



'New Professionals' (New Roles and New Relationships) and New Technologies

Netlearning 2006

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Overview

- Context
- 'New' roles
 - definitions
 - and some practices
- Emerging tensions
- Some underlying principles



Starting point

‘The medium, or process, of our time-electric technology is reshaping and restructuring patterns of social interdependence and every aspect of our personal life. It is forcing us to **reconsider and re-evaluate practically every thought, every action, and every institution** formerly taken for granted.’

McLuhan, M. & Fiore, Q (1967) *The medium is the message. An inventory of effects.* New York: Bantam Books

‘How can the role of the scholar be defined in ways that not only **affirm the past** but also **reflect the present** and adequately **anticipate the future?**’

Boyer, E. L. (1990) *Scholarship Reconsidered. Priorities of the Professoriate.* San Francisco: The Carnegie Foundation for the Advancement of Teaching, Jossey-Bass



Methodology

Includes:

- First hand experience
- Published papers
- Analysis of literature including policy documents and research reports.
 - Reflective, current and forward thinking (Boyer, 1990)
 - Draws on narrative and discourse in the field
 - Analytical and integrative
 - Uses an integrative framework for analysis
(Boyer, 1990, Palmer, 1998; Taylor, 2005)



Context

The Changing University



**Support
for
Pedagogical Work**

New Technologies

Curriculum and Cultural Change





The Context of Change and the Emergence of New Roles

- Higher Education
 - globalisation, massification
 - changing characteristics of the student body
 - national policy, resources, sources of funding, initiatives, targets
- The Curriculum
 - Distance, Open, Flexible, Blended, Mobile.....
- Educational Technology
 - **PCs, Multimedia (IV), CDI, CD-ROM, Internet.....**
- Academic Practices
 - teaching, learning, assessment and research
- Roles
 - new roles and relationships



'New Professionals'

Changing roles and role boundaries

- 'New Professionals'
'hybrid role', 'strategic and practical',
'threshold people who fall between the boundaries of categories'
'increasingly important central role in higher education'

(Gornall, 1999. *New Professional': change and occupational roles in higher education.*)

- Learning Technologists
'currently emerging', 'hybrid, marginal and yet central to
institutional processes and change', 'little understood'.

