EXECUTIVE SUMMARY

Sub-theme 2.

Academic development and technology

Developing effective teaching practices with technology within higher education is an area of growing concern for academic developers. The emergence of technology-rich teaching and learning environments has consequently addressed challenges and changed how Academic development is approached within higher education – but the research also demonstrate that this field is new.

From more than 200 papers, 12 papers were selected that was concerning technology. In the first decade of the period under review (1995-2005), the papers may be characterised as very week concerning methodological approaches. Six papers are qualitative/descriptive, four are quantitative and three re mix methods

The overall impression of the literature on academic development and the use of technology within higher education is that the focus on this matter is significant in the literature – specially the last ten years, concerning the roles and responsibilities for Academic developers. Papers, especially from the first part of our selection period, can be characterised as very week concerning methodological approaches. The overall picture of this research seems to be provided by researchers who are "tech-optimists" and less by critical approaches (Selwyn 2014). Critical reviews on the use of technology for teaching and learning in higher education problematics the role of evidence in informing practice, like Linda Price and Adrian Kirkwood (2014). Price and Kirkwood (op.cit) really questions weather complex educational practices can be "captured"/ investigated through large-scale controlled quantitative experimental studies. They argue in their paper "Using technology for teaching and learning in higher education: a critical review of the role of evidence in informing practice" that evidence and the educational effectiveness of technology is still open to question.

As technology is ubiquitous in universities and colleges, as it is in the rest of our lives the field is characterised by two main drivers: academic development as policy driven and pedagogically driven.

The pedagogical drives very much discusses how technology can change the ways we academically stimulate the students. While traditional teaching methods (lectures, seminars and tutorials, labs, formal examinations) still flourish in higher education institutions, there are many commentators who feel that recent developments in information and communications technology will completely transform university teaching and learning, for example by allowing 'anytime/anyplace' learning, undermining the traditional role of libraries, and facilitating very different forms of communication among learners and between teachers and students. The potential is considerable and the claims for technology ambitious: that learning will be more active and interactive, more flexible, and will allow simulation of experiences that have been previously inaccessible. The flexibility (accessibility, sharing, connections) that one the one and quality improvements (communication, stimulation, active, student focused learning) on the other – both dimensions that allow simulation of experiences that have been previously inaccessible.

The use of technology to support existing pedagogical approaches may have much to do with the way in which academic development in this area has grown. The introduction of new technology can create a focus upon the technology itself and the teacher can be assumed to have only technical needs, i.e. an understanding of how the new tools work and a supportive environment in which to learn about them (Conole & Fill, 2005).

- Owens 2012 p. 398 The implication from the findings reported here is that in order to develop online teaching practices lecturers have both pedagogical and technical needs. Staff development initiatives have recognised the need to explain various technologies and demonstrate their uses, yet the literature suggests the paramount importance of teachers' pedagogical beliefs on their teaching practices in order to effect real change.

In their paper New Practices in Doing Academic Development: Twitter as an Informal Learning Space. Many diverse examples is presented in the selecated papers – for instance McPherson, Budge, Lemon McPherson (2015), that for instance argue that using social media platforms to build informal learning processes and social networks is significant in academic development practices within higher education. They focus on the informal use of Twitter in our roles as academic developers and academics

The policy drivers – has to do with Universities both wanting to promote academic development that deal with the digital challenges in society, to create digital competent students/teachers, to be more effective and innovative.

- *innovations in faculty development that are appearing on the horizon, in the context of changes and challenges confronting higher education institutions.*

- Deals with

    o National strategic plans for higher education

    o The Universities strategic plans/policy

    o The Universities strategic policy

    o how academic staff are supported in attempts to develop their use of educational technologies.

    o It identifies the work undertaken by academic staff in the development of an Information and Communications Technology (ICT) application and relates this to the direct support (helping staff to teach using ICT) and professional development opportunities (helping staff to develop their skills) available to them.

    o These broad areas of support are seen as a continuum, with varying proportions of direct support and professional development available in different circumstances, (see for instance Shephard, 2004 **The Role of Educational Developers in the Expansion of Educational Technology**)

The increasing use and expectations of ICT to support student learning in traditional universities are leading to a greater need for different kind of team-based approaches to support learners, and the issues that this change raises are explored…. This also require a more active educational leadership….

Sources of support and professional development opportunities for staff in higher education who use ICT to support student learning

Professional and Organizational Development (POD) – many names in use

In this sub-theme the papers selected are described. Then I go into some selected papers that did go under our radar…

Important paper: Tessa Owens 2012 Hitting the nail on the head: the importance of specific staff development for effective blended learning

The selected paper clearly demonstrate a need for more systematic research/focus when it comes to academic development and the use of technology. Papers like Owens (2012), that found a considerable difference between university lecturers' reported pedagogical beliefs and their actual practices when teaching online in her survey - concludes that online learning environments are rarely used effectively to promote student learning and any benefits attributed to their use can, therefore, be assumed to be largely rhetorical.

Its not only questions related to educational effectiveness and methodological approaches that is still open to question. Also the lack of a common use when it comes to concepts within this field is clearly demonstrated in the selected papers: Digital technology, ICT (Information and communication technology) or terms like e-learning, distance learning or online learning (concepts with historical connotations associated to a time where electronic learning was something that was ok to say, or where the divisions between).

Here the focus is on how ADs have gone about designing their courses, and the role that ICTs have played in contributing to alternative modes of delivery, and their consequences for the dynamics of teaching and learning.

The overall impression from reading the papers on (Course Design &) Technology and academic development is that Ads has clear roles and responsibilities connected to designing courses were ICT are playing a significant role or contributing to alternative modes of facilitating education – or just to contribute to enhance traditional lectures with technology.

The literature on blended learning in higher education literature is dominated by 'how-to' category, concerning the broader context (programe/faculty) cases and course cases. Portfolios are emerging as a tool for documenting learning progression and assessing competency. ePortfolios are appealing as a portable and fluid means of documenting both learning and relevant experiences in a large number of students.

1.

36: Linda Price* and Adrian Kirkwood

Using technology for teaching and learning in higher education: a critical review of the role of evidence in informing practice

Institute of Educational Technology, The Open University, Milton Keynes, UK

The use of technology for teaching and learning is now widespread, but its educational effectiveness is still open to question. This mixed-method study explores educational practices with technology in higher education. It examines what forms of evidence (if any) have influenced teachers' practices. It comprises a literature review, a questionnaire and interviews. A framework was used to analyse a wide range of literature. The questionnaires were analysed using content analysis and the interviews were analysed using inductive thematic analysis. Findings suggest that evidence has partial influence upon practice with practitioners preferring to consult colleagues and academic developers. The study underscored the difficulty in defining and evaluating evidence, highlighting ontological and epistemological issues. The academic developer's role appears to be key in mediating evidence for practitioners.

Keywords: evidence; learning; practice; scholarship of teaching and learning; teaching; technology

Method

This mixed-method research was conducted within a pragmatist paradigm. It adopted pluralistic approaches to deriving knowledge about problems in real-world practice oriented situations (Creswell, 2003). Using methodological triangulation enabled a comprehensive examination of the research problem from more than one perspective (Cohen, Manion, & Morrison, 2011; Creswell, 2003).

