Professional Learning in a 21st Century Network
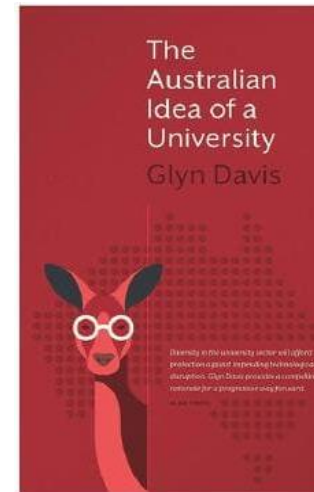
Simon Bedford
Carol Russell
Christine Brown

Learning Transformations
Western Sydney University

The
Australian
Idea of a
University

Glyn Davis

Disruption of work and society

Automation and technological change

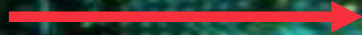**Disruptive Employment Forces**   **Impact**

Automation   →   No demand for existing
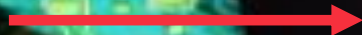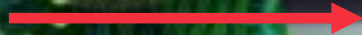   qualifications and experience

Hybridization   →   Workforce without
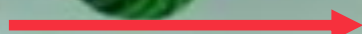   capabilities to match demand

Agile competition   →   Alternative partnerships

Signal failure   →   Qualifications not valued

TRANSFORMATION

Hong Kong Polytechnic University
Zaha Hadid Architects website

Disruption is an invitation for Transformation

- Education for new ways of knowing

- New knowledge & new learning
- Competition and saturation
- Our society's future

- What does an institution-wide transformation project to engage with disruption look like?
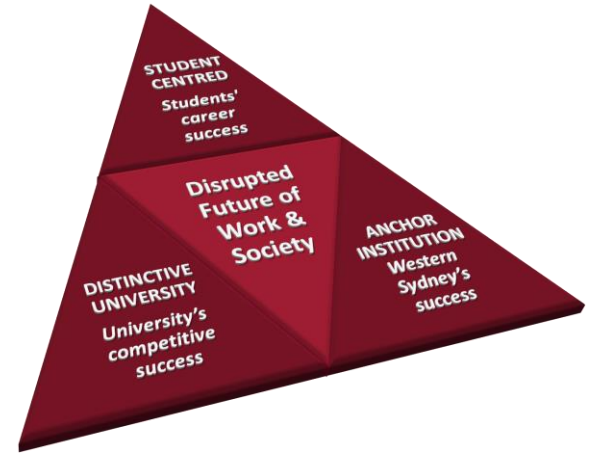
only dead fish go with the flow

Western Sydney University

21st Century Curriculum

21st Century Academic

21st Century Culture

21st Century Curriculum

Developing graduates with hybrid capabilities who are:

Curriculum Structures
- Simple architecture
- Coherent
- Aligned (Hybrid)
- Integrated
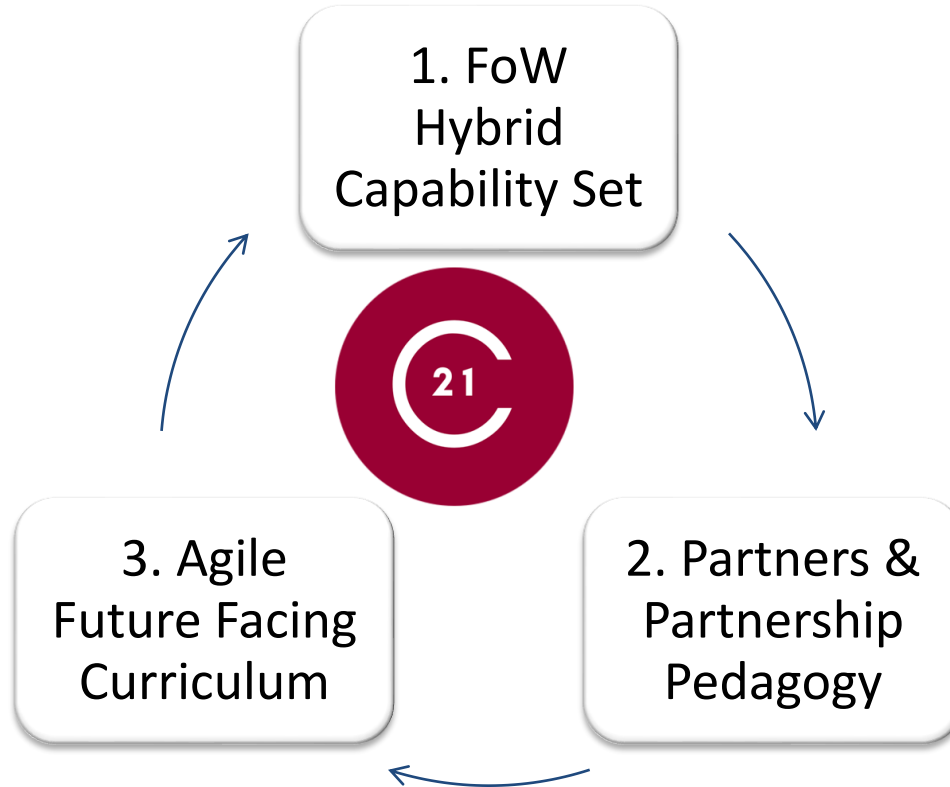
New Curriculum Elements
- Learning/curiosity Pods
- Accelerator Units
- Advantage Sub-Majors

Course Design Policy
- Embedded FoW Capacities
- Partnership Pedagogy

Systems
- Streamlined Approvals
- SMS/LMS Enabled
- Alternate credentials

1. FoW Hybrid Capability Set

C 21

3. Agile Future Facing Curriculum

2. Partners & Partnership Pedagogy

Future Focused

Innovative Entrepreneurs

Global Citizens

Sustainability Advocates

21st Century Academic

New 'academic' work

Three broad schools of thought:

1. *Unbundling* of academic work
   (Kinser 2002, Macfarlane 2011)

2. *Hybrid* (Third space) academic work
   (Whitchurch 2008)