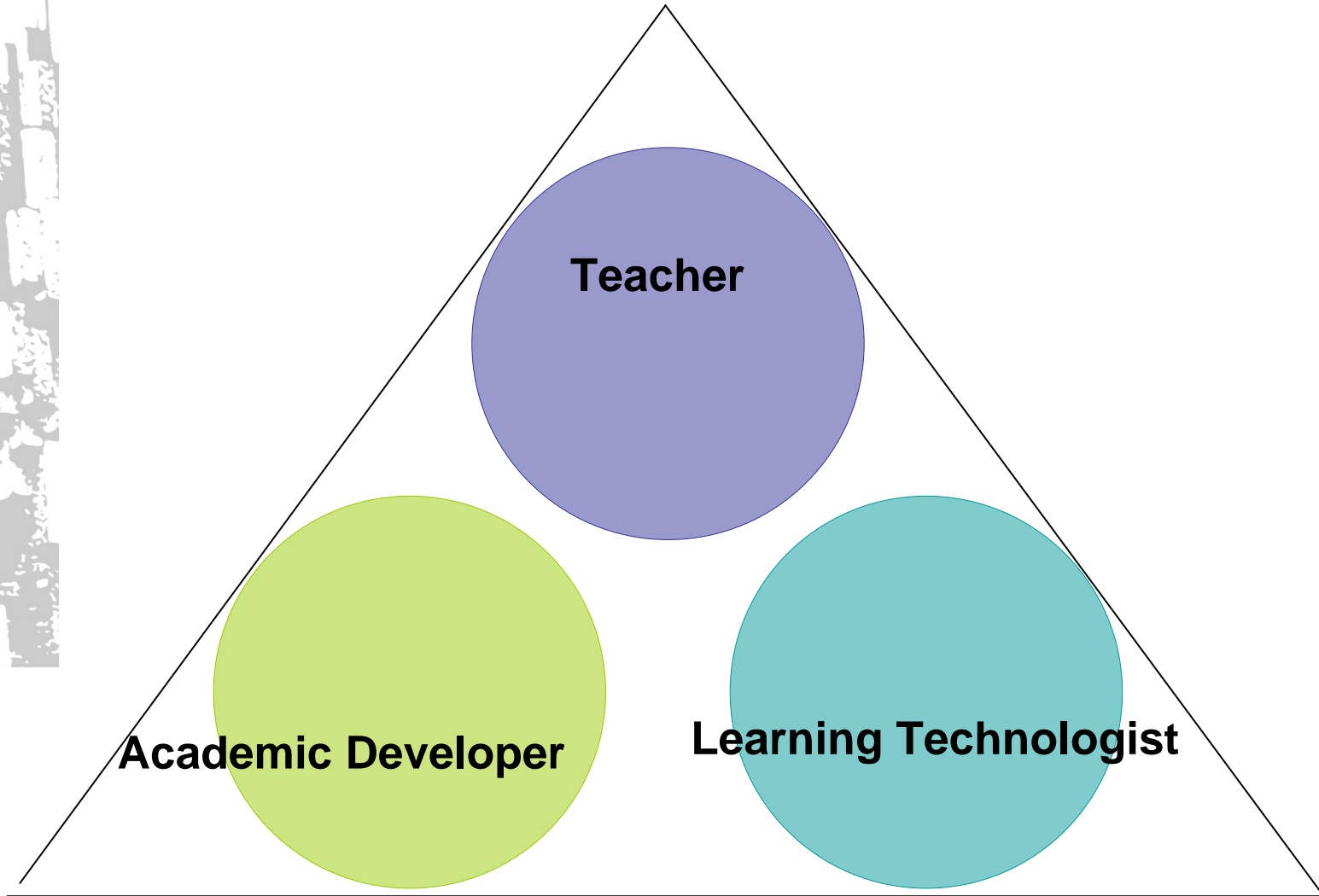
(Oliver, 2002. *What do learning technologists do?*)

- Academic Developers
'complex tapestry of interwoven developments', 'fractured
community', 'vulnerable and marginal', 'little understood'.

(Land, 2004. *Educational Development. Discourse, Identity and Practice.*)



New Roles and New Relationships in a Changing Higher Education Setting





What do academic developers do?

Support the quality enhancement of teaching and learning and the academic performance of institutions of higher education.

‘Create an environment in which debate can flourish’

(Gosling, 2001. Educational Development units in the UK- what are they doing five years on?)

Implicit within the role are practices which support educational change.

- additional expectations regarding: policy, strategy and implementation.



Academic Development: dimensions of practice

- **Academic/educational**
promoting scholarly activity, research-based practices, supporting learning, teaching and assessment practices
 - recent growth in educational research relating to new technologies
- **Professional development**
personal growth and the development of professional practice
- **Policy**
shaping and implementing strategy and academic processes

