The Realities of Change in Higher Education

Interventions to promote learning and teaching

Edited by Lynne Hunt, Adrian Bromage and Bland Tomkinson





First published 2006 by Routledge 2 Park Square, Milton Park, Abingdon, Oxon OX 14 4RN

Simultaneously published in the USA and Canada by Routledge 270 Madison Avenue, New York, NY 10016

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2006 selection and editorial matter, Lynne Hunt, Adrian Bromage and Bland Tomkinson; individual chapters, the contributors

Typeset in Times by GreenGate Publishing Services, Tonbridge, Kent Printed and bound in Great Britain by The Cromwell Press, Trowbridge, Wiltshire

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Library of Congress Cataloging-in-Publication Data
The realities of educational change in higher education: interventions to promote learning and teaching / edited by Lynne Hunt, Adrian Bromage and Bland Tomkinson.

p. cm. – (Staff and educational development series) includes bibliographical references and index.

ISBN 0-415-38580-6 (pbk.: alk. paper) – ISBN 0-415-38581-4 (hardback: alk. paper) I. Education, Higher. 2. Educational change. I. Hunt, Lynne, 1948-II. Bromage, Adrian, 1964-III. Tomkinson, Bland, 1944-IV. Series.

LB2322.2.R43 2006 378.1-dc22

2006008734

ISBN 10: 0-415-38581-4 (hbk) ISBN 10: 0-415-38580-6 (pbk) ISBN 10: 0-203-96965-0 (ebk) ISBN 13: 978-0-415-38580-0 (pbk) ISBN 13: 978-0-203-96965-6 (ebk)

Contents

	List of illustrations Notes on contributors Foreword by Lewis Elton Preface	ix x xiv xvi
1	The management of planned change: an interdisciplinary perspective ADRIAN BROMAGE	1
2	No money; no change: the impact of national policies to improve learning and teaching GAVIN MOODIE	15
3	National initiatives to enhance learning and teaching in higher education: a case study of the planning of the Carrick Institute in Australia LESLEY H. PARKER	29
4	Assessment and change in higher education CRAIG MCINNIS	40
5	Quality assurance and change in higher education ALISON THAIR, PATRICK GARNETT AND SUSAN KING	52
6	A community development model of change: the role of teaching and learning centres LYNNE HUNT	64
7	The scholarship of teaching and learning and change in higher education CRAIG E. NELSON AND JENNIFER META ROBINSON	78
8	Phases in the development of a change model: communities of practice as change agents in higher education MILTON D. COX	91

viii Contents

9	Dynamics of planned change: when participants talk back WIM H. GIJSELAERS AND SIGRID HARENDZA	101
10	Technology and change in higher education CONOR VIBERT AND CRAIG PLACE	115
11	Change, cats and complexity science MARK ATLAY	128
12	Angels in Concrete: work-based learning and change in higher education FRANK LYONS AND MIKE BEMENT	142
13	Engaging higher education in the global challenge of sustainability CHARLES E. ENGEL AND BLAND TOMKINSON	156
	Index	167

Illustrations

5.1	Edith Cowan University's Quality@ECU Framework:	
	relationship of the seven principles	57
9.1	Rankings of different factors	110
2.1	'The Bag'	147
2.2	The curriculum model	149
3.1	Aligning the strands	160

Contributors

Dr Adrian Bromage, currently Pedagogic Researcher at Coventry University's Centre for Higher Education Development, maintains practical and collegial research support and webpages for the iPED Research Network. He is involved in the Economic and Social Research Council-funded Enhancing Teaching-Learning Environments project. Adrian's interests include ontological and epistemological questions regarding virtual reality, online teaching, social research methods, beliefs and attitude change.

Gavin Moodie is Principal Policy Adviser and Law Tutor at Griffith University, Australia and a regular correspondent for the Australian's higher education supplement. He has published over 40 refereed papers and chapters on higher education and its relations with vocational education, the subject of his doctorate. Gavin is a referee for Higher Education and was joint editor of the Journal of Higher Education Policy and Management.

Lesley Parker holds a Personal Chair in Higher Education at Curtin University of Technology, in Western Australia. She was appointed Planning Director of the Carrick Institute for Learning and Teaching in Higher Education following nearly eight years as Senior Deputy Vice-Chancellor and Vice-President at Curtin. Her research interests and leadership in educational reform span all sectors of education. Lesley has published widely in the areas of structural curriculum change, professional development of educators, and gender equity.

Professor Craig McInnis is Higher Education Policy Advisor to the Deputy Vice-Chancellor (Academic) at the University of Melbourne, having been Director of the Centre for the Study of Higher Education. Craig has published widely, including studies of the first year experience in Australian universities, the impact of part-time work on students, and assessment policy and practice. He is currently working on strategic governance and management of learning and teaching, the future of the academic workforce, and the internationalisation of higher education.

