The Challenge of Integration -using conceptual models to inform policy and practice.

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The Changing World of HE-

- Widening participation
- Recession
- Massification
- Sustainability
- Employability
- Multi-Disciplinary Programmes

and impact of these upon curriculum review and design.

Priorities in Policy and Practice

Reflect silently for 5 minutes on:

5 key priorities in your own academic practice

Discuss with another person

Reflect silently for 5 minutes on key priorities of your institution's Teaching, Learning and Assessment Strategy

Discuss with another person.

- Now discuss briefly in groups the match/mismatch between sets of priorities.

The DMU Learning, Teaching and Assessment Strategy is underpinned by 5 key principles:

1. Support students in transition to HE.

2. A varied learning, teaching and assessment diet.

3. Programme integrity – coherent, demanding through levels and informed by research & scholarship.

4. Employability and creativity.

5. Inclusivity and diversity.

- What is the relationship between individual practice and institutional policy?

- How can practitioners better understand/make use of the relationship?

- Are there any existing models that conceptualise policy and practice?

- Can we develop our own models that usefully explore links between policy and practice?

- **Subjects**

- Academic staff who were participants in Post-Graduate Certificate of Education (multi-discipline with three years or fewer teaching in Higher Education).

- Delegates from a range of disciplines at an international conference.

- **Methods**

- Formal discussions as part of the programme.

- Informal discussions arising from it.

- Structured discussion within a conference setting.

- Use of evidence from assignments.

- Use of models from literature.

What affects Learning and Teaching in the Disciplines?

Decisions about teaching and learning are influenced, consciously or unconsciously, by a number of factors, for example:

• The nature of the subject knowledge.
• The academic and cultural norms (which include the beliefs about why students choose to study a particular discipline).

- The underlying ideology about the nature of learning and consequently the perceived role of staff and students.
- The nature (and number) of the student body and their experiences of teaching and learning.
- The learning and teaching experiences of academic staff.
- Personal preferences for particular styles.
- Research.
- The availability of resources.
- Requirements of professional bodies.

as well as wider contextual ones.
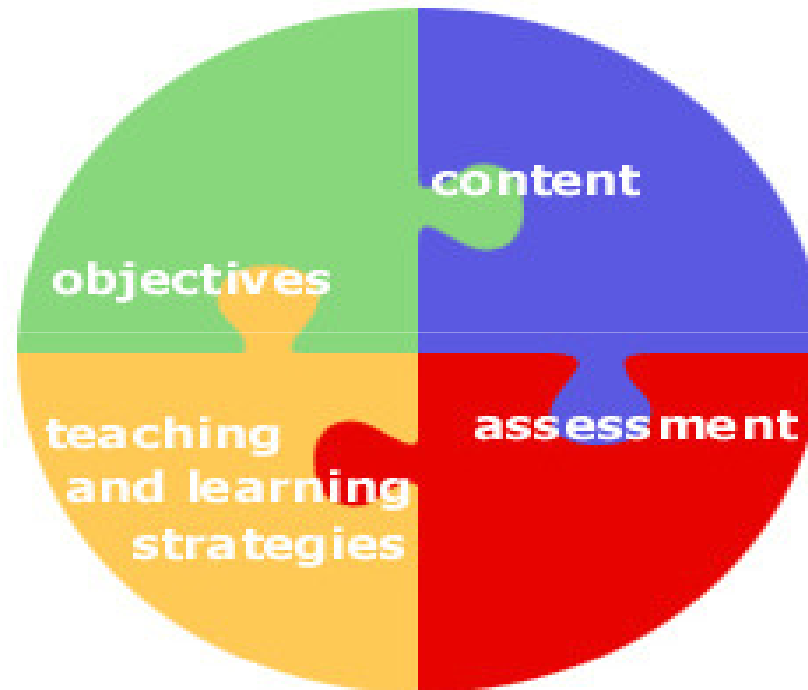
From Fry, Ketteridge and Marshall, (1999: 311)

Constructive Alignment Model -
as jigsaw all fitting together

Business Model

Vanguard Model – all policy and practice beneficial to customer i.e. student

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Policy and Practice

Transaction that is Adult to
Adult -

not Parent to Child

Transactional Analysis Model
http://www.businessballs.com/transactionalanalysis.htm

POLICY

P

PARENT EGO STATE

A ?

