and the contradictions they face in engaging with teaching.

However, we identified limitations in our capacity to use Activity Theory as a tool for changing induction practices, because while we have some agency to implement changes in our disciplines and departments, many of the factors impacting on academics' experience of induction lay beyond departments, in institutional policies and practices, and even beyond in national policy and changes in higher education globally. The value of Activity Theory as a tool for change agency is thus limited by the power of the people involved in the process to effect change.

While previous uses of Activity Theory as a tool for change agency (Englund and Price, 2018) have focused on knowledgeability surfaced through discussions between participants, in this research the main data source was in-depth semi-structured interviews with new academics. This research approach surfaced a range of issues that were surprising to the group of education developers engaged in the research project. As a research team we were struck by how much the academics interviewed were committed to their teaching and wanted to be successful teachers. Our perception prior to the research was that because the institution appeared to value research more than teaching, new academics would also value research over teaching. We were also struck by the levels of anxiety and tension experienced by new academics, and the pressures they were under. One outcome of the project is that as educational developers we have developed a greater degree of empathy for the experience of academics who are new to teaching, and a deeper understanding of their subjective experiences of induction.

Our reflections on the research led to valuable discussions about the tensions between the induction we would like new academics to receive, and what the time available to us allows. It enabled us to recognise that investing time in new academics is essential for the effectiveness of discipline-teaching communities. However, we recognised that we need to engage more of our colleagues in understanding and empathising with the challenges faced by new academics, and find ways of mobilising them to offer the support new academics need. As Boud and Brew (2013) argue, the benefits of supporting the development of teaching are not just for the individual development of teachers, but are also essential for the health of the practice communities, or activity systems, that support teaching.

References

Bernstein, B. (2000) *Pedagogy, Symbolic Control and Identity: theory, research and critique* (revised edn.), Rowman and Littlefield.

Boud, D. and Brew, A. (2013) 'Reconceptualising academic work as professional practice: implications for academic development', *International Journal for Academic Development*, 18(3), pp. 208-221.

Engeström, Y. (2001) 'Expansive learning at work: toward an activity theoretical reconceptualization', *Journal of Education and Work*, 14(1), pp.133-156.

Englund, C. and Price, L. (2018) 'Facilitating agency: the change laboratory as an intervention for collaborative sustainable development in higher education', *International Journal for Academic Development*, 23:3, pp. 192-205 (DOI: 10.1080/1360144X.2018.1478837).

Susan Mathieson (susan.mathieson@northumbria.ac.uk) is a Principal Lecturer (Director of Learning and Teaching) in Quality and Teaching Excellence, **Linda Allin** is an Associate Professor in the Department of Sport, Exercise and Rehabilitation, **Roger Penlington** is an Associate Professor in the Department of Mechanical and Construction Engineering, **Kate Black** is an Associate Professor in the Newcastle Business School, **Libby Orme** is a Senior Lecturer in the Psychology Department, **Emma Anderson** is a Senior Lecturer in the Department of Computer and Information Sciences, **Helen Hooper** is a Principal Lecturer and Teaching Fellow in the Department of Applied Sciences, and **Lynn McInnes** is a Senior Lecturer in the Psychology Department, all at Northumbria University.

The magic carpet of scholarship – An academic-led staff development project to promote the scholarship of teaching and learning

Peter R. Draper, Graham Scott and **Emma Peasland,** University of Hull

Introduction

This article describes the development and evaluation of an academic-led staff development initiative for staff employed on teaching and scholarship contracts from two faculties at the University of Hull. The project objectives were to:

1) Introduce colleagues to a practical, theoretically-based model of the scholarship of learning and teaching (SoTL)
2) Use the model as a framework for team-based, interdisciplinary SoTL projects producing tangible scholarly outputs
3) Foster interdisciplinary communities of scholars committed to enhancing the quality of learning and teaching through peer review and the dissemination of good practice.

