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Towards an institutional learning and teaching culture: how can we capture effects?

This conference invites contributions which assess the effectiveness of organizational and pedagogical change. Building on the thoughts shared last year on increasing the local impact of good teaching (Brown & Scherrer, 2017), our workshop seeks to engage participants in systematically analysing the effects of educational development within their institution. This seems a relevant dimension to consider, as in Higher Education institutions individuals tend to come and leave at a high rate. To achieve sustainable development, we thus need to include institutional meso- and macro-levels in our view (see Mårtensson, Roxå, & Olsson 2011).

We will be curious about the following question: if we view developing a culture of teaching and learning within an institution as the goal of educational development, what do we need to measure? To approach generating answers to this question, we will first propose “proxies” which may lend themselves to making cultural change visible and observable. Our framework integrates a) forums (existing opportunities where teachers can share insights about their teaching, and b) artefacts (locally produced durable products which capture teaching and learning insights) (Brown, Scherrer, Suter, 2018). We will then engage in critical discussion with participants to identify possible indicators of institutional cultural change. By doing so, we view this workshop as a contribution to the scholarship of academic development.

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