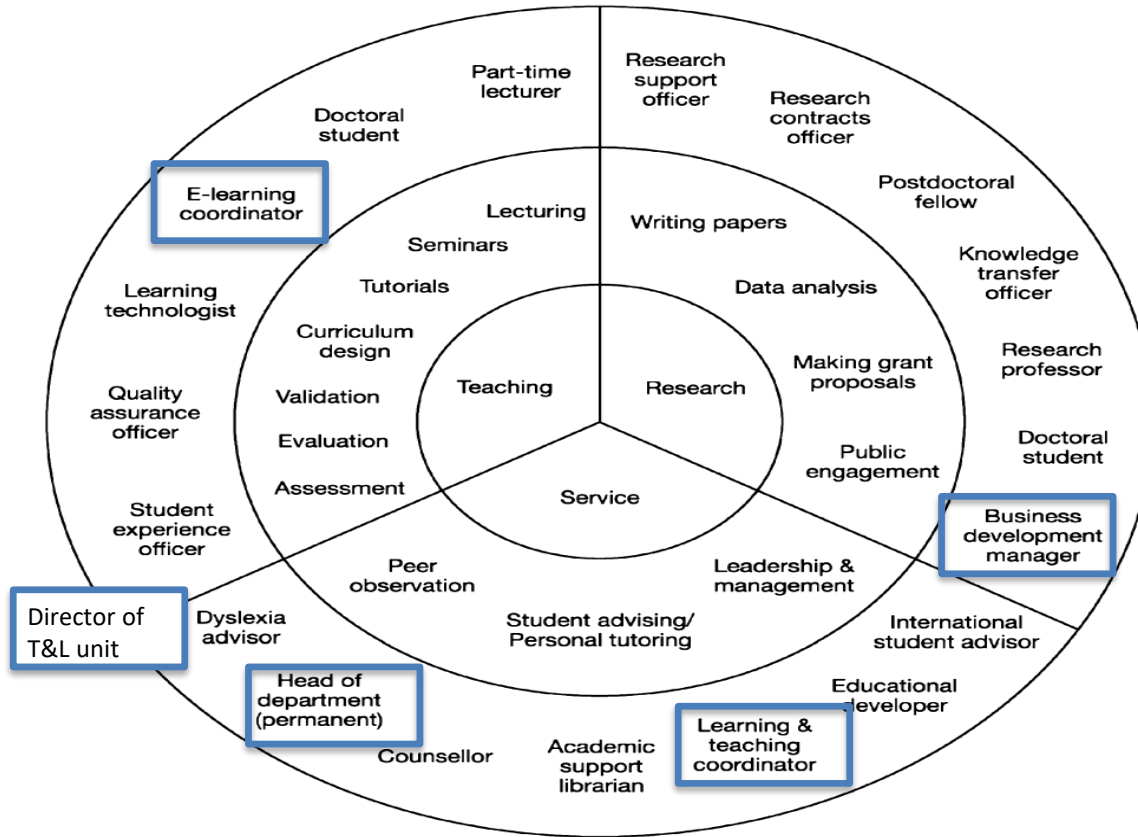3. *Reframing* (rebundling) of academic work
   (Boyer 1992, Golde & Walker 2006)

CHALLENGES

Creating the conditions to encourage teaching for transformational learning

Supporting and developing university teachers, and teaching teams

Are our Professional Development offerings still fit for purpose?

Unbundling academic work

Macfarlane B. (2011)

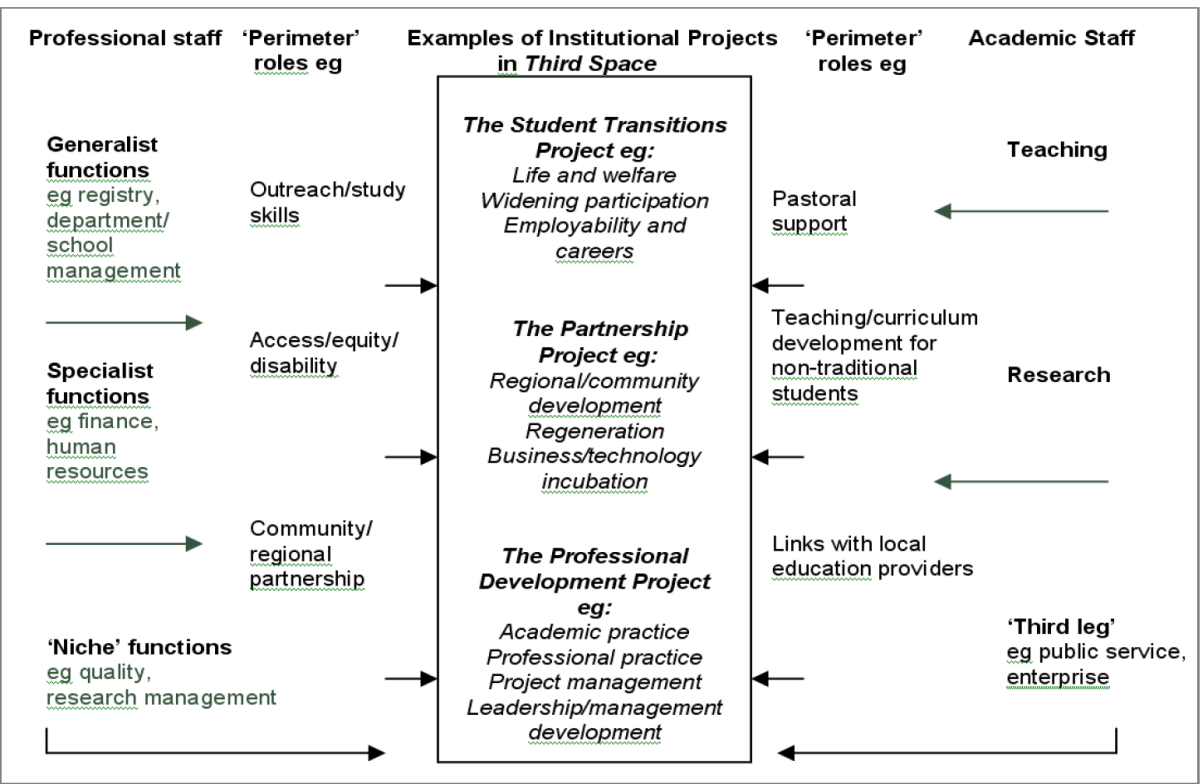Individuals with discrete, specialised responsibilities.