For the narrative:

Important paper that discusses the role of evidence in informing practice – and really questions weather complex educational practices can be "captured"/ investigated through large-scale controlled quantitative experimental studies. They argue that "Using technology for teaching and learning in higher education: a critical review of the role of evidence in informing practice" that the use of technology for teaching and learning, that even though it is now widespread, its educational effectiveness is still open to question. By using a mixed-method study they explores educational practices with technology in higher education. The paper examines what forms of evidence (if any) have influenced teachers' practices. It comprises a literature review, a questionnaire and interviews.

a critical review of the role of evidence in informing practice when it comes to using technology for teaching and learning in higher education

- o As the debate range from positivist medical and natural-science perspectives to more contextualist and realist perspectives (Clegg, 2005; Hammersley, 2003, 2007; Hargreaves, 1997; Oakley, 2001).
- o Argues that research that favours positivist experimental methodsnotion and evidence is collected from large-scale controlled quantitative experimental studies such as clinical field trials, as approaches that is rarely feasible in higher education.
- Addresses the discourse about the educational potential of technology (Tamim, Bernard, Borokhovski, Abrami, & Schmid, 2011) and the growing expectation that higher education teachers should be aware of research into student learning to underpin scholarly practices (Clegg, 2005; Kreber & Cranton, 2000; Locke, 2009; Trigwell, Martin, Benjamin, & Prosser, 2000), and

- …the limited demonstration of appreciable changes in teaching practices with technology (Kirkwood & Price, 2005; Price & Kirkwood, 2008)
- Argue that perspectives about evidence are not just methodological. They may also encompass different views about learning. For example, learning may be characterized as qualitative changes in development where each student develops at different rates (e.g., Marton & Säljö, 2005; Perry, 1970; Säljö, 1979). Or it may be considered more quantitatively in terms of changes in grades, where assumed 'exit behaviours' are the same for all students (Elliott, 2001). Hence, conceptions of evidence and its subsequent collection are linked with fundamental beliefs about learning and teaching and about the nature of evidence itself. So while the notion of using evidence to support practice may be appealing, it is confounded by often uncritically considered conceptions, claims, rhetoric and practices (Simons, 2003).

43: A successful faculty development program for implementing a sociocultural ePortfolio assessment tool.

Perlman RL[1], Christner J, Ross PT, Lypson ML.

Abstract Not 100
Portfolios are emerging as a tool for documenting learning progression and assessing competency. ePortfolios are appealing as a portable and fluid means of documenting both learning and relevant experiences in a large number of students. Competence and learning can be especially difficult to document in important aspects of education and training, such as patient-centeredness, the cultural context of disease, and social determinants of health that do not lend themselves to fact-based assessment methods. Successful implementation of a method such as an ePortfolio requires explicit faculty development, as many faculty members have limited expertise with modern educational assessment technology. As part of the authors' introduction of a Sociocultural ePortfolio Assessment Tool in the undergraduate medical curriculum, three faculty development workshops were held to expand faculty skills in using this technology. In addition to gaining comfort using a new Web-based technology, faculty members also needed to develop skills with providing mentored feedback and stimulating student reflection. Workshops were modeled after other successful programs reported in the literature and allowed faculty to develop a structured format for evaluating student content. Faculty members were given multiple opportunities to practice their newly developed skills providing mentored reflections using an ePortfolio. The workshop evaluations were positive, suggesting that faculty participation in the workshops were a necessary component for them to develop sufficient assessment skills for providing mentored reflection. Faculty members who participated in this program—whether or not they had content expertise in sociocultural medicine—valued the hands-on faculty development program.

For the narrative

present sure about this one. Mostly on assessment … but how technology is used in relation to this topic.

95. Hitting the nail on the head: the importance of specific staff development for effective blended learning

Tessa Owens 2012

Developing effective teaching practices within the higher education sector is an area of growing concern. Universities within the UK are judged on their competence in this area by mechanisms such as the National Student Survey and universities are anxious to be perceived as offering good quality teaching and learning experiences. The use of technologies, such as online learning environments, has pervaded many university courses and the teaching 'blend' increasingly relies upon these technologies to contribute towards programme delivery. **It is claimed that student learning is supported by these systems; however, many academics remain frustrated with these teaching mediums.** This paper reports results from a survey of 529 UK university lecturers who answered questions on their pedagogical beliefs and online teaching practices. **The** survey found a considerable difference between university lecturers' reported pedagogical beliefs and their actual practices when teaching online and concludes that online learning environments are rarely used effectively to promote student learning and any benefits attributed to their use can, therefore, be assumed to be largely rhetorical**.** Some student-centred practice was found, however. Those lecturers with teaching qualifications who had received specific training in the use of online learning environments were significantly more likely to use these environments in an effective way. Notably, more general forms of learning and teaching development appeared to contribute little to effective practice in this area. As UK universities face challenging financial constraints, the proportion of the online teaching 'blend' seems likely to increase in order to achieve more cost-effective programmes. The empirical research reported here suggests that in order to ensure that this blend is effective, and promotes student learning, specific pedagogical and technological staff development in this area is vital.

Method:

- A questionnaire was devised, based upon Norton et al. (2005), to assess lecturers' pedagogical beliefs and online teaching practices. This questionnaire was made available in surveymonkey.com to academic staff across the UK who were invited by email to complete the survey by following a hyperlink. A total of 529 academics, from 54 higher education institutions (HEIs), answered questions on their beliefs and online teaching practices.
- The questionnaire essentially sought to categorise teachers' beliefs and online teaching practices as either 'facilitating learning' or 'transmitting knowledge'. There were 18 questions concerning pedagogical beliefs and 18 questions concerning online teaching practices.
- Therefore, in order to hit the nail on the head, and prepare effective development activities in this area, programmes need to consider lecturers' pedagogical beliefs and challenge their teaching and learning intentions. Without a working knowledge of technologies, lecturers do not know what is possible or how such innovations can be applied to their subject of study. Equally, however, without knowledge of the underpinning pedagogical design of these technologies, and an alignment with this, the use of online learning environments may remain an underutilized and ineffective resource in university teaching.

For the narrative:

Really interesting!!!!!

- The use of technology to support existing pedagogical approaches may have much to do with the way in which academic development in this area has grown. The introduction of new technology can create a focus upon the technology itself and the teacher can be assumed to have only technical needs, i.e. an understanding of how the new tools work and a supportive environment in which to learn about them (Conole & Fill, 2005).
- Wang et al. (2004) believed that online learning environments would not be effective in supporting student learning if their use was limited to supporting teachers' existing pedagogical beliefs. They perceived that until teachers' pedagogical beliefs were addressed effective online learning is unrealisable.
- teachers in universities will benefit from formal training programmes (see Gibbs & Coffey, 2004).
- There is conflicting evidence, however, that training has any effect on teaching behaviour nevertheless there has been a growing call from many researching online and blended learning (Judson, 2006; Levin & Wadmany, 2006; Palak & Walls, 2009; Steel 2009; Zhou & Xu, 2007) suggesting that genuine development will only occur by addressing teachers' underlying conceptions of teaching and learning.
- P. 398: Training programmes to develop online teaching practice have a chequered past, however, with many early programmes focusing upon the technology itself rather than a focus upon how the technology could enhance student learning.

Title: **Academic Development as Institutional Leadership: An Interplay of Person, Role, Strategy, and Institution**

Taylor, Lynn K.

International Journal for Academic Development, v10 n1 p31-46 May 2005. 16 pp.

