

A research update: Advancing Academic Development

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Leaders in Learning and Teaching



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How do Academic Developers develop themselves?

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CADAD/HERDSA

Survey of Professional Development Needs
of
Academic Developers

Angela Hill

Q12a. Most significant professional development opportunity received to support current role

Themes identified:

1. Attending and/or presenting at conferences
2. Networking and sharing of practice with peers from same and different institutions
3. Formal and informal mentor relationships
4. Involvement in professional groups or associations
5. Involvement in independent and collaborative research projects, writing journal articles/conference papers
6. Participation in interactive workshops
7. Internal and external formal professional development programs
8. Completion of formal education qualifications

Associations, Conferences, Recognition

- Associations

- HERDSA: Higher Education Research and Development Society of Australasia & Academic Development Special Interest Group
- ASCILITE: Australasian Society for Computers in Learning in Tertiary Education
- ODLAA: Open and Distance Learning Association of Australia
- TELedvisors
- SEDA: Staff and Educational Development Association

- Conferences

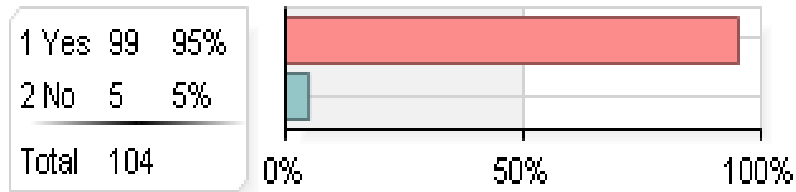
- HERDSA & ASCILITE
- Learning Leaders in Higher Education Conference
- NZ Academic Development Symposium

- Fellowships, Recognition & Awards

- HERDSA
- Higher Education Academy HEA
- Australian Awards for University Teaching
- SEDA



Q13a. Interest in attending a nationally run formal professional learning program to support academic role



Q13b. Top 8 nominated topic areas

1. Developing institutional collaboration for reform of learning and teaching
2. Curriculum design
3. Scholarship of learning and teaching
4. eLearning/blended learning
5. Developing and promoting inclusive pedagogies
6. Data driven teaching and learning reform
7. Higher education environment/context (nationally/internationally)
8. Supporting adaption of learning technologies

Project Aims

- identify out what opportunities for networking, and professional learning and development are currently available for academic developers in Australia and New Zealand
- ascertain what national or international initiatives or forms of professional development might be:
 - considered useful and valuable by Academic Developers, and
 - supported by university leaders into the future
- deliver a networking and professional development event for academic development staff.

Methods

- Leaders Survey
- Academic Developer Survey
- Advancing Academic Development Event
- Good Practice Awards

Findings

- Value of Awards for Academic Development
- Identifying and connecting with Academic Developers across the sector.

Academic Developers Survey

- For the purposes of the survey, academic development is defined as:
Academic development has a focus on good practice and on enhancing practice for all the dimensions of teaching, learning and scholarship. Academic development aims to develop teaching, curriculum, and leadership of teaching so as to, in turn, support high quality student learning. Higher education staff who support academic development may be referred to as academic, educational or professional developers.¹

https://www.surveymonkey.com/r/ADPD_DeveloperSurvey

https://www.surveymonkey.com/r/ADPD_LeaderSurvey

1. Mårtensson, K. (2014). *Influencing teaching and learning microcultures: Academic development in a research-intensive university* (PhD thesis; p.17). Lund University.

Mukerji, S. & Tripathi, P. (Eds.) (2017). *Handbook of research on administration, policy, and leadership in higher education*. Hershey, PA: IGI Global.

<https://www.seda.ac.uk/about>

Good Practice Awards Finalists

- Sharon Altena, QUT: **Elevating Academic Development in a Bachelor of Nursing Course Transformation**
- Kym Fraser (with Linden Clarke, Yoni Ryan, Natalie Brown, Peter Copeman, Caroline Cottman, Marie Fisher, Julie Fleming, Tracy Frayne, Ann Luzeckyj, Kogi Naidoo, Beatrice Tucker, Sue Bolt, Coralie McCormack), Swinburne and partner Universities: **Contemporary Approaches to University Teaching MOOC**
- Vanessa Fredericks, University of New South Wales: **Education Focussed Career Support**
- Michelle Fox, QUT: **Teaching in an Australian Context**
- Jade Kennedy and Alisa Percy (with Lisa Thomas, Bonnie Dean, Janine Delahunty, Kathryn Harden-Thew, Julie Avena, Paul Chandler, Maarten de Laat), University of Wollongong: **Jindaola**
- Sarah Long and Anne Trethewey, Bond University: **Foundations of University Learning and Teaching**
- Trish Maynard, QUT: **Course Design Studios**
- Trish McCluskey, Connected Learning Team, Victoria University: **VU Block Model**
- Nicola Parker, University of Technology Sydney: **A University Program of Professional Development for Casual Academics**
- Melody West, The PPLP for Awards Team, University of Tasmania: **Peer Professional Learning Program for Awards**

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Good Practice Awards Finalists with Distinction

- Kym Fraser (with Linden Clarke, Yoni Ryan, Natalie Brown, Peter Copeman, Caroline Cottman, Marie Fisher, Julie Fleming, Tracy Frayne, Ann Luzeckyj, Kogi Naidoo, Beatrice Tucker, Sue Bolt, Coralie McCormack), Swinburne and partner Universities:
Contemporary Approaches to University Teaching MOOC
- Michelle Fox, QUT: **Teaching in an Australian Context**

Good Practice Awards Winner and Peer's Choice Award

Jade Kennedy and Alisa Percy (with Lisa Thomas,
Bonnie Dean, Janine Delahunty, Kathryn Harden-Thew,
Julie Avena, Paul Chandler, Maarten de Laat), University
of Wollongong:

Jindaola

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