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Developing scholarship through professional recognition: Associate Lecturers in the Open University

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Developing scholarship through professional recognition: Associate Lecturers in the Open University

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.....




Associate Lecturers (ALs) in the Open University UK

- About 5,000 ALs in the OU
 - Fractional contracts (average less than one day a week)
 - Facilitating learning of a group of students (average 20) on a particular module –
 - Assessment
 - Support
 - Tutorials (online or in local colleges/universities/conference centres)
 - Based at home
 - Managed/developed by staff in Faculties, based in the OU's regional/national network of offices
- 



The OpenPAD scheme for professional recognition

- Accredited by HEA in 2013 at D1 – D4
 - Developed from OU CETLs' successes in using practitioner inquiry to combine scholarship with professional development
 - Open to academic-related and academic staff, including ALs
 - Supported by 1-1 mentoring
 - Access to relevant information and conversations online (e.g. literature, forums)
 - Re-accreditation underway for September 2016
- 



Practitioner Inquiry

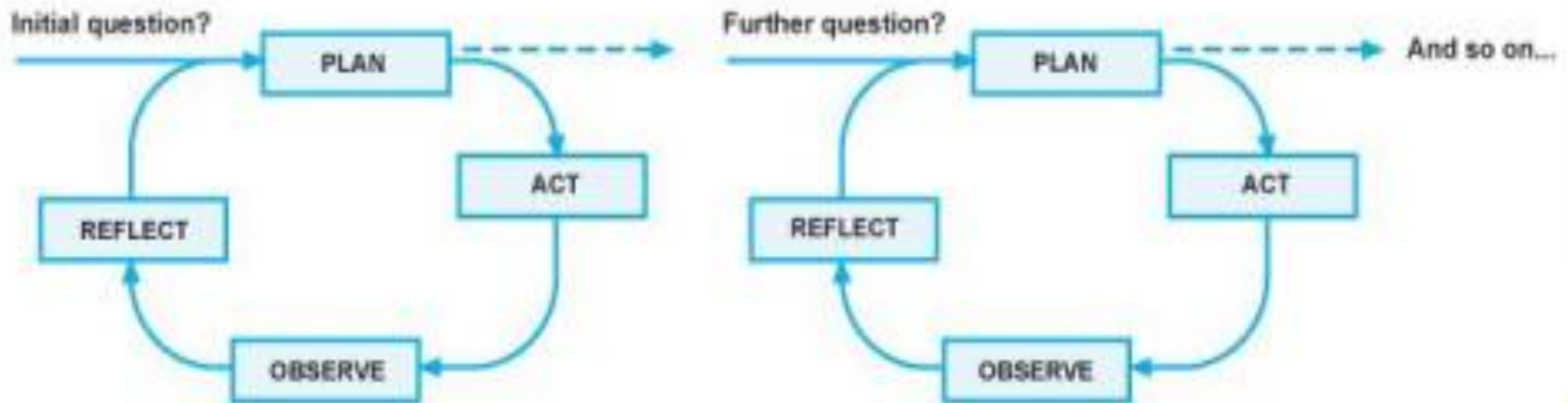


Figure 2

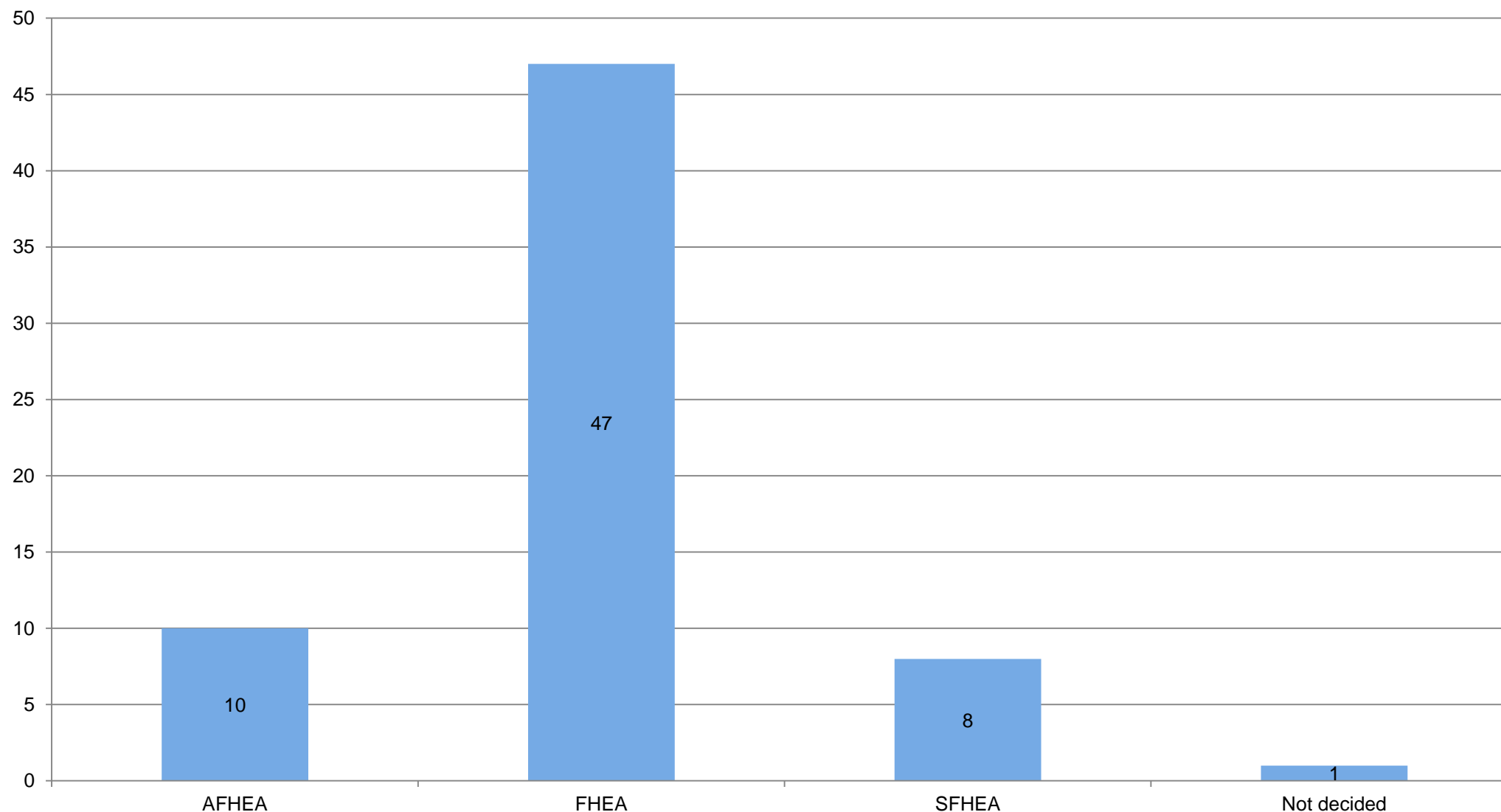
Practitioner inquiry moving forward. Source: based on Carr and Kemmis (1986).