The hollowing out of academic life

Specialisation; strategic disengagement from the broader responsibilities.

CHALLENGES

- Collaboration
- Networking
- Alignment

Hybrid academic work/worker

Whitchurch 2008

New roles emerging between professional and academic roles in response to new priorities.

Coalesce around 'initiatives' or 'projects'

Liminal / Marginal roles

- Contributions
- Reconciliation
- Reconstruction

CHALLENGES
- *Measurement/ Relevant data*
- *Recognition/reward*
- *Impact / Sustainability*

Professional Learning for a 21st Century Academic

Build capability/capacity of multi/cross disciplinary teams and sustain this at scale – Makerspace?

Accelerating Diffusion of Innovation: Maloney's 16% Rule©

https://www.youtube.com/watch?v=gbwjCFQqOkc&feature=youtu.be
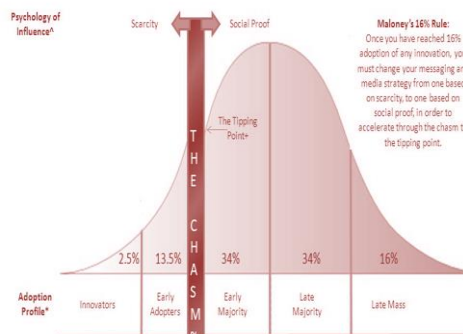
Partnership Pedagogy
- Students as partners
- Professional Bodies
- Employers
- Alumni

L&T Unit Staff
- Curriculum Advisors
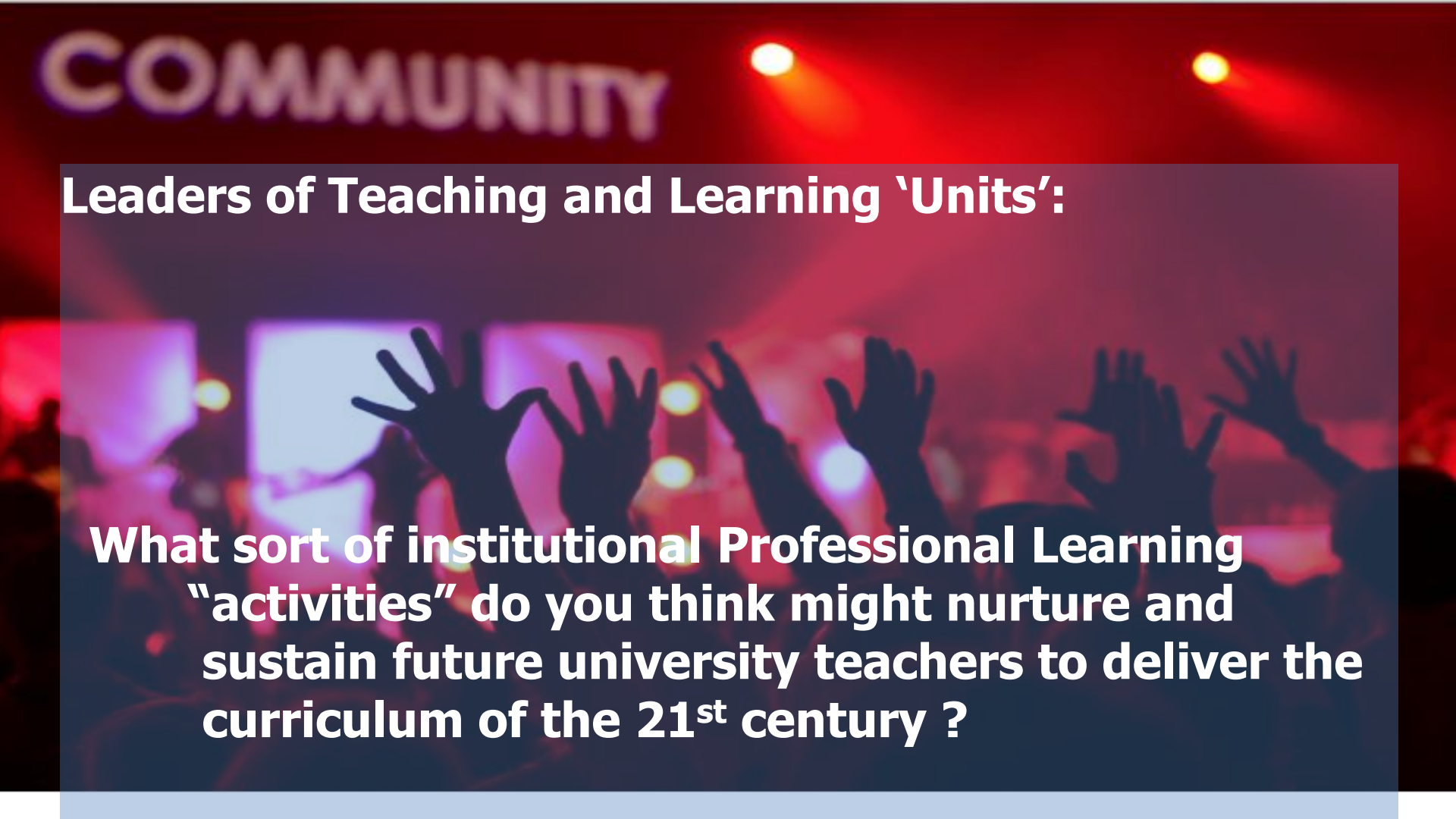- Professional Learning
- Digital Consultants