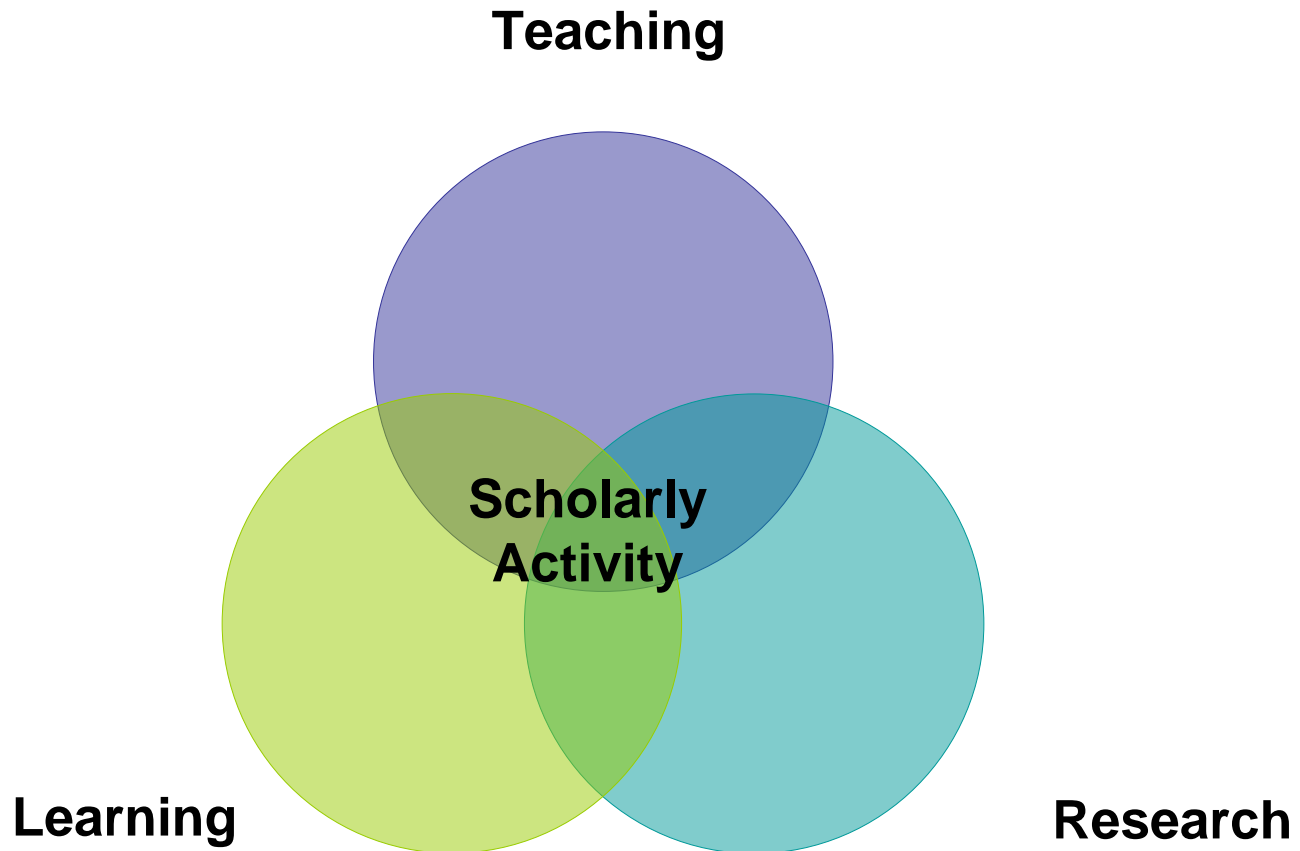


Academic Development: tensions

- Roles and practices in working across political and pedagogical contexts
- Hesitancy regarding engagement with new technology
- Often distanced from 'real' experiences that relate theory to practice
- Uncertainty regarding explicit approaches to integrative practice
- Fragmented community
- Vulnerable within institutional and national contexts and in relation to other 'new professionals'



Academic Developers: key principles





What do learning technologists do?

Support the enhancement of teaching and learning through the effective use of media and the broad range of communication information and related technologies.

Implicit within the role are practices which support change and implementation.

- additional institutional expectations regarding new technology:
 - efficiency gains (administration and teaching)
 - identity of the institution in relation to marketing



Learning Technology: dimensions of practice

- **Academic/educational**
accumulating specialist knowledge specifically regarding new technologies, developing content, application and implementation
– recent growth regarding educational research
- **Professional development**
consultancy, advice, raising awareness, training and mentoring
- **Organisation and management**
managing resources, projects and people
–increased involvement in policy and strategy



Learning Technology: tensions

- Policy, practice and targets
- Research and practice (within the community)

Manifested in a diversification of interests and specialisms and a movement away from multifaceted roles resulting in:

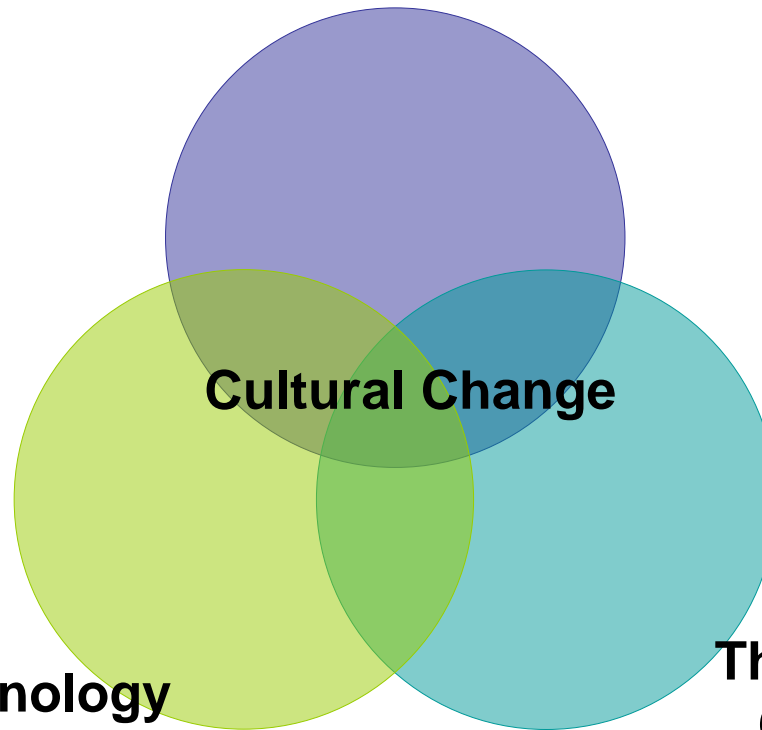
- a possible loss of integrated practices
- a hierarchy emerging (Conole, 2004)





Learning Technologists: key relationships

Pedagogical Design



Learning Technology

The Changing Curriculum



Teachers

Understand and care about the subject matter deeply enough to be able to structure, select, and organise it in order to effectively communicate *with* students

Have a commitment to creating new knowledge, applying knowledge, synthesising knowledge, and understanding how students learn.

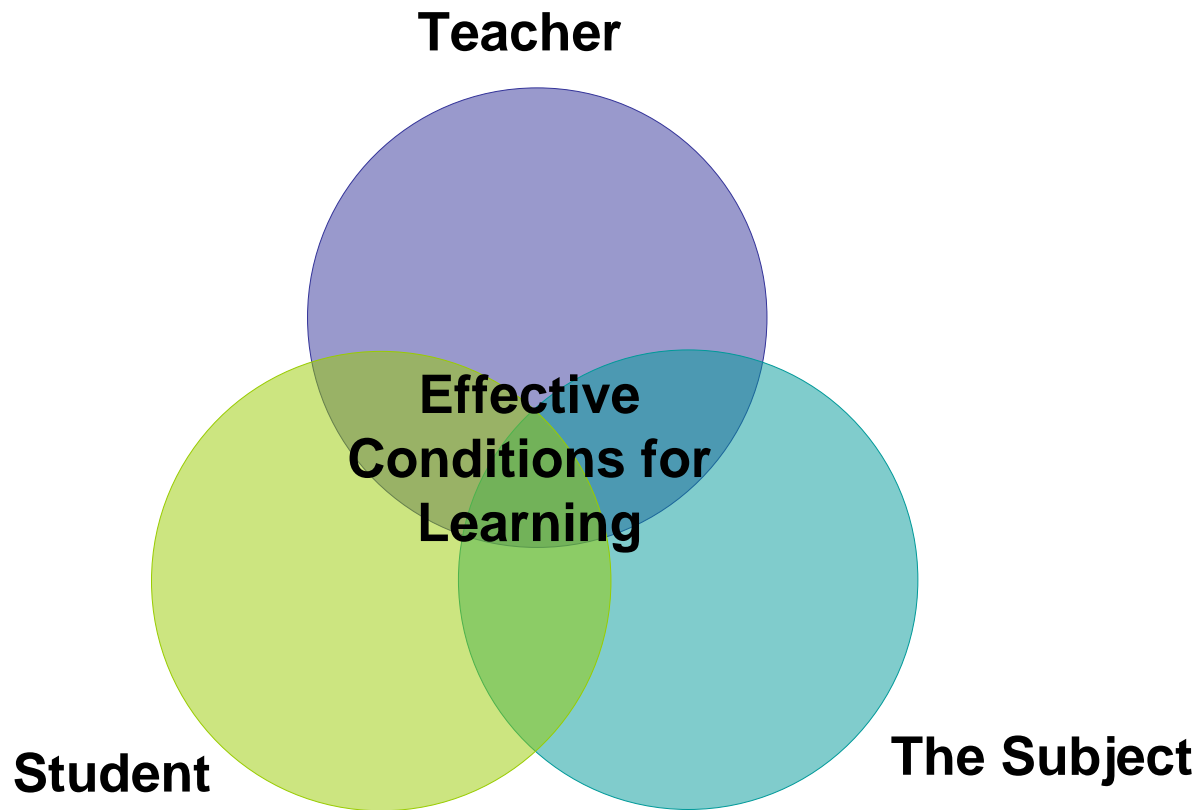
Create the conditions that help students to learn.

