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

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Leadership

- 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

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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**

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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

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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 ....

O [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

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.

External Evaluator
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
Leadership & Organization Development Journal, 23, 1, 16-25

NJ: The Carnegie Foundation for the Advancement of University teaching.

leadership capacity development: Progressing the faculty scholars model

Development, in Ehlers, U.D. & Schneckenberg, D. (Eds), Changing Cultures in
Higher Education, 189-204, Berlin: Springer Verlag

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http://www.georgiasouthern.edu/ijsotl