Abstract:

Academic development is emerging as a complex and challenging leadership role. Academic developers in Australia were interviewed to determine how they: (1) conceptualized leadership; (2) saw themselves in leadership roles; and (3) effected leadership and change through academic development work. The results revealed that, in an academic development context, leadership is not defined as a prescribed set of characteristics. Rather, a synergy among variable characteristics of the person, the academic development role, development strategies, and institutional context determined successful practice and leadership in any given institution. In this complex dynamic, Parker Palmer's conceptualization of the roles of the teacher can provide a unifying framework for conceptualizing the diverse work in which we engage. Many of the characteristics of academic development practice, including our leadership roles, can be mapped directly onto Palmer's concepts of identity and integrity, and of knowing, teaching, and learning community. (Contains 1 table and 1 figure.)

For the narrative

The conceptual framework for this study integrated practical and conceptual tools from the leadership literature with a framework for teaching and learning. The purposes of this integration were to conceptualize leadership as an inherent role of academic development practice (Marshall,

2001) and to provide a unifying framework for the diverse teaching, learning, research, leadership, and service roles of academic developers (Taylor & Schönwetter, 2002).

Not the directly relevant when it comes to technology but very interesting as it presents a conseptual famework that Taylor and Schönwetter (2002) illustrate how Parker Palmer's (1998) conceptualization of effective teaching can be interpreted in an academic development leadership context (see Figure 1). The conceptual framework begins with the personal identity and integrity of the educational developer. In turn, personal integrity derives from the ability to respond to situations in ways that are consistent with identity. This kind of intellectual centering guides our goals and practices, and contributes to the meaningful and sustained development of individuals and of institutions.

Figure 1. An academic development leadership perspective (Taylor & Schönwetter, 2002). The processes of academic development and of leadership can be characterized through Palmer's processes of knowing, teaching, and learning in community, as illustrated in, se Figure 1. P. 33 in the paper.

The participants in this study illuminated academic development as a complex and challenging leadership task. It was not any prescribed set of characteristics that defined leadership in this context. Rather, it was a synergy between variable characteristics of the person, the academic development role, development strategies, and institutional context that determined effective leadership in academic development practice in any given institution.

Record: 27

New Practices in Doing Academic Development: Twitter as an Informal Learning Space

Author(s): McPherson, Megan; Budge, Kylie; Lemon, Narelle

International Journal for Academic Development, v20 n2 p126-136 2015. 11 pp.

Using social media platforms to build informal learning processes and social networks is significant in academic development practices within higher education. We present three vignettes illustrating academic practices occurring on Twitter to show that using social media is beneficial for building networks of academics, locally and globally, enhancing information flows, inspiring thinking, and motivating academic practice. Using a reflective and diffractive methodology, we illuminate how different flows of forces and relations are enacted. We argue it is in this fluidity of informal learning that perspectives are contested and shaped, and that academic developers can benefit by encompassing such practices.

Method: "Using a reflective and diffractive methodology, we illuminate how different flows of forces and relations are enacted".

- presents three vignettes illustrating academic practices occurring on Twitter to show that using social media is beneficial for building networks of academics, locally and globally, enhancing information flows, inspiring thinking, and motivating academic practice.
- focus on the informal use of Twitter in our roles as academic developers and academics.
- Use the term 'academic development' in this article to encompass those in formalised roles of this nature such as academic and educational developers, and those in academic

roles within faculties with academic development responsibilities. This definition echoes the broad range of academic development roles in universities, as described by the Staff and Educational Development Association in the UK and referred to by Clegg (2009).

- Social media use is highlighted as a powerful tool to contest what it means to be an academic in the twenty-first century university. We attend to the ways the norms of hierarchy and identity in the academy are broken by the use of social media platforms for informal learning in academic professional development. It is in this fluidity of informal learning that perspectives are contested and shaped, and that by encompassing such practices academic developers can benefit and explore different ways of accessing support and resources.

Method

- present three vignettes written in narrative form about our use of social media as informal learning experiences to inform our practice in academic development. The vignettes illustrate academic practices occurring on Twitter in order to show that using social media is beneficial to build networks of academics, locally and globally, to enhance information flows, and to engage in meaning making and knowledge production.
- examine how developing confidence over time is an important strategy in the conversational platform of Twitter
- focus on the development and use of personal learning networks as 'an assemblage of resources and means of assimilating knowledge from those resources' (Neubauer, Hug, Hamon, & Stewart, 2011) as socially connected, informal learning.

Record: 30 NOT SELECTED … ON FORMATIVE EVALUATION…….

Professional Development through Formative Evaluation

Nsibande, Rejoice; Garraway, James

International Journal for Academic Development, v16 n2 p97-107 2011. 11 pp.

Abstract:

Formative evaluation and its associated methodology of reflection on practice are used extensively in academic staff development. In reflecting on formative evaluation processes in both more traditional and newer programs conducted at a university of technology, a number of variables reported in the literature were observed to have influenced academic staff members' ability to reflect and change practice. Drawing on illustrative cases, this paper argues that explicit attention needs to be given to additional variables concerned with the nature of the knowledge being taught, academic identity, and the availability of a community of educational practitioners if academic developers are to foster critical reflection as an essential element of formative evaluation and productive change in practice.

Methods

Three subject evaluations derived from the marks review process and one voluntary evaluation requested by the subject lecturer (Engineering 2) were conducted by the authors in 2007–08. We

first had meetings with staff who taught the subject being evaluated to ascertain issues contributing to the poor performance of students. The purpose of this consultation was to facilitate a process where the evaluation addressed issues that teaching staff saw as crucial rather than issues of interest to the evaluators (Patton, 2002). In addition, we were careful to present the project as one of enhancement rather than surveillance, and to indicate to staff the benefits that could accrue to them from the evaluation project.

For the narrative

The project described in this article was conducted in a university specialising in technology in South Africa. Such universities, being concerned with the delivery of tertiary vocational knowledge, place much emphasis on lecturers' workplace knowledge and experience and less on their academic or pedagogical knowledge. The teaching fields are thus both applied and outward looking, though the degree of robustness in terms of their knowledge base and pedagogy may differ.

Not very interesting when it comes to academic development and technology

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Record: 32 Not sure about this… seems very interesting – but technology is only briefly discussed..
Strategic Approaches to Academic Development: Relationship to Learning and Teaching Author(s): Ling, Peter

Collected Essays on Learning and Teaching, v2 p48-53 2009. 6 pp.
Abstract:
Most universities in Australia have established at least one organizational unit with a responsibility for academic development. While "academic" could embrace all aspects of the role of academics, including research, innovation, and contributions to community and professional bodies, the expectation is that the focus will be on learning and teaching. In this paper, I address the extent to which--and the sense in which--this is true. I use the results of several surveys conducted in Australia in 2007 and information emerging from a forum of Australian university personnel associated with the development of academics. These sources show that academic development units often perform a range of functions that go beyond the development of learning and teaching. Reviewing the available data, I conclude that the current role of academic developers is very much influenced by strategic pursuits of universities. In this climate, the potential for academic development to operate with the integrity of a practice informed by the disciplined study of learning and teaching is more limited than it was during periods where the understanding of learning and teaching drove the enterprise.

Method: No methodology discussion

Record: 36 Relevant, very interesting about Integrating Technology into Teaching, Learning, and Research and so on..