The project emerged from an earlier, unfunded initiative in the Faculty of Health Sciences, which helped staff to develop projects for dissemination at the university's annual teaching and learning conference. A small grant from SEDA enabled us to develop the project, extending it to two faculties (Health Sciences, and Science and Engineering) and to undertake a formal evaluation.

The project was led by PD and GS. PD is Professor of Nursing Education and Scholarship Development in the Faculty of Health Sciences, and GS is Professor of Bioscience Education in the Faculty of Science and Engineering. Both are UK National Teaching Fellows and HEA Principal Fellows. Additional work was undertaken by Emma Peasland, PhD student.

The project

Most academics at the University of Hull are employed on one of two broad contract types. Those on Teaching and Research (T&R) contracts are expected to contribute to the Research Excellence Framework (REF), whereas those on Teaching and Scholarship (T&S) contracts are required to produce appropriate teaching-related 'scholarly outputs' commensurate with their role. Following informal conversations across the institution, PD and GS observed that some T&S staff lacked confidence as scholars of teaching and learning (SoTL). We created the current programme to enable colleagues to develop in this area. Having obtained ethical approval, we advertised the project to T&S staff in the Faculty of Science and Engineering and the Faculty of Health Sciences, and recruited five participants from each faculty.

The workshops

Participants attended four workshops over a five-month period between March and July 2017. The formal content was based on the 'Dimensions of Activities Related to Teaching' model published by Kern *et al.* (2015), who drew in turn on seminal work by Boyer (1990). The model has two axes, systematic vs. informal and private vs. public, intersecting to produce four quadrants as shown in the diagram (Figure 1). The model enables participants to situate their own practice, identifying situations where teaching is largely private (in that it is rarely evaluated by professional peers) and informal (because content and methods may not be systematically based on contemporary scholarship) to those in which teaching is both systematic, and disseminated through peer-reviewed channels. We had a copy of the model printed on a large vinyl sheet which we placed on the floor as a focus for the workshops. This became known as the 'magic carpet of scholarship'. The workshops were planned to enable participants to work collaboratively to peer review, share resources, and produce scholarly outputs.

