

- 1) Increasing recognition of good teaching
- 2) Increasing individuals' motivation for good teaching
- 3) Building a community of practice
- 4) Enhancing educational development

To achieve these goals, international exchange is our starting point: The teaching award includes a trip and stay at the German partner university, Goethe University. During this trip, the award winners take part in train-the-trainer workshops, among other things, in order to then themselves give workshops to other teachers as educational developers after their return to Colombia. In this way, the award winners themselves become effective and play a significant role in shaping the ecosystem as multipliers for good teaching. In our contribution we will present and discuss in detail the effects and implications of the international exchange for the improvement of educational development and teaching excellence.

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Clarity in Chaos: Fostering Inclusive Teaching with Transparent Assignment Design

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Abstract

Every few years, higher education is faced with disruptive forces that provide both opportunities and challenges to our teaching and learning ecosystems. In 2020, educational developers were tasked with helping faculty shift to emergency remote teaching during the pandemic and then with the rapid implementation of hybrid modalities. In fall of 2022, we experienced the emergence of generative AI tools and the need to not only support faculty in learning about these technologies, but also to help (re)shape institutional policies in light of how they continue to evolve. Sometimes these forces require innovative solutions to reshape how we support teaching and learning, but we can also draw on what we know from evidence-based practices to help guide faculty no matter what the disruption entails.

The Transparency in Teaching and Learning in Higher Education (TILT) research project began in 2009 at the University of Illinois, Urbana-Champaign with the goal to make learning processes explicit and equitably accessible for all students. Since then it has involved over twenty-five thousand students in hundreds of courses at higher education institutions in seven countries (Winklemes, 2009). In a 2016 study “A Teaching Intervention that Increases Underserved College Students’ Success,” researchers found that transparent instruction resulted in statistically significant gains in three areas - perceived skill development, belonging, and confidence - with more substantial gains for students from underrepresented populations (Winkelmes, Bernacki, Butler, Zochowski, Golanics, & Weavil, 2016).

When implementing the Transparent Assignment Design framework, faculty are refining their assignments to consist of three key elements - purpose, task, and criteria. Purpose specifies the knowledge and skills students will be practicing by completing the assignment, and its relevance to the rest of the course, to future learning, and to real-world contexts. Task outlines the process for how students should move through the work, step by step. Criteria explains how student work will be evaluated, including examples.

In this digital poster presentation, we will provide a roadmap for how we have positioned transparency as a pillar of our teaching center’s course design and assessment programming. We will then showcase faculty member reflections of how they learned about and integrated transparency into their own courses and how this process has been beneficial for both them and their students, especially in times of disruption and change. Programming resources and materials will be available in a multimedia format so conference participants can learn more about transparency and jumpstart programming for their own institutions.

Reflecting on how Intersectional Identity in Mentoring Influences Sense of Belonging

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Abstract

Students come to college classrooms as more than just students, they bring all their prior experiences and identities that influence the way they engage in the learning space. Identity, characterized by race, gender, age, national origins, socioeconomic status, language(s), and religious and political affiliation – often intersects with other factors such as context and situation, and influences how students feel, interact, and learn.

Previous studies have demonstrated that a sense of belonging is positively associated with students' self-efficacy, well-being, and retention (Pedler et al., 2022; Beatson et al., 2023) Mentoring also plays an important role in students' sense of belonging, contributing to their academic and professional growth and success (Liénard et al., 2018; Wright-Mair, 2020;)

While identity, sense of belonging, and mentoring have been thoroughly explored separately, studies that combine these three constructs are scarce. In our research, we take a closer look at students' sense of belonging and their educational experiences through the lens of intersectionality in mentoring relationships, in higher education settings. We intend to use Partnership Frameworks that focus on “respect, reciprocity, and responsibility” (Cook-Sather, Felten, & Bovill, 2014) to examine the relationship between intersectional identity experiences and mentoring processes (Cook-Sather, Felten, & Bovill, 2014).

This research is part of a 3-year, multi-institutional collaboration between scholars from four countries, affiliated with six institutions, across diverse institutional cultures and traits. This mixed methods study will start with qualitative inquiry using focus groups, which will inform the subsequent design of an online survey tool for quantitative measurement. The survey instrument will be developed and validated to measure how intersectionality impacts mentoring relationships that foster students' sense of belonging in higher education.

The anticipated outcomes of this study are: 1. an exploration of the influence of intersectional identity in mentoring relationships and the extent to which those identity experiences impact the development of a sense of belonging in higher education, 2. the development of a mentoring framework that can be adopted, adjusted, and integrated into different higher education environments. In this conference paper presentation, we will share preliminary findings from the first phase of this study.

Inclusive Digital in HE: Enriched Relational Space for Learning or Content Delivery in a Different Way?

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Abstract

The development of online education was a gradual process, with various universities and institutions experimenting with distance learning methods over the years. The concept of online program in higher education used here refers to a structured educational institution offering a degree program that is delivered entirely through digital technologies and the internet. It allows students to access and complete their academic coursework, interact with instructors and peers, and earn academic credentials without the need for physical presence on a traditional campus. In summary, online programs provided access to institutions that the mandatory physical presence on a campus used to represent an unreachable space for some learners. Now students and teachers interact in the digital space connected by the institution's technologies.

The article aims to reflect on elements of distributed cognition that view cognitive systems as extending beyond individual minds. A system that includes people, artifacts (such as tools and technology), and the environment emphasizing the interconnectedness of these elements in the cognitive process. This discussion is focused on human interaction creating learning experiences in a digital space to explore new perspectives for pedagogical strategies.

Connectivism is a learning theory that emphasizes the role of networks, digital technologies, and the distribution of knowledge in the learning process (Siemens, 2005). Connectivist principles are a set of ideas and strategies that guide the design of learning experiences in the digital age. The starting point of connectivism is the individual. Personal knowledge is comprised of a network, which feeds into organizations and institutions, which in turn feed back into the network, and then continue to provide learning to individuals. This cycle of knowledge development (personal to network to organization) allows learners to remain current in their field through the connections they have formed. (Siemens, 2005)

Institutions need to recognize and accommodate the diverse needs and backgrounds of learners by ensuring that all students have the opportunity to participate, succeed and feel belonging in the digital space. Culture plays an important role in the distributed cognition system. A change in the physical environment, for example, could lead to changes in interactive processes that could give rise to a new cognitive ability in the interaction system. (Hutchins, 2020)

When this space of interaction is a digital environment, what is key to design experiences that the student can be part of an enriched learning space and guarantee an inclusive digital education serving their purpose?

HackMedEd Innovations! Creating and Nurturing 21st Century Competencies amongst Medical Students

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Abstract

Background: Traditional medical education faces critical challenges. While it has successfully produced skilled healthcare professionals, there is a disconnect between the education imparted and the multifaceted skills required in the 21st Century's complex and ambiguous healthcare landscape. These systems grapple with intricate problems that transcend conventional boundaries, necessitating innovative, creative, and entrepreneurial thinking among healthcare students and professionals. **Methods:** To address medical education challenges arising from COVID-19, HackMedEd was a strategic roadmap created by our ideation, innovation, and early-stage business incubation hub at Aga Khan University in 2020. HackMedEd was a paradigm shift through the integration of Innovation, Creativity, and Entrepreneurship (I|C|E) principles into undergraduate medical education. By strategically fusing I|C|E with medical student-centered design thinking, several initiatives were launched as independent case studies. We collected feedback on teaching from our students, both formally (e.g., questionnaires) and informally (e.g., through conversations), and used those findings to improve future courses. The evaluations were both summative and formative, incorporating self-, peer- and expert/facilitator-led assessments. The Innovation Skills Assessment (ISA) was also conducted as an objective measure of enhanced I|C|E knowledge, attitude, and skills in the learners. **Results:** Over a 3-year span, the below implementations for medical students were cycled through rapid prototyping and testing, followed by iterating/pivoting as per the results of the experimentation. (i) National Health Incubator and Online Incubation Programing (for startup studentpreneurs); (ii) Off the Beaten Track (a co-curricular course with three I|C|E streams: creative innovation through human-centered design; innovation through startups; creative expression through wellness/wellbeing); (iii) Stackable Courses for Certification in I|C|E (allowing inter-disciplinary students to mingle with and co-learn alongside medical students); (iv) Hackathons for COVID-19, student mental health, and environmental sustainability; (v) Humanism through Narrative Medicine. Rigorous evaluations from the learners indicated high levels of satisfaction for each initiative. Testimonials/emails from students provided further evidence of robust feedback. The ISA also demonstrated higher scores in the learners after the initiatives. **Conclusion:** Through a diverse portfolio of activities, our learners' assessment was closely aligned with the expected outcomes of HackMedEd. The fast and frugal ('jugaar')

innovation model can potentially transform undergraduate medical education, equipping students to be catalysts for change in biomedicine and healthcare globally.

Keywords: Innovation, Creativity, Entrepreneurship, Healthcare, Low middle-income country, Undergraduate Medical Education, Global Medical Education, 21st Century Learner

Building Bridges for Internationalization Processes of Tomorrow. The Role of Educational Developers

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Abstract

In today's interconnected world, the ecosystems of higher education become more and more international. In order to shape this transformation, efforts to internationalize the curriculum at home (IoCaH) aim at re-designing courses on the level of objectives and content as well as on the level of learning and teaching approaches. In addition to that, they urge academics to critically reflect their educational practices and to explore their implicit assumptions on how teaching in their discipline should look like. Practices of guiding academics in educational processes like these are usually closely related to the field of educational development (ED), yet research and practice show that ED often seems disconnected from IoCaH projects. However, to support higher education institutions in developing meaningful international learning experiences, the perspectives of ED are crucial: not only can they help to ensure that students benefit from a diverse and globally connected education, they can also facilitate that teachers – whilst internationalizing their courses – may expand their competencies as global-minded academics and advocates for IoCaH processes. But how can we foster the connection between pedagogical expertise and internationalization endeavors?

The research presented in our poster addresses this question by exploring to what extent ED are currently involved in internationalization processes, and which competencies they need to be prepared to do so. We will introduce findings of an international research project that investigates current local practices of connecting ED and internationalization in four non-anglophone countries. Based on these, we will outline which stakeholders and resources are needed to foster ED in internationalization processes.

Our research emphasizes the importance of building bridges between ED and their focus on designing for meaningful learning processes (for students and teachers) and fostering the development of teaching competencies on the one hand, and internationalization educators and their expertise in developing virtual exchange opportunities (such as joint classrooms or collaborative online international learning (COIL) courses) and nurturing international partnerships on the other. During the poster session, participants will be invited to share their own experiences and discuss strategies to build bridges between ED and international educators in their own contexts.

Refining International Student Support Programs through Data-Informed University Practices and Assessment

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Abstract

In recent years, Universities in America have been face with an influx of foreign students coming in with a drive and determination to fulfill the American dream. Data from the Institute of International Education (IIE) reveals that from 2005 to 2013, the number of foreign undergraduate students studying at United State Institutions have increased by more than 55%. Many of these though face unique challenges to succeed in a foreign environment away from friends, family and familiar surroundings (Kwai, 2016). They also face problems of curriculum relevance, language difficulties, cultural integration, religious sensitivities and accommodation, to mention but a few. Unfortunately, as noted by Lee and Rice (2007), institutions have failed to prioritize research that enhances practices that promote intentional campus experiences and developmental programs. This has unfortunate consequences though because international students who are well-integrated into campus culture are more likely to participate in the classroom (Andrade, 2006) and retain what they learn (Ozturgut, 2013). Hence, there is an urgent need for universities to ensure equitable opportunities by collecting data that accesses the challenges faced by International students and championing strategies to help them deal with these challenges. They also need to recognize the need for constant evaluation of current strategies to determine their efficacy and provide for positive revision as needed. The ACE'S 2021 report *Toward Greater Inclusion and Success: A New Compact for International Students* suggests concrete strategies to help such assessments. How well do institutions prioritize real inclusion in the area of staffing and creation of social opportunities for international students? What professional developmental opportunities are available for admin in areas that centers on specialized expertise in dealing with international students? How vigilant is the institution to the impact of current events on the messages international students receive as to their presence? Are there available counselors equipped to provide culturally sensitive services for international students? How intentional is the institution in providing avenues to reinforce the public's impression of international students? Are there provisions in place to link the students with past alumni that can help them adjust to their new environment? Constant assessment on these areas will help refine the University's role in helping international students adjust and improve their chances of achieving their potential.

Shifting landscapes in Indigenous Cultural Competence Frameworks: Teachers as Learners to Effect Change

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Abstract

We offer this abstract in the aftermath of a crucial referendum held in our country October, 2023, which failed to secure constitutional change in Australia whereby the voices of Aboriginal and Torres Strait Islanders could be directly heard in Federal parliament. In Higher education (HE) the intent of cultural competence (CC) programs is to offer equitable and inclusive environments for all members of university communities to ensure culturally safer. This in turn intended to translate to higher participation rates of Aboriginal and Torres Strait Islanders and other marginalised groups. Inclusion of CC as a graduate attribute across all degrees was precipitated by Universities Australia's (UA) first Indigenous Strategy (2011) and resulted a in profound reshaping of the educational landscape:

- for professional development of university staff (academic and non-academic) to undertake CC workshops to identify their biases, and by extension, to critique policies, processes, practices. Some programs are offered as 'cultural immersions' to engage with local communities and hear first hand accounts of impacts of discrimination and (systemic) racism.
- where disciplinary curricula went off 'off-script', being reframed to include CC by embedding diverse cultural views - ways of knowing, being and doing - as relevant to each distinct discipline with many using strengths-based approaches to champion Indigenous Knowledges (Frawley et al., 2020).

Both professional development and the implementation of changes in curricula catalysed real transformation in the educational ecosystem, that of teaching staff adopting reflective practices, de-positioning themselves as 'experts' to reposition as 'learners' who actively question disciplinary dogmas and institutional policies, processes, practices through multiple cultural and epistemic lenses. *But have these changes to the educational ecosystem gone far enough?* UA followed up in 2022 with calls for all of us to a) call out personal, institutional and systemic racism and b) to adopt Indigenous value systems, which suggests the answer to the question is 'no', noting the urgency of UA's call is backed by damning statistics where 60% of Indigenous staff and students in HE had experienced at least one form of racial prejudice in the past six months (Fredericks et al., 2023).

These data tell us that there is more to be done to effect systemic changes in HE. We advocate for CC to include critical discussion on how best to craft an ecosystem to enable adoption of

Indigenous values to nurture Indigenous students and staff, and those of all marginalised peoples, in our classrooms.

Zalsa: A Contextualized Wellness and Wellbeing Innovation for University Students

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Abstract

Introduction: Zalsa, an amalgamation of Zumba and Salsa, represents a dynamic and culturally rich form of physical and psychological activity that has shown promise in building wellness and well-being at the community level. This study explored the effects of Zalsa participation on physical fitness, mental health, and social integration at a comprehensive university in a Low-Middle Income Country setting.

Method: Through a mixed-methods, quasi-experimental approach, the Zalsa intervention was performed through open houses at the Aga Khan University (AKU) in Karachi, Pakistan, a well-renowned institution for higher education. The intervention was open to all AKU students, spanning July to Sept 2023. Immediately following the intervention, an online Google survey was conducted based on 20 questions in subcategories self-assessing physical/mental health, stress, social interaction, concentration, and work-life balance. Age, gender, and discipline/occupation data were also collected. After quality checking, data analysis was performed with IBM SPSS version 21. Categorical responses were summarized as frequencies and percentages. Responses on the Likert scale as continuous variables were expressed as means, standard deviations, and percentages.

Results: Of the 107 participants, the vast majority (80%) were women in their 20s and 30s; 41% were medical students. Likert scores were high across the board, with up to 90% of respondents falling within the moderate to significant satisfaction range. The intervention was associated with high mean aggregate scores for psychological wellbeing (72%), work-life balance (73%), overall quality of life (80%), and future intention (75%), but lower for physical wellbeing (67%). The mean % score tended to be significantly higher in the over 35 years age group for all categories tested.

Conclusion: Data supports positive influence on burnout mitigation potential, physical, mental, and social wellness and well-being, and personal/professional growth through community building, amongst university students. These findings have implications for incorporating Zalsa-like wellness and well-being programs to build novel core competencies for 21st century learners in their higher education pursuit.

Keywords: Zalsa, Burnout, Wellness, Wellbeing, Physical fitness, Psychological well-being, Social connections, Young adults, Higher education, Students, competencies, 21st century learners.

Strategies to Implement a Mandatory Course

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Abstract

The Technical University of Munich has been offering a course that is open to all new lecturers. The goal was to reach as many lecturers as possible and to provide support for their initial teaching tasks like supervising student theses, designing a course, or designing and grading exams. In order to reach as many new lecturers as possible (up to 1000 a year) and to receive broad support from key stakeholders (e.g. students, the vice president, vice deans of study and teaching, graduate centers, and school offices), we developed a strategic approach for piloting and implementing this course. We would like to present our strategy and the different phases we defined for a rollout over the whole Technical University of Munich (in the past and in the future). We look forward to interesting conversations about (other) possible strategies for establishing such a course in a sustainable, systemic way within a university.

Interdisciplinary Program on Graduate Students in Research-oriented University

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Abstract

In recent years, an increasing number of Japanese research universities are offering interdisciplinary education programs for graduate students. This is a global trend, not just in Japan (OECD, 2022). In the VUCA era, it is difficult for traditional researcher training programs to smoothly transition graduate students into the profession. University of Osaka has started these programs in 2015 and currently offers 84 minor programs for graduate students. This new types of program aims to integrate knowledge from one's own field of expertise with those of other fields, and to apply one's field of expertise to real life. Institute for Transdisciplinary Graduate Degree Programs is in charge of managing these programs and is responsible for faculty development and teaching and learning materials for quality enhancement. While students who have taken these programs highly rate them, they say that they do not have the time to take a minor program because they spend too much time on their major program, they do not get the understanding of their supervisors, and there are so many choices that they do not know which program to choose. In order to overcome these problems, we developed and implemented faculty training programs for the minor program and developed educational materials for the first year of graduate school. We report responses to these from participants and users.

Understanding the Impact of a Pandemic on the Work of Educational Developers

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Abstract

Prior to the pandemic, Educational Developers (EDs) had weeks or months to design and implement programs; but when COVID hit, Centers suddenly changed to triaging work, resulting in unprecedented number of faculty needing urgent support in a matter of days. EDs worked longer hours, faced compressed timelines and more demands, including more courses to support, one-on-one requests and delivering resources targeted to online teaching. This resulted in fatigue, anxiety, and feeling overwhelmed for professionals who already face high burnout rates. While much scholarship during the pandemic explored the impact on faculty and students, this project focused on how COVID-19 impacted the experience of EDs. Participants (n=60) were self-identified Canadian EDs who completed an online survey about burnout (Copenhagen Burnout Inventory) and their work experience during COVID. The sample were largely self-identified females (73.8%), employed full-time (93.3%), and more than half had their work transitioned to support online teaching during the pandemic (63.3%). Two thirds (66.7%) experienced high-levels of burnout. Only a third (36.7%) felt their institutional guidelines for transitioning to online aligned with their own pedagogical values. Stress from one's institution was often compounded by inconsistent communication and decision making by administration with unrealistic expectations, and resulted in the pressure to have the answers immediately (60.0%) even though most reported not having time to keep up emerging evidence and best practices. EDs felted overworked, under-appreciated, and overwhelmed (46.7%), and found themselves in a space where they were providing emotional support, counseling faculty through the grief of the pandemic and a sense of loss or taking the brunt of faculty's frustration (85.0%). Despite the increased challenges, many experienced a greater commitment to their work (40.0%), felt they made a positive impact (85.0%), and had new opportunities to make connections with colleagues (52.7%). For many, the field of ED was brought into the spotlight as institutions moved online, with the pandemic being a catalyst for change, particularly around awareness for accessibility. While our work focused on Canada, we believe that the experiences captured extends across the field and aligns with concurrent research emerging globally. The past three years has highlighted how essential our work is, however, it also indicated that there needs to be more exploration into our experiences, what supports EDs need, and dedicated efforts that target aspects of our well-being.

No Space, No Agency, No Identity as an Educational Developer: Or do I?