Title:

The Future of Faculty Development: Where Are We Going? Author(s): Austin, Ann E.; Sorcinelli, Mary Deane

Abstract:

In this concluding chapter, the authors point readers to innovations in faculty development that are appearing on the horizon, in the context of changes and challenges confronting higher education institutions. Additional thoughts are presented about the structure and processes in the practice of faculty development that need attention, including those related to pressing issues in the field as a profession.

Faculty development has been evolving in focus and form over the past five decades. Originally organized around sabbatical leaves, faculty development now offers a wide array of programs and involves a growing body of highly professional, deeply dedicated professionals. As both faculty members and faculty developers with over fifty collective years of experience in higher education in the United States and internationally, the authors believe faculty development is a key strategic lever for ensuring institutional quality and supporting institutional change in higher education. With higher education institutions and the faculty within them facing new challenges and opportunities, what is the future of faculty development? In this article, readers are pointed to innovations in faculty development that are appearing on the horizon, in the context of changes and challenges confronting higher education institutions. Thoughts about the structures and processes in the practice of faculty development that need attention and some of the pressing issues in the field as a profession are shared. This analysis is drawn from the authors' previous research and writing, as well as the work of others, concerning academic work and workplaces, faculty careers, and faculty development. In particular, this article draws substantially on findings from an in-depth study of faculty development professionals in North America. In that study, developers from the United States and Canada who were members of the oldest and largest professional association for faculty development scholars and practitioners in North America, the Professional and Organizational Development (POD) Network in Higher Education, were surveyed. Formed in 1974, POD's membership currently includes faculty developers from some forty countries, with the largest membership in the United States and Canada. From its outset, POD's purpose has been to support improvement in higher education through faculty, instructional, and organizational development activities. In this article, findings of the study are drawn from to highlight the issues that should be addressed through faculty development in the future. A few issues concerning the study require special note. The survey was sent to the full POD mailing list of members (999 names). Completed surveys were received from 494 developers at 300 higher education institutions in the United States and 31 institutions in Canada, resulting in an overall response rate to the survey of 50 percent. Thirty-nine percent of the respondents were men, and 61 percent were women. Understandably, this census of faculty developers does not necessarily represent the scope and proportion of all faculty developers, but it is representative of the membership of the field's largest professional organization in North America.

Method:

No methodological section

For the narrative:

The Opportunities and Challenges of Technology. Perhaps the most powerful factor affecting teaching and learning processes in the past two decades is technological innovation. Students of all backgrounds are coming to higher education with experience using an array of technologies and expectations that their learning experiences will incorporate the opportunities

that various technologies provide. Students are accustomed to rapid navigation through the Internet, quick access to information, and constant connection through social media. Technologies offer many opportunities to enhance learning processes with information, simulations, and engaging learning activities, but faculty members must have the knowledge and skills to take advantage of these possibilities in their teaching and curriculum planning. As higher education institutions incorporate online and blended learning, even highly experienced faculty members, as well as those new to the profession, face new challenges as well as fresh opportunities for their pedagogical practice; teaching online is not the same as teaching face-to-face. An added challenge of the technology age is the so-called 24/7 nature of work. The pace of work afforded by today's technologies coupled with the level of accessibility and connectedness most faculty members experience means new demands on faculty time and blurred lines between the professional and personal components of academic lives.

Managing the array of responsibilities and the pace of work life is and probably will remain one of the greatest concerns of faculty members

The paper also discusses the Integration of technology into teaching, learning and research.. and how this involves leadership and management

The paper also discusses the Implications for the

- Profession of Faculty development
- Changing Environment for faculty development
- Managing multiple roles and new responsibilities

p. 87 The Opportunities and Challenges of Technology. Perhaps the most powerful factor affecting teaching and learning processes in the past two decades is technological innovation. Students of all backgrounds are coming to higher education with experience using an array of technologies and expectations that their learning experiences will incorporate the opportunities that various technologies provide. Students are accustomed to rapid navigation through the Internet, quick access to information, and constant connection through social media. Technologies offer many opportunities to enhance learning processes with information, simulations, and engaging learning activities, but faculty members must have the knowledge and skills to take advantage of these possibilities in their teaching and curriculum planning.

As higher education institutions incorporate online and blended learning, even highly experienced faculty members, as well as those new to the profession, face new challenges as well as fresh opportunities for their pedagogical practice; teaching online is not the same as teaching face-to-face. An added challenge of the technology age is the so-called 24/7 nature of work. The pace of work afforded by today's technologies coupled with the level of accessibility and connectedness most faculty members experience means new demands on faculty time and blurred lines between the professional and personal components of academic lives.
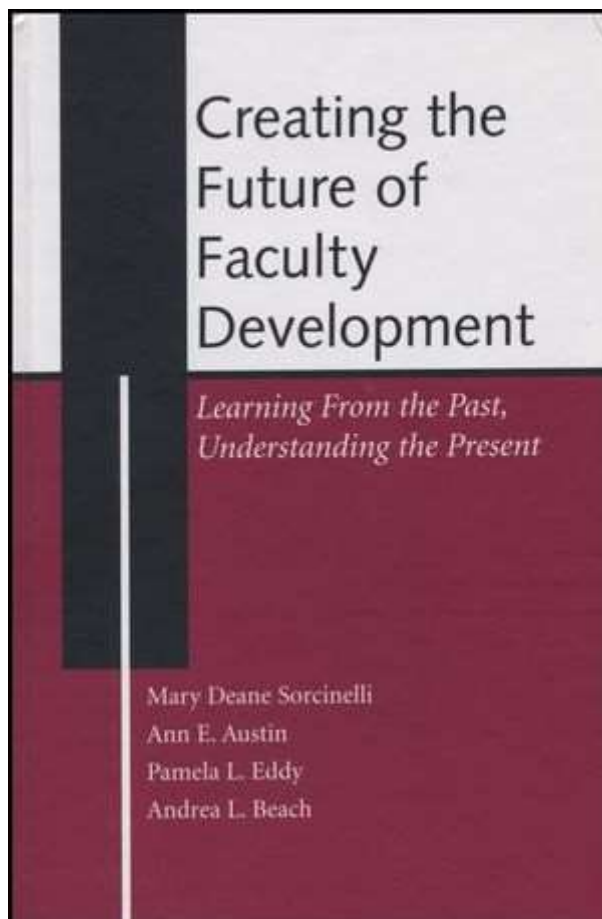
Managing the array of responsibilities and the pace of work life is and probably will remain one of the greatest concerns of faculty members at all career stages (Gappa, Austin, and Trice 2007; Rice, Sorcinelli, and Austin 2000).

Integrating Technology into Teaching, Learning, and Research

As discussed earlier, the rapid explosion of new technologies requires faculty members to integrate technology into their traditional courses and, at many institutions, learn to teach in blended and online environments

While faculty members vary in their experience with technology, a key priority of faculty development programs will be offering an array of opportunities that meet diverse faculty needs as the possibilities and demands offered by technology continue to evolve. While the need for professional development focused on integrating technology into teaching and course development is important across fi elds, faculty members in some fields also may need professional development opportunities to help them use new technologies in their research (for example, the use of software data analysis packages) or as part of their institutional work (for example, learning to use new institutional data management systems).

this one.. may be interesting for our project

Creating the Future of Faculty Development

Learning From the Past, Understanding the Present

Mary Deane Sorcinelli
Ann E. Austin
Pamela L. Eddy
Andrea L. Beach

Read descriptions here: http://eu.wiley.com/WileyCDA/WileyTitle/productCd-1882982878.html

Record: 42 Very interesting!! Spot on when it comes to the role of educational developers' use of educational technology…!
Title:
The Role of Educational Developers in the Expansion of Educational Technology
Author(s): Shephard, Kerry
Source:
International Journal for Academic Development, v9 n1 p67-83 May 2004. 17 pp.