Acknowledgement: Neuenschwander, D., E (2000) on Palmer. P (1998)



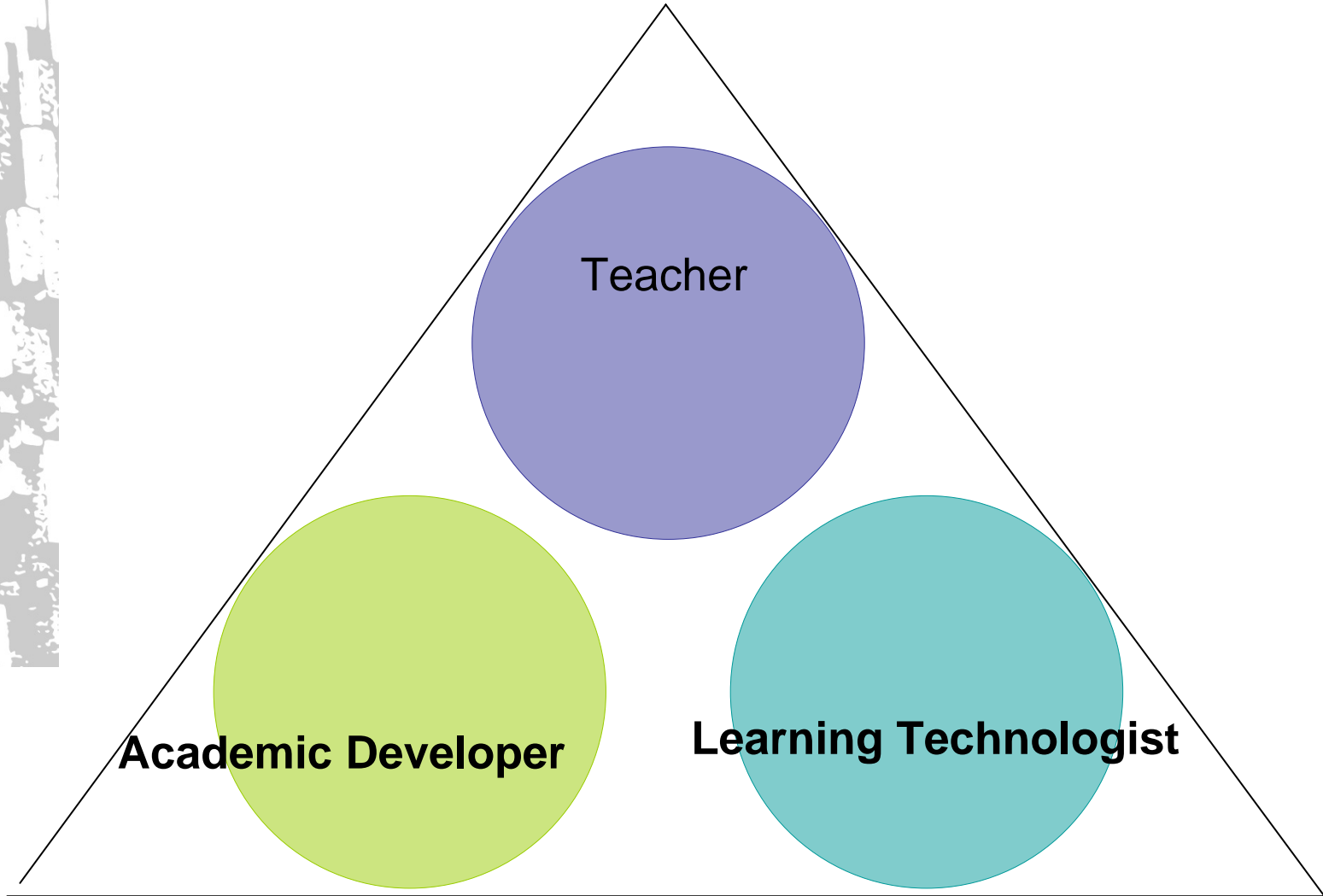
Teachers: key relationships