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Abstract

In March 2023, I was abruptly let go from my position as Director in a learning and teaching unit due to institutional budget cuts. Since then, I have been pondering the following: what space do I exist in as an educational developer (ED); what happened to my agency to determine my career path; and who am I without a space to practice? With 18 years of experience as an ED, with no centre affiliation, I feel like I have "no space, no agency, and no identity." So much of our work is associated with our centres/institutions and once removed, our identity changes from those within centres. I still consider myself an educational developer, but I have no space to practice. I did not choose to leave my position and feel like my agency for determining my career trajectory was stripped away.

Some educational developers leave on their own accord and continue their career path by taking on consulting contracts. I am doing the same and heavily involved in professional organizations (POD and STLHE) on various committees. At the recent POD conference, looking through the abstracts, almost all referenced the space their work takes place in as opposed to their work as experts in a particular topic. The vast number of articles in the *International Journal of Academic Development (IJAD)* devoted to academic developers' identity confirms that our professional identity is important (Mori, Harland, & Wald, 2022). Land (2004) first brought attention to the fragmentation of educational developer identity and our generic knowledge base. Others have labeled ED work as broad, ambiguous, as third space, and liminal, with our role often questioned, belittled, and lacking agency (Mori, Harland, & Wald, 2022; Kensington-Miller, Renc-Roe & Morón-García, 2015; Whitchurch, 2008).

I am proposing the need for a shift in ED identity to a more academic identity whereby our identity is associated with our expertise, rather than our roles/work at centres, as suggested by Harland and Staniforth (2003). Even though educational developers have embraced the generalist moniker, each of us have specific areas that we are identified with or working to establish. I am not saying that this does not exist, but what I am stating is that these identities need to be stronger, more robust, and foreground ED identity, rather than the centre, institutional affiliation, or work we do so that we can build our capacity within the academic ecosystem and beyond.

Will teaching Experience During COVID-19 Impact Future Teaching Strategies or Modalities? Are we Experiencing a Window of Opportunity for Faculty Development?

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Abstract

At many universities worldwide, teaching methods have remained rather traditional, with lecturing being the most common way to teach (Alaagib, Musa, & Saeed, 2019). There is, however, increased evidence that for deeper learning, students need to be more engaged in their studies, e.g., by participating in cooperative learning. Several factors in the teaching context influence teachers' possibility of attending educational development events to learn various methods better suited to help students reach their course objectives (Snook, Schram, Sveinsson & Jones, 2019). During COVID-19, however, many teachers were pressured to focus on how they organized their teaching, including their choice of teaching strategies and how they motivated students online. This seems to have increased their discussion around teaching (Bates, 2023). We used a survey with statements that participants rated on a Likert scale and open answers to understand teachers' experiences during COVID-19. Our research questions were the following: What are teachers' perceptions of how the COVID period influenced their teaching methods? How successful was the transition to the online modality? To what extent will this experience influence their teaching in the future? At the University of Iceland, 535 teachers from five schools answered the survey, a response rate of 27%. For most teachers, the pandemic provided challenges and significantly affected their teaching. Of the respondents, 95% said their teaching went relatively well to very well. More than half reported that COVID would have some or a considerable effect on their future teaching. The School of Education teachers seemed to have been more affected by COVID-19 but still rated their success higher than teachers from the other schools. They also felt they would apply what they learned during COVID-19 to future teaching to a greater extent than, for example, teachers at the School of Health Sciences. A thematic analysis of the open answers provided a deeper understanding of teachers' experiences during this time. One of the most mentioned challenges was technology. Teachers described the extra effort needed to study electronic software, especially Canvas, which had recently been implemented and was now desperately needed to keep all information and communication together and to make recordings. The high learning curve included TEAMS and ZOOM, software many teachers had little experience with. We will discuss teachers' experiences and how faculty development might use this window of opportunity to influence teaching practices.

Optimizing Higher Education Ecosystems: Effectively Promoting Teaching Consultation Service from 0 to 1

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Abstract

Individual teaching consultation is essential for promoting effective teaching and learning practices (Brinkley-Etzkorn et al., 2016). In Taiwan, nearly 40% of higher education institutions offer teaching consultations to their faculty (Chen, 2014). However, there are four main issues with the current state of teaching consultation in Taiwan: (1) Senior faculty who focus on sharing personal teaching experiences serve as consultants; (2) The recipients of teaching consultations are not specified or only for faculty receiving low teaching evaluation scores; (3) Consultation directly link to teaching evaluation results; (4) Teaching consultation is to address issues rather than to encourage faculty to design a student-centered course. Similar issues were found in our university, National Taiwan University (NTU), after we introduced teaching consultation in 2011. In 2021, we revamped the consulting process, starting with a policy-driven approach. This study aims to share our optimization model that can efficiently promote teaching consultation in a research-oriented university.

First, **providing training to teaching consultants**. Only specialists from the teaching center will be assigned as consultants and must undergo specific consultation-related training. This can effectively enhance and maintain the overall quality of the teaching consultation. Second, **introducing the BOPPPS module to new faculty**. Before consultations, new NTU faculties are encouraged to familiarize themselves with the BOPPPS instructional teaching approach. This can increase faculty's ability of course design. Third, **focusing on class observations**. After separating teaching consultation from teaching evaluation, we have emphasized more on the facts that we gathered from classroom observations in consultations. And fourth, **encouraging to create, not only to improve**. Faculties gain insights into facilitating student-centered learning in their classrooms and empower them to refine their pedagogical strategies, ensuring a more engaging learning experience for students.

In the last two years, we introduced this process to 104 new NTU faculties, with a 33% application rate for the following consultations. To further explore faculty's perceptions about teaching consultation, we conducted a survey with 34 faculties and interviewed 3 of them. All participants affirmed the value of teaching consultation in enhancing their teaching methods and expressed a high willingness to adjust their courses in the upcoming semester. They indicated a readiness to modify their teaching strategies to enhance student engagement. The results also revealed that during consulting process, faculty may encounter pressure from

various sources, such as expectations from the consulting peer and organizational requirements. These issues will be our goal to address in the future.

Constructing a "NICE Model" in Higher Education Ecosystems: Exploring AI Empowerment Program

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Abstract

Since the emergence of large language models in 2022, generative AI have significantly transformed the landscape of higher education. Although this sudden shift is uncomfortable for faculty, students, and administrators, it is imperative to acknowledge its presence and carefully consider how to respond (Bearman & Luckin, 2020). At National Taiwan University (NTU), we view AI tools as an opportunity for instructional optimization. To assist faculty in adapting to generative AI tools, the Center for Teaching and Learning Development (CTLTD) in NTU developed a NICE model that echoes the features of higher education ecosystems.

The NICE model includes: (1) (N)eed Analysis with faculty and student. We conducted surveys in April 2023 to gauge faculty's awareness and needs regarding AI, alongside in-depth interviews with students to get different perspectives on learning with AI. Approximately 70% of NTU faculty had yet to use generative AI, unlike most students who had already integrated the tool into academic and daily life. (2) (I)nformation collection and selection. Since most faculty are not familiar with the new tool, it is difficult for them to select and digest the overwhelming information about AI. To assist faculty in quickly grasping and correctly understanding AI tools' usage or limitation, CTLTD must collect, select, and organize up-to-date information and resources. (3) (C)ollaborative learning approach. With a rapidly evolving technology like AI, we took a collaborative learning approach at NTU. All speeches and hands-on workshops about AI tools were delivered and led by faculty. NTU faculty are also encouraged to join an OpenChat group to share ideas, ask questions, provide information, or discuss AI tools anywhere they need or like. We found that learning from and learning with peers can be very helpful to faculty when they encounter new challenges.

(4) (E)valuations for future needs. To ensure needs are met beyond immediate post-event feedback, we also conduct surveys on faculty's follow-up usage of AI tools to understand changes in their teaching and the impact of AI applications in enhancing teaching quality and student learning. We also use evaluation results to identify more issues that we will need to address in the future.

In this paper, we share our experiences using the NICE model to support faculty dealing with the challenge of AI tools. Educational developers looking for an effective way to adapt new technologies in AI and any other future tools are welcome to take advantage of this model.

Evolution of STEM-CPD@EUni Summer Schools: Enhancing Faculty Competencies for Educational Development

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Abstract

Based on a survey among lecturers and management staff of STEM in Europe that defined the knowledge and competencies that faculty most need (Brouwer et al., 2022), the Erasmus Plus Strategic partnership project STEM-CPD@EUni developed a STEM-CPD Summer School. Three summer schools for STEM lecturers who would like to become CPD (Continuous Professional Development) ambassadors at their faculties have already been successfully conducted.

The school's methodology is based on constructivism and co-creation. The main axis of the school is to define local challenges in education and to prepare participants through the school to create appropriate forms of CPD that would allow them to address these challenges. Participants are expected to develop university teaching competences in international dimension. The structure of the CPD Summer School sessions is based on the adapted model of the experiential learning cycle by Kolb (1984).

Summer schools seem to be a particularly appropriate way of forming CPD-ambassadors because they allow for a high concentration of participants' attention, cover a wide range of topics, emphasize their interdependence, effectively support cooperation and the exchange of experiences, and build participants' motivation and commitment. A short, intensive training format helps maintain a high level of participant involvement and is a good starting point for further development activities. The summer school recruitment process can be seen as a kind of flipped classroom, because the answers to the qualification questions we proposed required reflection, consultation with colleagues, and insight into the experiences and needs of one's own higher education institution.

In the poster, we will present the evolution of the summer school from the 1st to the 3rd edition, based on participant surveys and staff focus groups. The poster will show the conclusions and assumptions made when planning the 4th summer school, which will be held at the University of Palermo, Italy, on October 7-11, 2024. Detailed descriptions of the programs of the previous

schools and more detailed information about the 4th school can be read at <https://ectn.eu/stem-cpd-summer-school/>

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From behavioral educational model to a constructive ecosystem in an online university through Faculty Development: the Online University Pegaso Experience

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Abstract

Online private universities in Italy have become more popular since the pandemic Covid-19 and they are attracting an increasing number of students. In Italy there are 11 online private universities which attract more than 300.000 students for bachelor's, master's and PhD degrees. The enrolled teachers and Faculty members come mostly from public and in presence / onsite universities and are not prepared specifically for online teaching. In these universities there is an educational model that is almost behavioral and sequential with educational units where each teacher must deliver asynchronous and synchronous lessons and prepare some assignments and summative evaluations through multiple-choice questions.

This model should be transformed due to ministerial rules that highlight the importance of interactive online teaching and learning and evidence-based education. It's a great opportunity to transform into an higher education ecosystem through the role of educational developers. That's why Faculty Development is very important to develop new Faculty's skills for designing, implementing and evaluating interactive online teaching according to a more constructive model of teaching and learning environment which highlight also formative evaluation. There are no systematic reviews and studies about Faculty Development for online universities so we think that Multiversity (Pegaso) could contribute in this field.

Online Pegaso University is the biggest university in Italy and has 250.000 students. At the end of 2023 there were one hundred faculty members, but there will be four hundred at the end of 2024. Online Pegaso University created a Teacher and Learning Center called Centre for the Excellence of Teaching and Learning (C.E.T.A.L.) with the goal to design, implement and evaluate a global program. This program has different goals and components. There are webinars, workshops, retreats, peer mentoring activities, fellowship programs, community of practice. All these activities try to offer a very rich program and a wide variety of opportunities according to Yvonne Steinert's model of approaches to Faculty Development. This paper describes the Faculty development model and the evaluation system designed to evaluate the levels of satisfaction, knowledge, behavior and organization according to a modified Kirkpatrick's model of evaluation.

SYMPOSIUM

Creating a Teaching Quality Ecosystem that Nurtures Future-Ready Learners

Tashmin Khamis

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Abstract

Universities in East Africa have all established Quality Assurance (QA) Directorates, as mandated by their Higher Education Acts and Regulators. These Directorates have developed academic quality policies using the Inter University Council for East Africa's (IUCEA) common regional 'Road Map to Quality' framework. In implementing this framework, and as a result of lessons on supporting learning during the recent Pandemic, Higher Education Institutions (HEIs) are focused like never before on teaching quality and educational development. An 'ecosystem' refers to an interconnected community. This session will look at the opportunity for HEIs to create a quality teaching culture through the interconnectness of QA Directorates with Teaching and Learning Centres. This will highlight how synergies between quality enhancement and educational development enable a focus on improvement of teaching and learning and develops a quality culture in Universities. Through a case study of the Network of Quality, Teaching and Learning (QTL_net), established a decade ago at the Aga Khan University (AKU), the paper will explore how intergration of these two areas has impacted upon teaching practice, reward and recognition of teaching, the student learning experience and an institutional culture. Examples will include how QA programme reviews have led to curriculum overhaul at the institution to be more outcome based and competency driven, as is now promoted by the education systems across East Africa. The frameworks used for studying the impact of educational development (Kirkpatrick et al, MacCormack et al, Guskey and Hines) will be critiqued in AKU's journey to assess QTL_net's progress and impacts in creating a quality teaching ecosystem to ensure graduates with future-ready competencies.

Empowering for Educational Ecosystems in the AI Age - A Digital Walk through Buzzing Berlin

Bjoern Kiehne

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Abstract

In today's ever-evolving educational landscape, the concept of "Building Capacity to Navigate and Influence Educational Ecosystems" is of paramount significance. It extends beyond traditional teaching methods and encompasses artificial intelligence (AI) integration, broader innovation initiatives. A central challenge lies in the seamless integration of AI into education. How do we address the motivation to learn when AI-driven tools appear to excel in this aspect? The rapid rise of AI technologies presents educators with a dual challenge: adapting to change and actively shaping AI's role in teaching and learning. Building capacity in this context involves comprehending AI's capabilities, its impact on education, and the ethical considerations it entails. It also involves fostering a culture of curiosity and adaptability, encouraging educators and learners to explore AI-driven tools, experiment with innovative teaching methods, and view mistakes as valuable learning opportunities. The Berlin Center for Teaching and Learning in Higher Education (BZHL) has been establishing a network of experts, early adopters, and change agents in the field. Self-perception of teachers is another crucial aspect linked to capacity building. What role do educators play in higher education in the presence of AI? To navigate and influence educational ecosystems effectively, individuals must cultivate positive self-images as capable educators. Embracing the "maker" mindset, where learners and educators actively create and experiment, enhances self-perception and fuels personal growth. Within these educational ecosystems, finding the equilibrium between self-directed learning and seeking guidance is vital. Determining when to "self-make" or seek assistance is an ongoing challenge. Effective navigation involves recognizing when to leverage AI-driven tools, peers, or mentors while fostering independent problem-solving and exploration. The BZHL invites teachers to become makers and use AI as sparring partners in creating lively learning spaces and a supportive environment for the growth of students and educators alike. Take a walk through buzzing Berlin with us and discover cafés, clubs and galleries where AI and human intelligence meet!

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"Addressing Barriers to Post-Graduate Research Training in Low Resource Settings: An Innovative Approach in an Institution of Higher Learning in Kenya"

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Background: Numerous barriers hinder health research training in Post-Graduate Medical Education Programs, especially in developing countries. These barriers include lack of structured research curriculum, insufficient research faculty, underdeveloped research culture, conflicting priorities between clinical duties and research, limited guidance and mentorship, and scarce financial resources. Research training is pivotal for medical residency, providing essential knowledge and skills for dissertation completion, fostering evidence-based medical practice, and nurturing future independent clinical researchers. Thus, a holistic approach to research education is imperative to surmount these challenges. We describe here a dissertation-centric research curriculum, delivered longitudinally, an innovative strategy undertaken by Aga Khan University's Medical College in East Africa (AKU-MCEA) in the delivery of postgraduate research.

Methods: A review of AKU-MCEA post-graduate research methods curriculum was conducted based on implementing Departments' experience, institutional policies, and residency program output.

Program Implementation: The Master of Medicine is a four-year program for which a well-conceived, executed, and documented dissertation research is a requisite for attaining a postgraduate degree. Residents undergo comprehensive research training under a structured curriculum comprising four modules, aligned with predefined research milestones. Interactive didactic sessions supplemented by faculty-led workshops facilitate individual, small group, and plenary engagement, aiding mentored research application. Residents benefit from dedicated time throughout the program to develop, implement, and report on their dissertation work. Faculty members receive training in dissertation supervision from seasoned experts, ensuring residents are guided by faculty with expertise in producing publication-quality research.

Outcomes: This approach has resulted in a 98% - 100% dissertation completion and graduation rates. Residents' research topics are drawn from a range of themes. Research findings are

disseminated departmentally, at university-wide Faculty Academic Rounds, peer reviewed journals, conferences and at the University's Annual Early Career Researchers symposium. **Lessons learnt:** Implementing a system-wide strategy that involves a structured research curriculum delivered longitudinally alongside predetermined research milestones, facilitated by a multidisciplinary team comprising of dedicated supervisors, provision of financial and resource support, including protected research time, ongoing faculty development in dissertation supervision, and wide dissemination of institutional research policies, is poised to expedite dissertation completion, ensuring high quality research whilst enhancing the dissemination of research outputs.

Partnerships for success: Strengthening social learning ecosystems in Northern Uganda

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Abstract

Social learning ecosystems for community flourishing are dependent on diversity, adaptability, and interconnected networks of learning and living (Metelerkamp, 2021; Vet Africa 4.0 Collective, 2023). Meterlkamp and Monk (2023) consider the catalytic and transformative role of universities as anchoring institutions or nexus points in social learning ecosystems in informality. This paper expands the focus on universities to consider the potentiality and value of purposefully connecting additional nexus points with social learning ecosystems. The authors reflect on a burgeoning relationship among Vocational Teachers training colleges, Gulu University, and an international NGO (VVOB) to strategically improve teaching and learning practices in agriculture and entrepreneurship. Whilst the program itself is designed to strengthen agriculture and small businesses in Northern Uganda and thus stimulate economic development, this paper focuses on the importance and benefits of the intersectoral collaboration in pollinating and fertilising a resilient social ecosystem which in turn has potential to catalyse flourishing communities in Northern Uganda.

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Anything but soft: Developing STEM Students Extra-disciplinary Skills

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Abstract

There is broad agreement from researchers, educators, industry professionals and accreditation boards that STEM students need to learn transversal skills in addition to disciplinary skills at university (ABET, 2023; ENAEE, 2023; Kolmos & Holgaard, 2019; Passow & Passow, 2017). However, teachers find it difficult to integrate these skills into their curricula (Isaac et al., 2023) and students find that their education is lacking in this arena (Kovacs et al., 2023; Lermigeaux-Sarrade et al., 2021). In recognition of this lacunae, this symposium will explore several models that can assist educators and faculty developers to improve the development of STEM students' transversal skills. One such model is the T-shaped student, an analogy where the vertical line represents deep disciplinary focus and the horizontal line represents more transversal skill sets such as interpersonal skills and global citizenship (Eady et al., 2021). Work-Integrated Learning is a curricular framework used for mapping opportunities to develop employability skills in degree programs (Dean et al., 2020). Drawing on experiences from 3 countries, the four presenters in this symposium will leverage different models to explore micro and macro level ecosystems that support students to learn, practice and get feedback on these essential skills. Dr. Helena Kovacs (Transversal Skills and Career Center EPFL, Switzerland) will formulate an analysis of institutional drawbacks for transversal skills education. Drawing on a survey conducted with 2830 alumni, she will demonstrate transversal skills are essential in transition from university to work. Prof. Michelle Eady (UOW, Australia), will share the importance of connecting the Scholarship of Teaching and Learning (SoTL) and Work Integrated Learning (WIL) through the T-Shaped Learner and the WIL framework that has been implemented and mapped across all subjects at UOW with a commitment to "employability ready" graduates. Dr. Siara Isaac (Centre for Learning Sciences, EPFL, Switzerland), will describe the 3T PLAY framework for micro-experiential learning opportunities to provide students with conceptual knowledge (knowing), opportunities to apply procedural skills (doing) and prompts for meta-cognitive/emotional reflection (learning from doing). Pleun Hermsen, MSc, MD (TU Delft, Netherlands), will describe how the "The Reflective Engineer" program integrates transformative reflection into engineering education, explaining how to overcome the various numerous challenges and obstacles that hinder meaningful reflective practices in education. Dr. Joelyn de Lima (Teaching Support Centre,

EPFL, Switzerland) will facilitate this session to engage participants in structured discussions to analyse the models and leverage diverse perspectives on applying them in their personal institutional context.