Teaching Teams
- Academics
- Professional Staff
- DAP's and UC
- Deputy Deans

Learning space
- Not a lecture room
- Technology enabled

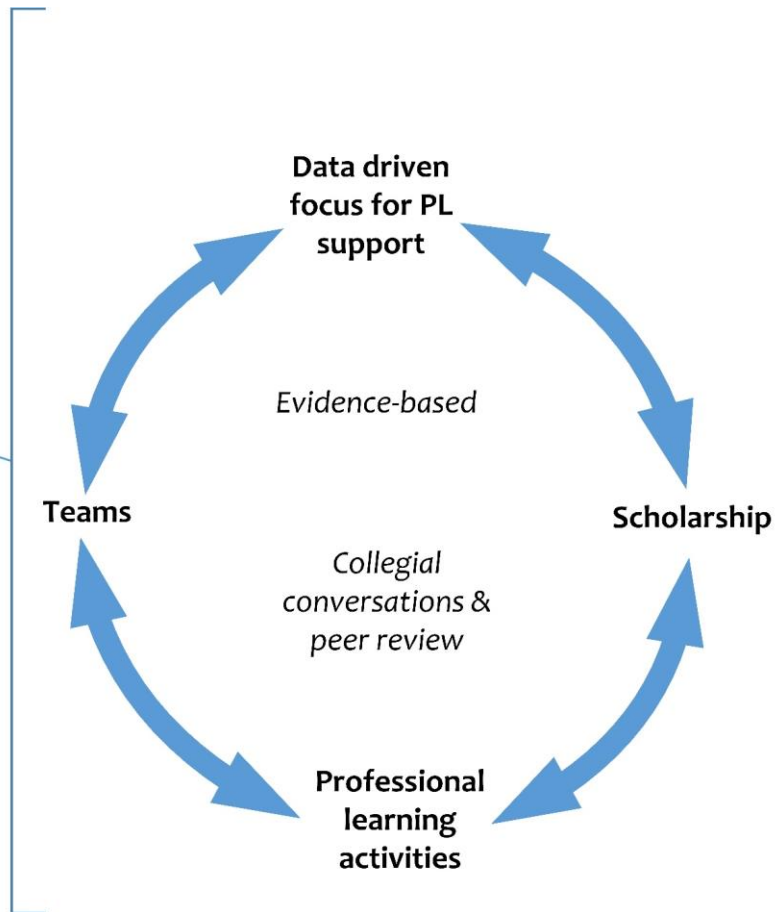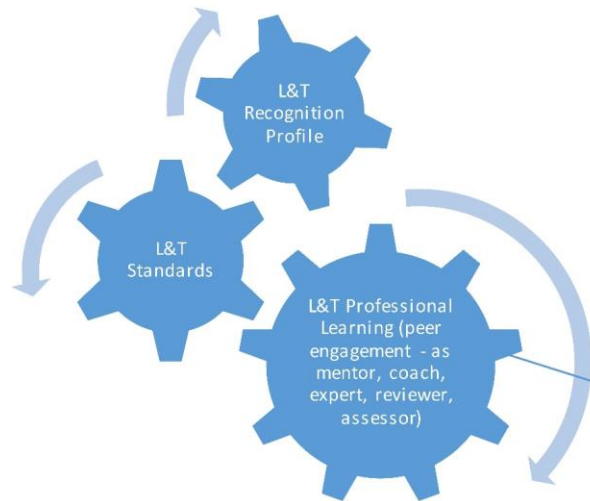**Leaders of Teaching and Learning 'Units':**

What sort of institutional Professional Learning "activities" do you think might nurture and sustain future university teachers to deliver the curriculum of the 21st century ?

What are the characteristics of 21st century academic life:

- Dynamic cross-discipline knowledge landscapes in research and teaching
- External scrutiny of teaching quality (e.g. TEQSA standards and requirement for consistent evidence-based QA)
- Partnerships and teamwork as the norm, i.e. knowledge as a whole that is more than the sum of the specialist parts
- **Organisational (L&T) and collegial support for teaching work – promoting and recognising evidence-based practice (Carol and Chris)**

Reframing evidence-based strategy and practice

What evidence are we using to justify our current academic and educational development strategies?

L&T Recognition Profile

L&T Standards

L&T Professional Learning (peer engagement - as mentor, coach, expert, reviewer, assessor)

Data driven focus for PL support

Evidence-based

Collegial conversations & peer review

Teams

Scholarship

Professional learning activities

Some indicators from the literature:

- Internationally few universities evaluate the impact of their professional learning programs on teaching quality.

- Student data is primarily used for individual performance .

- Qualitative comments from students are largely unused at the institutional level.

Sources: Chalmers and Gardiner (2015); Spowart et al. (2017); Kolomitro and Anstey (2017); Sangkuhl (2012)
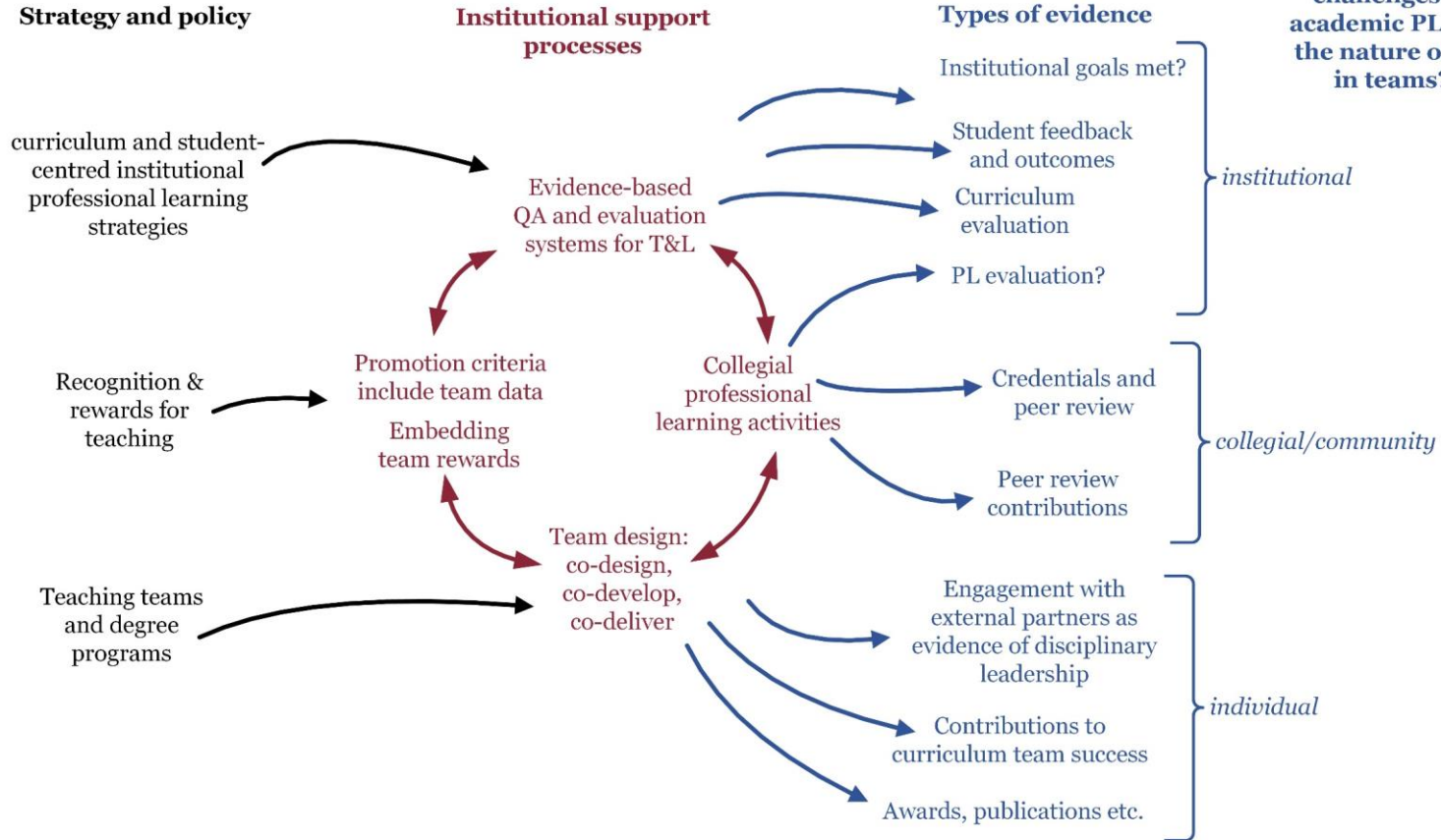
What are we all doing about this?