Abstract:
This paper explores how academic staff are supported in attempts to develop their use of educational technologies. It identifies the work undertaken by academic staff in the development of an Information and Communications Technology (ICT) application and relates this to the direct support (helping staff to teach using ICT) and professional development opportunities (helping staff to develop their skills) available to them. These broad areas of support are seen as a continuum, with varying proportions of direct support and professional development available in different circumstances. The paper concludes that increasing use and expectations of ICT to support student learning in traditional universities are leading to a greater need for team-based approaches to support learners, and the issues that this change raises are explored. (Contains 1 table.)

Method
This paper evolved from a discussion document presented to the University of Southampton's Learning and Teaching Forum by the author, in March 2003. In the discussion, a wide range of academic and support staff attempted to rationalise the "support model" adopted, and promoted, by that university. The author wishes to acknowledge the role of the contributors to this discussion in formulating the contents of this paper. Its contents, however, represent the views of the author and not necessarily of other members of the University of Southampton.

For the narrative

This paper explores the themes of supporting the use of Information and Communications Technology (ICT) by staff, and the professional development of staff to enable their own use of ICT. At its boldest, the dichotomy is between the entities of academic support services (let us help you to develop and use these learning resources) and professional development services (let us help you to develop the skills that you will need to find, develop, and use these learning resources). Institutional and national strategies aimed at increasing the use of ICT for learning and teaching in higher education place great emphasis on these two primary areas. They attempt to aid the use of ICT by providing equipment and technical infrastructure as well as technical and pedagogic support; described as direct support in this paper. They also attempt to develop the skills of academic staff to enable them to use ICT themselves,
by providing training or educational opportunities; described here as support for professional development.

The paper discusses the increasing use and expectations of ICT to support student learning in traditional universities are leading to a greater need for team-based approaches to support learners, and the issues that this change raises are explored. Sources of support and professional development opportunities for staff in higher education who use ICT to support student learning is discussed. In relation to the development of ICT for student learning it seems likely that all points on this direct support/professional development continuum will have positive and negative consequences and each point will find application in certain

circumstances. There does also appear to be a trend in higher education towards structures that encourage team approaches to support student learning and an increasing impact of ICT developments on this trend. Of particular significance is the imposition, for example in the United Kingdom, of substantial authoritative guidelines and legislation that seek quality assured distance learning (QAA, 2001) and computer-assisted assessment (BSI, 2003), equitable accessibility (Special Education Needs and Disability in Education Act, 2001) and the broader application of e-Learning (Department for Education and Skills, 2003) that in turn seeks to support widening participation and to enable greater preparation for employment. Universities seeking to ensure compliance with these instruments may find the additional workload for academic staff to be unsustainable, particularly in research-active universities. A team-based approach seems almost inevitable under such circumstances and traditional universities are exploring the issues and possibilities.

Step 3 …….

16	2011	descriptive	lessons learned from ten years of experience in faculty development programs created to support innovation in technology enhanced learning.	of curriculum innovation are matched to stages of faculty development,	2	Journal of Asynchronous Learning Networks OF relevance **for IT** **Blended learning**	
70	2008		QL – discourse analysis	EDs' practices – nexus ➔ tensions	processes of change associated with learning technology	1	

16 *Michael L. Fetters and Tova Garcia Duby (2011)* Faculty Development: A Stage Model Matched to Blended Learning Maturation

 Faculty development programs are critical to the implementation and support of curriculum innovation. In this case study, the authors present lessons learned from ten years of experience in faculty development programs created to support innovation in technology enhanced learning. Stages of curriculum innovation are matched to stages of faculty development, and important lessons for success as well as current challenges are delineated and discussed.

No methodological section, but very interesting content. Some categories that might be uiseful;

VERY INTERESTING – DIFFERENT ROLES WHEN IT COMES TO TECHNOLOGY…

*Fetters and Garcia Duby (2011) argue in their paper "*Faculty Development: A Stage Model Matched to Blended Learning Maturation" that faculty development programs are critical to the implementation and support of curriculum innovation. They present lessons learned from ten years of experience in faculty development programs created to support innovation in technology enhanced learning. Stages of curriculum innovation are matched to stages of faculty development, and important lessons for success as well as current challenges are delineated and discussed. Diffusion of Innovation is a way to understand the processes of communication, adoption and implementation of innovation in an organization. In Everett Rogers' excellent work in this area [1] his descriptions of stages of innovation diffusion have evolved to the five stages of knowledge, persuasion, decision, implementation and confirmation. Knowledge is when exposure to an innovation; Persuasion is when an individual or group takes action to investigate the innovation; Decision is when the innovation is accepted/rejected for implementation; Implementation is the process of using and proving the worth of the implementation; and Confirmation is the total diffusion of the innovation throughout the organization.

Rogers overlaid stages with categories of individuals and their willingness to be innovative. His categories are 1) Innovators – those with a bias toward new technology and love to be the first with the latest and the greatest, 2) Early Adopters – those that "see" how this new technology can revolutionize and want to be the leaders in this revolution, 3) Early Majority – those that are more pragmatic and "see" technology as a means for increased productivity and 4) Late Majority – the pessimists who see only the problems with new technologies and are persuaded only when the new standard has been firmly tested and Laggards – those that ignore technology. In this article the author use these innovator- categories to describe the stages of faculty development in order to: understand the important characteristics to look for when identifying individuals to participate in the various stages of innovation diffusion. When designing the appropriate faculty development programs for these different individuals; and insure the innovation diffusion pathway is clear for the successful widespread implementation of critical innovations.

Babson College:
Stages of Blended Learning Faculty Development
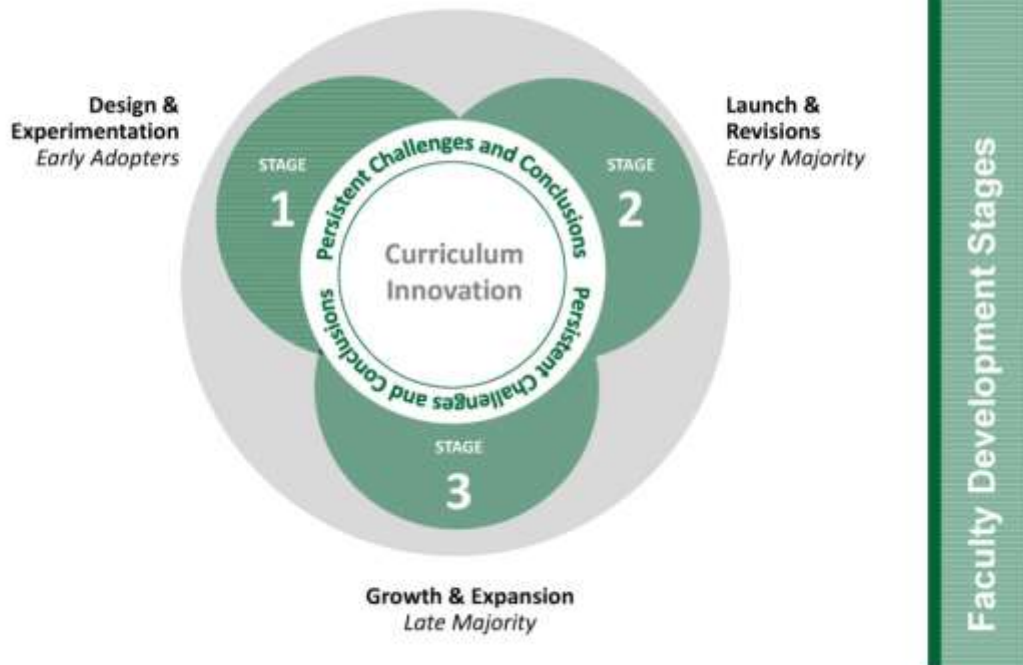
Babson has progressed through a number of phases of curriculum innovation as it experimented with and implemented online teach in its MBA programs ultimately settling on a blended model of online and face-to-face teaching. Stages of faculty development have been matched to these phases of curriculum innovation to form a faculty development road map for other colleges and universities as they contemplate a major curriculum innovation or adopt curriculum innovation as a major component of overall strategy. Critical success factors are stage identification, proper faculty selection for each stage, the crafting of faculty development programs for each stage, and the development of faculty incentives and delivery methods that encourage faculty participation. When these factors are thoughtfully implemented, successful curriculum innovation and adoption will follow.