Supporting Higher Education Ecosystems through Collaboration and Indigenous Ways of Knowing and Being

Erin Cameron, Ela Smith, Amanda White
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Abstract

The Ontario Colleges of Applied Art and Technology (CAAT) have a long history of sector and industry support for programs of instruction. Since inception, faculty and staff working in academic quality at Mohawk College have been responsible for development and review of program curricula to align with governmental requirements and any college-based initiatives. Similarly, this department was largely responsible for faculty development. Mohawk College has also become among the leaders in Indigenous Education; they have been an advocate and worked to position itself as an ally to Indigenous communities. Through the most recent Strategic Plan, Mohawk College identified a key aspiration to meaningfully advance truth and reconciliation. To support this aspiration, the Centre for Indigenous Relations, Knowledge, and Learning (CIRKL) leads and works collaboratively with Academic Quality in a structural change supporting this aspiration. To build capacity within our ecosystem, a position was created that reports to both departments and ensure continuity of approach.

As part of this work, CIRKL led a community engagement process to formulate seven Indigenous Knowledge Learning Outcomes (IKLO), consulting with students, faculty, staff, and Indigenous communities. The seven IKLOs encompass outcomes including foundations of relationship, community ecological perspectives, worldview, identity, Indigegogy (Indigenous ways of knowing and being), and commitments of reconciliation. A five-year implementation plan has been initiated to ensure that every program at Mohawk College incorporates IKLO's through a model of introduce, build, and culminate.

Additionally, the Indigenous Curriculum consultant leading the implementation of IKLO's is jointly supervised by Indigenous and non-Indigenous management. This is a unique opportunity to collaborate across breadth and knowledge to support implementation, breaking down the colonial structures that dominate post-secondary institutions that Indigenous faculty often need to navigate and educate non-Indigenous administration on.

CIRKL is an Indigenous-led centre within the college that holds and stewards Indigenous education, and is developing innovative and culturally-informed initiatives. CIRKL's role within the college supports institutional and cultural changes within College spaces, supporting reconciliation and ongoing relationship development between Indigenous and non-Indigenous

communities through Indigenous ways of knowing and being. These changes span across the college through curriculum, human resources, professional development, research, and policies. Additionally, CIRKL engages with all Indigenous staff across the college to touch base, build community, and share supports.

In our session, the group will present and discuss the impact of this within our areas and across the college to support higher education through Indigenous ways of knowing and being.

Supporting Inclusive Learning for Competency Development

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Abstract

As more and more diverse students enter degree programmes at all levels of higher education inclusion increasingly becomes one of the key priorities (Evans, 2023). Teaching staff members are expected to teach students who differ in many aspects, including culture, health condition, gender identity, age, abilities, and others. Clearly, teachers need support to create meaningful learning opportunities for diverse students, encourage peer learning and foster class atmosphere that values diversity. Yet, courses that purposefully address equity, diversity and inclusion are not yet among typical professional development opportunities available for HE teachers in Europe. As revealed by the recent Eurydice report (2022, p. 75), only in seven European countries training in diversity and/or inclusion is recommended or required to academic staff. Another 31 HE systems in Europe make no requirements on, or recommendations to, HE institutions in this respect. During this session, we will share our experience from designing and piloting an AD course on inclusive teaching for 20 teachers from five different institutions: Central European University (Austria), Nottingham Trent University (UK), Masaryk University (Czech Republic), University of Madeira (Portugal) and Comenius University (Slovakia). Course team member, participant, student and coach will present on the following:

- course design: how to introduce teachers to complexities of diversity, inclusion and inclusive teaching practice
- examples of changes that course participants introduced into student learning and their outcomes as evidenced by students and colleagues
- the ways course participants were supported to make student learning inclusive

The session will engage the participants in discussing:

- what inclusive teaching means and how ADs can support teachers to become (more) inclusive
- how to build capacities among ourselves to navigate and influence teachers to nurture the competencies that diverse graduates should exhibit
- how to modify presented approaches to inclusivity to fit the specific context that the attendees work in. We recognise that the ability to modify the approach to make it work in a certain institution often determines if the intervention will be successful or not.

This proposal is to disseminate the lessons learnt when implementing the BELONG project, an international collaborative Erasmus+ project that aims to foster sense of belonging and mental health among students and staff members: <https://fphil.uniba.sk/belong>

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Ecosystems of Love and Hope: Building Capacity for Justice-Centered Educational Development

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Abstract

How might a vision for higher education centered on the creation of ecosystems of love and hope help reinforce the critical importance of social justice and equity within our institutions, our educational development centers, and individual higher education classrooms? How might ecosystems of hope and love shape significant, authentic and equitable relationships with our colleagues, community members, and students? In what ways do we center and manifest these values in our work and discourse within educational development? How has the current global state of crisis, and subsequent burnout and disconnection documented within many of our institutions, affected our ability to sustain ecosystems of love and hope, of justice and equity, for ourselves and those whom we serve and work with? And why do love and hope matter, now more than ever, for how we foster our collective educational development capacity for human-centered transformation and growth? Our symposium session, representing four individuals from diverse academic, cultural, and geographic settings, is interested in collaborating with participants on these framing questions. We argue that there is a ‘calling and stirring of the soul’ that demands a ‘fierce urgency of now’ to claim the heart of higher education (Rendon, 2009; King, 1963 & 1967). This is our call to action that we must push ourselves and each other to reframe, re-envision, and re-cast what our institutions can be and should be (Rendon, 2015). The metaphor of ecosystems invites us to explore hope and love as values and principles that shape our practices (as educators, educational developers, and as human beings), but also to understand how those values are shaped and influenced by the systems in which we find ourselves (within and beyond our institutions). We will open with our own experiences on how we each seek to center love and hope in our work, and how the creation of ecosystems of hope and love within our institutional contexts impact our practices to center social justice and equity in our educational development work. We will build on ideas from authors that have centered ideas of love, hope, and justice in education (King, 1963 & 1967; Freire, 1970; hooks, 2003; Rendon, 2009; Gomez, 2017; Artze-Vega, 2018; Dewsbury, Murray, and Santucci, 2021; Dickson, Murray, & Riddell, 2022; Riddell, 2024). We are looking to our educational development peers to engage in this dialogue with us through reflective writing, and via small group and whole group sharing as part of the symposium.

Effectiveness of Agent Network Apprenticeship Model for Boosting Decent Employment for Africa's Youth

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Abstract

This research study aimed to determine effective knowledge transfer strategies for enhancing youth employment and entrepreneurship in the dairy sector, and explore how apprenticeship/internship capacity building programs can be designed to effectively enhance learning, employment and entrepreneurship. The study utilized a mixed concurrent quantitative and qualitative research approach, combining descriptive and explanatory research designs. The population consisted of 12 youth interns in their final year of study and 120 dairy farmers from 6 cooperative societies in three Kenyan agricultural zones: Western, Rift Valley, and Central. The study from the farmers revealed that traditional intergenerational knowledge transfer from parents plays a significant role in equipping young farmers with dairy farming skills, but there is a need for more diversified knowledge dissemination approaches. The role of cooperative societies in providing extension services to dairy farmers was emphasized, but it also raised concerns about the diversity of knowledge being disseminated. The heavy reliance on cooperative societies as the primary source of extension services could limit exposure to modern and innovative dairy farming techniques. The research also emphasizes the significance of work-based learning models, such as internships and apprenticeships, in preparing the youth for careers in the agricultural sector. The study's findings from interns emphasized the importance of practical experiences in farm management, and understanding challenges and opportunities in the dairy sector. Furthermore, the research emphasized the importance of connecting the youth with farmers, promoting youth-focused programs within cooperatives, and providing mentorship and financial incentives to attract and retain young farmers in the dairy sector.

The study's findings suggest that creating meaningful higher education ecosystems in the context of agriculture involves connecting students with farmers, promoting experiential learning, and facilitating knowledge transfer and acquisition of required competencies. By implementing these strategies, higher education institutions can contribute to enhancing acquisition of competency related skills, employment opportunities, increasing entrepreneurship, and promoting sustainable growth in the dairy sector. Ultimately, this aligns with the goal of preparing youth with the key competencies required for the future of work in agriculture and rural development in an agricultural economy that is dominated by an aging population.

Key words: Youth Employment, Dairy Farming, Knowledge Transfer, Apprenticeship, higher education ecosystems, Agricultural Sustainability

The Value of Partnership: A “Readiness” Story

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Abstract

Innovation, disruption, globalization have always impacted higher education, forcing change. Finding opportunity for growth and relevance within this change requires a focused effort from the teaching, learning, and administrative sides of the academy. It is a question of readiness. Flexible and agile institutions invest in building the competencies of faculty, students, and administrators, and creating environments where teaching and learning thrive. Building the competencies of educators in higher education is an ongoing process. It requires patience, perseverance, and, in many cases, partnership. One such partnership that has evolved over the years is that between Aga Khan University (AKU) and Academics Without Borders (AWB). It is a partnership built on reciprocity. It began with AKU reaching out to AWB for help in developing its quality, teaching and learning network (QTL_net), and has recently seen AWB reach out to AKU for help in bringing AKU’s “Online Teaching in Higher Education (OTHE)” faculty development program to more institutions in the global south. The partnership between AKU and AWB highlights how institutions and organizations can work together to ready all for the ever changing “new normal”.

In this session, representatives from AKU and AWB will tell the story about their partnership (the exhilarations, frustrations, and lessons learned). The session will be moderated by Kevin Pitts who is affiliated with both AKU and AWB and is the lead facilitator for the OTHE program. Presenters will include 1) Tashmin Khamis, Vice Provost, QTL at AKU, who will share the genesis story of the AKU/AWB partnership; 2) Azra Naseem, Director Blended and Digital Learning at AKU, who will share the story of the development of the OTHE program and collaboration with AWB; 3) Kevin Pitts, retired professor of teaching and learning, who will talk about what it means to be an educator in the 21st Century and the competencies required; and 4) an AWB representative (yet to be named), who will share the the story of the benefits of reciprocity between AWB and AKU.

Each presenter will take 10 minutes to share their story and then invite participants to ask questions and/or share their stories. The symposium format will allow the presenters and audience to dive more deeply into the topic and share ideas about partnerships, reciprocity, communities of practice, and the like.

Education at Crossroads in 21st Century Education: Use of Assistive Technology to Improve Inclusive Education in Private Higher Learning Institutions in Kenya

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Abstract

About 240 million children have been found to live with disabilities worldwide. This study investigates use of assistive technology to improve the implementation of inclusive education in Private Higher Learning Institutions in Kenya. Students with disabilities have suffered discrimination in access to Higher Education due to inadequate assistive technology. The study is guided by the research Question: To what extent do private Higher Institutions use assistive technology to ensure inclusive Education in Kenya? This study was guided by the following objectives: Explore the policy gaps that affect the realization of assistive technology in Higher Education in Kenya; explore the availability and use of assistive technology in Private Universities environment in Kenya; The study explored policy documents to assess theory and practice and questionnaires in five private Universities in Kenya. A descriptive survey research design was employed in data gathering. The data is gathered through plicity document analysis, questionnaire administration, interview schedules and observation checklist. Data was analyzed both quantitatively and qualitatively. The findings revealed that only 2.5% of students in Private Higher Learning Institutions live with disability. Findings showed that there is inadequate and/or lack of assistive technology for the students living with disability and that the policies that are in place for inclusive Education are mostly theoretical but the ground practice is low. The study recommended Commission for University Education to have more focus on Private Higher Institutions for inclusivity this 21st Century. That assistive technology be included in the teacher training curriculum so that there is smooth transition of the learners living with disabilities from the primary, Secondary to Higher learning Institutions.

Keywords: assistive technology; inclusive education; Higher learning Institutions; Learners living with disability.

Enabling growth and Opportunities for our Future Teachers: the Warwick Postgraduate Teaching Community

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Abstract

Postgraduate researchers (PGRs) are ubiquitously employed as teachers in a variety of disciplinary contexts in Higher Education, but their position remains liminal (Muzaka, 2009) and support for their work can be fragmented (Nasser-Abu Alhija & Fresko, 2020). This proposal considers the development of an institutional community of practice, the *Warwick Postgraduate Teaching Community* (WPTC), and explores its ecosystem, since its inception three years ago. WPTC is a collaboration between the Warwick University Academic Development Centre (ADC), Doctoral College (DC) and PGRs who teach across the faculties, and aims to make meaningful connections within that space, to enable the growth and development of PGR teachers. We will explore how WPTC nurtures and builds capacity for the articulation of PGR pedagogies, as a multidisciplinary enterprise, bringing together PGRs from across the institution. Being PGR led allows WPTC to develop in an authentic direction, with a vested interest in the community and its needs. The [*Journal of PGR Pedagogic Practice*](#), our specialist journal, provides a space for PGR scholars across the globe to share their practice and affords a paid opportunity as editors for PGRs at Warwick. Journal papers are subsequently fed into Warwick PGR professional programmes to enable the curriculum to be driven by current voices and expertise. WPTC has curated a range of resources written by the community, and has also carried out institutional research, interrogating the experience of PGR teaching, leading to conversations at board level about policy and best practice, with senior colleagues. Finally, creating an ecosystem that nurtures and gives confidence to our future educational leaders is an imperative (Hattersley, 2023); through engagement with WPTC, PGRs have been encouraged to access further grant funding for their own projects and embark on successful career pathways. This proposal will explore the nature of connections within the ecosystem and argue that such opportunities need a sustainable approach to be effective. WPTC supports continuity through a layered approach, with more experienced PGRs supporting those who are new, and faculty colleagues operating on trust, strong mentorship and using their own relatively privileged position to advocate for this work more widely. Sustainable funding and appropriate remuneration for PGRs is also pivotal to success. In conclusion, we will seek to articulate how the ecosystem of WPTC has worked, what the impact and opportunities have been, what lessons there are for the work of educational developers and how this might represent a model for others.

Leveraging AI in Data Science Education: Enhancing Competencies in Higher Education Ecosystems

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Abstract

This **study** explores the development and integration of an interactive, generative AI bot within data science education, highlighting its potential to advance higher education ecosystems. Emphasizing pedagogical soundness and self-assessment, the project aligns with the 21st-century competency development in learners and educators. It investigates the variability in student competencies across disciplines, proposing diverse assessment formats to ensure content validity. The iterative implementation approach, underpinned by robust theoretical models and practical insights, offers a dynamic framework for educational developers. This study contributes to the dialogue on integrating emerging technologies in learning environments, focusing on critical thinking and problem-solving skills. It also addresses equitable access and resilience in higher education, underlining the role of AI as a transformative tool in educational development.

Building a New Generation of Academic Developers through the HELTASA Decolonial Doctoral Programme: Thinking and Being with doctoral candidates

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Abstract

The Higher Education Learning and Teaching Association of South Africa (HELTASA) is leading a collegial national doctoral programme involving candidates from across universities within South Africa, supervised by supervisors from their respective institutions and brought together by a team of academic advisors who themselves are from different universities. The focus of the doctoral studies of each candidate is Academic Development (AD), where each candidate has carved out a niche area of research in the field of AD. This symposium is conceptualized from the perspective of the academic advisors but includes candidates' experiences. It focuses on the journey of collaboration in shaping the research agenda from a decolonial and social justice perspective. The four papers to be presented in this symposium are based on key issues related to decolonial supervision practices in Academic Development:

Paper 1: Constructing the agenda of Academic Development in Higher Education in South Africa: illuminating pitstops, potholes and possibilities. In this paper, the setting of the agenda of academic development within the doctoral programme is presented. Drawing on the HELTASA doctoral programme concept document, collaborative engagements during the initial meetings of the academic advisors and participation of the selected candidates, the author articulates the need for research in the current context.

Paper 2: Collaborative ethnographies of the doctoral candidates on their experiences and insights into academic support and development. In this paper, using the doctoral candidates' autobiographies, the author illuminates and contextualises the institutional affordances and challenges that the doctoral candidates bring to the fore as possibilities for research, innovation and intervention in student support within a social justice agenda.

Paper 3: Thinking within, thinking with and thinking through theory: Shaping doctoral candidates theoretical gazes in researching academic development in a fast changing 21st century higher education context. In this paper, based on reflections on the doctoral schools

and webinars held within the HELTASA doctoral programme, theory is foregrounded as an analytical space to “play” with and “experiment” with ways of thinking and theorizing.

Paper 4: Based on a co-authored chapter by the academic advisors, this paper highlights the key challenges in methodology and practice when one embraces a decolonial approach to supervision. The author shares emerging learnings from a participatory doctoral programme where voice, visibility and epistemic justice offer segues into delinking from traditional, hierarchical and master-apprentice models of doctoral supervision.

Linking Theory and Practice: Key Competencies Acquired during Internship Program at the United States International University – Africa

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Abstract

In the recent past, universities are coming up with programs that meet the core competencies required for students future work roles after graduation. Such proficiencies are typical to those presented by the CBC curriculum that hopes to provide skills and attributes that focus on holistic development and lifelong learning. These assessments focus on real world applications of knowledge and skills. Internship is one of the programs offered at university that are aimed at meeting such academic needs. Universities, students, faculty and industry are the key players in the ecosystems that are likely to make this a reality. This study explores the competencies and skills that are necessary for student' preparation for the real world of work. This study explores the competencies and skills students acquired through the Internship program by one Kenyan university. The study applied the mixed methods approach in which quantitative data were collected from the internship evaluation tools completed by interns and qualitative data through content analysis of internship reports. Data from focus groups provided in-depth interviews with key informants. An internship study was conducted among 127 undergraduate students at United States International University-Africa (USIU-Africa). The study hoped to identify key competencies acquired during the program where students linked theory and practice during their field study. This study further explored the internal and external stakeholder's experiences and challenges faced with a view to improve the program for enhanced partnerships for employability. The study concluded that the stakeholders and policy implementers have the opportunity for collaboration. The study therefore recommended a link-up between Industry and Academia for aggressive revamping and acquisition of new internship sites in order to assimilate a comprehensive work integrated learning model

Keywords: Internships, Competencies, CBC curriculum, Industry and academia

WORKSHOPS

The TESCEA Model used to Design for Significant Learning

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Abstract

The TESCEA Model of Transformative Learning: TESCEA Model is a comprehensive model that was designed to inculcate critical thinking and problem solving with reflection on integration gender responsive pedagogy. The model was implemented was designed in a consortium of four universities in East Africa, a social entrepreneurs organization and the Association for Faculty Enrichment in Learning and Teaching. The model is so designed to develop pedagogical competences to facilitate learning that develops critical thinking and problem solving skills. This requires designing of a learning ecosystem that allows the students to use the living and working spaces as the learning space. The facilitators of learning are therefore guided through the process of designing for significant learning. The workshop will guide the participants through the process of designing for significant learning with a focus on the learning spaces that promote the building of critical thinking and problem-solving competences. It will take the design thinking approach to re-designing courses.

Expected outcomes of the workshop

- The participants shall be able to design learning spaces that build knowledge and competences as per the vision of their institution and their programs
- Participants shall be able to identify and develop strategies to engage different stakeholders that play a critical role in the development of knowledge and required competences.

Workshop Format

Brainstorming in groups through a chosen competency area.

Defining the key competences to be developed through course.

Identification of the Assessment for Learning

Defining the appropriate learning ecosystem:

- What is to be learnt/
- Where can the student practice? Where will they learn best?
- Who is engaged in the learning space?
- How they are engaged in the learning space?

Using the Marvel Universe to Unlock Super Hero Powers of Generativity for Educational Developers

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Abstract

This session shares research from a course we cotaught that helps unlock the superhero power of generativity. Using the Marvel Cinematic Universe as a frame of reference, we employ conceptual tools like divergent thinking (metaphor, simile, allegory, analogy), critical reflection, story-telling (narrative analysis), and dialogue (conversation-as-contestation and-communion) to help participants more fully understand the foundational values (and fundamental flaws) of super heroes. We explored how superheroes grapple with the often competing forces of agency and communion on their quests to make the world a better, safer, and more just space. The value of these conceptual tools for Higher Education have the potential to have high impact by building capacity among educators, administrators, and educational developers to navigate and influence shifting and complex ecosystem in universities and colleges. Moreover, we explore the role of mentorship – working in reciprocal and mutually transformative relational work with the Other – as a key element not just of self-discovery but of the discovery of purpose that connects us to others in a complex eco-system of relationships that constitute learning communities in their diverse and multiple forms. If we think about metaphor as the conceptual tool necessary to think through foundational concepts of generativity (which is building/illuminating things for others), then developing a philosophy of mentorship, which is a generative relationship, is the key learning objective of this workshop; this ongoing work is part an emerging theoretical framework that will form the basis of a book, forthcoming. In this workshop participants will work through their own origin stories through the theoretical lens of Jan Mayer and Ray Land's foundational work on threshold theory and then to identify their super hero powers that enhance their experiences as learners but also to articulate design principles necessary to design eco-systems for others to flourish on their own journeys. The Marvel Cinematic Universe offers us a map the interior landscape of our unique values and vision of the world and what it could be while also showing us the possibilities of a world that is better, more inclusive, and just.

