

FORMATION and COMPETENCE BUILDING of UNIVERSITY ACADEMIC DEVELOPERS



Leading Higher Education
As and For Public Good
Rekindling Education as Praxis
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Deliberative communication – Stimulating collective learning?

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Chapter 7

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The case: Constructive Alignment



Two-folded aim:

- 1) to deepen our understanding of the promises and challenges of deliberative communication as a **means** for leading and teaching as, and for, public good.
- 2) to explore our own experiences by using deliberative communication as a **research approach**, examining if and how it opens up and stimulates collective learning between the AD and the two critical friends.

Design

- Pre-seminar conversation
- The seminar
- Pos-seminar reflections

The seminar

- Engaged students, positive atmosphere, but also a busy «teacher» missing out teachable moments
- Johan's critical self reflection: «... little dialogue... I could had been a better listener»
- “I have really appreciated how you have asked me questions. They have been sharp and critical, but also very constructive. When I have listened to you, I have got a sense of the underlying critique, at the same time as you have approached it in a way that has triggered me to further elaborate on it”.

Final words

«A shared commitment to develop higher education for the public good ... requires collaborative professionalism. An important issue for further exploration is, therefore, how creative meetings between individual professional and inter-professional skills can contribute to raising awareness of what teaching as, and for, public good might mean, and how it can be enacted ”.

Discussion on possibilities and challenges

- How is it possible to enable creative meetings (between individual professional and inter-professional skills) that can contribute to raised awareness of what teaching as, and for, public good might mean, and how it can be enacted?

Thank you!