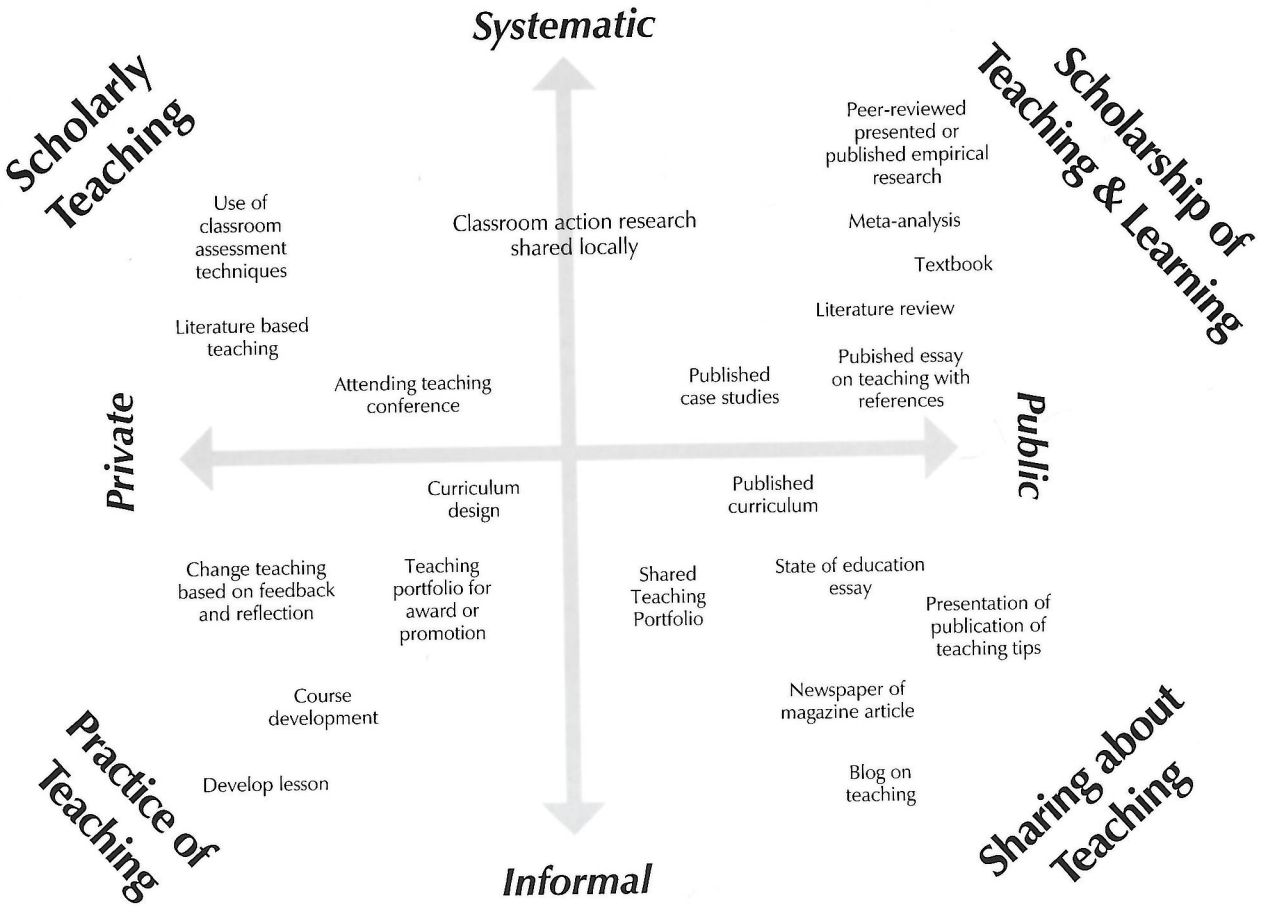

Figure 1 Dimensions of Activities Related to Teaching (DART) (Kern et al., 2015)

Evaluation

Our project evaluation strategy was informed by Scott *et al.* (2015) and focused on process (to improve the design and implementation of the programme), and outcome (to demonstrate impact and success in relation to the project goals).

Process evaluation occurred during and at the end of every workshop to enable modification of the content to better meet the needs of participants. Outcome evaluation was conducted once all four sessions were complete and consisted of individual interviews conducted by EP, a colleague who had not been involved in the design or delivery of the workshops.

Workshops: Approach and process evaluation

Workshop 1: Identifying current priorities

We asked participants to identify current practices they were proud of and to locate them on a large printout (the magic

carpet) of the Dimensions of Activities Related to Teaching (Kern *et al.*, 2015) using post-it notes. The practices they identified clustered around three broad areas:

- Authentic practice in teaching and assessment
- Supporting students individually and in small groups
- Encouraging engagement with learning.

Participants were far more likely to locate their practice in the private than the public quadrants of the model, identifying a total of 23 elements of practice as forms of private/informal scholarship. These included designing learning activities, re-designing practice in response to student feedback, and developing case studies as learning tasks. Eight participants identified 13 elements of practice that they considered to be private, but that were systematic rather than informal because they sat within the structure of a module specification or other externally imposed framework; and three participants had taken part in systematic/public activities including a poster at an institutional learning and teaching conference, formal evaluation of own practice, and submission of a paper to a peer-reviewed educational journal. In summary, participants varied in their level of experiences as SoTL scholars, from the relatively inexperienced to those who had successfully shared their work as peer-reviewed outputs.

Aspirations and perceived barriers to progress

When asked to identify their aspirations as developing SoTL scholars, all participants wanted to move from the private to the public and systematic quadrants by disseminating evaluations, publishing case studies, and systematically evaluating innovative practices. However, they also described a series of barriers that prevented them from progressing, including lack of time, competing institutional and student priorities, a sense of isolation from other T&S staff, bureaucracy, and lack of personal motivation. Some had experienced delays in obtaining ethical approval for projects, and several felt that they lacked knowledge of appropriate methods of pedagogic inquiry. The process evaluation of the first workshop showed that participants were able to formulate SoTL goals but sometimes lacked the skills, motivation or knowledge to achieve them.