Simultaneously Improving Sense of Belonging, Student Success, and Engagement by Combining Several Pedagogical Approaches: Students as Co-facilitators and Co-investigators of Teaching, Learning and Assessment

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Abstract

This paper will demonstrate how researchers combined three pedagogical approaches to design a new program that has demonstrable gains in student success, retention and sense of belonging. In addition, when data collected are disaggregated, the model shows students from historically marginalized populations disproportionately benefit from this approach, making a more equitable learning experience for all learners. This paper will address the ICED 2024 conference theme because this work leverages students voice in “real-time” to respond to students’ social and academic needs. That is, this model transforms the traditional model of a “sage on the stage” and offers a model where students are part of a teaching team that works to maximize inclusivity, student learning and sense of belonging.

The Learning Fellows Program at Southern New Hampshire University started in 2018. The program is also now underway at Clark University. The program is based around the Learning Assistant Alliance model that leverages students as peer-embedded support (see learningassistantalliance.org). The original model calls for three distinct elements where students serve in a peer-embedded role, students take a pedagogy course and students meet weekly to plan and reflect (Oteri, XXXX). While the three “general common elements,” are the same, the content of the pedagogy course and meetings are highly variable. One way this model differentiates itself from other tutoring, teaching assistants, or supplemental instruction models is that it also aims to serve as a form of faculty development. This makes the model particularly interesting to faculty developers running centers for teaching and learning.

This paper will highlight one version of the model where researchers combined Cooperative Learning and Liberatory Design models so that the students who serve in this peer-embedded support role also co-create learning science experiments alongside the professor and a faculty developer. They execute these learning experiments and collect data from students in the course where they are serving in the peer-embedded support role. The faculty development aspect has been well-regarded in data collected from faculty and has led to the expansion of the program.

This article will detail how these elements work in concert with one another and will share two years’ worth of data showing gains in a host of disciplines. The researchers will also detail how they have worked to recreate this program at Clark University in Worcester, Massachusetts and the Al Akhawayn University in Ifrane, Morocco.

Building Relationships through Reflective Dialogue

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Abstract

Navigating and engaging with the ecosystems of higher education involves communication skills. Of course, we all know how to communicate, but are we doing it effectively? Meaning, do we ask questions that dig deeply into our own and others' understanding? Do we really listen with an intention to understand fully and openly? Do we pay attention to the loudest or most powerful voices while ignoring or excluding others? Do we think about our own or others' assumptions when sharing thoughts or reflecting on experiences? Do we create an inviting climate for dialogue?

Whether sharing thoughts on teaching and learning with instructors, engaging in classroom discussions, leading or attending administrative meetings, how we communicate is just as important, if not more, than what we communicate. Reflective Dialogue (RD), also known as Collaborative Communication (CC), is an intentional framework for thinking about one's own experiences, through dialogue with others (Seeley, 2023). Becoming more aware and skillful in meaningful dialogue is a skill that can be beneficial in connecting the HE ecosystem. Since the pandemic especially, we have realized the need for building stronger relationships with both students and colleagues, and engaging in a more humanistic pedagogy. RD/CC can be especially helpful when reflecting on and examining ways in which we interact with one another that supports the health and resilience of our HE ecosystem. In this session, participants will learn about seven key aspects of RD/CC and consider how they might use them to engage in effective dialogue within their ecosystems. This will include creating an environment to facilitate trust and inclusivity, asking questions that create opportunities for critical thinking, listening with an intention to understand or even be influenced, and thinking together in order to reflect and/or potentially solve problems.

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Preparing Future Faculty for New and Evolving Higher Education Ecosystems

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Abstract

College classrooms are becoming more diverse, with students bringing different cultures, backgrounds, expectations, and experiences into the learning space. On top of that, COVID-19 unexpectedly challenged the traditional way of teaching and learning, encouraging us to reflect and explore innovative ways to motivate student learning and support their academic and professional growth and success. Teaching in today's ever-changing higher education needs an ongoing and intentional effort and commitment, to meet the emerging needs of diverse learners. In the meantime, we need to prepare our instructors to successfully navigate those new challenges. In U.S. universities and colleges, doctoral and postdoctoral students play an important role in teaching college introductory courses, which are normally required to fulfill undergraduate curriculum requirements.

However, many instructors, especially postdocs, doctoral students, and graduate teaching assistants (TAs) who aspire to become faculty in academia, do not receive sufficient support. They are unprepared to teach and thus face unique challenges due to a lack of teaching experience, preparation, uneven guidance, and mentoring. To address this gap and build capacity among instructors and co-educators to navigate and influence the higher education ecosystem. Teach from the Scratch program was developed at a public university in the U.S. The program was intentionally designed to equip doctoral students, graduate TAs, and postdocs, with knowledge, confidence, and skills to design and teach a course effectively. The program is cohort-based and grounded in evidence-based teaching pedagogies. Additionally, participants in this program represent diverse disciplines, cultures, and teaching experiences, as such, this program provides an invaluable opportunity for the cohort to connect, collaborate, and support one another, thereby allowing them to learn and practice teaching, communication, and peer mentoring in a cross-cultural and interdisciplinary environment. If selected, this workshop will engage the audience demonstrating the use of interactive and hands-on learning activities. Starting with a fun icebreaker activity, participants will learn something new. Participants will then have opportunities to connect and learn from one another through think-pair-share and small group discussions, sparking new ideas, reflection, and collaboration through thought-provoking prompts.

The Future is Now: Preparing Faculty & Staff for the New Artificial Intelligence Teaching & Learning Ecosystem

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Abstract

What do educational developers need to know about the rapidly changing world of Artificial Intelligence and how it will influence the teaching and learning ecosystem? Easily accessible Artificial Intelligence (AI) models such as GPT4 are impacting the accessibility and “generation” of information across disciplines. In today's rapidly evolving landscape of higher education, ChatGPT has proven to be a game-changer (McMurtie, 2023). Artificial Intelligence is reshaping the future of work and classrooms. As educational developers, we must help our colleagues prepare for this reality by understanding its limitations and potential (Mills, 2023; Lang, 2023).

ChatGPT's ability to digest and summarize scholarly articles, to respond accurately to short answer problems in STEM fields, to write critical responses in fields such as history, philosophy, and literature, or to rewrite prose to be more readable, impacts teaching and learning ecosystems across the disciplines. AI Image generators such as DALL·E 3 can even create “original” art. How can educational developers prepare faculty members to rethink their approaches to this powerful technology, accounting for it in their assignment and course design, evaluation and grading, as well as their overall approaches to teaching and learning? Artificial Intelligence and Large Language Models are an ever-changing part of our reality today—a reality that institutions and staff ignore at their peril. This interactive workshop empowers educational developers to support colleagues in effectively using ChatGPT and other AI tools in classrooms, labs, and studios in ways that ultimately improve student learning. The workshop equips attendees with the resources and confidence to conduct AI-related sessions at their institutions, aiding faculty in understanding and utilizing AI in their teaching. Conducted by two directors of educational development with different disciplinary backgrounds (one in mathematics/STEM, the other in literature/writing/humanities) who have collaborated on over 20 AI-related institutional, regional, and national workshops, participants will discover various classroom applications for AI, such as writing drafts, creating multiple-choice review questions, creating images, or summarizing a large piece of work. Participants will develop a comprehensive understanding of ChatGPT's mechanics, potential, and limitations. They can use this knowledge to create a workshop to train faculty to use ChatGPT across disciplines, enhancing students' learning experiences and promoting course learning objectives. With the

sharing of exemplary ideas from participants themselves, this workshop offers an invaluable opportunity for educational developers to learn, collaborate, and adapt to the ever-changing teaching and learning ecosystem that represents the future of higher education.

The Potential of Adaptive online Learning: Strengths and challenges

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Abstract

Equitable access is a core value of the Belgian educational system[1], deeply embedded in the society, culture and institutions. The relatively low registration fee and open access to almost all programmes are a few of many examples. KU Leuven has therefore a long tradition of initiatives to support first year students, and devotes special attention to steady academic progress. Recently there is a shift towards an increasing amount of more heterogeneous groups of newly starting students[2]. Above this, there is a greater need for more personalized support and learning paths among these students, having grown up with tailored experiences in their personal and consumer lives.[3] Not only is the ecosystem changing, the preferences of learners within this ecosystem are also evolving.

In this changing context, KU Leuven searched for innovative ways to support these students even more in their transition from secondary to higher education. Educational innovation funds were used to experiment with emerging technologies in the search for alternative, more personalized ways of remediation within the curriculum. KU Leuven created online adaptive paths in various preparatory courses on mathematics, biology, statistics, ...or on communication and study skills to strengthen the basic skills and prior knowledge of these students. The learning paths also offer digital learning data to improve student learning. But along with the development of these learning paths, boundaries and fundamental questions emerged. Not only technical, but also ethical questions and challenges came across.

In this workshop, we'll share project insights, support materials and frameworks, but the focus will be on the lessons learned, including the fundamental questions that emerged during the project period, like adaptivity conflicting with autonomy, strong personalization's side effects, and ethical concerns about learning analytics. These topics will be discussed in small groups, encouraging participants to share their ideas and experiences on adaptive education in the broader context of evolving university ecosystems.

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Educational Developer Competencies to Successfully Navigate Multi-Level Educational Ecosystems to Advance Evidence-Based Teaching Practices

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Abstract

Educational developers are fundamentally leaders and facilitators of learning and change. Historic approaches to educational development have focused on individuals as the focus of change efforts without much consideration for the broader eco-system in which they practice. This workshop will explore the complexity of instructor contexts as they make changes in teaching, acknowledging that instructors continuously navigate between the practices of their department and the expectations of students. Together we will explore questions such as: How can the practices of educational developers support instructors in this complex navigation? What approaches will enable success, and what competencies do we need to enact them? As a counter to educational development approaches focused on changing individual instructor behaviour, this session will engage participants in examining theory driven change that considers departments, instructors, and students as part of an integrated eco-system. Using social practice theory (Kemmis & Mahon, 2017) and the reasoned action approach (Fishbein & Ajzen, 2010), educational development practices that support instructors navigating the complex contexts in which they teach, grounded in departmental practices and influenced by student responses, will be proposed. Additionally, the fit with and implications for this approach in varied higher education contexts will be discussed as will the competencies needed to advance this type of complex change across an eco-system. This work holds promise to support educational developers and instructors in preparing for a future of higher education marked by more frequent and disruptive change. Educational development work is increasingly spread across different levels of higher education (e.g., institutional, departmental, instructor and beyond), and we need to be prepared to employ multiple change models when supporting complex change (White et. al., 2020). This workshop will involve short presentations interspersed with discussions and group activities. A core area of engagement for attendees will be consideration of the competencies educational developers will need to enact the proposed approach and how we might support their development.

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The Scholarship of Educational Development (SoED) as Complex System: A Guide to Strengthening Your Scholarly Dexterity

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Abstract

The complex and ever-changing nature of the field of educational development has led to a scholarship of educational development (SoED) that is rich but also enigmatic. Drawing from insights shared in the International Journal for Academic Developments article of the year (Cruz et al, 2022), participations will be guided through four distinct lenses through which SoED might be viewed—as a Scholarship of Practice, Scholarship of Teaching and Learning Development, Scholarship of Critical Educational Development, and Scholarship of Organizational Development. Ultimately, we provide a vision of SoED that encompasses all of these aspects and is grounded in a distinctive form of scholarly and disciplinary dexterity. We argue that by cultivating a dexterous SoED, educational developers can leverage a more inclusive scholarly community to explore more meaningful questions and advance SoED as a field of study.

Efforts to organize and describe SoED (e.g. Felten et. al. 2007; Cruz 2016; Sutherland & Grant 2016; Amundsen and Wilson 2012) have identified a robust body of work, but there is little consensus about SoED’s purpose(s), method(s), and audience(s). Instead, what SoED is can appear to change depending on “where we are looking” (Clegg 2012, p. 669). Our scholarship is tightly intertwined with practice and there is considerable variation (chronologically, geographically, and contextually) in that practice – not only in the work educational developers do and the conditions in which they do it, but also in the ontological and epistemological underpinnings of that work (Green & Little, 2016; Little, Green, & Hoption, 2018). This variation creates tremendous richness and diversity in our scholarship but can also lead to a sense of identity crisis, in which the scholarly norms and assumptions underlying different types of SoED can feel at odds with one another.

As SoED matures, these circumstances provide an opportunity to reexamine, and possibly reintegrate, our scholarly identities and values within the context of the challenges faced in higher education. What might SoED look like if it were to actively embrace its multiple purposes, methods, and audiences? In this interactive workshop, we invite participants to consider various paths SoED has travelled so far, with the intention not of resolving the differences between them, but rather recognizing and reflecting on the practices of dexterity on which the future of SoED relies. By doing so, participants will help to develop new ways to

understand ourselves as an increasingly well-defined, yet flexibly forward-looking international community of educational/academic developers.

Engaging ‘Critical’ Education Developer Competencies to Create a More Equitable and Socially Just Higher Education Ecosystem

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Abstract

Education is not neutral; it is a political act in an ecosystem that doesn't transparently acknowledge this truth (Giroux, 2017). It is time for education developers (EDS) to become critical education developers (CEDs), to recognize that by redesigning courses with faculty toward a more socially just and equitable ecosystem in higher education, we are political actors and therefore not neutral. CEDs can support academic staff as agents of change in actionable and concrete ways that disrupt the status quo by applying the principles of critical pedagogy. In this workshop, we demonstrate how critical pedagogy provides a lens in which CEDS can translate and provide a comprehensible way to empower faculty to interrogate their course design and instructional practices to advance social justice.

Given existing inequities in higher education, we recognize it is imperative for educational developers to build a clear understanding of critical pedagogies. This requires the skill to articulate critical pedagogy principles and interrogate current systems, structures, and barriers. Furthermore, a thorough interrogation of prevailing classroom practices using critical principles and probing questions can help instill values that put critical pedagogy into practice and drive meaningful action. By applying the CED Typology we developed (Ultsch, Baier,& Signorini, 2022), EDs gain competencies to support and empower academic staff with the implementation of new approaches to empower educators and consequently partner with their students to foster a culture of continuous improvement to respond to current challenges and issues with a critical lens.

This workshop is an opportunity to reflect, discuss, and apply our individual and collective understanding of critical pedagogy. We will first present a conceptual framework and heuristic of what constitutes a “Critical Ed Developer” and then describe core competencies of a CED (presentation). We will demonstrate how to navigate the CED Typology and participants will then apply these competencies using the typology to an academic artifact (engagement). It is our hope that the workshop becomes a brave space for emerging, seasoned, or curious educational developers and academic staff to 1) explore and strengthen our collective understanding of the linkages between diverse critical pedagogies, 2) identify the affordances of those linkages to our instructional praxes, and 3) revise an artifact utilizing the critical pedagogy tool. 4) take actionable steps to influence change in their respective ecosystem with an eye toward achieving the aim of critical pedagogy to create a more equitable and just society.

Belong and Be Well: An Institutional Transformation Initiative

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Abstract

Problems related to wellness and burnout in higher education were present before the COVID-19 pandemic, but the pandemic provided new opportunities to voice concerns and generate recommendations for improving wellness in an ever-changing educational environment (McMurtrie, 2020; Obradović-Ratković, 2023). Wellness and mental health became a national conversation. Faculty flocked to their Centers for Teaching and Learning (CTLs) seeking guidance in supporting students in crisis. But what also emerged was a wellness crisis for the faculty themselves. Levels of frustration, worry, and burnout were high. Since the emergency ended, levels of stress and burnout have remained high for faculty, staff, and students. In response, the CTL at Montana State University Billings (MSUB) is leading faculty support in a university-wide initiative, called *Belong and Be Well*, that aims to enhance the health and resilience of all members of the university community. The initiative brings together key players from student health, student affairs, academic leadership, human resources, and the CTL to create a campus ecosystem that recognizes wellness work as a community responsibility, not just an individual concern.

The ecosystem seeks to create positive educational experiences for all learners by working to foster community and well-being for everyone on campus. This workshop invites educational developers to learn more about the CTL's role in the *Belong and Be Well* initiative. We will review data collected about sources of stress and burnout among faculty at MSUB, programming we created on faculty well-being related to those challenges, as well as trainings on how to support student well-being through trauma-informed teaching and fostering a sense of belonging in the classroom. Participants will then discuss other examples of programming and initiatives related to well-being and the need for support from institutional leadership for wellness strategies to work (Amaya et al., 2019). Finally, participants will work in small groups to develop an action plan for how they might create a similar ecosystem at their institutions.

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"Piloting a Standardised Curriculum Development Process for the Design of Sustainable and Innovative Study Programmes in the Context of System Accreditation Processes Using the Example of the Social Work Degree Programme at the Frankfurt University of Applied Sciences"

Prof. Dr. Stefan Braun¹, Prof. Dr. Carola Berneiser²

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Abstract

Context: Within this session, we report about piloting a standardised curriculum development process for the design of sustainable and innovative study programmes in the context of system accreditation processes using the example of the Social Work degree programme at the Frankfurt University of Applied Sciences (FRA UAS). Against the backdrop of social change and an increasing transformation in life situations due to social disintegration risks, social work is becoming increasingly complex in everyday professional life. For this reason, the curriculum for Social Work has to be as adaptive to social changes as possible.

Challenges: The programme to be accredited offers various forms of teaching and learning. In addition to seminar-based teaching and project-oriented work in small groups, training in conversation skills and conflict management the students have to reflect on their studies and practice and to join an interdisciplinary case seminar. The content of the programme focuses on the following areas:

- Social work, law and personality development (education, psychology)
- Economy, welfare state (social sciences)
- Methodological knowledge
- Cross-cutting issues in social work such as different ages, gender, ethnic-cultural background, disability/ability and sexual orientation
- 50-days internship plus in-depth courses

Measures: Curricular changes and re-accreditation processes are complex measures. In addition to the discussion of subject matter and content within the teaching staff, communicative negotiation processes within the professorial body take place. In order to meet all these requirements and to consider the system accreditation, the cross-faculty School of Personal Development and Education (ScoPE) developed a sequenced and standardised facilitation process: In six binding phases, the colleagues are guided through the reaccreditation process. From the situation and needs analysis to the strategic orientation of the study programme and

the definition of competence-oriented training profiles for students, innovative examination formats and study plans. The definition of flanking mentoring programmes and psychosocial counselling through the student-life-circle to the editing of the newly created module descriptions rounds off the process support.

Findings: The evaluation of qualitative interviews with experts revealed the particular challenges of this process. These lie in particular in mastering the interfaces between administrative processes and academic ones. The institutional-cultural diversity of the various stakeholders and their groups and their communicative processes, as well as the communication behaviour within the professorships represent the central challenge in the monitoring. How we managed this and which alternative approaches might be conceivable, is the subject of an open discussion with the audience present.

Subverting the Zero-Sum Paradigm: Advancing Generous and Sustaining Higher Education Ecosystems

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Abstract

Academic cultures of scarcity often corner us into doing more with less, feeling overwhelmed but still territorial about our work, and questioning ourselves instead of the structures that metastasize imposter phenomenon. How can educational developers resist and subvert these systems through intentional approaches that foster belonging, agency, and generosity? What happens when we center how we act as cultural architects, actively creating sustainable and sustaining collaborations, partnerships, linkages, and structures? Inspired by the conference theme of Advancing Higher Education Ecosystems for Competency Development, we will explore disrupting zero-sum paradigms and unlocking possibilities for co-creation and equity. Our framework leans on “countercultural” reinvention (Felten et al, 2013), scholarship approaches that defy academic cultures of credit (Liboiron et al, 2017), and generously sustaining engagement (liberatingstructures.com).

We hope participants in this session might increase their ability to:

- Activate their own agency in countering dominant narratives that constrain potential within parameters of scarcity
- Intentionally create and cultivate connections that foster their sense of belonging and agency
- Collegially engage with fellow educational developers across the globe in a community of inquiry.

Participants will unpack how these concepts inform privileges and priorities of their professional roles, and reflect on applied practices for fostering transformative change within the scope and spheres of influence of their specific institutional contexts. In the spirit of generous sustainability, we hope to not only learn from each other, but also invite participants into joint authorship of an open-access resource based on this session.