Some Western Sydney examples:

- Technology-enabled learning initiatives evaluated using student and staff data since 2013.
- Staff survey: teaching staff asked for more help on evaluation so peer review support prioritised.
- Sessional staff concerns about narrow summative use of student feedback: workshops to support broader approaches.
- SFU text analytics being set up institutionally - Online modules on learning and teaching prioritising students' main concerns.

Reframing roles, practices and evidence

Strategy and policy

Institutional support processes

Types of evidence

Scope for scholarship and research on challenges in academic PL and the nature of PL in teams?

curriculum and student-centred institutional professional learning strategies

Recognition & rewards for teaching

Teaching teams and degree programs

Evidence-based QA and evaluation systems for T&L

Promotion criteria include team data

Embedding team rewards

Collegial professional learning activities

Team design: co-design, co-develop, co-deliver

Institutional goals met?

Student feedback and outcomes

Curriculum evaluation

PL evaluation?

institutional

Credentials and peer review

Peer review contributions

collegial/community

Engagement with external partners as evidence of disciplinary leadership

Contributions to curriculum team success
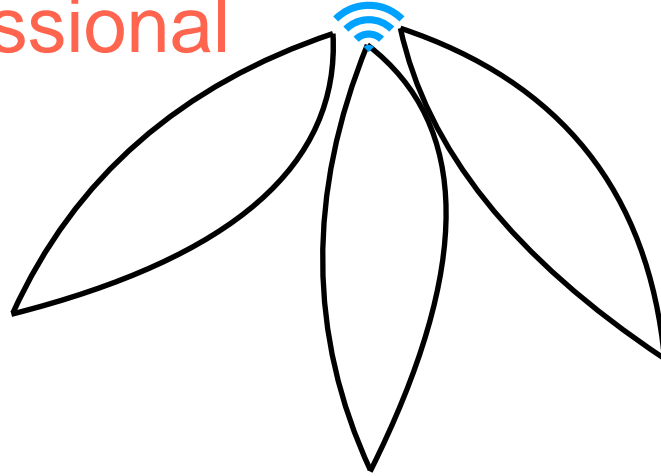
Awards, publications etc.

individual

How

- are we …

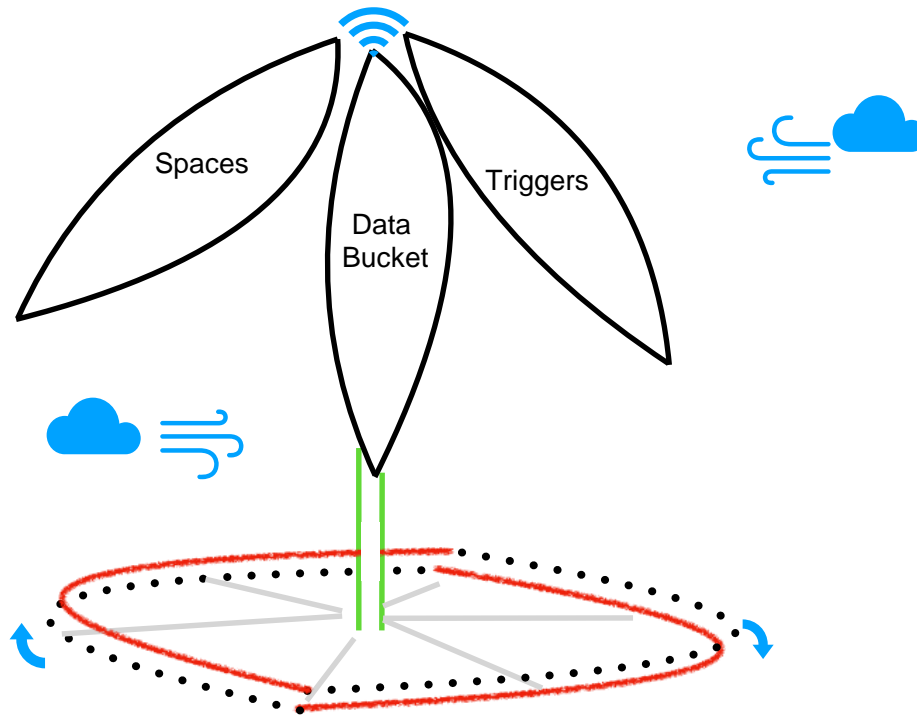- could we be…

- will we be …

reframing institutional use of evidence to support new strategies , policies and processes?