Workshop 2: Identifying current priorities

Between the first and second workshops participants had used the model to reflect on additional aspects of their work, demonstrating engagement with the process and a broadening of their understanding of scholarly activity. Benefits of interdisciplinary working also began to emerge. For example, a health professional and a scientist realised that they both used clips from television programmes as focal points for discussion in class, and they planned to collaborate further on a scholarship project related to this.

In order to help participants move past the barriers they identified in the first session we introduced them to a simple pyramidal model to scaffold goal-setting. We asked participants to work in small, interdisciplinary groups to help one another to identify suitable strategies to move forwards.

One group discussed publishing peer-reviewed papers in pedagogic journals and developed a detailed strategy encompassing project and question development, data collection and analysis, and writing and dissemination, to achieve their desired outcome. Another group contained individuals who had previously disseminated scholarship projects at the university teaching and learning conference. Their strategy addressed moving beyond individual performance to develop the teaching of their discipline at the School level. A further four participants linked their development as SoTL scholars to career goals, discussing career progression goals for promotion or to achieve Senior Fellowship of the HEA. Their strategies involved a shift in their dissemination practice from the private/informal to the public/formal to demonstrate greater impact.

Workshop 3: Scholarly teaching

By the third workshop the participants had developed a level of mutual trust and were increasingly prepared to encourage, challenge and support one another. The workshop began with an open discussion of progress at which it emerged that some participants lacked personal and professional confidence, believing that as T&S staff they were less valued by the organisation. Some also felt professionally isolated because they did not work closely with other T&S staff.

In order to address this crisis of confidence, we invited participants to share with one another details of activities from their life outside of work in which they were considered to be a success, using positive and self-affirming language. For example, 'Something I do really well is....' We then asked them to use the same kind of language to say things to the group about an element of their professional work where they excel. We linked this to the need to be professionally confident in order to publicly share scholarly activity.

Some elements of this discussion were a recapitulation of the first session, although now with a very different tone. Participants were now able to recognise novel/innovative practices and to suggest to one another how that practice might be further developed or formally evaluated and disseminated. It is possible that session marked a shift in participants' self-perception, from thinking of themselves as teachers to thinking about themselves as scholarly teachers.

Workshop 4: Scholarship of teaching and learning

In the final workshop we focused on two activities requested by the group. The first was how to develop a dissemination strategy (indicative of the shift in aspiration towards the public/systematic and scholarly teacher identity) and the second about how to develop and use networks to develop and disseminate outputs.

Summary of process evaluation

The key observation from the process observation was that colleagues' development required more than a theoretical understanding of SoTL. Some lacked confidence personally and professionally whilst others were inexperienced in goal-setting and project management. However, as colleagues gained trust and confidence in the facilitators and in one another they began to form an interdisciplinary community of practice in which all were able to share strategies, resources and aspirations. Although Kern's model (Kern *et al.*, 2015) had provided useful theoretical scaffolding for the workshops, other features were also important, including strategies to build trust and share experiences.

Summary evaluation of the project – Interviews

At the conclusion of the workshops, each participant agreed to take part in an evaluation interview to discuss four broad issues as follows:

- What was your motivation for being involved in the programme
- Which aspects of the programme were most useful?
- Were your expectations met?
- What have been the longer-term impacts of participation?

The outcome of the evaluation is presented here as ten key points we have taken from the project.