Session outline: Welcome and Introductions (15 minutes)

We share our positionality as educational developers from two different continents (North America and Europe) and co-develop guidelines with session participants for exploring challenging situations in our work.

Reflections on Zero-sum Experiences (30 minutes)

Facilitators share two vignettes rooted in zero-sum paradigms and then provide scaffolding for participants to identify, reflect on, and potentially share their own context-specific stories. We will then surface and debrief themes and keywords, which we will compare to our framework.

Imagining New Ecosystems (30 minutes)

Facilitators will lead participants through a group envisioning of a new ecosystem. We will summon these ideas to analyze our framework and co-imagine possibilities for subverting zero-sum paradigms.

Invitations and Final Reflections (15 minutes)

Facilitators will share our story and invite participants to join us in collaborative creation of an open-source project. Group reflection on how this conversation can help us build capacity to navigate and influence these ecosystems moving forward.

Future-proof Curricula @Ghent University: a Roadmap to Enhance Generic Competencies in Students

Sabine Lamote, Thibault Hoogstoel
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Abstract

In this workshop we propose a strategy for program committees to enhance generic competencies in students, based on field work spanning 18 months. Prompted by rapidly changing socio-economic, ecological and technological evolutions, Flanders (Belgium) has invested in higher education institutions to tackle the post-COVID educational challenges. At Ghent University, this initiative has culminated in the creation of a roadmap for program committees, stimulating a forward-looking reflection on the future-proof profile of their students. Furthermore, to optimize their programs, the roadmap advocates for the integration of experiential learning opportunities, which are considered the most effective approach to cultivating and assessing generic competencies (Chan, et al., 2017; Chan, 2023).

The supporting materials for this roadmap were developed in cocreation with 20 program pilots that ran in 11 faculties. Two questions guided program committees in the roadmap:

1. Which **student profile** do you want to deliver and does this profile balance discipline-specific knowledge, skills and attitudes with generic competencies?
2. How does your program provide sufficient **learning opportunities** for students to develop these generic competencies through interaction with different disciplines, international and intercultural learning and real-life challenges?

During the workshop we will guide you through the different steps of the roadmap, inspired by the ADDIE-model. The workshop begins with a visioning exercise to identify the generic competencies vital for graduates' success. Following this, we will introduce a robust methodology, drawing on Miller's pyramid, for integrating international, interdisciplinary, and societal teaching approaches, together with assessment methods that foster the development of these essential competencies. Our goal is to empower and inspire you to work on future-proof education within your own institution.

References

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Welcome to the ICED Community: Workshop for New Networks

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Abstract

This session aims to provide support to individuals and groups who are in the early stages of creating a network of practitioners in Educational Development (ED) in countries where no network organisation exists yet. We will strive to create environment conducive for informal learning that supports inclusivity, exchange of various perspectives, sharing of good practices but also revealing challenges in the process of ED network creation. The workshop is planned to be offered in a hybrid format to allow the colleagues not attending the conference in person to join and engage. Virtual tools are to be utilized to facilitate sharing of knowledge and opinion. During the session, the following topics and practices will be emphasized:

Educational Development

- Encourage discussion on how to best foster institutional and cross-institutional cooperation in educational development
- Stimulate debate about competencies that educational developers need to engage meaningfully and successfully with teachers, students and other colleagues

ICED

- Provide more context and information about how ICED works and for which values it stands
- Uncover different types of ICED member network organisations
- Share some examples of established networks, which recently became an ICED member
- Provide an opportunity to establish contact with various representatives of ICED member networks, educational developers and other participants interested in issues of higher education from similar and different contexts

Emerging Networks

- Engage you in an activity to recognise the potential of your emerging network and benefits stemming from collaboration with others across your region and the world
- Explain how your network – even if it is still emerging – can join ICED

This workshop is a part of the project led by the ICED Council. If possible, all three proposers would like to act as facilitators.

Fostering Student Agency within Hierarchical Systems and Structures: Developing and Assessing Student-Faculty Pedagogical Partnership Programs as Ecosystems for Leadership and Professional Competency Development

Riley Caldwell-O'Keefe¹, Alison Cook-Sather², Aimee Fleming³, Eugene Lee⁴, Adriana Signorini⁵

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Abstract

As ICED 2022 encouraged us to engage, the United Nations' sustainability goals include a focus on ensuring inclusive and equitable quality education. The UN's indicators for success and articulation of progress highlight the continuing inequities of our educational systems as a pressing civic and human rights issue. Higher education is a place for students to learn and refine leadership and professional competencies to engage meaningfully with complicated problems such as these. Student-faculty pedagogical partnerships (P2 programs) support this kind of student growth and development in students and the faculty with whom they work. P2 programs are an effective, high-impact practice that help students build a sense of confidence and competence and, in particular, develop capacities for thoughtful, empowered, and empathetic engagement in problem solving (Cook-Sather et al., 2023; "Students as Partners," n.d.). The three Rs - mutual respect, reciprocity, and shared responsibility - as evidenced in the student-faculty partnership literature (Cook-Sather, Bovill, & Felten, 2014) - fundamentally reshape the relationship that is currently established for faculty and students by requiring both to embrace vulnerability, negotiate power, and expand notions of expertise. When students experience these dynamics, they can develop a powerful and transferable sense of agency, which positions them to work within hierarchical systems and structures toward greater empowerment of and equity for all. P2 programs can more effectively build students' agency and contribute to faculty development for student success when they align with institutions' stated culture, priorities, and needs. When developing or assessing a P2 program, having a framework or rubric can serve as a critical tool. In this session, we will present pedagogical partnership program models drawn from four institutions (and three institutional types) in the US. The various guiding frameworks we have utilized across institutions for developing our P2 programs share student perspectives on how they experience agentic development as well as leadership and professional competencies, and provide audience members models to consider how they might develop and assess student-faculty pedagogical partnership programs as ecosystems that foster student agency, leadership and professional competencies.

References:

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Learning to unlearn - a Fruitful Addition to the Skill set of Educational Developers

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Abstract

Even though higher education institutions (HEI) have always experienced changes, it seems as if the last few years were especially challenging for the members of academia. Recent transformations as huge as going fully online during a pandemic or rethinking academic practices in the surge of generative artificial intelligence (GenAI), have asked students and teachers as well as those who support educational processes to question and in part re-invent their understanding of learning and teaching in higher education.

For educational developers, one might argue, such changes are particularly demanding. After all, as educational guidance for the other members of an institution, educational developers not only have to learn how to deal with the changes in their own daily practices themselves, but they are also required to quickly develop and share strategies that will help others to adapt their teaching and learning habits as well.

Therefore, the ability to unlearn seems crucial for educational developers to cope with the rapid changes in our interconnected world and to be able to act meaningfully in shaping the educational ecosystems of the future. The question is: how can we learn to unlearn?

Gayatri Chakravorty Spivak, who coined the expression "learning to unlearn" in the context of decolonising academia, argues that changing one's teaching practices is not sufficient, if one wishes to overcome former educational approaches. Rather, one's own perceptions of the world must be altered. In an interview, Spivak (Danius et al., 1993) describes that unlearning can be achieved by testing one's own knowledge and its underlying assumptions about education, and by reflecting how one's own learning or teaching would have looked like in other educational contexts. Unlearning, she emphasizes, asks us to detect the implicit habits and norms in our own academic contexts.

Based on a short introduction of Spivak's considerations, we will use the workshop setting to get familiar with both approaches that she suggests. Collaboratively, the participants will first explore their own assumptions about higher education, before the group will start envisioning themselves as actors in different educational realities. The workshop ends with a short recap of the insights and moments of unlearning from the group of participants, and a reflection of the importance to foster processes of unlearning in peer constellations.

Reference:

Danius, S., Jonsson, S., & Spivak, G. C. (1993). An Interview with Gayatri Chakravorty Spivak. *boundary 2*, 20(2), 24–50. <https://doi.org/10.2307/303357>

Those that Create Together, Learn Together: Capacity-building through the Design of (hypothetical) University Teacher Development Programmes

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Abstract

Background

The fundamental principle of this experimental workshop is that those who create together, learn (more) together. In international conference formats such as ICED, *space and time should also be given for participants to simply create programmes with each other*, thus moving conference knowledge transfer to a collaborative, interactive, and creative process. Furthermore, learning cross-institutionally can further develop the capacity for educational developers to prepare for, and influence, rapidly-changing higher education ecosystems.

Workshop Format

If the main aim is to learn from each other, the creating process should be facilitated in the simplest way possible so that interaction can begin very early in the session. The format is based on techniques used in (university) teacher education and "Train the Trainer" programmes at the University of Groningen, but is adapted for this audience of educational developers.

Small groups of participants will be given a task or challenge to create a new (for now, hypothetical) university teacher development programme. The small groups will self-select into a certain 'type' of programme to be built and using ideas and best practices from each participant in the group, produce an overall visual design of their hypothetical programme. The facilitator serves as a supportive guide through the process but must absolutely ensure the learning comes from the true experts in the room--the participants.

The types of programmes to be designed will be divided in such a way that they are general enough to encompass a wide variety of roles, ideas, and practices in (university) teacher education. Namely, they will be based on 1) new teacher training 2) experienced teachers moving to leadership roles and 3) temporary training programmes for internal/external clients. The format also allows for the possibility of adding more of these types based on audience feedback. The introduction to the task should take no more than 15 minutes and be followed by 45 minutes of design.

Concluding the workshop

Each group will briefly present their programme idea and their takeaways for how various ideas were built upon each other. The workshop will wrap up with a very brief description of the successes and struggles the University of Groningen has with similar programmes such as their own University Teaching Qualification and Senior Teaching Qualification, as well as the

'Masters of Didactics' programme conducted in partnership with the Ministry of Science and Higher Education in Poland.

Workshop-in-a-Box: How to (Re-) Design Assignments where Students Collaborate Effectively with Artificial Intelligence

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Abstract

This workshop-in-a-box is designed to share a pedagogical approach that thoughtfully incorporates artificial intelligence (AI) into course assignments. Students and faculty must develop competencies in AI literacies in alignment with the role AI will play in future academic and professional workplaces. I introduce a framework that educational developers can use to help faculty (1) reflect on the potential role of AI in their discipline and thus affect student's learning goals and (2) clearly outline their expectations around AI-Human collaboration in specific course assignments that will increase transparency in assignment design and help both instructors and students articulate how AI may be a useful or not useful contributor to current and future work. This framework stands in contrast to most existing guidance for instructors at universities focus on setting general boundaries around AI usage at the course design level, typically with three or four levels that range from no AI usage to free use (e.g., prohibited, allowed with attribution, encouraged with certain tasks at <https://teach.its.uiowa.edu/artificial-intelligence-tools-and-teaching>. See also:

<https://www.cmu.edu/teaching/technology/aitools/academicintegrity/index.html>;

<https://learninginnovation.duke.edu/ai-and-teaching-at-duke-2/artificial-intelligence-policies-in-syllabi-guidelines-and-considerations/>

Rather, faculty benefit from guiding questions and activities around building specific course assignment tables for human-AI collaboration: <https://tinyurl.com/HumanAISpectrum>. These tables have been used as templates, inspiration, or content for syllabi and other course materials to help clarify how and when collaboration on assignments with AI is or is not permitted.

Attendees will engage in:

- (15 min) poll and short intros in groups, with a goal to shuffle attendees to group by similar assignment types
- (15 min) overview of this work, framework, and guiding questions, with a walkthrough tables that outline the spectrum of human-AI collaboration in specific course assignments
- (10 min) individual/paired work adapting or building tables for a specific course assignment with targeted learning goals. They will reflect on how, where, and at what level AI may affect their discipline and may be useful or not useful for student learning

- (20 min) group discussion of new ways in which AI could be a collaborator for students in specific assignments (as well as times where AI should not be involved) to develop appropriate AI-related competencies
- (20 min) meta-talk and Q&A about how they could apply this workshop in their own context. They will discuss how this process has helped them and relates to transparent in teaching tool
- (10 min) sharing of additional resources, best practices, and ideas for their own institution around AI usage and guidance.

Collaborative Development of Transversal Skills Framework Across a Higher Education Institution

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Abstract

Background: Transversal skills and student future-proofing are topics that have gained traction in recent decades in many higher education institutions. However, there is often a lack of strategy and coherence in practices for developing cross-disciplinary and non-technical skills, as well as reluctance in curricular renewal. In engineering education in particular, this leads to an assumption that transversal skills are marginal to the rest of the curricular content and that learning to use and apply skills comes naturally as a result of students working on projects.

Our approach: Given the need to reassess the institutional framework for transversal skills at our institution, we are taking a collaborative approach that aims to involve representatives of all stakeholders in its adaptation. To achieve this, we have designed a workshop that (1) promotes a wide reflection on the aim of educating future engineers, (2) helps to map what the present curriculum offers both in technical and transversal skills and (3) identifies paths for improvement of the curricular teaching of transversal skills. Our approach encourages the teachers to better understand their educational ecosystem, and to determine how the courses they teach contribute to scaffolding learning of transversal skills. It also highlights the importance of optional courses and the extracurricular offer that fills the gaps in students' learning journeys.

Workshop outline: The aim of the workshop is twofold, as we plan to (1) provide participants the opportunity to experience a digested version of the session we developed for the teachers, and (2) create space for discussion, feedback, and perspectives related to similar pedagogical initiatives at other institutions.

The outline of the session:

- Introduction (5-10 minutes)
- Collect: individual brainstorming (5 minutes)
- Categorise: adding all ideas and making categories and patterns (15 minutes)
- Choose: grading the competences (5 minutes)
- Map: sorting the competences in a visual map to identify where they should be taught (15 minutes)
- Discuss: the potential and the experience of the session (20)

- Wrap up: takeaways and aspects for improvement (10)

Expected outcomes

The workshop will provide a space to exchange and discuss approaches in developing transversal skills frameworks by working directly with teachers, collecting teachers' ideas of what the future graduates look like and how they can support their learning journey. While we will share the experiences we had at our institution, we also hope to learn from the feedback and different perspectives of professionals working on the same topic at their institutions.

Advancing Graduate Student and Post-doc Professional Development through an Inclusive Course Design Institute

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Abstract

Over the past 3 years, we have developed a program for graduate students and postdoctoral lecturers to help them design their first course/syllabus using principles of empathetic, inclusive, and accessible teaching and learning. In the Inclusive Course Design Institute (ICDI), instructors deconstruct assumptions about students to center equity in course design; align planned course objectives, assessments, and activities to help students meet their learning goals; and integrate anti-racist and anti-oppressive practices throughout each stage of course design. The curriculum and applied frameworks of Universal Design for Learning (UDL), backwards design, and Bloom's taxonomy discussed in ICDI are transferable across institutions and disciplines. To help graduate students nurture competencies in developing courses that promote collaboration and cooperation, the facilitators model specific strategies of how instructors can implement these principles into their own instructional practices. Participants have consistently praised the value of ICDI's interdisciplinary approaches to inclusive course design and have reported improvements in their ability to maximize success for all students in their classrooms. This session will introduce participants to the structure and ethos of ICDI, walking them through the considerations and choices that we made as we developed and revised the program. Graduate students have been integrally involved in the iterative design and development of ICDI as facilitators, participants, and research assistants, and we will share recommendations for ways to center both graduate and undergraduate student voices for those interested in transferring the ICDI framework to serve their own educational ecosystems. During this workshop, we will lead participants through a series of reflective and collaborative activities to help them think critically about and problem-solve ways to incorporate inclusive and accessible programming for their own contexts. These discussions and activities will be guided by two overarching guiding questions proposed by conference organizers:

- “How do we ensure equitable access and positive educational experiences for all learners?”
- “How do we support the health and resilience of all in higher education ecosystems?”

Leadership from the Third Space: Navigating and Influencing the Ecosystem as an Educational Developer

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Abstract

This workshop will offer a sketch of leadership from the third space in higher education as appropriate for educational developers and heads of centres for learning and teaching in order to create and share ideas about creating positive impacts within individual context, rather than from the traditional top-down leadership structures captured in organisational charts, also considering the practice-based pathway of developers that can be ill-fitting to research-led environments.

The third space is a term often used to refer to academic and sometimes professional services staff who focus on professional practice, e.g. learning and the structures and processes around learning. (Quinsee, 2022) “Third space” academics exist in a working space that occurs between academic and professional practice, research and teaching, and sometimes operate amongst the spheres in academia, practice and industry ecosystems. Third space educationists hold significant roles, creating strong parallel links between students, academics, and professional staff within a higher education and industry-connected context. Participants will be asked to diagram and present areas of influence and impact.

Definitions of leadership from below will be considered in an interactive, workshop format as fitting to the positions and power and/or lack thereof of centres for teaching and learning within universities. Next, the notion of third space impact will be developed collaboratively using a model of passionate leadership, highlighting the importance of the third space as a foci for activist teaching professionals (Sachs, 2001, 2003) to facilitate internal networking and interdisciplinarity university-wide, promote of a common language and understanding concerning learning and teaching, impact policy and process, articulate and amplify practice-based work, as well as supplement university internationalisation and partnerships. The workshop will then explore stakeholder mapping with an activity for educational development units in higher education, which will transition into ideas for stakeholder management. The notion and process of managing up will be explored, with a focus on impacts and quality enhancement.

Transforming Student-Staff Partnerships: Towards Equity-Oriented Co-Creation Models

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Abstract

There is a strong call for alternative models of student-staff partnerships that focus on diversity, equity and inclusion framed by a Global South perspective. This workshop draws on an on-going, three-year project designed to explore and facilitate the co-creation of curricula with an emphasis on equity-oriented learning design. As part of this project, we offered a 6-week long online short course on co-creation across differences, involving participants from three differently positioned higher education institutions in South Africa and one university in Egypt. Student-staff partnership teams participated in the redesign of a course according to principles of equity-oriented learning design. Through the course, students and lecturers were able to consider ways to co-design curricula in unequal power situations to make learning spaces more equitable and democratic. In doing so, we collectively developed ways to unlearn and dismantle hegemonic structures to work towards co-creating across differences. In this workshop we describe the principles and methodology used in the design and delivery of the course, we reflect on our engagement in the course and feedback from the participants and finally share some of the emerging models of student-staff partnerships put forward by participants.

Participants in this workshop will leave with the following:

- Principles we followed to ensure equitable spaces that positioned both staff and students as active subjects in shaping the world around them.
- A tool kit consisting of participatory and dialogical pedagogies to challenge prevailing structures that marginalise certain individuals while favouring others, such as liberating structures, intersectional dialogue and storytelling
- Examples of student-staff partnerships that centre diversity, equity and transformation

International Perspectives on the Evolution and Future of Educational Development

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Abstract

Overview:

In this workshop, participants will explore the evolving global landscape of educational development within higher education. In doing so, the presenters will highlight the critical role that these professionals play and the importance of building professional capacity in fostering success throughout higher education's ecosystem to best withstand the demands of the 21st century and beyond. The presenters will talk about how educational developers can play a key role in connecting student success and achievement with faculty advancement. They will also work on ways to promote a unified progression of competencies. The workshop will consist of three (3) clear sections:

Section 1: Past Reflections

In the first section, participants will re-examine the historical compartmentalization of student, faculty, and educational developer success (Tiberius, R. G. (2002). This includes identifying the shortcomings of previous methodologies and emphasizing the need for a more integrated approach to student and faculty success (Gillespie, Robertson and Associates, 2010; Beach, Sorcinelli, Austin and Rivard, 2016).

Section 2: Present Strategies

Our current landscape analysis will shed light on essential skills and competencies for educational developers (Steinert, 2014; Beach et al., 2016). Perspectives on the impact of COVID-19 and the return to campus had on the role, skills, and competencies of these educational developers (Educause, 2021–2022). Participants will workshop strategies for recruitment, training, and retention of these essential professionals in a resource-constrained environment.

Section 3: Future Directions

This section will take a forward-looking lens and address the advanced competencies required for educational developers given the trends and complexities of the wider higher education ecosystem that are outlined in various Educause reports (2023). Leadership skills and the capacity to work collaboratively across various units will be highlighted as vital for fostering a holistic and interdisciplinary approach (Quinlan & Åkerlind, 2000; Beach et al., 2016).

Throughout the workshop, the presenters will advocate for a multifaceted approach to redefining the role of educational developers beyond conventional boundaries, emphasizing continuous professional growth and retention.