3 rotor blades of professional learning:
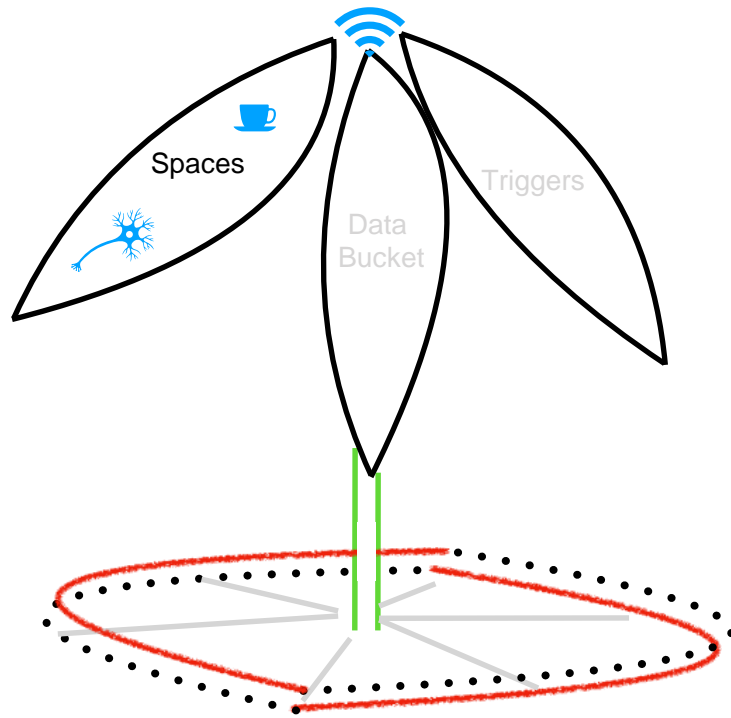
- spaces
- bucket (of data)
- triggers

… a model developed collaboratively while on a Fellowship in the UK, 2011, with a clear focus on recognition (and reward)

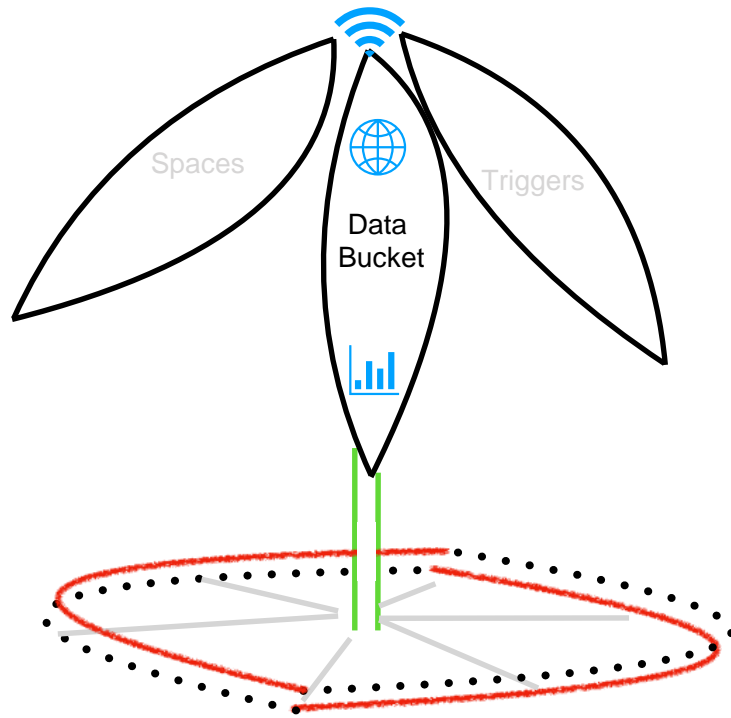Spaces

Triggers

Data
Bucket

3-D 'model' of Professional Learning: A 3-blade rotor turns the scholarship wheel, propelled by internal and global forces that shape leadership activity

'spaces, bucket and triggers' elements incorporated in a 3-D model by Christine, as a cognitive tool applied across institutions
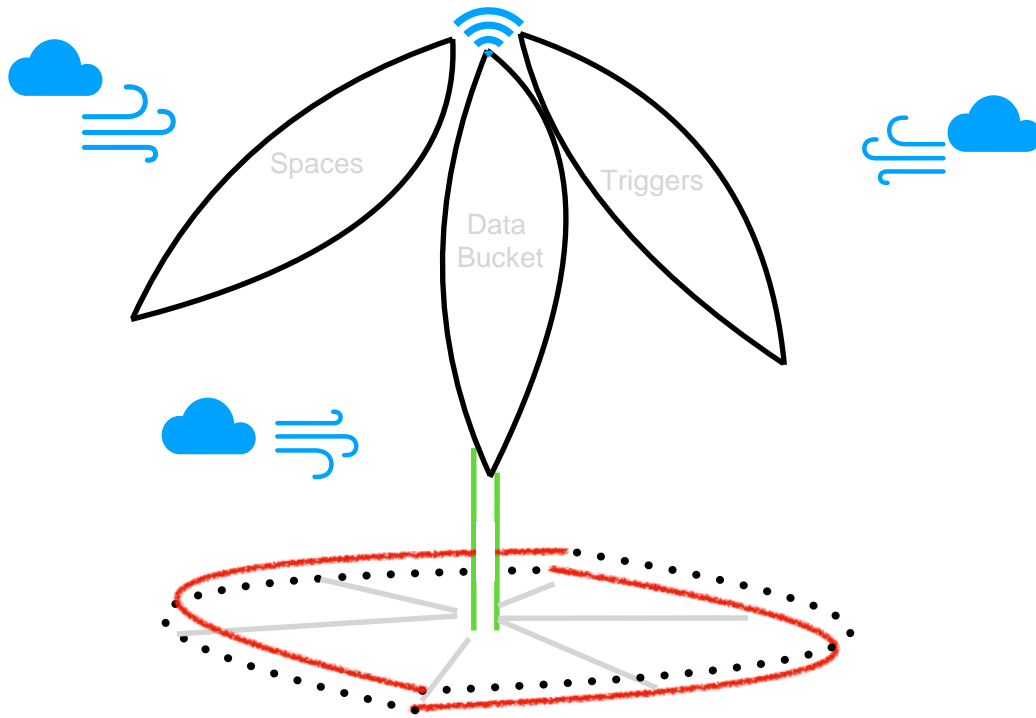
Spaces - safe environments, collaborative, reflective, supportive, conversational…
they shape language, build relationships and engage peers across networks