- Alison Thair provides operational and strategic advice to further develop, communicate and embed the university's quality approach and culture as Strategic Quality Coordinator at Edith Cowan University, Australia. This role builds upon Alison's previous management and quality expertise in the higher education and professional services sectors.
- Professor Patrick Garnett is Deputy Vice-Chancellor (Academic) at Edith Cowan University, Australia, with responsibility for the University's academic profile, quality assurance, strategic staffing, and coordination of the University's approach to pathways, partnerships and precincts. He is a Fellow of the Royal Australian Chemical Institute and a recipient of the Royal Australian Chemical Institute Chemical Education Division Medal.
- Dr Susan King has helped shape strategic planning, governance, performance monitoring and quality assurance processes as Executive Director, Governance, Policy and Planning at Edith Cowan University, Australia, including the university's preparations for its Australian Universities Quality Agency audit. This work follows policy and resource management roles in public sector departments at both Federal and State levels.
- Professor Lynne Hunt is Leader, Learning and Teaching, at Charles Darwin University, Australia. She has received three university-level awards for teaching excellence and the 2002 Australian Award for University Teaching in the Social Science category. She also won the 2002 Prime Minister's Award for Australian University Teacher of the Year. She received the 2002 Merit Award for Best Paper on Authentic Learning from the Higher Education Research and Development Society of Australasia. She is a HERDSA Fellow and a board member of the Carrick Institute for Learning and Teaching in Higher Education.
- Craig E. Nelson is Professor Emeritus of Biology at Indiana University Bloomington, USA, where he helped start both the Scholarship of Teaching and Learning Program and the International Society for the Scholarship of Teaching and Learning. He was the first president of the society. His articles apply the scholarship of teaching and learning to the improvement of learning and teaching. He consults widely on related topics.
- Jennifer Meta Robinson, Director of Campus Instructional Consulting at Indiana University Bloomington, USA, consults campus-wide on teaching and scholarly inquiry into learning. She directs the Scholarship of Teaching and Learning program there and is a founding member and vice president of the International Society for the Scholarship of Teaching and Learning. Recent publications discuss problem-based learning, the scholarship of teaching and learning, and community building.

- Milton D. Cox, Director, Center for the Enhancement of Learning and Teaching at Miami University, USA, founded and directs the Lilly Conference on College Teaching, is founder and editor of Journal on Excellence in College Teaching and Building Faculty Learning Communities. He received the special achievement certificate from the Professional and Organizational Development Network in Higher Education (POD), and the MacDuffee Award for distinguished service to Pi Mu Epsilon, US mathematics honorary.
- Wim H. Gijselaers is Professor of Education at Maastricht University, the Netherlands. Wim is chair of the department of Educational Development and Educational Research at the Faculty of Economics and Business (Maastricht University). Besides his research on problem-based learning, cognition and instruction, and expertise development, Wim serves as consultant and is involved with curriculum reform in higher education.
- Sigrid Harendza, is Assistant Professor for internal medicine/nephrology at the Faculty of Medicine, University of Hamburg, Germany. Sigrid worked as postdoctoral fellow at UCSF, San Francisco, and received her MME degree at the University of Bern, Switzerland. Besides clinical work, research, and curriculum reform at Hamburg Medical School, she teaches educational management in the MME program in Germany.
- Conor Vibert is Associate Professor of Business Strategy at the Fred C. Manning School of Business of Acadia University in Wolfville, Nova Scotia. His research interests focus on the application of the internet to contemporary business issues. He received the 2002 Outstanding Teacher Award for Acadia's Faculty of Professional Studies as well as the 2000 University President's Award for Innovation. He helped develop the Acadia Real Time Case Competition, the Management Interview Series Video Database, and the Acadia Distinguished Business Speaker series.
- Craig Place is Manager of the Acadia Institute for Teaching and Technology. He joined Acadia University in 1988 to teach geology. He joined the Institute in 1996 as an Academic Computing specialist. He has developed and delivered international teacher and faculty training programs and has been invited to speak and present workshops on topics of educational technology across North America and in Australia.
- Mark Atlay is currently Head of Teaching Quality Enhancement at the University of Luton and Director of the University's Centre for Excellence in Teaching in Higher Education, which is exploring further the implementation and impact of personal development planning and employability on the curriculum. He has been responsible for coordinating and supporting the University's skills initiative and responding to national initiatives such as those on progress files and personal development planning.

- Frank Lyons has been developing work-based learning at the University of Portsmouth, UK since 1990. This was recognised with the award of a National Teaching Fellowship in 2003. A lifelong learner at the University, he taught sociology from 1968 to 1990 before becoming Associate Dean, Curriculum, in the Faculty of Technology and then Director of the Centre of Excellence in Teaching and Learning, in 2005. He was Visiting Fellow at Edith Cowan University in Western Australia in 2004.
- Dr Mike Bement is Director of Postgraduate Studies for the Partnership Programme at the University of Portsmouth, and in 1991 convened the group that set up the programme. A former engineering designer who moved into tertiary education, his publications focus on learner-managed education, and he is particularly interested in the accreditation of prior and experiential learning. He has delivered keynote speeches on new approaches in engineering education across the globe, and acted as consultant to UK institutions.
- Charles E. Engel is Visiting Professor at the University of Manchester; Visiting Academic, Institute of Education, University of London; founding editor, Education for Health: Change in Learning and Practice; Member, World Health Organisation Expert Advisory Panel for Human Resources Development; Member, International Advisory Board, Faculty of Medicine, Humboldt University; and was Foundation Head, Discipline of Medical Education and Outcome Evaluation, University of Newcastle, Australia.
- Bland Tomkinson is the University Adviser on Pedagogic Development at the University of Manchester, having been Director of the Teaching and Learning Support Centre at the University of Manchester Institute of Science and Technology (UMIST), and Programme Director for the Postgraduate Certificate in Academic Practice. Bland is the author of several book chapters on pedagogic subjects and on managing change, as well as of a number of journal articles and monographs. He co-edited Critical Encounters: Scholarly Approaches to Teaching and Learning.