Finally, people who are taking part will be asked to think of an educational ecosystem that helps students do well by improving the skills of educational developers. This will improve both individual and group academic success.

By weaving insights and scholarly references throughout the workshop, the presenters aim to frame a robust and comprehensive narrative that will empower participants with the knowledge and foresight to navigate and influence the future of educational development within their respective institutions more effectively.

Leveraging Micro-Credential Programs to Address Skill Gaps: A Science-Based Approach for Future-Ready Higher Education Ecosystem

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¹Propel, Silver Spring, MD, USA. ²Temple University, Philadelphia, PA, USA. ³Propel, Daytona, FL, USA

Abstract

Higher education ecosystems face the challenge of addressing the rapidly changing demands of the global workforce. As the marketplace evolves, so does the need for a more agile, responsive, and competency-focused approach to learning and upskilling. As a part of this change, Propel's competency-based micro-credential programs offer a science-based way to learn that fills in skill gaps and makes sure graduates have the skills needed for the future of work (National Academies of Sciences, Engineering, and Medicine, 2016; World Economic Forum, 2020).

Research indicates that skill gaps significantly impact organizations, leading to decreased productivity and competitiveness (Holmberg, 2016; Schmidt, 2021). Traditional educational models often struggle to address these gaps in a timely and efficient manner. However, competency-based micro-credentials, like those that Propel offers, offer a focused solution to help institutions empower students with stackable credentials. Developed in collaboration with industry experts, top faculty from Historically Black Colleges and Universities (HBCUs), and global workforce collaborators, Propels programs ensure relevance, currency, and alignment with both employer needs and industry trends (American Psychological Association, 2023; Educause, 2022, Tamoliūnienė et al., 2023). Propel's microcredentials ensure inclusivity and cater to the diverse backgrounds and neurodiversity of learners to promote a sense of belonging in self-paced microcredentials that usually lack opportunities for personalized learning (Clark & Mayer, 2011). This not only enhances student outcomes but also fosters a more inclusive workforce, addressing societal factors and external stakeholder expectations within the higher education ecosystem (Bonwell & Eison, 1991; Hattie & Timperley, 2007).

Emerging technologies, such as AI and cybersecurity, are reshaping the future of work. Propel's microcredential program in artificial intelligence, machine learning, and Swift Coding ensures that students are future-proofed for a rapidly evolving marketplace when offered opportunities for upskilling in areas such as arts and professional development. Propel aspires to make sure learners are equipped with the requisite tools and knowledge to thrive in these evolving fields (Bonwell & Eison, 1991; Hattie & Timperley, 2007). This aligns with the conference's sub-theme of designing ecosystems that nurture the competencies graduates should exhibit.

In conclusion, as higher education ecosystems evolve, there is a pressing need to address skill gaps through innovative, science-based approaches that include all learners especially those in underrepresented communities like HBCUs. Propel's competency-based micro-credential programs offer a promising solution, ensuring that graduates are not only equipped with the necessary competencies but are also prepared to be culturally competent, critical thinkers, and problem solvers in a rapidly changing world.

Humanized Leadership: Fostering Inclusive Higher Education Ecosystems for 21st-Century Learners

Carl Moore

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Abstract

In today's rapidly evolving global landscape, our approach to higher education leadership must be proactive and future-focused. This urgency is amplified in a world where technology continually reshapes how we accomplish traditional tasks, highlighting the need to embrace our humanistic qualities for better collaboration and impact. This workshop combines contemporary leadership theories with Shizard Charmaine's notion of positive intelligence to alter the way educational developers carry out their duties in keeping with the theme of ICED24, "Advancing Higher Education Ecosystems for Competency Development."

Central to our discourse is the fusion of emotional intelligence, as detailed in the Harvard Business Review and Bariso's (2023) practical guide, with the principles of positive intelligence and psychology. This combination underscores the significance of leaders who can empathize, understand, and cater to diverse needs, thereby motivating and uplifting academic communities.

The workshop also integrates transformational leadership principles (Blane, 2023; Rath & Conchie, 2023) and agile leadership skills (Marquet, 2023; Joiner & Josephs, 2023), essential for navigating and instigating change in dynamic educational settings. The ideas of Liswood (2023) and Perry (2023), which are at the heart of this discussion, are used to look at diversity and inclusion in a way that goes beyond simple representation and includes meaningful engagement and making the most of differences. This is aligned with the transformative potential of inclusive leadership in enhancing behaviors and learning in higher education (Aboramadan, Dahleez, & Farao, 2022).

Recognizing the evolving work environments and importance of mode as a situational factor, the workshop explores remote and hybrid leadership models (Fried & Heinemeier Hansson, 2023; Eikenberry & Turmel, 2023), and discusses sustainable and ethical leadership practices (Polman, 2023; Werbach, 2023), crucial for fostering enduring and responsible higher education ecosystems.

Ultimately, this workshop aims to weave these diverse leadership theories into a unified strategy for educational developers, demonstrating how the amalgamation of these concepts can foster a more empathetic, positive, and humanized approach to leadership. By embracing this multifaceted perspective, participants will be better equipped to lead and support educators

and learners, nurturing inclusive and dynamic higher education ecosystems for the 21st century.

Brief Workshop Outline:

Leadership Icebreaker (5 mins)

Setting Context and Introduction to Humanized Leadership (10 mins)

Humanized Leadership Activity (10 mins)

Strategies for Implementing Humanized Leadership: Group Brainstorm (10 mins)

Promoting an Ecosystem for Success Jigsaw (10 mins)

Think Pair Share Action Planning (15 mins)

Conclusion and Feedback (10 mins)

Networking and Closure (5 mins)

Building a Healthy Higher Education Ecosystem through Inclusive Leadership Development

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Abstract

We invite educational developers to explore models of leadership critical to healing institutional inequities and leadership strategies that promote equity, mindfulness, courage, creativity, and compassion. Participants will self-reflect on their own leadership styles and approaches, build community with fellow participants by sharing resources and experiences, and set goals for personal growth. We will collectively chart a forward-looking path that creatively responds to the need for models of compassionate, introspective, courageous leadership among educational developers in higher education and leadership competencies that: are conscious and intentional, make visible and address inequalities and marginalizations, reduce reactivity and increase mindfulness, are attuned to peoples' needs and contexts, and encourage creativity and resourcefulness within scarcity. Finally, we will reflect upon how these leadership dispositions can contribute to a healthy and resilient campus climate that will enhance the higher education ecosystem. Participants will engage in writing and reflection activities that will spark personal storytelling and community building with fellow participants in small groups. They will also work in teams to create pathways forward with tangible action items that will be displayed for peers to view and interact with.

Guiding questions/prompts that we will collectively explore in the workshop include:

- What brings you to this work / what needs do you hope this session will address?
- What are some stories you tell yourself about who you are as a leader?
- What moments in your leadership experiences made you feel:
 - Depleted, isolated, at odds with your inner wisdom/instinct.
 - Connected with your team, attuned to team members' needs, heard/seen as a leader, like your decision-making contributed to healing/peace.
- What is the connection between inclusive leadership in your specific role and the ecosystem of your institution? How can our use of strategies we explored today positively impact learning, classrooms, curriculum, institutional wellbeing, and/or the ecosystem of higher education more broadly?

We aim for participants to leave with a peer network they can reach out to in their own inclusive leadership journeys, specific leadership approaches and strategies that they can directly implement in their own leadership practice, and a clearly articulated path that brings them self-

assurance and courage in leadership that will contribute to institutional healing and transformation.

Fostering Cultural Change in Higher Education through Strategic Campus Alliances

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Abstract

Many educational developers seek to have a larger impact on campus culture for the better, thereby going beyond a previous focus on consultations and workshops. What we value as educational developers (learning, inclusion, etc.) and our capacities as developers position us as potential change agents at a much larger context than our own programming, through our alliances with other campus units and stakeholders. To claim this seat at the table, we need to reconceptualize our roles at our institutions (Siering et al. 2015), and we must further think strategically about fostering and leveraging our campus relationships (e.g. Behling and Linder 2017, Dewey 2004).

Participants will discuss what larger influence they aim for their organizational units to have on the teaching and learning culture at their institution. Then, using international examples from panelists and the strategic planning tool from Cruz et al. (2020), participants will be invited to map key stakeholders in their own organizations and find underleveraged connections. Finally, they will discuss and evaluate strategies for maintaining, expanding and utilizing these campus connections to bring about the desired cultural change.

This conversation may primarily interest educational developers, staff and heads of organizational units responsible for teaching excellence, and higher education administrators leading such units.

Educational Developers as Advocates in Cultivating an Environment of Innovation: Generative AI Case Study from McMaster University

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Abstract

Educational developers have an opportunity, and one might argue, a responsibility, to influence higher education ecosystems. This workshop explores the role of educational developers as multidimensional advocates within these ecosystems. Using a case study that taps into both practical experience and research-based knowledge, we will explore the impact of educational developer advocacy work on how McMaster University responded to generative AI in teaching and learning, navigated different levels of the institution, and advanced a coordinated, decentralized response to generative AI.

We ground our discussions on the 4M model – Micro, Meso, Macro, and Mega levels of institutional engagement and change. Educational developers frequently operate at the micro (individual) and meso (departmental) levels, but to effect change, it is important to expand our scope of influence to include macro (institutional) and mega (societal and global) levels.

Through our generative AI example, we will explore how educational developers can influence and advocate for change. We cultivated a strategic ecosystem at McMaster where educational developers identified strategic alignment and utilized creative planning to coordinate an institutional response to integrating generative AI into pedagogical practices at the macro, meso and micro levels. Simultaneously, we engaged with and contributed to mega-level research across the higher education sector. This endeavour required navigating complex institutional landscapes, including policy makers, senior leaders, faculty, academic staff, and student partners. Our approach demonstrates how educational developers can effectively advocate for transformative technologies while ensuring they align with the institution's educational goals and ethical standards.

Participants in this workshop will engage in interactive discussions and activities designed to:

- Understand the 4M model and its applicability in institutional contexts.
- Use the case study to inform discussions of local experiences
- Develop strategies for advocating across institutional levels.

By the end of the session, participants will have a clearer understanding of their potential roles as advocates and strategists in shaping the future of higher education ecosystems.

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Building Capacity for Affective Connection to Sustain Human-centered Futures

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Abstract

In these tumultuous times, we hear educational developers around the globe talk about “mission creep” in our CTLs - the ever-expanding micro, meso, and macro work related to teaching and learning at our institutions - which creates an unsustainable workload and increasing burnout (Kolomitro et al., 2019; Pope-Ruark, 2022). In spite of efforts to humanize higher education, academic culture creates a pervasive insistence that we maintain markers of success that are “legitimized” within academia - publication, presentation, and always product over process. The de-humanizing impact of these implicit and explicit expectations are exacerbated by a multitude of elements, from smartphones and social media’s damaging promotion of desire over satisfaction, to prolonged online remote engagement, trauma, and fatigue throughout and after a global pandemic. These compounding factors are causing dramatic shifts in our social interactions and creating an increasing loss of ability to recognize and engage social/behavioral cues.

Grounded in their own collaborative work; experiences of educational development at institutions across the globe; and theories of horizontal mentorship, participatory practice, and culturally sustaining pedagogies; the facilitators have identified fundamental relational competencies necessary to nurture us into a more sustainable higher education ecosystem; one that aligns with Randy Bass’s call toward “the continuous pursuit of the existential project to help “humans get better at being human” (Bass, 2018, p. 34)” (2020, p. 28). In this workshop, we will engage in conversation and embodied practice to better understand and expand our capacities in equity-minded, human-centered collaborations which value process and connection over product: trust, attention to each other’s growth and needs, vulnerability, self-awareness, re-calibration or re-direction, and extending grace.

This workshop offers participants the opportunity to explore these relational competencies in order to more effectively step into the affective dimensions of our work as educational developers, enabling us to foster (more) radically horizontal, participatory, and culturally sustaining ecosystems in and for higher education. Growing these competencies will also allow us to better model human-centered, sustainable engagement in teaching and learning for the students, staff, and faculty members most impacted by our work.

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Performing Fragility in the University Ecosystem

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Abstract

We are scholars, advocates, and practitioners of educational development. We are also SoTL scholars who facilitate and work in partnership with students. Across the diverse geographical contexts we represent (our collective experiences include Canada, Ireland, Italy, Sweden, UK, and US), we live and breathe the world of co-created understanding of the academy, born from the different knowledges, social locations, and values that we and students bring to educational encounters. Out of these encounters grows something anew. We navigate the birthing of what we call ‘fragile ideas’; ideas that are tentative and emerge from the liminal space of crossing transdisciplinary boundaries (McGowan et al., *forthcoming*). A fragile idea, in this sense, results from faculty and students seeking connection to new theories, or seeking meaning about an idea through another person’s lived experience or perspective. Fragility does not denote weakness but rather a state of being in-potential that is waiting to take root and ripen.

Using Goffman’s (1956) dramaturgical framework and drawing on our own autoethnographic study, we explore the ways in which fragile ideas come to being. We share our experiences of how these are often backstage (because they feel risky, counter-cultural, subversive, and sometimes even dangerous to the hegemony of the academy) and argue there is a need to develop capacity in higher education to provide systems and spaces to work with fragile ideas. The work of educational developers is key to enabling and supporting this.

This workshop has two parts: 1) through story-sharing we engage participants to reflect on their own experiences of fragile ideas and how they have navigated these in the university ecosystem. We explore questions such as: What characterizes something as a fragile idea? With whom did you discuss it? What was the process of shifting the fragile idea from backstage to front stage conversations? 2) we examine how we can build capacity to shift discussion about fragile ideas from the backstage to front stage conversations and identify the role educational developers have in assisting this. In doing so, we critically reflect upon concepts of belonging and mattering in spaces that would otherwise trample on fragility.

Recasting the Agreements in STEM Education to Improve the Science Ecosystem

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Abstract

The purpose of higher education is to understand and help address local and global problems to better society and the world. A key player in this endeavor should be Science, Technology, Engineering, & Mathematics (STEM) education, which has the potential to equip learners with the skills and knowledge necessary to address intersectional issues such as climate change, health and income disparities, racism, and political divisions.

However, despite the transformative potential of STEM education, it typically remains far removed from most people's lived experiences and is detached from the real-world social, political, and economic contexts in which it exists. This detachment not only perpetuates existing inequities by failing to meet the specific needs and reflect the experiences of these communities, but it also hampers STEM education's capacity to address the very local and global problems it is purported to solve.

In this session we will begin by briefly sharing the typically unspoken pre-existing assumptions or "agreements" that govern and dictate the norms of teaching and learning within STEM (the STEM education "ecosystem"), ways of approaching framing STEM education that we often take for granted as necessary and true: a Eurocentric epistemology, an attitude of Scarcity, and the illusion of "Objectivity." We will propose a set of new agreements that expand the ways in which we think about STEM education, in hopes of making STEM education more accessible, inclusive, relevant, responsive, and reparative: the power of Multiple Ways of Knowing; an attitude of Abundance & Sustainability; and a focus on Humanity, Nature, and the World. And educational developers have a key role to play in the rethinking of STEM education.

We will then share strategies for educational developers, no matter their disciplinary expertise, to run discussions and workshops that help their colleagues rethink some of their current approaches to STEM education in order to improve student learning. We argue that to in order to change the entire science "ecosystem"—how STEM students are educated and science's impact on the world outside of higher education—we need a STEM education that is intentionally grounded in an ethics of care and equity for all, including the environment. By helping our colleagues and institutions rethink the values that shape our current approach to STEM education, we can create learning spaces that truly support all of our students and their ability to use science to make the world a more just, equitable, and humane place.

A Cross-Examination of Reflective Models to Inform the Design of Thought-Provoking Prompts that Surface Critical and Deep Reflection in Support of Lifelong Learning

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Abstract

Lifelong learning has gained global attention, principally because of the growing importance of lifelong learning as a vital competency in higher education and the workforce. Critical and deep reflection is an integral component of the lifelong learning competency and an aspirational goal of many post-secondary institutions.

Identifying a model that best supports critical and deep reflection on both academic and work-integrated learning experiences has proven to be a challenge for many institutions. While there is no scarcity of options to choose from, there has been no systematic sense-making of why an institution might elect to use one model over another. As a first step to selecting a short-list of viable candidates for post-secondary use, the researchers collected and compared a diverse range of models currently in use across various sectors e.g., education, healthcare, business, etc. and classified them across a series of criteria that are representative of critical and deep reflection. Their research focused on those characteristics of critical and deep reflection that distinguish it from simple thoughtful retrospection based solely on extrinsic descriptive elements of an experience. The criteria the researchers looked for in the reviewed reflective models included questioning of personal assumptions, consideration of multiple perspectives, connection of theory to experience, evidence of new learning and intrinsic motivation. The researchers will share the outcomes of that analysis and make suggestions for a post-secondary short-list of potential reflective models prior to engaging workshop participants. In the interactive portion of the workshop, the facilitators will guide the workshop participants in the design and use of key questions or prompts to uncover learning, make sense of this learning, and inform modification of future behaviour to encourage transformational learning. The idea of iterative *Reflective Wrapping* will be introduced and applied to the generation of prompts that promote critical and deep reflection.

The hybrid format will be leveraged for maximum engagement with the inclusion of one facilitator in the conference room and the other facilitator attending remotely.

The workshop will:

- Present output of research to date
- Analyze reflective prompts for their efficacy in supporting deep and critical reflection
- Propose and explain the idea of *Reflective Wrapping* to promote ongoing engagement with reflection in support of lifelong learning
- Demonstrate why recognizing the affective domain is intrinsic to lifelong learning
- Address the generation of prompts that allow students to articulate their progression to higher levels of learning within and across domains in Bloom's taxonomy

Enhancing SEDA Professional Development Courses through Reflective Practice: A Focus on Leading Programmes

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Abstract

This interactive workshop aims to explore the significance of integrating reflective practice into the Staff and Educational Development Association (SEDA) Leading Programmes, with a particular focus on fostering an inclusive, innovative, and collaborative learning environment. By incorporating guest speakers from various academic schools, we aim to highlight best practices in key areas such as the university lifecycle, leading change in higher education settings, and developing an inclusive curriculum. This approach not only provides valuable insights into different perspectives but also addresses the challenges of siloing within a university.

Agenda:

1. Welcome and Introduction:

Brief welcome and introduction to the workshop.

Overview of the significance of reflective practice in professional development, with a focus on Leading Programmes.

2. Icebreaker Activity: "Reflective Speed Networking":

Participants pair up and have a brief discussion on their experiences with reflective practice.

After each round, participants switch partners, fostering networking and diverse perspectives.

3. Guest Speaker Session: "Best Practices Across Academic Schools":

Invited guest speakers from different academic schools share insights on:

University lifecycle and effective program leadership.

Leading change in higher education settings.

Developing an inclusive curriculum.

4. Breakout Discussions: "Applying Best Practices":

Participants break into small groups to discuss how the presented best practices can be applied in their own contexts.

Facilitators encourage sharing of diverse ideas and strategies.

5. Interactive Activity: "Reflective Assessment Simulation":

Participants engage in a simulated reflective assessment, mirroring the assessment structure in Leading Programmes.

Discussion on the benefits of reflective assessments in identifying areas of development and confirming positive practices.

6. Open Forum: "Addressing Through Reflective Practice":

Facilitated open discussion on how reflective practice can address silos issues within a university.

Participants share opinions and experiences, fostering an open and positive learning environment.

7. Closing Reflection and Q&A:

Participants reflect on key takeaways from the workshop.

Q&A session for participants to seek clarification or share additional insights.

Fostering Ecosystems of Care in Higher Education: A 10-year Success Story in Building Teaching Competency through Inter-Disciplinary Mentoring

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Abstract

New faculty members often face unique challenges that require them to adapt to new institutional cultures and navigate the complexities of an academic workplace often in isolation or without a strong network of support (Hadar & Brody, 2010). As the landscape of higher education continues to evolve so must our approach to faculty development. While faculty mentoring programs are not new, using mentoring as a mechanism to create ecosystems of care for new and established faculty and instructors are more important now than ever before.