Spaces   **Triggers**

Data Bucket

Data Bucket: A bucket of assorted raw and processed data - analytics, artefacts of various media, big data sets, storage and access systems
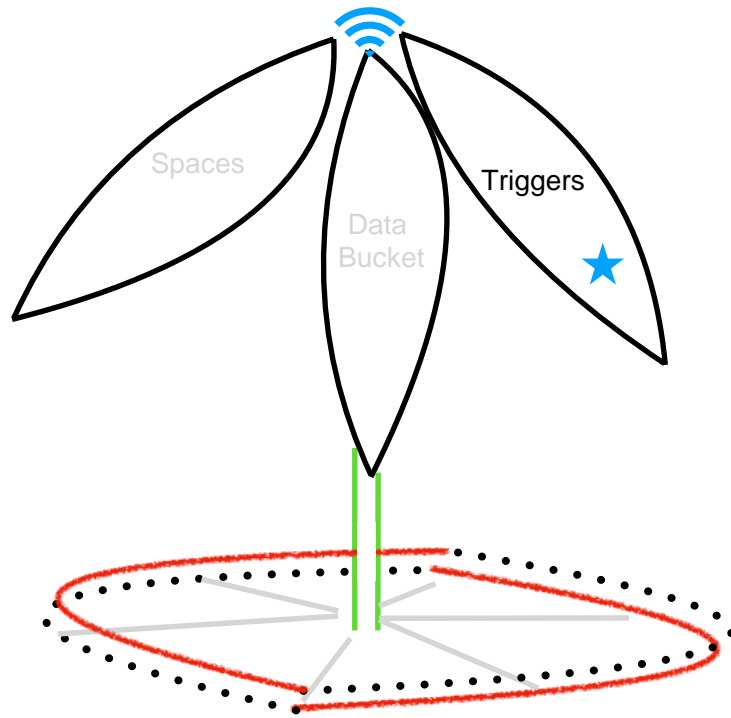
Triggers: Motivating challenges that when accepted, require construction of meaning in outputs and outcomes that can be shared

Forces: economic, social, political, cultural, technological, discipline-specific and global factors that shape **leadership** activity across all levels and influence **policy**
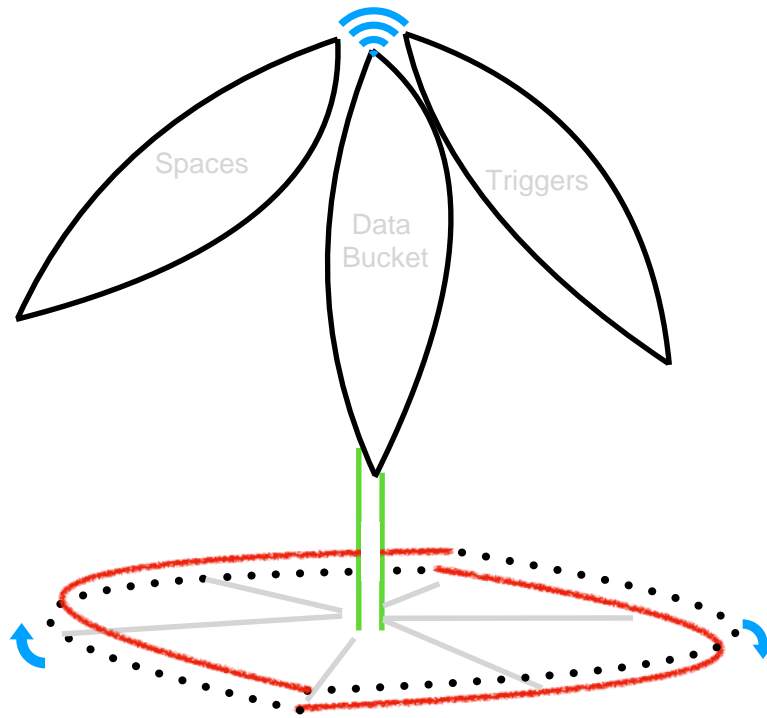
Scholarship: clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique

Charles E. Glassick, Mary Taylor Huber, and Gene I. Maeroff (1997): *Scholarship assessed : evaluation of the professoriate.* San Francisco : Jossey-Bass.
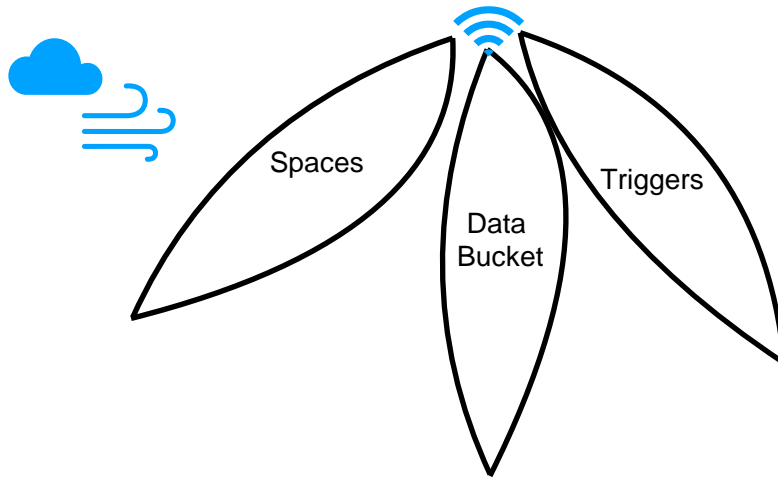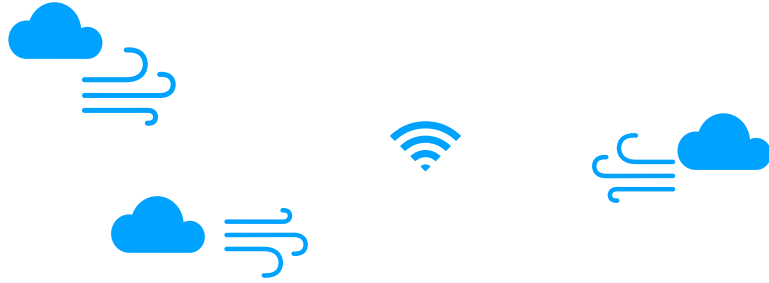
~2013 Example from UOW