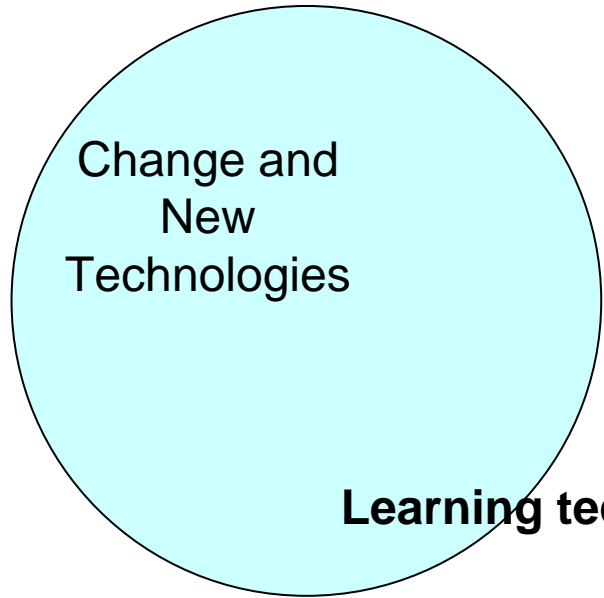
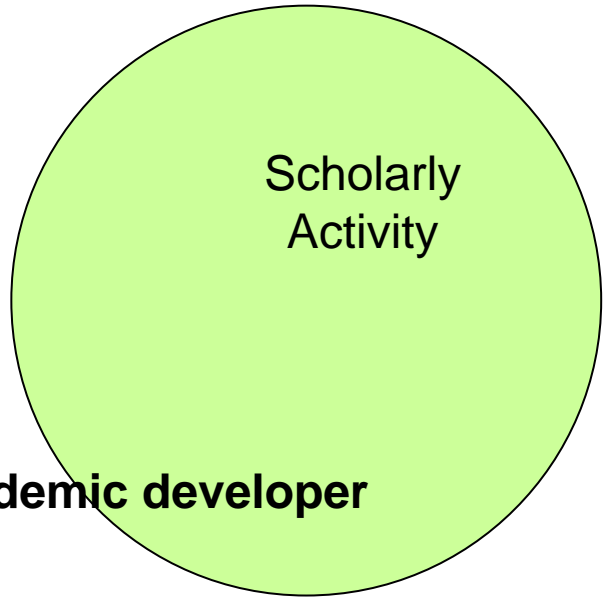
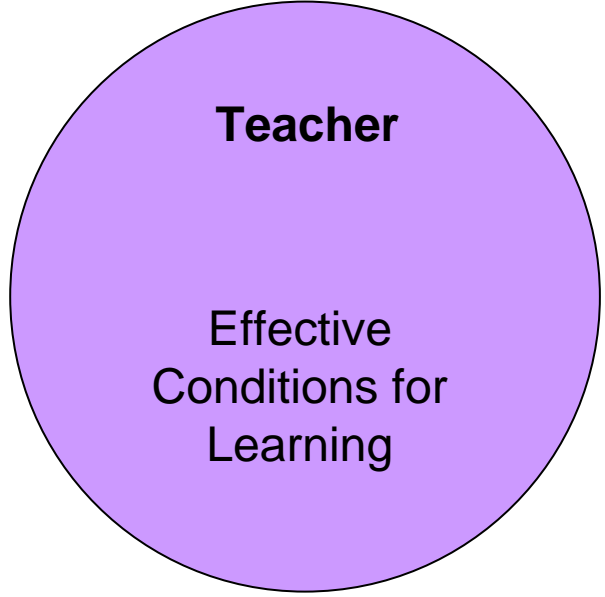
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