The term "Ecosystems of Care" encapsulates the idea of interconnected and supportive networks that foster professional and personal growth among faculty members. In 2014, the Teaching and Learning Certificate (TLC) program for new faculty in our university was designed to create a system of care alongside the development of pedagogy expertise. Traditional faculty mentorship models often treat mentorship as part of individuals' service contributions in their home faculty and focus mentee training on the complex role of holding an academic appointment within a specific disciplinary context (Lumpkin, A., 2011). Often, when mentorship programs materialize, albeit slowly, they incorporate a mentor/mentee pairing within the same discipline, department, and/or faculty (Gupta, B.L., 2021). While these are valuable mentorship models, they can come with challenges such as power imbalances, departmental politics, and a paucity of faculty mentors who are able to guide the development of teaching expertise (Thompson, C., 2016). The mentorship model embedded within the TLC program was created to overcome these challenges and provide a new model for teacher mentoring within higher education. An inter-disciplinary teacher mentoring model, a core-component of the TLC program, was adopted to move beyond discipline-specific silos and deliberately create interconnected and supportive networks for new faculty members.

Many lessons have been learned throughout our decade-long TLC program. Notably, the ecosystems of care we created held mutual benefits for mentors and mentees; to such a degree that our early TLC program participants have continually volunteered as mentors within the program. This workshop will walk participants through the critical lessons that have been learned in creating a robust interdisciplinary teacher mentoring framework. Participants will actively engage with practical strategies for developing their own mentoring networks and

explore methods for scaling a sustainable inter-disciplinary teacher mentoring program within higher education.

Are Teaching and Learning Centers Learning Organisations Themselves? Key Insights from a Story of Organisational Change

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Abstract

Peter Senge, a renowned organisational theorist, introduced the concept of a learning organisation in his influential book "The Fifth Discipline"[\[1\]](#). According to Senge, a learning organisation is one where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.

Isn't this the kind of education a university wants to engage with its learners? But is this also what the university itself embodies as an organisation? Senge's challenging view of organisations, combined with the question of whether we, as a teaching and learning centre, put learning itself at the centre of our own activities, was the driving force behind a thought process that fundamentally changed the way the teaching and learning services at KU Leuven were organised.

Guided by the building blocks of the "organizational canvas"[\[2\]](#), the teaching and learning services rethought their organisational structure, in an attempt to translate the learning culture they advocated throughout the university into an organisational structure that facilitated this.

Even though this thorough thinking led to a new structure, that is not where the essence of the change lies. While tinkering with a new organisational design, the notion of the temporality of the exercise was already present in the back of our minds. Society changes, knowledge domains change, education changes, and our areas of work change. How did we ensure this organisational change was one that would make us more resilient to future challenges?

In this workshop, we'll share our thought process, the insights we gained and the decisions we made, but the focus will be on the guiding questions we used and will continue to use in the future to remain resilient and future oriented. These questions will be discussed in small groups, encouraging participants to share their ideas, experiences and insights on how, as a teaching and learning center, to embody a learning organization in culture and structure.

[\[1\]](#) Senge, P. (2006). *The Fifth Discipline: The art and practice of the learning organization*. Random House Books.

[\[2\]](#) Maenen, Seth. (2018) *Van Babel tot Ontwerp. Concepten en methoden voor organisatieontwikkeling.* Kalmthout, België: Pelckmans Pro.

Digital Interactive Tools for Teaching & Learning

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Abstract

The modalities, approaches, and mechanisms for learning, re-learning, and teaching have evolved with the innovation of technology, the world wide web, the internet, artificial learning, and on-hand learning applications (Bonk, 2009). Careers are now modeled around lifelong learning, and never a one-off certificate, diploma, or degree (Hollins, 2023) where at their valediction, we now strongly insinuate while directly and vocally recommend a return to continue the learning process.

In lieu of such massive and critical developments in transformative education development, this workshop will seek to give you a tour of a digital interactive tool for teaching and learning (Johnson 2013) as well as assess existing tools with an aim of creating tailor-made, innovative and creative technologies for our students.

As a lecturer, media trainer, and facilitator, I ask myself a multitude of times; what set of skills, competencies, and knowledge do I most require to make the learning experience both immersive, long-lasting, and relevant? And as CEOs of consultancy firms- The Husqa Hub & Purple Frames LTD, and mothers of a Gen Z & and toddlers we constantly have to keep plugged in on digital trends for building Advocacy, Communications, and Media strategies whilst juggling the demands of motherhood which present a unique learning opportunity on new and emerging technologies- by themselves learning tools.

To set the stage, we will commence with a session on “Best Communication Practices.” To sustain equitable access and positive educational experiences for all learners, what practices and communications platforms are befitting between facilitators and their learners? How do we set healthy boundaries? And how can we encourage “switch-on-camera?” as part of best practices?

In winding up the workshop, break-out groups will each give a brief presentation of a digital interactive tool that they will use moving forward. Each presenter will offer the pros and cons, offering a rationale for the investment of this specific tool.

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Health Nexus: Empowering Public Health Leaders of Tomorrow – Where Competence Meets Innovation

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Abstract

Recognizing a troubling gap between traditional classroom learning and the complex demands of real-world public health practice, we developed an innovative teaching practice that cultivates the essential competencies in public health graduates. By cultivating critical thinking, evidence-based decision making, and interprofessional understanding, our approach addresses the issue head on through the development of an integrative public health project. This groundbreaking initiative takes place during the first term of the Master's in Public Health program, where students confront authentic challenges faced by Ministries of Health in Caribbean Island nations. Based on an interdisciplinary approach, we combined the core public health courses, spanning biostatistics, epidemiology, policy, and interprofessional education to provide students with a holistic understanding of health and data-driven interventions. In this project, students utilized real-world data, meticulously analyzing it to formulate actionable policy and program recommendations specifically tailored to the populations they were working with focusing on equity and social determinants. The project and its assessment involved active participation from government officials who provided valuable feedback and practical applications, ensuring our students were equipped with practice based public health skillset. The outcomes included enhanced learning, direct community level impact, and faculty collaboration, upskilled government public health agencies staff. By participating in this integrated experience, students were able to bridge the gap between theory and practice, gaining a deeper understanding of public health's complexity and interprofessional nature. Our students' policy briefs, enriched with evidence-based recommendations, helped shape multiple programs and policies in Caribbean nations, directly influencing the health and well-being of their communities. Additionally, emphasis was placed on upskilling the public health agencies staff with technical collaborations with workforce development resources. The interdisciplinary teaching approach strengthened the curriculum integration, data collection and assessment practices and accreditation accountability. Join us for an inspiring session that will empower educators and practitioners seeking to create learning environments that nurture the crucial competencies required for the next generation of public health leaders.

Universal Design for Learning (UDL) for Group Work – Leveraging the Potential of Collaborative Learning for all Students

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Abstract

Collaborative learning is a highly regarded pedagogical approach that has the potential to move students from passive acquisition to active construction of knowledge. Furthermore, collaboration is identified as one of the 21st century skills and an important educational outcome in its own right. Yet, at the same time, group work is notoriously imbued with conflict and dissatisfaction. Instructors often report student resistance to group activities, which can negatively impact their learning, and damage the general feeling of self-confidence and belonging (Stover & Holland, 2017).

Based on learning sciences' research on how humans learn best, Universal Design for Learning (UDL) is a framework that supports the design of inclusive and accessible learning. Learners bring with them a broad range of skills. Diversity, cognitive or otherwise, is present in every classroom and results in great variability in terms of how learners engage, motivate themselves, access and process information, and approach tasks (Novak and Thibodeau, 2015). UDL addresses these predicted challenges in the design stage, identifying potential barriers to learning and creating barrier-free environments that include all students (Meyer et al., 2014).

This interactive and hands-on workshop will focus on how to apply the UDL principles to the design of group work, specifically when students work in groups on medium or long-term collaborative tasks or projects. Through two rounds of experiential exercises, participants will explore and discuss the application of UDL principles to different stages of group work set-up – from formulating the group composition rules to the writing of an activity brief and deciding on the final output - while designing a group work task for a fictitious course. Resulting activity designs will be shared to finish the workshop with a general overview of ideas that participants can continue exploring also after the workshop. The main objective of the workshop is to equip participants with specific strategies that can be implemented in course design to put the diversity and variability of learners to the forefront of the design process, ensuring that all learners have an opportunity to build competencies that are essential for their future.

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Supporting Ecosystem Transformation Using a Program (Re)Design Model

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Abstract

The world is changing at an incredibly fast rate. But as this change occurs, higher education ecosystems continue to graduate students according to a curriculum potentially outdated or irrelevant to current industry or societal needs. Will program graduates acquire the knowledge, skills, and values necessary to address tomorrow's global and society challenges? Transforming a higher education ecosystem requires strategic programmatic reform, anchored in sustained interaction and a well-defined process, leading to a more current program vision with graduates prepared to address future challenges. More specifically, ecosystem transformation demands a purposeful, holistic review - all included courses and experiences in a student's learning journey to ensure programmatic efforts are cohesive, purposeful, and aligned to building competent, capable, and critically reflective students.

In response to the need to create a replicable programmatic reform process, a research-one university places deliberate, intentional emphasis on engaging a diverse set of program stakeholders to take a data-informed approach to curricular transformation. This effort led to developing an efficient process influencing the university's ecosystems. The process' steps include: a) form and orient a team, including defining the discipline; b) gather and analyze data; c) create program learning outcomes, including a portrait of a graduate; d) develop competency rubrics to scaffold learning outcomes' across developmental levels; e) curriculum map; f) craft curriculum materials; g) implement and assess; and h) reflect and refine. Critical to ensuring the curricular changes' effectiveness are the technical steps aforementioned (a-h) and assembling your team. Key team members include an educational developer and administrative support for the team. The educational developer provides the pedagogical reasoning behind suggested changes, as well as directs/facilitates the process according to the outlined process steps. Administrative support at this research-one university involves a graduate student dedicated to the process as a goal of their assistantship. After considering the process steps involved and the necessary human capital, universities can adeptly change their program's ecosystem for the holistic benefit of all impacted.

This workshop will highlight process steps to update program-level curriculum, involving participants in activities to better recognize the approach applicable to their institutional context and the holistic education of their program's students. Additionally, and more salient to the conference's focus, this session "will address the theme of creating meaningful higher

education ecosystems that promote the development of key competencies required in the future of work and the roles and responsibilities of educational and academic developers in advancing these ecosystems”.

Strengthening the Nigerian Higher Education Geography Ecosystems for Modern Day Employable Skills

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Abstract

This study investigated the need to strengthen Nigerian Higher Education Geography (NHEG) ecosystems graduates' employable skills that nurture competencies and allow graduates to compete globally. Specific objectives include level within which NHEG graduates' are aware; magnitude to which NHEG graduates display and methods of improving their employable skills. Bertalanffy's systems theory guided this research. Using descriptive survey, a random sampling technique was used to select sample, $n = 360$, (259 male and 101 female) respondents from 10 higher education institutions in South-western, Nigeria. Observation and interview schedules were the data collection instruments used and data collected were analysed using descriptive statistics. The study revealed that NHEG graduates were aware of social and personal, pedagogical and the rated employer's employable skills. The graduates to a large extent displayed employable skills while writing research projects, during laboratory work processing, when analysing data, in critical thinking as well as in professionalism and work ethics. Notwithstanding, there is need to strengthen the employable skills that nurture competencies in NHEG graduates by updating the curriculum, teaching and learning, Information and Communication Technology, promotion of entrepreneurial training, organizing of workshop, seminar, training of practice-oriented and inter organizational linkages. The study therefore, recommended that curriculum, teaching and learning methods and deployment of ICT should be targeted at espousing in Nigerian higher education geography ecosystem graduates the intrinsic employable skills.

Keywords: Higher Education Geography Ecosystems, Employable Skills, Competency, Nigeria

Building a Vital Educational Development Ecosystem: The Role of the Strategic Plan in Building Leadership Support for Faculty Development

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Abstract

In the realm of educational development, scholars have long emphasized the pivotal role of institutional backing in fostering thriving faculty development programs and centers of teaching and learning (Austin & Sorcinelli, 2013; Clark, Corcoran, & Lewis, 1986; Mary Deane Sorcinelli & Aitken, 1994; M.D. Sorcinelli, 2000). The transformative potential of a dynamic strategic plan can be an indispensable tool to garner such support. McLean et al. (2008) underscore the necessity for comprehensive planning and evaluation in faculty development, with Nwagwu (1998) asserting that the responsibility for improving teaching lies, in part, with institutional governance. Strategic planning is focused on learning, challenging assumptions, and changing existing structures.

A mission-driven strategic plan becomes a linchpin for aligning faculty development initiatives with evidence-based teaching practices and creating environments that nurture the competencies essential for graduates. Such a plan, when intricately woven into the fabric of a center or program, invites participation from a spectrum of stakeholders. In contrast, a center devoid of strategic planning may struggle to stay focused, on mission, and address critical issues. By defining the vision and mission of the center, a strategic plan serves as a blueprint to guide programs towards their intended goals.

Strategic planning is not merely a process to formulate a plan but a mechanism to instigate meaningful change (Dooris, Kelley, & Trainer, 2004). It becomes a powerful instrument for engaging stakeholders and incorporating diverse perspectives, fostering a climate conducive to innovative and evidence-based teaching practices.

This interactive workshop engages participants in exploring the multifaceted benefits of strategic planning, guiding participants through the process, and offering a platform to craft a concise strategic plan outline. This blueprint can serve as a catalyst for dialogue within participants' institutions, propelling the discussion on faculty development initiatives. This workshop also explores strategies for leveraging the strategic plan to cultivate leadership and financial support, essential elements for the sustainability and success of faculty development ecosystems.

Preparing students for Global Engagement: Interdisciplinary Teaching and Learning Approaches in a Connected Curriculum

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Abstract

Since the founding of VIVES University of Applied Sciences in 2013 there has always been a focus on connecting with societal actors in order to prepare our students for the professions and society of tomorrow. Higher education is, more than even, challenged to train students to look beyond the boundaries of the academic context, their own socio-cultural perspective and their own discipline to devise innovative solutions to so-called regional and global wicked problems.

Students do not learn spontaneously to think and collaborate in a globally engaged and interdisciplinary way. It is crucial that programs make targeted and explicit use of well-chosen teaching and learning to instil in students' willingness to explore new perspectives and to engage regionally and globally, to foster understanding of the expertise and uniqueness of regional and international contexts and disciplines and to stimulate broad socio-communicative competences for interdisciplinary collaboration and global engagement.

An up-to-date study program must therefore be able to permanently respond to the increasingly complex demands and challenges of society and the professional field. A 'connected curriculum' supports the personal development of students in various ways; for instance by filling in learning content meaningfully and thereby making the necessary connection with society at large and with the professional field, both regionally and globally. This requires not only adjustments to the learning content, but also organizational changes to provide room for workplace learning, project work to work on wicked problems, service learning, internationalization, partnerships with the professional field, interdisciplinarity, etc.

The curriculum as the organizational cornerstone of a program is crucial in this respect. By building sufficient openness into our curricula, we can meet these challenges as a university of applied sciences. It is also a call to our programs to profile themselves on the basis of these common challenges while retaining their own strengths.

To support programs in this challenge, at VIVES, we developed a policy framework on Global Engagement, wrote a policy booklet describing our view on interdisciplinarity, and devised a training workshop for lecturers and heads of programs who want to develop an interdisciplinary course or learning pathway in the curriculum. In the session we will show our framework and how the workshop is devised, illustrated with some interdisciplinary courses that now run within our university of applied sciences.

Digital Bootcamps: An Engaging Approach for Faculty Development

Abeer Hammadi, Khurram Iqbal
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Abstract

In-person faculty development approaches could be challenging, especially for busy faculty members. Research studies have reported faculty members' acceptance and preference for online professional development (Keiller et al., 2022; Im et al., 2021). During COVID-19, the Blended Digital Learning (BDL) team within Aga Khan University's Network of Quality, Teaching, and Learning implemented various academic development strategies to foster participant engagement and support technology integration in teaching and learning. Among these approaches is "Digital Bootcamp (DBC)." DBCs are interactive digital skills development sessions providing faculty members and academic support staff opportunities to learn new digital pedagogies and technologies through hands-on practice and discussions. DBCs are conducted monthly via Zoom. Each month, a new topic is introduced that is relevant to the needs of the faculty, for example, concept mapping or collaboration using digital tools. Each DBC lasts for 120 minutes. They are advertised to all members of the university, and anyone can register and participate. The evaluation data suggests that DBCs offer a space where faculty members can freely experiment without fearing judgment (Bolander Laksov et al., 2022; MacPhail et al., 2019). While the BDL team offers most DBCs, some are conducted in collaboration with faculty members, promoting peer learning (Gamlath, 2022). The influence of DBCs extends beyond virtual sessions, impacting classroom practices evidenced by participant feedback and anecdotal evidence. In this workshop, the facilitators will share the DBC approach for academic development to enhance the adoption of digital tools and pedagogical practices.

By the end of the workshop, participants will be able to:

- Discuss the efficacy of digital Bootcamps in the faculty's adoption of digital tools for improving teaching and learning practices.
- Reflect on their contextual challenges and identify opportunities for introducing Digital Bootcamps as a part of academic development approaches.

The proposed 90-minute workshop will engage participants and promote collaboration as they explore DBC for academic development. The workshop plan is as follows:

- Introduction and establishing social cohesion (10 min)
- Demonstration by facilitators (45 min): Showcase various DBC examples that highlight key design elements.

- Interactive Activity (40 min): Participants will brainstorm DBC ideas in small groups, identifying contextual challenges and opportunities for implementing DBCs within participants' institutions.
- Whole group presentations and discussion: Groups will present critical lessons and identify design features of DBC for their contexts.
- Conclusion & Next Steps (5 min): Facilitators will summarise critical takeaways.

Mentorship and its Contribution to Graduate Attributes in the Higher Education Landscape

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Abstract

The role mentorship plays in developing key competencies and graduate attributes is gaining prominence in higher education. The value derived for both the mentor, who is normally a more advanced student or researcher and the mentee who is less experienced has been explored in graduate level student experiences such as business schools where methods that include mentorship and coaching are used for research and teaching. These methods are now gaining traction in undergraduate students learning experiences.

The purpose of this paper is to review the role mentoring and other similar support play in the commerce faculty at the University of Cape Town from both a pedagogic and transformational lens. It also explores the leadership and developmental contributions to the learning community at UCT and crucially, the contribution to graduate attributes as students prepare for the world of work.

Mentorship plays a major role in students' academic, professional and skills developments. It enables better adjustment to higher education landscape and enhances coping skills through the commerce degree which is challenging. Students also develop teamwork and lifelong collaborations in a diverse set up at UCT, a premier South African University. This is important for tackling the numerous developmental challenges in South Africa and the African continent. Key words: Mentorship, transformation, professional development, skill development, coaching, careers, lifelong learning.

Learn with Fun: Using Educational Games to Enhance Students' Learning

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Abstract

Play is an essential aspect of human behavior that transcends cultural and generational boundaries, incorporating both evolutionary and biological aspects. Research indicates that play is crucial for early development, allowing individuals to explore their surroundings, consolidate prior learning experiences, develop essential skills, and foster social connections (Bruner, 1983; Zosh et al., 2018; Facer, 2003; Yogman et al., 2018). Studies show that play promotes cognitive, social, and emotional development, making it a vital component of healthy growth and development. Games are a structured and organized form of play that harnesses its inherent qualities, characterized by structured play, a set of rules, defined goals, constraints, payoffs, and consequences. In contrast, educational games are designed explicitly for learning, skill development, or knowledge acquisition and can take various forms, including board games, card games, digital games, and simulation games (Bellotti et al., 2013; Giessen, 2015; Girard et al., 2013; Klopfer et al., 2009).

In the realm of education, educational games are designed to incorporate the principles of constructivism, which promotes an interactive and engaging learning experience. These games immerse learners in a game-play environment where they must navigate challenges, experiment with their knowledge, and actively make decisions. This active engagement leads to a deeper understanding of the material, as learners are not just passive recipients of information, but active participants in constructing their own knowledge. Researchers have also found that educational games with incremental difficulty levels enhance students' performance by creating a logical learning progression path. The difficulty levels also provide a safe space for learners to make and learn from their mistakes, allowing them to repeat and reinforce ideas until they achieve mastery. The game-play environment offers a risk-free space for assessment and immediate feedback, which helps students improve their actions and strategies. Additionally, the collaborative nature of educational games fosters a sense of community among students as they work together to solve in-game challenges (Whitton, 2010; Przybylski et al., 2010; Garris et al., 2002).

This workshop is designed to empower higher education faculty with the knowledge and skills necessary to effectively utilize educational games in their teaching. By exploring the theoretical foundations and practical applications of game-based learning, participants will learn how to select and integrate games that align with their curriculum and enhance the learning experience for students. The goal is to provide educators with strategies to foster critical thinking,

collaboration, and engagement in a collegiate environment through the thoughtful application of educational games.