★ ***Triggers*** were largely individual, focused on reward and recognition - awards, grants, publications, promotion, job applications (about evidence and impact)

📊 Shortage of reliable, validated ***data*** from multiple sources
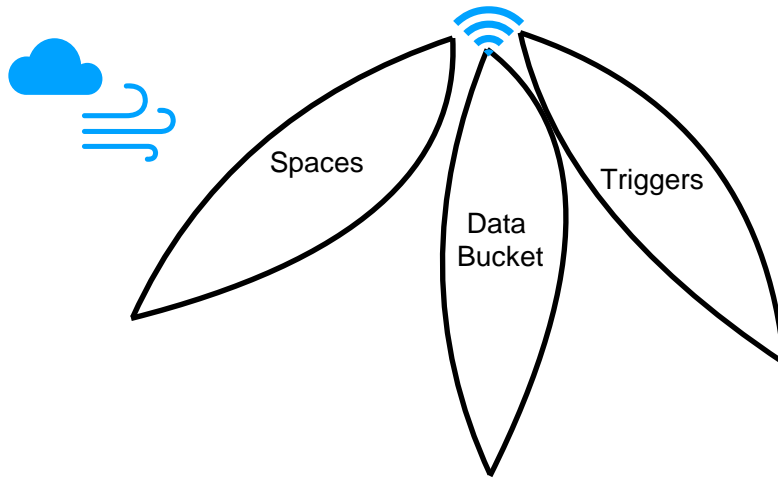
☕ Limited ***spaces*** for conversational, reflective critique and meaningful construction to suit various target audiences

Some forces around this time:

- TEQSA

- a move towards continuing professional development (CPD)

- The voices of students as partners

As with any period of **trans**formation, it fosters the prefix: **un**-bundling curricula; **re**-framing professional learning; **dis**-aggregating elements; **micro**-credentialing…

~2019 Example from Western

Triggers align with curriculum transformation in the 21C Project, drawing together teams that profile staff, student and community members in new roles

There is *data* overload, yet limited means to flexibly access relevant data across systems according to role and purpose

The *spaces* for conversational, reflective critique and meaningful construction to suit various target audiences are more likely to be online and 'on the job'
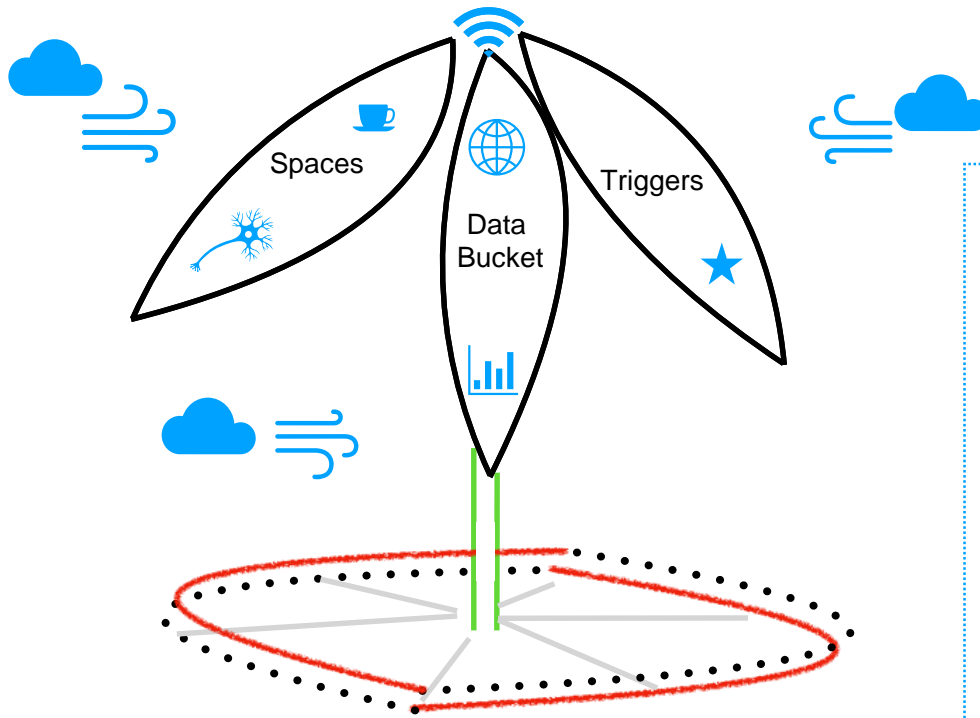
Spaces - safe environments, collaborative, reflective, supportive, conversational… they shape language, build relationships and engage peers across networks

Data Bucket: A bucket of assorted raw and processed data - analytics, artefacts of various media, big data sets, storage and access systems

Triggers: Motivating challenges that when accepted, require construction of meaning in outputs and outcomes that can be shared

Forces: economic, social, political, cultural, technological, discipline-specific and global factors that shape **leadership** activity across all levels and influence policy

All model components need to be considered in any situation

Professional Learning 'model' as a cognitive tool and conversation starter =>

We have creative opportunities for recognition of and through professional learning. Here are a few starter questions to frame discussion or individual contemplation:

Spaces – Collegial peer review potentially offers one example...
What new spaces for professional learning are open that we don't recognise?

Triggers – the HEA Fellowship is one current example…
What others can we generate or support where the outputs gain meaningful recognition across varied career pathways?

Recognising data to enhance scholarship –
How can we prioritise sector level research into PL spaces, increase use of pooled data sets and apply multi-disciplinary research methods?

Challenging forces –
What are the main forces inhibiting change within the institution or sector in relation to your role?

The model applied in your context – start from any rotor blade…
Example: Consider a space…
- What data is available for those in that space? What else could be provided or generated?
- Are there other triggers that could encourage teams to generate sharable artefacts at different career stages/roles?
- How can more varied scholarship be generated and shared to communicate in open networks?

Challenges for CAULLT

I. In what ways do current policies need to change to accommodate more emphasis on curriculum-focused roles, meaningful use of new data sources and more inclusive recognition of different L&T career pathways? Is it time to reconsider academic promotion criteria?

II. How can we prioritise and promote sector-wide research into higher education L&T practice from the perspective of multiple key players using diverse research methods?

III. To what extent can practice-focused research "scale up'' to target participant groups beyond one team? Who are new collaborators to approach for complementary institutional research expertise?