Britten and Craig (2006) argue in their article "Developing Contextualized Faculty Training: Faculty Development to Support University-Wide Digital Portfolio Initiatives" the importance of faculty members to hold specific skills and abilities with regard to technology within higher education. They discuss a digital portfolio initiative implemented in their teacher education, and how this has produced an unprecedented expectation for faculty technology skill, as well as conceptual understanding of the digital portfolio model. Britten and Craig argue that contextualized technology training, that focused on local initiatives contributes to successful faculty development. The discuss how the use of digital portfolios as a formative assessment by teacher education institutions has brought the new challenge of providing technology training for faculty to colleges and universities. the following suggestions for developing cross-campus faulty training to support technology skill development and technology integration to support instruction are provided.

1. Faculty trainings should be voluntary, but communicated through department chairs or coordinators in order to target specific faculty for whom the training would be meaningful. In essence, constant communications that are irrelevant may predispose faculty to ignoring opportunities. Personal and contextualized communication, connecting to faculty needs benefits the overall "feel" to the training opportunity.

2. Facilitation teams should include both technology and content experts in order to establish a user-friendly training environment that naturally includes peers who are able to discuss various aspects of technology integration (i.e., How does technology affect my curriculum planning?; How do I access technology?; How do I create a web-page in order to collect student comments or assignments?).

3. Training opportunities should connect to greater goals, beyond the individual, and be embedded within larger initiatives that are not solely technology based, but technology integrated.

4. Faculty trainings should embed opportunities for faculty to create, develop, and improve their own work through the extended use of technology in efforts to further explore benefits and possibilities.

5. Faculty should not be punished monetarily for the participation in faculty workshops. If course buy-out or stipends are available to support faculty participation this conveys a sense of importance, acceptance, and support by the administration.

70. John Hannon Doing Staff Development: Practices, Dilemmas and Technologies

Online learning technologies now pervade higher education institutions, and the convergence of teaching and learning onto technological systems has created ne w work practices and a demand for staff development. Educational developers are located at a nexus between the institutional and pragmatic imperatives, from which tensions and incongruencies emerge and need to be resolved in daily practice. In this paper, this nexus is explored by analysing accounts of educational development practice from one institution, based on interviews with educational developers. This paper considers taff development practices in higher education in response to the processes of change associated with learning technology, and the strategies used to resolve incongruencies and conflicts that emerged from these practices were analysed.

The discourse analytic method of "interpretative repertoires" (Potter & Wetherell, 1987) is used to explore the resolution of dilemmas in practice. In this case study, two contrasting repertoires are used to account for staff development: one that 'enables' academic staff in their use of learning technologies, and another which 'guides' staff in their online teaching towards specified technologies. The intersection of the two repertoires in the institution presented dilemmas for educational developers. The responses to these contexts and the implications for educational development are explored.

No methodology discussion

Step 4

2	2007	Theoretical - Using social realist theory and	Enhancing Teaching with Technology	Faculty development/ technological infrastructure	2/3	Journal of Online Education

Enhancing Teaching with Technology: Are We There Yet?

Author: Copy, Sharon

ProQuest document link

Abstract: While it is certain that there is a technology presence on all campuses, further investigation suggests that faculty use of teaching with technology is far from a universal phenomenon. Anecdotal reports from staff tell of low turnouts among faculty who claim that they have no time to invest in learning the necessary skills despite expensive infrastructure and outreach efforts on the part of support staff. In assessing the factors that have contributed to the gap between educational technology resources and their implementation, Sharon Kopyc argues that institutions will need to adopt a diverse, flexible range of strategies to foster more widespread faculty use of technology in their work. In addition to faculty workshops and technology committees, Kopyc illustrates further strategies that institutions should consider: faculty-led teaching forums, technology fellowships that provide release time as well as structured support, and just-in-time training options that accommodate the time constraints, individual needs, and personal preferences of faculty members throughout the institution. By avoiding a "one size fits all" approach to faculty development, Kopyc argues, institutions will have significantly greater success in realizing the educational potential of their technological infrastructure.

No methodology section

In the article "Enhancing Teaching with Technology: Are We There Yet?" Copy (2007) argue that even though technology is presence at all campuses, further investigation suggests that faculty use of teaching with technology is far from a universal phenomenon. Findings demonstrate the low turnouts among faculty who claim that staff have no time to invest in learning the necessary skills despite expensive infrastructure to support staff. In assessing the factors that have contributed to the gap between educational technology resources and their implementation, Kopyc further argues that institutions will need to adopt a diverse, flexible range of strategies to foster more widespread faculty use of technology in their work. In addition to faculty workshops and technology committees, Kopyc argues that institutions should consider faculty-led teaching forums, technology fellowships that provide release time as well as structured support, and just-in-time training options that accommodate the time constraints, individual needs, and personal preferences of faculty members throughout the institution. By avoiding a "one size fits all" approach to faculty development, Kopyc argues that institutions will have significantly greater success in realizing the educational potential of their technological infrastructure.

11	2006	descriptive	Faculty Development to Support Digital Portfolio Initiatives	technology training	3-2	College Quaterly
29	2000	a faculty survey	Describes the faculty development program at the University of Cincinnati (Ohio	generally positive changes, with both anticipated results (e.g., increased use of technology) and unexpected results	3-2	
31	1997	descriptive	Program development Five Academic Development Programs in the Eastern Cape Province: Reactions of an American Academic in South Africa	cross-cultural differences; interviews; supplemental instruction that combined staff development and student academic development; integration of media support; and stages of program development	3	

29. **Developing Contextualized Faculty Training: Faculty Development to Support University-Wide Digital Portfolio Initiatives**

Author: Britten, Jody S.; Craig, Penny

ProQuest document link

Abstract: The necessity of faculty members to hold specific skills and abilities with regard to technology has reached our institutions of higher education. Locally, a digital portfolio initiative recently implemented by our institution in teacher education has produced an unprecedented expectation for faculty technology skill, as well as conceptual understanding of the digital portfolio model. This article strives to further our understanding of how contextualized technology training, focused on local initiatives, contributes to successful faculty development. In addition, suggestions for providing meaningful faculty development are presented.

