

Engaging academics in collegial online professional development during a course renewal process: intent and reflection

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Large scale mandated course renewal

Question: What are the challenges for central unit pedagogy specialists?



The challenges

- Logistics

- Academic 'fatigue' with change



**Our approach – providing resources for teams
and team leaders that can be adapted
-bricolage (Louvel, 2013)**



Our vehicle – the Learning Management System

- Deakin emphasizes innovative online learning for students**
- We designed for a future ‘network of communities of interest’**





mp4(avc1.42001E,+mp4a.40.2) medium ▾

[Open in a new tab \(opens in a new window\)](#)



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How I align my assessment with my learning outcome., <http://www.youtube.com/watch?v=nr5Vwpocp8c>, doa, 18/11/13

Professor Reed makes important points including:

- Align the assessment with what you want students to learn
- Align individual assessments with one or more learning outcomes (not too many though)
- Don't align all assessments with all learning outcomes
- Don't repeatedly assess the same learning outcomes
- Students will interact with assessments
- Align learning tasks with assessments

Activity

Use Professor Reed's clip to to reflect on your assessments. Are your assessments aligned with unit level learning outcomes?



Our reflective exploration of the online resource approach focuses on 3 specific areas:

- Learning Management System
- Collaborative seminars
- The role of the Course Director

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We used the following questions as the reflective lens

- What promoted collaboration within the course teams?
- What hindered collaboration?
- How can we enhance our work?



- curriculum leadership roles = uncertain territory
- academic developers + continuing uncertainty
- positive action to develop curriculum leadership role/identities
- facilitating collegial teaching teams as part of academic development *devolving* to faculty

Thank you