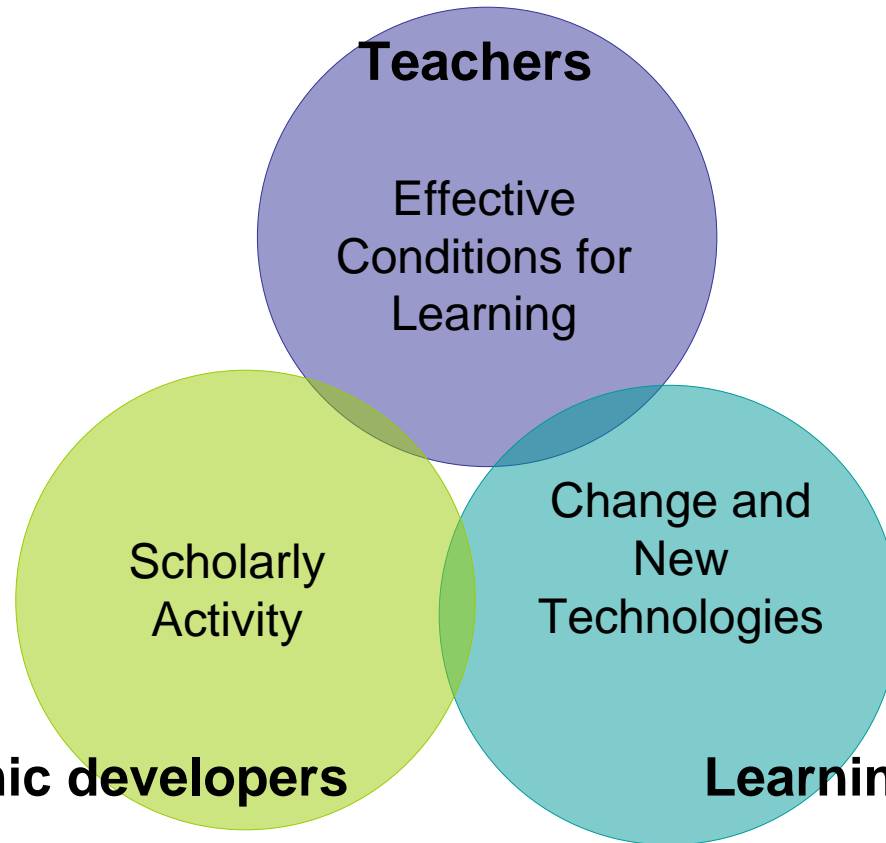
Academic developer

Learning technologist



Integration 'Chasm'

(Hudson, 2006)