Links:

Subject: Portfolios (Background Materials); Portfolio Assessment; Student Evaluation; Educational Innovation; Technology Integration; Educational Technology; Computer Uses in Education; Teacher Education Programs; Teacher Educators; Faculty Development; College Instruction; Undergraduate Study

Method: No methodological section

Not very interesting

31. **Five Academic Development Programs in the Eastern Cape Province: Reactions of an American Academic in South Africa.**

Author: Eastmond, Nicholls J.

NOT VERY INTERESTING…

Very short,

No methodological discussion

Publication info: Educational Technology Research and Development 45.3 (1997): 129-134.

ProQuest document link

Abstract: Describes the academic development programs at four tertiary institutions in South Africa as well as the development of a fifth new program at Border Technikon. Topics include cross-cultural differences; interviews; supplemental instruction that combined staff development and student academic development; integration of media support; and stages of program development. (LRW)

Links: OneSearch@UCD

Subject: Academic Achievement; Cultural Differences; Developing Nations; Higher Education; Instruction; Intercultural Communication; Interviews; Mass Media Role; Personal Narratives; Program Development (major); Staff Development; Supplementary Education

Identifier / keyword: Academic Development Plans, South Africa (Cape Province)

Title: Five Academic Development Programs in the Eastern Cape Province: Reactions of an American Academic in South Africa.

Publication title: Educational Technology Research and Development

Reviews of reviews

Title: **From Mentor to Mentoring Network: Mentoring in the New Academy**

Author: Mary Deane Sorcinelli & Jung Yun (2007)

Publication info: Change – November /December 2007. Online source – Mass University – from the selected works of Sorcinelli.

Abstract: No abstract.

Methodology: A review of literature on mentoring for FD from 2000-2007 with specific focus on new appointed and underrepresented faculty.

For the narrative: This short paper presents a relevant overview of (re)sources on different kinds of mentoring models. Provide lists of relevant papers on different models of mentoring. Problematizes the role of multiculturism and gender (and power) in mentoring As such it does not provide a review of how Ads work, but presents a comparison of traditional apprenticeship models in mentoring to new models of mentoring – to network of support among peers. Could be useful for the analyses of ADs work (possible interventions); models of mentoring – and how mentoring practices develop. They focus diversity as they emphasise gender and racial issues. The paper concludes and argue for a mentoring model "that encourages a broader, more flexible network of support, in which no single person is expected to process the expertise required to

help someone navigate the shoals of a faculty career." (p. 58). May inspire us to develop new models or "hybrids of the traditional grooming and emerging networking models" (p. 61)?

10. Title: **The role of FD in Online Teaching's Potential to Question Teaching Beliefs and Assumptions**

Author: Carol A McQuiggan (2007)

There is no page references in this paper.

Abstract: A literature review was conducted to investigate the adult education and faculty development literature and research to discover what is known about changes or transformation in teaching assumptions and beliefs when faculty prepare to teach online or when they are engaged in online teaching, and to uncover any gaps in research involving these changes. There were four primary themes that resulted from the analysis of the articles: moving from classroom practice to online teaching; changes related to online teaching, framing faculty development within adult education; and faculty development models. Critiques and implications are considered in regard to the possibility of faculty development for online teaching as transformative learning.

Methodology: For the purposes of this literature review, the search was not limited to one particular mode of course delivery, but kept open by interchanging the terms distance and online. For future literature searches, virtual is an additional term that could be utilized. The search term staff should also be included in future searches. While some countries refer to higher education instructors as faculty, others refer to them as staff.

For the narrative: The paper presents a literature review of surveys, mixed methods, qualitative and surveys which investigated the adult education and faculty development literature and research to 1) discover what is known about changes or transformation in teaching assumptions and beliefs when faculty prepare to teach online or when they are engaged in online teaching, and 2) uncover any gaps in research involving these changes. The review indicates that "many changes were noted when faculty move to the online environment, but no studies were found that focused on how those changes impacted face-to-face teaching in the classroom. What was lacking was how faculty development, through reflective activities, could facilitate these changes in the online environment and have them in turn, also benefit face-to-face teaching."

The author identifies and emphasizes by referring to Lawler and King's (2001) "six adult learning principles to guide professional development: 1) create a climate of respect, 2) encourage active participation, 3) build on experience, 4) employ collaborative inquiry, 5) learn for action, and 6) empower the individual. The author concludes that distance learning administrators responsible for the design and implementation of faculty development for online teaching need to address faculty as adult learners and provide a faculty development model that captures adult learning principles within an authentic online teaching and learning context. Opportunities for reflection on faculty's teaching beliefs and assumptions need to be provided within this model. Additionally, they emphasize the importance of focusing on faculty's real life professional concerns to make their professional development activities immediately meaningful and relevant to them."

There is a clear advice to draw on the literature on ADULT LEARNING in order to meet Academics where they are…which is essential for FD with a potential to develop new "PRAXIS". The paper may have HIGH relevance for IT- and blended learning and provides a good overview of the review. Could also be of interest for interventions – and have a clear focus on FORMATION as transformative learning.

Title: **The Role of Servant Leadership in Faculty Development Programs: A Review of the Literature**
Author: Russell, Eric James
Publication info: Turkish Online Journal of Distance Education 13.1 (January 2012): 15-19.

Abstract: The following note is that a review of existing literature pertaining to servant leadership and faculty development. Specifically, this work discussed delivering servant leadership to online faculty through the utilization of a faculty development program. The idea for this literature review stemmed from the author asking how an online academic administrator could utilize the practice of servant leadership in order to improve the overall online academic experience. The intent of the review involved discovering, through a review of the literature, a way of opening up a dialogue that can possibly drive future research studies regarding the practice of servant leadership to improve of the overall online academic teaching experience. In this work, the author conducted a literature review that identified strengths in both faculty development as well as practicing servant leadership within the online education modality. The literature identified the issue of faculty isolation as challenge for academic administrators and offered up faculty development as a possible solution to overcoming it. The findings of the work showed a benefit to bringing servant leadership practices into faculty development programs in order to improve the overall online teaching environment. The work generates future empirical research ideas regarding building community, the use of servant leadership, and faculty development programs.

Methodology: Review of the literature on the role of servant leadership in creating FD and community of practice

For the narrative: This paper is discussing the importance of servant leadership in creating community of practice within online academia crucial to prevent faculty isolation.
Not a review of Ads work, but *may be* of relevance for the discussion of leadership IT and CoPs in distance learning.

NOT COVERED BY OUR INVESTIGATION – SLIPPED THROUGH OUR RADAR …

The literature landscape of blended learning in higher education: the need for better understanding of academic blended practice

International Journal for Academic Development

If we are to realise the potential of blended learning in higher education, then further research into academic practice and relevant academic development is essential. Our review of literature on blended learning in higher education reveals an interesting scholarship landscape which, when described in detail, pointedly directs attention to the lack of literature seeking to understand academics' current blended practices. We argue that this is problematic in terms of formulating the required professional development and support. In essence, this paper uncovers the need for further research into understanding not only why academics may choose to engage in blended learning, but also, once engaged, why some choose to integrate technology to create transformative blends while others choose minimally impacting blends. This paper may interest those supporting academics in developing blended learning. It provides a guiding resource both for researchers investigating blended practices and those embarking on blended learning implementations.