1) The project participants were highly motivated to develop as SoTL scholars but felt they lacked the necessary skills and strategies to progress, and this is why they joined the project. They valued the opportunity to meet colleagues on similar contract types for collaboration and development:

> *'I really enjoyed it, I got a lot from it. So I didn't really find anything not useful. There was something in all of it really.'*

2) Kern's model – the basis of the 'magic carpet of scholarship' – provided a useful framework to discuss participants' work. Participants were able to list teaching activities ranging from one-to-one student supervision to curriculum innovations, to pedagogic research, and then locate them on the model. Placing 'ordinary' teaching activities in the context of a model of scholarship helps to validate them as scholarly, whilst also suggesting routes for further development. The model helped in:

> *'Recognising that some of the things that you do because it is a responsibility of your role could be counted as scholarly outputs.'*

3) Kern's model provided a great starting point because of its simplicity. However, the project's success also depended on the willingness of all members to share ideas, experiences and strategies. This required the project leaders to be flexible and not too directive, responding to issues as they emerged from the group.

4) The project validated scholarly work. Participants valued the opportunity to meet colleagues and hear about others' experiences. The interdisciplinary nature of the group offered opportunities to share experiences and discuss the differences and similarities in their roles. Respondents mentioned the challenge of making room for scholarship activities in a busy role and one described how it was reassuring to meet colleagues and hear that others also faced this challenge:

> *'Sometimes [you think] "I must be...the only one that's not doing [scholarship]" and to hear other people were...in a similar boat was useful.'*

5) In addition to validating existing practice, the model suggested directions for participants' further development as SoTL scholars:

> *'Reflecting on your course is a type of scholarship, and writing a peer-reviewed paper is another type of scholarship and they are different landmarks in the same landscape.'*

6) Participants valued that the project was led by senior academic peers with track records as SoTL scholars who were willing and able to share their stories of success, failure and career development:

> *'They had a "can-do" attitude.'*

7) It became evident during the third session that several participants lacked professional confidence. To tackle this effectively required sensitivity, a high level of trust between all participants, and explicit confidence-building strategies.

8) Career ambitions were important motivators for participants and we had underestimated this when initially planning the project. From personal experience, the project leaders were able to show how to maximise the outputs of projects, how to formulate them as case studies for the next level of HEA fellowship, and how to present them effectively in the context of promotion applications:

> *'What it's made me aware of is that it's not really about doing standalone publications...it's about building a body of work...on a topic area that becomes your strength.'*

9) The project provided a great opportunity for interdisciplinary working as both the leaders and the participants were from different disciplinary backgrounds. Participants were encouraged to learn that they faced very similar issues whilst disciplinary differences enabled new perspectives to be applied to complex issues:

> *'It was really good to work with people [from other schools] and cross those boundaries...because then you can use the strengths of each group.'*

10) The project germinated the seedlings of effective communities of practice. Interdisciplinary groups of colleagues identified common interests and developed strategies to achieve mutual goals creating real potential for significant scholarly outputs.

Conclusion

We developed this programme to encourage colleagues employed on Teaching and Scholarship contracts, who felt professionally isolated and were unsure how to fulfill the 'scholarship' dimension of their T&S roles. The project was based on a simple schematic derived from a theoretically grounded model of SoTL, which formed the basis of the 'magic carpet of scholarship'. The facilitators were experienced academics from different disciplinary backgrounds, a feature that helped to cross-pollinate ideas and draw out the project's interdisciplinary potential. Process evaluation helped us to refine the project as it went along, allowing the structure to evolve to meet participants' needs. Summary evaluation suggests that participants found this simple project very helpful because it enabled them to validate current work as scholarly, make plans for their future development as SoTL practitioners, leverage outputs for professional recognition, and forge productive interprofessional links with colleagues.

References

Boyer, E. (1990) *Scholarship Reconsidered: priorities of the professoriate*, Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Kern, B., Mettetal, G., Dixson, M. and Morgan, R. (2015) 'The role of SoTL in the Academy: upon the 25th anniversary of Boyer's *Scholarship Reconsidered', Journal of the Scholarship for Teaching and Learning*, 15(3), June, pp. 1-14.

