

Scholarship, leadership and technology:

a case study of embedding evidence-based practice

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Overview



- Background & challenges
- Leadership
- Scholarship
- Technology
- Reflections



Glasgow Caledonian University



- Post- 92 institution
- City centre campus
- 17,000 students
- 3 academic Schools:
 - business and society
 - health and life sciences
 - engineering & the built environment
- strong emphasis on learning, teaching and the student experience

Background & Challenges



- Maintaining staff engagement in innovative learning and teaching
- Career progression; learning & teaching v research; University strategic priorities
- Changing nature of learning & teaching due to technology advances – technological determinism
- Mainstreaming learning technology
- Increasingly **limited resource**
- **Need to link various aspects of CPD, scholarship & technology together**

Leadership



<http://www.flickr.com/photos/34053291@No5/5366769943/>

- **Transformational change; change agent roles** (Chapman, 2002)
- **Distributive leadership model; Australian Faculty Scholars** (Lefoe, 2010)

... a distribution of power within the sociocultural context of universities, and a sharing of knowledge, of practice and reflection through collegiality. (Lefoe et al, 2007:5)

- GCU's CPD framework for learning & teaching, informed by HEA professional standards framework (UKPSF)
- **Caledonian Scholars & Associates initiative launched 2008**

Scholarship



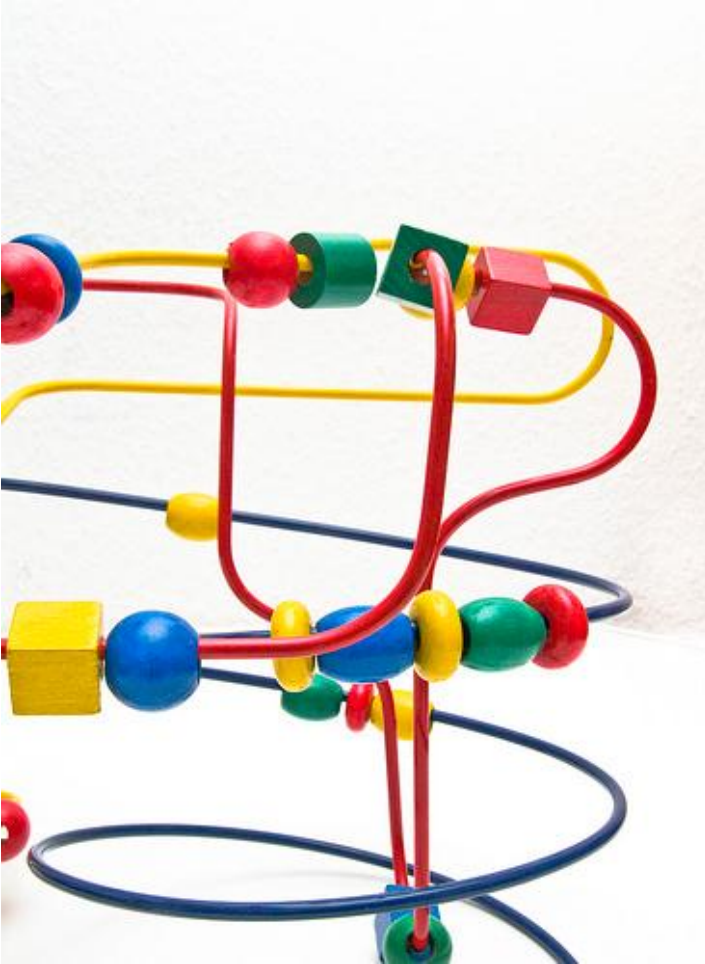
Caledonian Scholars & Associates -

- Competitive process, peer reviewed (learning technology experts)
- Supported by senior management
- **Status** attached and linked to **promotion** criteria
- Action research, evidence-based, embraces learning technology
- Scholarship in L & T (Boyer, 1990; Prosser, 2008)
- **Minimal resource** (£2k per Scholar)
- **Retain the spark and excitement of innovation within career advancement**

Aims

- Provide opportunities for new and experienced staff to maintain continuing engagement with **scholarly approaches** to learning and teaching throughout their careers.
- Enhance learning and teaching practice and the quality of the **student experience**
- Recognise individual endeavour and **address a number of promotion criteria** through the learning and teaching route
- **Actively promote innovation** in learning and teaching to benefit students, departments and academic Schools
- Enable lecturers and staff who support student learning to **gain University recognition** for commitment to, and investment in, **scholarship** in learning and teaching.

Technology



- Common leadership of **Blended Learning** and **Scholars & Associates initiatives**
- Facilitation through f2face meetings, online community, blog, shared resources, methodologies, experiences
- Projects:
 - assessment & feedback, employability, internationalisation, student support ...
 - web 2.0, social software, VLE, virtual worlds, vid & podcasting ...
- **Status and role as important as projects (if not more so)**
- Internal and **external** dissemination

Impact

Close links maintained with **Blended Learning Initiative**

Alignment with **PgCert and Doctoral studies**

Highlighted as valuable case study by QAA during recent review

New Principal's award for teaching awarded to a Caledonian Scholar for learning technology innovations

Total of **48** Caledonian Scholars and Associates in 3 years

36 projects undertaken

International conference **presentations & journal publications**

Number of **successful promotions** to senior lecturer and professor

Evaluation

2 evaluations based on interviews & focus groups

[We have] a huge amount of praise for the project. We've really appreciated all the support...we've been encouraged to look for dissemination opportunities and to use the networks to build capacity.

**Caledonian
Scholar**

**External
Evaluator**

The Scholars and Associates Program has proved beneficial to participants in a variety of ways in the initial phase. Encouraging their leadership as co-creators of future iterations of the Program would be a true reflection of the distributive leadership concept in action.

Reflections



- Growing evidence of scholarly activity around learning, teaching and learning technology
- 'Buy-in' to Distributive leadership concept
- Acknowledges and embeds learning technology
- **Sustainable, cost-effective model grounded in evidence**

Future -

- Move to more strategic, focussed calls
- A **new follow-on role** of 'Caledonian Fellow' has been approved by Senate and is under development

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