A Framework for Holistic Academic Development

Michele DiPietro

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Abstract

Conference theme question: What competencies do educational developers need to engage meaningfully and successfully in current and future HE ecosystems? Just like we advocate a holistic outlook for students, academics are also whole people in need of an integrated, holistic approach to their development. This shift is already underway and many teaching and academic development centers have expanded their services beyond traditional instructional development.

However, a common approach is to develop programs based on content so that the center is offering programs on pedagogy, technology, tenure and promotion support, leadership development, diversity & inclusion, and so on. This is a convenient way to map our offerings, but it is the opposite of what we advise professors to do when designing a course. We tell them to start from objectives, not from content. This workshop offers a set of objectives for center programming drawn from yoga philosophy, a discipline that famously concerns itself with holistic development of the practitioner. This conceptual set is called the chakra system (Judith 2017):

1. finding one's Ground and Building a solid Foundation; (especially for early-career faculty)
2. Nurturing professional Desires and Overcoming professional guilt, especially in terms of saying No.
3. Claiming one's Power; cultivating confidence in an environment predicated on academic critique.
4. Connecting from the Heart/Love; building meaningful professional relationships; finding Balance (as the middle chakra), especially between giving and receiving, not depleting oneself.
5. Finding one's Voice, especially as less protected categories (pre-tenure and contingent faculty, women and faculty of color); speaking one's Truth and developing a narrative about one's own trajectory and accomplishments.
6. Generating a fulfilling Vision for oneself as an academic; Avoid stagnation (especially for mid-career faculty).
7. Contemplating Transcendence how our work makes us feel part of something greater; expanding one's consciousness; Leaving a Legacy behind (especially for late-career faculty)

This workshop will offer a brief presentation on the system itself and then will engage participants in several activities, e.g., reflecting on the system itself in a worksheet mapping their offerings onto this system to discover areas of abundance as well as targets for future expansion; interrogating both the system and one's own practice as a large group discussion; discussing how the chakra system could apply to their unique context and generate a vision for holistic academic development; and sharing resources.

Judith, A. (2017) *Wheels of Life: A User's Guide to the Chakra System* (2nd ed.). Llewellyn Publications.

Deepening Educational Developer's Understanding of Educational Inequality

Cheryl Richardson
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Abstract

In 2024 many educational developers are asked to encourage faculty to employ equitable teaching practices in a system that was founded on and maintains a hierarchical, colonial understanding of human intellectual value. They are expected to both understand how oppressive systems impacts diverse classroom and guide faculty on their journey toward achieving inclusion, equity, and sometimes justice education, often with little experience or deep understanding of the systems in question. This workshop will provide EDs an introduction to how dominant paradigms of whiteness and coloniality create exclusive learning spaces. They also will explore how specific, inclusive teaching activities challenge these spaces.

Learning outcomes

1. Explain how systems of dominance restrict student learning in different ways, depending on students' ascribed identities
2. Identify critical diversity, equity, and inclusive strategies that challenge oppressive systems and promote liberatory learning

Activities

1. Lecture on the social-history of higher education
2. Exploration of the cycle of liberation
3. Gallery walk of typical inclusive teaching strategies
4. Group discussion of how these strategies address some of the historical, structural concerns presented and map onto cycle of liberation

Examining the Impact of Education Developers in Higher Education

Rhea Woolgar

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Abstract

This presentation and workshop sheds light on the vital role of education developers within Centers for Teaching and Learning (CTLs) and their significant contribution to building capacity in higher education ecosystems. It examines how education developers enhance the educational landscape and addresses the challenge of measuring the impact of faculty support initiatives on classroom dynamics. Drawing from anecdotal and qualitative evidence, this paper follows the journey of a new education developer within a CTL, outlining a strategic one-year plan focused on fostering relationships and implementing faculty support programs to enhance student learning experiences.

Through narratives, it illustrates the profound, albeit immeasurable, impact of faculty support initiatives on the academic community. Emphasizing the transformative power of educational development, this presentation advocates for a comprehensive understanding of faculty support initiatives' role in fostering innovation and excellence in teaching and learning.

By showcasing real-life examples, this presentation invites participants to explore the transformative potential of education developers and their influence on shaping the future of higher education ecosystems. In an interactive workshop, participants will be able to reflect on their strengths and areas for growth as education developers and construct a strategic plan to meet the unique needs and challenges faced by educators in their institution.

PRE-CONFERENCE WORKSHOPS

Integrating Transversal Skills Development in University Programs -> Students' Feedback Skills for Teamwork and Management Roles

Siara Ruth

Abstract

Despite the consensus between teachers, industry, and accreditation bodies on the importance of transversal skills [1], engineering students report a persistent lack of these skills in their curricula [2-3]. A likely reason for this weakness is the false assumption that students autonomously and spontaneously develop the necessary skills when faced with situations where they need them [4]. However, it is well established that it is essential to explicitly support these skills for reliable development [4-5].

In this workshop, participants will both experience a workshop designed to teach transversal skills and reflect on the necessary conditions for teaching transversal skills. First, participants will experience a learning activity and secondly engage in a structured application of our 3-facet framework for teaching transversal skills [4].

The initial experiential activity engages participants in feedback discussions with teammates based on their interactions during a problem solving activity. Student learning objectives for this activity relate to the management skill of providing feedback to team members, encompassing how to formulate feedback so that it can be “heard” by others and managing one’s emotions when receiving and responding to feedback. We are attentive to the power of feedback for learning and to the capacity of peers to provide relevant feedback. However, the potential for a feedback discussion to elicit emotional responses and create a difficult team situation impedes the exchange of pertinent information. Indeed, students in our institution have identified that concerns about peers’ emotional reactions pose a barrier to feedback discussions in their team projects. The relevance of these skills are further emphasized by the importance of being able to constructively use feedback in becoming an independent learner [6] and that managing the emotional aspects of feedback discussion is a key management responsibility [7]. Studying and working in increasingly diverse, international, and hybrid ecosystems makes feedback skills even more important.

Part 2 involves a structured application of the 3T PLAY framework itself [8] which explains 3 essential facets for skills development: conceptual knowledge (knowing), opportunities to

apply procedural skills (learning by doing) and moments of meta-cognitive/emotional reflection (learning from doing). This framework further supports learning by creating opportunities for low-stakes experimentation and rapid feedback. After sharing some evaluation data from students, the workshop will conclude with a meta level of reflection and discussion about teaching transversal skills in higher education. Participants will receive the activity outline for their own use.

Building a Resilient Academic Development and Quality Assurance Ecosystem for Digital Learning in Higher Education

Azra Naseem and Prof. Tashmin Khamis

Abstract

Academic development and quality assurance have experienced significant transformations due to the widespread adoption of digital technologies in higher education. For instance, during the COVID-19 lockdowns, universities worldwide shifted to remote and online learning. More than ever, higher education leaders sought support from the Centers for Teaching and Learning or educational development units to facilitate this transition while maintaining high standards for student learning experiences (Stanton & Young, 2022; O’Toole, 2022). Post this experience, faculty and students have adopted blended and digital learning as pedagogical approaches that enhance accessibility and learner engagement. Recently, the emergence of Generative Artificial Intelligence tools, such as ChatGPT, has intensified the challenges faced by academic development units. These challenges are particularly pronounced in low- and middle-income countries (LMICs), which grapple with additional hurdles, including insufficient infrastructure, unprepared faculty and students for digital learning, and a dearth of qualified “third space” professionals (Whitchurch, 2015; Smith et al., 2021). At the same time, external quality assurance agencies mandate Higher Education Institutions to demonstrate their capacity to establish conducive environments supporting faculty and students in embracing these approaches without compromising educational quality.

In the context of changing higher education needs and the need to adopt an ecosystem approach (Dmitrieva & Yulmetova, 2021), this workshop aims to focus on the following questions:

- How best can emerging technologies be integrated to help students develop needed competencies and enhance educational outcomes?
- What knowledge and competencies do faculty and other facilitators of learning most need?
- What competencies do educational developers need to engage meaningfully and successfully in current and future HE ecosystems?

The workshop will provide participants with insights, practical strategies, and a collaborative approach to address the challenges associated with supporting digital learning and ensure quality education. In the participatory workshop, attendees will:

1. Evaluate current academic development and quality assurance practices in LMICs concerning digital learning.

2. Explore opportunities arising from the digitisation of teaching across various modalities (e.g., flipped, blended, and fully online) to enhance learner engagement.
3. Identify and discuss the challenges that must be overcome to establish an enabling ecosystem for advancing digital learning in higher education.
4. Determine the competencies required by faculty and academic developers to support digital learning.

Nurturing a Culture Shift in Higher Education Ecosystems: Tools and Practices that Advance Institutional Teaching Culture

Erika Kustra, Lori Goff & Donna Ellis

Abstract

In the evolving landscape of higher education ecosystems, educational developers play a crucial role in raising awareness of the importance of an institution's teaching culture, which reflects the extent to which various aspects of teaching are valued. Institutional culture is the product of embedded patterns, behaviours, shared values, beliefs, and ideologies of an institution; when the shared beliefs and ideologies are about teaching, these comprise institutional teaching culture (Kezar, 2002; Kustra et al., 2014). Research suggests that when teaching is valued, this type of university teaching culture can positively influence critical outcomes such as student learning (Cox, McIntosh, Reason, & Terenzini, 2011).

In this workshop, we will describe how teaching culture is conceptualized in our national project and describe the theoretical foundation of our work as a basis for our main goals. We will share a variety of concrete tools that have been designed to assess institutional teaching culture from the perspectives of staff, instructors, and students. The Institutional Teaching Culture Perception Survey (ITCPS), its related Unit-Level Teaching Culture Perception Survey, and the Teaching Culture Reflective Tool are all grounded in a six-lever framework proposed by Hénard & Roseveare (2012) and modified for a Canadian context by Kustra et al., (2014). We aim to engage ICED24 participants in a conversation around their own perceptions of the teaching culture at their institutions, with a focus on exploring the indicators that might suggest the presence of a positive or strong institutional teaching culture.

Importantly, we will dive deeper into conversation about the practices that educational developers and senior administrators may implement to nurture a culture that truly values teaching. While we will share a variety of practices being used from across Canada, we ultimately want to engage participants in generating their own ideas that hold promise for igniting a shift in the higher education ecosystem. Our hope is to open the possibility of international discussions and collaborations where we might, as a global network of educational developers, work together to change the landscape of how teaching is valued at our institutions.

A 'Roots to Shoots' Approach to More Inclusive Learning Design

Virna Rossi

Abstract

Background: In the rapidly evolving landscape of education, there is an increasing need to create inclusive learning environments that cater to the diverse needs of students. As the student population grows in numbers and dimensions of diversity, educators must strive to design learning experiences that foster academic, cultural, and social growth for all learners. Unfortunately, there is little *practical* guidance available to university teachers on how to design (and implement) more inclusive learning. Many curriculum design models focus on the learning activities and/or assessment areas but do not centre values, context and evaluation. Inclusive learning design encompasses a mindset and ethos that values each student equally and provides tailored learning opportunities to address their individual needs. In this approach I emphasize the importance of inclusivity as a *signature pedagogy*, transforming it into a hallmark of the university courses you offer or support.

Main questions:

How can you design more inclusive learning experiences and environments?

How can you overcome some of the challenges of designing and implementing more inclusive learning?

The roots to shoots approach – aims of the workshop

My roots to shoots approach is an invitation to tackle learning design from the perspective of inclusivity, intentionally, from the start and in all aspects. It is a more holistic, comprehensive way of designing learning, to support every student to thrive. It can be used to design courses and modules from scratch – especially to create its initial overall, big picture – or to refresh or enhance existing courses and modules. It challenges educators to critically assess the inclusivity of their teaching design and practice(s) from the outset, rather than as an afterthought.

Content of the workshop:

The concept of 'roots to shoots' that underpins the approach is illustrated in a circular path around a symbolical tree with roots and branches to represent five phases or stages of learning design: (1) Values, (2) Context, (3) Content, (4) Assessment and (5) Evaluation.

After introducing the roots to shoots approach, a case study of using the model to redesign a learning design workshop will be presented by Edward Misawa Ombajo (Nairobi, Kenya), Associate of the Network of Teaching and Learning (TL_net), Digital Teaching and Learning (DTL), with responsibilities across Aga Khan University.

Then participants will be invited to (collaboratively) consider each of the five dimensions in turn, to form an overall big picture of a learning experience (module, unit, course) they are designing.

Reflection as an Ecosystem: A Program for Faculty Self-Improvement

Kayoko Kurita

Abstract

The 'TP chart' is a worksheet for reflecting on teaching, distilling one's teaching philosophy, connecting philosophy and practical methodology, and setting future goals for improving teaching. It was developed based on the concept of the Teaching Portfolio. The key features of a TP chart are as follows:

- A TP chart can support one's reflection step by step in an organized way;
- A TP chart can present an overview of one's teaching on one sheet, making sharing with others easy.
- A TP chart can serve a ecosystem for self-improvement.

Submitters have given many workshops in creating TP charts for K–12 and university professors in Japan. To date, such workshops have been highly recognised.

The aims of the workshop are for participants to:

- 1) Learn what a TP chart is and understand how it works;
- 2) Experience creating a TP chart as a teacher as a reflection on one's teaching;
- 3) Discuss how TP charts would work in one's own institution.

Based on the above, the workshop includes three parts: learning, experiencing, and discussing. Participants first learn basic information about the TP chart: its history, value, structure, and dissemination in Japan. Then, participants create their own TP charts to consider its usefulness and effectiveness. There are several sharing activities in pairs for participants to also sense the value of mentor-mentee relationships. Finally, there is a discussion period to share ideas and questions about applying the TP chart program to their institutions. The submitters hope that this workshop will be an opportunity for participants to learn the value of the TP chart for teachers. We would also like to receive feedback from the participants to improve the workshop.

(Un)Conferencing as a Methodological Approach to Disrupt Traditional Participation in Scholarly Practices to Advance Higher Education Ecosystems

Rieta Ganas, Sue Pather, Greig Krull (HELTASA)

Abstract

The Higher Education Learning and Teaching Association of Southern Africa (HELTASA) engaged in structural disruption and restructuring in 2021, with expanded capacity and capability to be more relevant, responsive and resilient. This was to better achieve our aims in supporting and enhancing learning and teaching practices in higher education in Southern Africa. This shape shifting enabled HELTASA to use the notion of (un)conferencing as a methodological approach to reconsider the participatory power imbalances that traditional conference practices reproduce. The decolonial gesture of ‘un’ as a prefix was used not to create an anti-conference thinking but to collectively generate new and alternate ways for equitable, participatory, and more dialogical access for both participants and hosts. In transitioning to the 2021 (un)conference and #2022 HELTASAFEST as new and varied annual events, we created alternative ways by disrupting our taken for granted assumptions and socialized conference practices through structural, conceptual, contextual, cultural, methodological and academic development disruptions. This collective scholarly process has enabled us to experience the power of the use of ‘un’ in purposefully creating productive disruptions that can be harnessed as a catalyst for transformative change.

The workshop aims to conscientize and actively engage participants in disrupting their taken for granted assumptions and socialisation on equitable participatory approaches within higher education’s scholarly practices. Using a decolonial lens, the activities are intentionally designed to become an experiential opportunity for individual and collective grappling and transforming perspectives while reconstructing and reconsidering the participatory approaches we subscribe to. Dialogical discussions and reflections will enable the exploration, problematisation, experimentation and theorisation with possible creative expressions towards an authentic and emerging engagement with diverse ways of knowing, being and doing. Underpinned by a decolonial and transformative framing, (un)conferencing as a methodological approach can engage productive disruption to surface diverse voices, create hierarchical power dynamic shifts between expert and novice, knowledge and knower, presenters and participants as well as hosts and attendees enable responsive and agile higher education ecosystems.

Given the increasing complexities and diversities within higher education ecosystems, the opportunity to trouble normative participatory processes and practices could enable the

generation of alternative methodologies and a range of perspectives to respond to higher education's pressing issues, contextual realities and an emerging unknown future. Through the disruption of conventional ways of knowing doing and being in higher education, the intention is to invite different knowing and doing to enter local and global higher education debates and critical conversations. The take home message is the use of a "disruptive" methodological approach that participants can use and contextualise in their own higher education practices.

Non-Confrontational Social Justice Pedagogies

Bjion, Fiis Johannsen

Abstract

Sub-theme 1 calls for a focus on the elements of the higher education ecosystem to support learning for the future. Lately, actionable social theory on some of the most prevailing social injustices are increasingly embedded in mainstream pedagogical discourse. These include critical race and feminist pedagogies, perspectives which share an ambition to actively counter effects known to be marginalizing to people recognized as belonging to certain identity categories. These effects are intersectional (Collins, 2015), they stick to bodies (Ahmed, 2009), they have materiality (Barad, 2003) and they have different contextual relevance across HE disciplines (Doerr, 2023). These pedagogies essentially propose that teachers work to privilege the otherwise marginalized perspective. There are several ways to do so that exist across the curriculum, classroom activities and evaluative practices:

- Reshaping the curriculum to centre on knowledge themes created by those who identify or can be identified as marginalized (e.g., Morton et al., 2022).
- Refocusing attention to privilege the marginalized perspective, i.e. giving primacy to students who would traditionally have experiences of being overlooked or ignored (e.g., Ladson-Billings, 2008).
- Changing how the form and shape of how students are required to demonstrate their learning to better suit the knowledge-practices of the marginalized (e.g., Prescod-Weinstein, 2020).

However, privileging also means centering on, which, if done inappropriately, risks being received and perceived as violence, unwanted attention, or insincere. Thus, the antiracist, feminist, counter-ableist or social justice educator must find ways to give voice to the otherwise unheard and often untrained voice, in non-confrontational ways. This workshop will help participants tailor such practices to their HE disciplines.

Building Requisite Competencies to Effectively Create Learning Ecosystems that Build Employable Graduates

Dr. Charles Kingsbury

Association for Faculty Enrichment in Learning and Teaching

Abstract

Faculty development has taken a significant interest in reflection to graduate employability. As unemployment rates rise among graduates and the quality of graduates questioned by the employers, the question on the quality of teaching has been put at the center of discussion¹. Faculty competences and attitudes to develop an employable graduate is therefore a central focus for AFELT.

As key for higher education there is a need to build faculty capacity to facilitate significant learning. Learning that aims to develop critical thinking and problem solving with reflection on gender responsive pedagogy². During the period 2018 to 2021, AFELT in a consortium of four universities in East Africa and key players from the industry, developed an approach to design for significant learning³. The approach seeks to build the competences of learning facilitators by guiding them on how to best design their learning to create new knowledge and equip their graduates with competences for the 21 century.

In this workshop, AFELT will guide the participant through a process of designing for significant learning⁴. The approach allows the facilitator of learning to reflect on their competences to facilitate learning that develops the desired competences⁵.

The workshop aims to provide participants with an experience on designing for significant learning and reflect through:

- **Facilitator Competencies:** What attitudes, habits of mind, skills, knowledge, relationship building abilities do faculty members require to create an ecosystem for competency development?

¹ Okolie, U., Hyginus Emeka Nwosu, H.E, Mlangi, S (2019) Graduate employability: How the higher education institutions can meet the demand of the labour market

² Bean, J. C. (2011). Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom. San Francisco: Jossey-Bass.

³ <https://www.transformhe.org/>

⁴ Fink, L. D. (2013). Creating significant learning experiences: An integrated approach to designing college courses (2nd Ed). San Francisco: Jossey-Bass.

⁵ Laurillard, D. (2002). Rethinking University Teaching. A conversational framework for the effective use of learning technologies. London: Routledge [ISBN 0415256798](https://doi.org/10.1080/0013135020143113) .

- **Academic Development:** The participants will be guided to reflect on their learning journey:
 What do individual faculty members and institutions do to facilitate their transformational academic development and that of their institutions?
 How has **Academic Development evolved** in the pandemic and post-pandemic context?
 How effectively have we integrated technology? AI is an emerging technology trend that is impacting how learning happens.
- **Simple Pedagogy:** Take the participants through a simple process to design for significant Learning (Fink, 2013).. How do we make transformation the driving force in our classes, programmes, and institutions?
- **Long-term (big picture) outcomes** for our learners. What do faculty, departments and schools, or any universities, need to do to ensure that learners become the change-makers, life-long learners, and leaders in their fields, well after graduation?