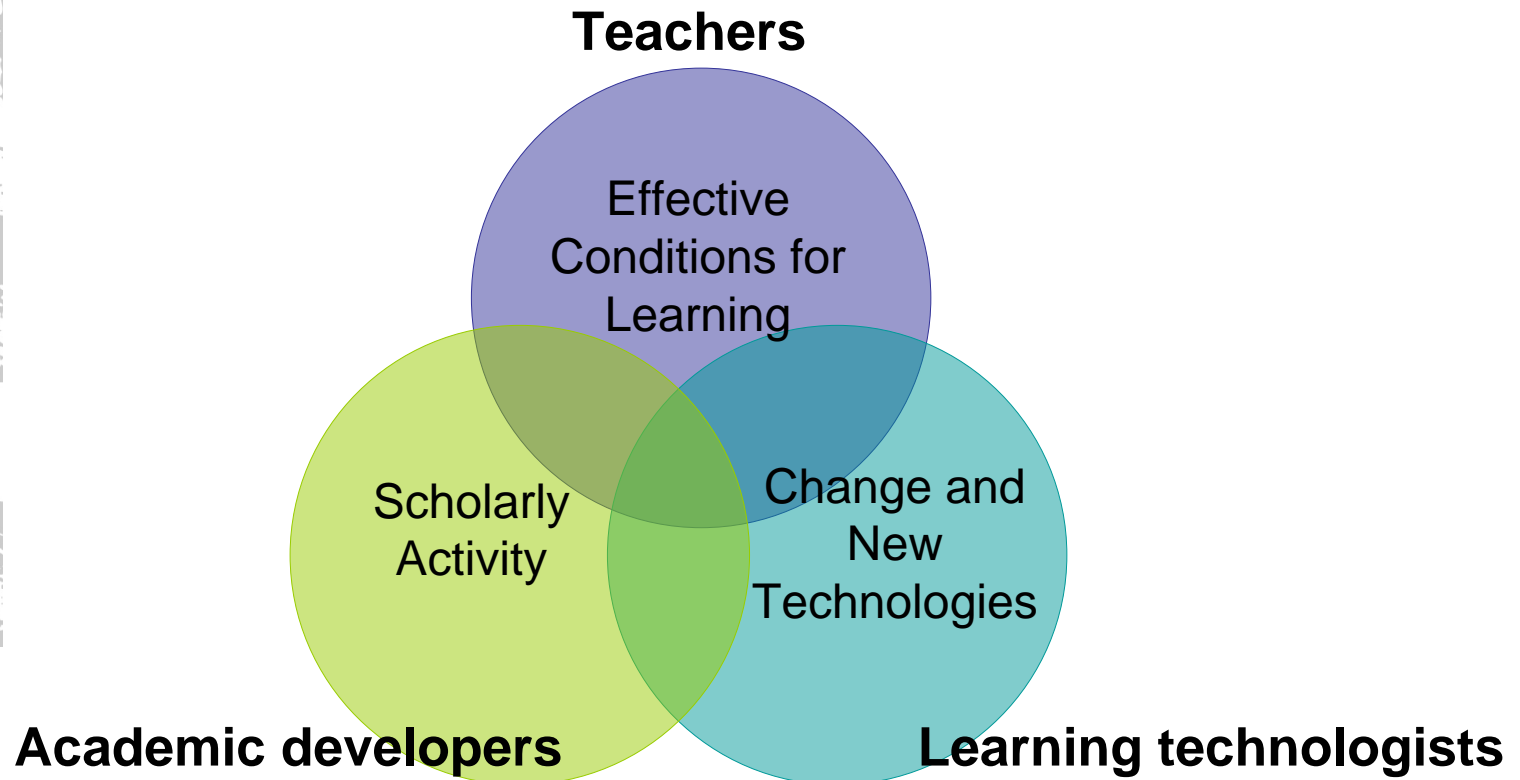


Academic developers

Learning technologists



Integrative Practices: communities and individuals





What is a 'new professional' in HE

- Engage in scholarly activity
- Engage with new technologies and cultural change
- Collaborate and engage in integrative working practices
- Create effective conditions for learning and developing knowledge
- Lead as well as support



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