- Although blended learning has gained much popularity in higher education, academics' blended learning implementations are most often used for the purposes of efficiency and supplementation, with only a minority fully exploiting the potential of blended learning to enhance the learning experience (Driscoll, 2002; Hofmann, 2006).,
- P.375 studies reported better student performance and increases in student motivation and acceptance of blended methods (for example, EL-Deghaidy & Nouby, 2008; Haripersad & Naidoo, 2008; Vernadakis, Antoniou, Giannousi, Zetou, & Kioumourtzoglou, 2011).
- The paper conclude that there is a need for academic development and support that promotes understanding as well as the implementation of transformative blended learning. Although the case and student focus studies dominating the blended learning scholarship landscape are undeniably useful, and necessary, the identified scarcity of literature contributing to understanding of academic practice is concerning, given the importance of this understanding as a basis for formulation of the appropriate strategies to facilitate academics' effective implementation of blended learning.

Method

- A comprehensive survey of 827 articles has uncovered a scholarship landscape characterized by a severe deficiency of blended literature describing research into current academic practices.

Interesting discussion:
Why is the lack of literature on understanding academic blended practice problematic for the widespread adoption of effective blended learning?

In the twenty-first century, higher education faces the challenge of providing cost-effective, high-quality learning experiences appropriate to the needs of an everincreasing, culturally diverse student population and the competency demands of a digital society. **Traditional methods ingrained into the culture of tertiary education are compelled to change** (Swail, 2002; Vasileiou, 2009). **Blended learning is being embraced by tertiary institutions as a strategy with considerable promise in implementing the required change** (Bonk & Graham, 2006; Bonk, Kim, & Zeng, 2006; Garrison & Kanuka, 2004; Garrison & Vaughan, 2008; Graham & Robison, 2007; Hofman, 2006). Despite this interest, the majority of blended learning

implementations in higher education fail to fulfil their often-stated potential (Driscoll, 2002; Hofman, 2006). Graham and Robison (2007, p. 107) argue that, ultimately, it is the adoption of effective blended practices that will determine if blended learning becomes a successful, widely used, institutional strategy for **implementing the change needed to meet the challenges faced by higher education in the twenty-first century (Graham & Robison, 2007).**

The role of educational developers in the expansion of educational technology

Kerry Shephard 2007

This paper explores how academic staff are supported in attempts to develop their use of educational technologies.
It identifies the work undertaken by academic staff in the development of an Information and Communications Technology (ICT) application and relates this to the direct support (helping staff to teach using ICT) and professional development opportunities (helping staff to develop their skills) available to them.

These broad areas of support are seen as a continuum, with varying proportions of direct support and professional development available in different circumstances. The paper concludes that increasing use and expectations of ICT to support student learning in traditional universities are leading to a greater need for team-based approaches to support learners, and the issues that this change raises are explored.

For the narrative: This paper explores the themes of supporting the use of Information and Communications Technology (ICT) by staff, and the professional development of staff to enable their own use of ICT. At its boldest, the dichotomy is between the entities of academic support services (let us help you to develop and use these learning resources) and professional development services (let us help you to develop the skills that you will need to find, develop, and use these learning resources).

In relation to the development of ICT for student learning it seems likely that all points on this direct support/professional development continuum will have positive and negative consequences and each point will find application in certain circumstances. There does also appear to be a trend in higher education towards structures that encourage team approaches to support student learning and an increasing impact of ICT developments on this trend.

Academic development: A framework for embedding learning technology
Janice Smith & Martin Oliver (2000) Academic development: A framework
for embedding learning technology, International Journal for Academic Development, 5:2,
129-137, DOI: 10.1080/13601440050200734
To link to this article: http://dx.doi.org/10.1080/13601440050200734

Not that interesting – quite old
No methodology section

(2001) Editorial: The challenge of educational technology, International
Journal for Academic Development, 6:2, 93-95, DOI: 10.1080/713769263

**Maria Clavert, Erika Löfström & Anne Nevgi (2015) Pedagogically aware
academics' conceptions of change agency in the fields of science and technology**,
International
Journal for Academic Development, 20:3, 252-265, DOI: 10.1080/1360144X.2015.1064430
To link to this article: http://dx.doi.org/10.1080/1360144X.2015.1064430

Pedagogical transformations in universities are typically explored as 'top down'
attempts or in the context of training programs targeted towards educating more
pedagogically aware individuals. In this study, promoting pedagogical development
is explored on a community level as change agency: acting as a broker
between the discipline-specific and pedagogical communities of practice in order
to establish mutually shared new concepts and practices of teaching and learning.
Thirteen pedagogically aware academics from the fields of science and technology
participated in thematic interviews in which they were asked to describe change
agency. The descriptions were explored utilizing a social theory of learning and
categorized with content analysis. The findings reveal practical means of promoting
pedagogical development between academic communities and point out various
identities related to acting as a change agent. The study provides a theoretical
model and further advances the understanding of pedagogical change agency in
the fields of science and technology.

**Peeking under the covers: on-line academic staff development in Australia and the
United Kingdom**

Peter Kandlbinder (2003) Peeking under the covers: on-line academic

staff development in Australia and the United Kingdom, International Journal for Academic

Development, 8:1-2, 135-143, DOI: 10.1080/1360144042000278008

To link to this article: http://dx.doi.org/10.1080/1360144042000278008

This paper describes a study of how academic development units use on-line technologies for
academic staff development. Changes in technology and in the academic workplace are making it
increasingly possible to use on-line learning opportunities for professional development, and on-
line learning environments might thus be expected to provide opportunities for university
teachers to reflect on their teaching practice and share these insights and experience with
colleagues within and across disciplines. The study reported here reviewed 31 web sites in
Australia and the UK to determine what range of aims of academic staff development where
being met in their implementation of on-line learning. The paper concludes that in most contexts
the World Wide Web was considered useful for the administrative rather than the educational
needs of academic staff.

Geraldine Torrisi-Steele & Steve Drew (2013) The literature landscape of blended learning in higher education: the need for better understanding of academic blended practice, International Journal for Academic Development, 18:4, 371-383, DOI: 10.1080/1360144X.2013.786720

If we are to realise the potential of blended learning in higher education, then further research into academic practice and relevant academic development is essential. Our review of literature on blended learning in higher education reveals an interesting scholarship landscape which, when described in detail, pointedly directs attention to the lack of literature seeking to understand academics' current blended practices. We argue that this is problematic in terms of formulating the required professional development and support. In essence, this paper uncovers the need for further research into understanding not only why academics may choose to engage in blended learning, but also, once engaged, why some choose to integrate technology to create transformative blends while others choose minimally impacting blends. This paper may interest those supporting academics in developing blended learning. It provides a guiding resource both for researchers investigating blended practices and those embarking on blended learning implementations.

Tessa Owens (2015) Practising what they preach? An investigation into the pedagogical beliefs and online teaching practices of National Teaching Fellows, International Journal for Academic Development, 20:1, 76-92, DOI: 10.1080/1360144X.2014.983112

National Teaching Fellows (NTFs) in the UK are celebrated individuals who have made a successful claim for teaching excellence to the Higher Education Academy. This paper reports the results of an empirical study of NTFs with expertise in online learning, which measured their pedagogical beliefs and online teaching practices, using a 'teaching conceptions' model. Given the growth of online teaching within higher education, this paper seeks to establish whether excellent teachers 'practise what they preach' in online environments and can support other less able colleagues in developing their online practices.