ADULT EGO STATE

PRACTICE

C

CHILD EGO STATE

Can reconciliation (A) between Policy (P) and Practice (C) ever be attained?
How useful is the model in conceptualising and understanding the relationship between the two?
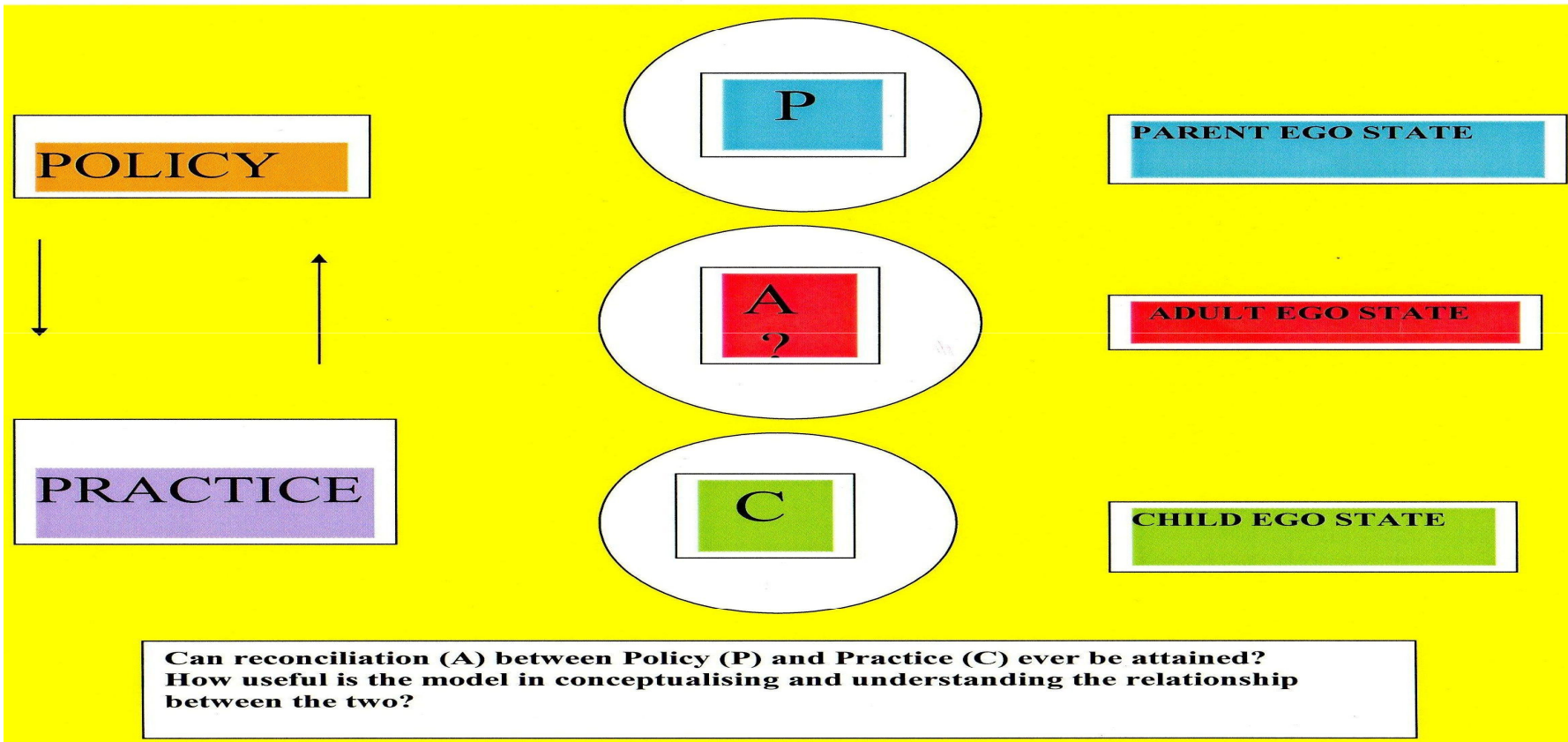
How do you conceptualise the relationship between your own practice and individual policy?

Share and compare your models

- How can lecturers and their learners influence and develop policy to be better integrated with practice?

- **What is the relationship between individual practice and institutional policy?**

- Initial perceptions were of a difference in emphasis i.e that institutional policy priorities were in L T and A were more about systems, accountability etc. and individual priorities, with very much more of a focus on student-need .

- In fact, lecturers' individual priorities were very close to those set out as priorities in the strategy. This research was about perceptions. Whether the actual policy had been seen and read was not probed in detail.

- Further discussion of what having such a strategy actually meant for individual academic practice elicited tensions between the espoused priorities of the institution and the realities of implementing these 'on the ground'.

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- **How can practitioners better understand/make use of the relationship?**

- By having discussions such as these which foreground the issues.(e.g. in teams, during new staff induction, as part of ongoing discussions with mentors, on programmes like the PGCertHE).
- By finding means of influencing policy-making.

- **Are there any existing models that conceptualise policy and practice?**

- Very possibly but we, as yet, have found no published examples.
- It has proved useful to look to other disciplines and adapt.
- It has proved even more useful to ask practitioners to come up with their own.

Can we develop our own models that usefully explore links between policy and practice?

- Undoubtedly, as indicated by our examples here and those drawn up in these sessions.
- They are useful sites for discussion, especially for new academics and focus on individual academic identity in relation to that shaped by institutional policy.

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Biggs, J. (2003) **Teaching for Quality Learning at University**, Maidenhead, UK: Open University Press.

Fry, H., Ketteridge, S. and Marshall, S.(eds.) (1999) **A Handbook for Teaching and Learning in Higher Education**, London:Kogan Page