Scott, G., Boyd, M., Scott, L. and Colquhoun, D. (2015) 'Barriers to biological fieldwork: what really prevents teaching out of doors?', *Journal of Biological Education*, 4(2), pp. 165-178.

Peter R. Draper, is a Professor of Nursing Education and Scholarship Development in the Faculty of Health Sciences, **Graham Scott** is a Professor of Bioscience Education in the Faculty of Science and Engineering, and **Emma Peasland** is a PhD student, all at the University of Hull.

A typology of keynotes

Donna Lanclos, Consulting Anthropologist, and **Lawrie Phipps,** JISC

Regular readers of *Educational Developments* will be familiar with conference keynotes, both as speakers, and as audience members. The authors of this piece have given several keynotes over the last few years, and prompted by the preparation and thinking through what it is to 'be a keynote', we started thinking along the lines of typologies. As one of us is a folklorist, and the other a naturalist (we will leave it to you to figure out which is which), we approach typologies in similar ways. Here we define typologies as tools for classifying materials, where classification is a necessary step before engaging in content analysis and interpretation.

Folk narratives, for example, can be divided into genres, and engaging with a typology of genres can be a first step towards analysing the meaning behind the narrative. Folktales are narratives that are fictions, legends are fictions told as true (or with a kernel of truth), and myths are sacred narratives told as true. There is, of course, slippage among the genres, but using them as discrete categories can allow for discussion of the motivations behind the telling of tales. When do people use fiction to make their point? When does invoking the sacred matter? Why make the choice to tell a fantastic tale as if it really happened to a friend of a friend?

In this breakdown of keynotes into types we've tried to allow for the reality that many talks (and people who give them) are doing more than one of these things. And, as with folktales, sometimes the motivation of the teller is not the same as the motivations of the listeners. We are additionally aware that the experience of an event such as a conference is not just about the invited speakers, but also about who invites those speakers (and their motivations around that invitation) and who is in the audience (and their motivations for attending) when the talk is delivered.

Let's start with the keynotes. Sometimes they are 'plenaries' but they are always speakers the conference organisers intend for the entire event to listen to. We think we see the following types of keynotes. We'd like to note that this exercise in categorisation is not one where we discuss about whether these types of speaker are 'good' or 'bad' in the delivery of these talks.

The provocateur

Sometimes speakers are invited simply to get people to sit up and notice, and, ideally, push back. The point is not to get people to agree, but to get them thinking and talking. The content of the keynote is intended to outlast the talk, and carry on into the halls and the sessions of the conference. Inviting a Provocateur is supposed to encourage people to speak to, or against, or in some way connect with the themes explored in the talk.

The campaigner

In education this type of keynote is most often associated with political or policy imperatives. Sometimes, something is happening and changing that is so important that you have to get the message 'out there'. This speaker is particularly relevant in situations where a lot of senior people in a lot of different organisations and institutions know that their staff need to have an awareness of a particular current event/ policy/political context.

There is a clear message that the Campaigner is trying to get across, and usually the talk will have wide ramifications across the sector. On the 'campaign trail' the speaker will have the opportunity to refine and hone their delivery, while, through necessity, keeping the integrity of the message.

The persuader

Whether it is the speaker who wants to persuade the audience, or the person who has booked the speaker, the Persuader is there with an idea and a message. It's on the continuum with Campaigner, but lacks the hard edge political or policy imperative. It might be that a change in practice has occurred, and the conference organisers are trying to get staff on board with it. It might be the rollout of a new system or technology, or a different way of approaching evaluation and assessment. In each case, the Persuader is making a case.

The entertainer

This is a speaker whose strengths are known, to the audience and to the organisers, and it's that known quality that they want to bring to the event. This talk can make people smile, or generate emotion in some way, but isn't designed to provoke or profoundly upset. In some ways the content of the talk is less relevant than the show put on by this speaker. That is not the same thing as being content-free. The Entertainer delivers talks designed to make people feel good, either about themselves, their situation, or their practices.