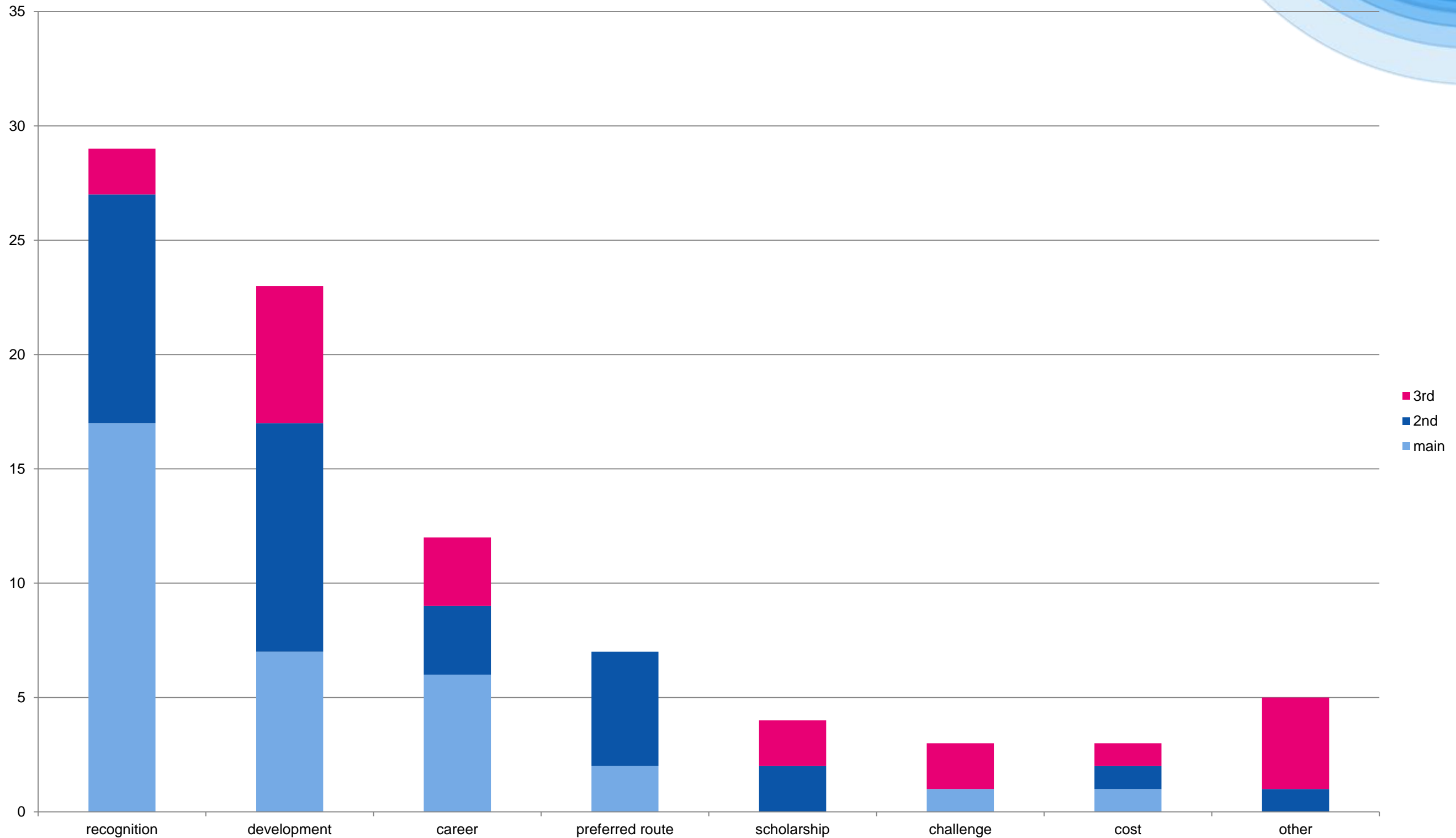


Survey of OpenPAD participants

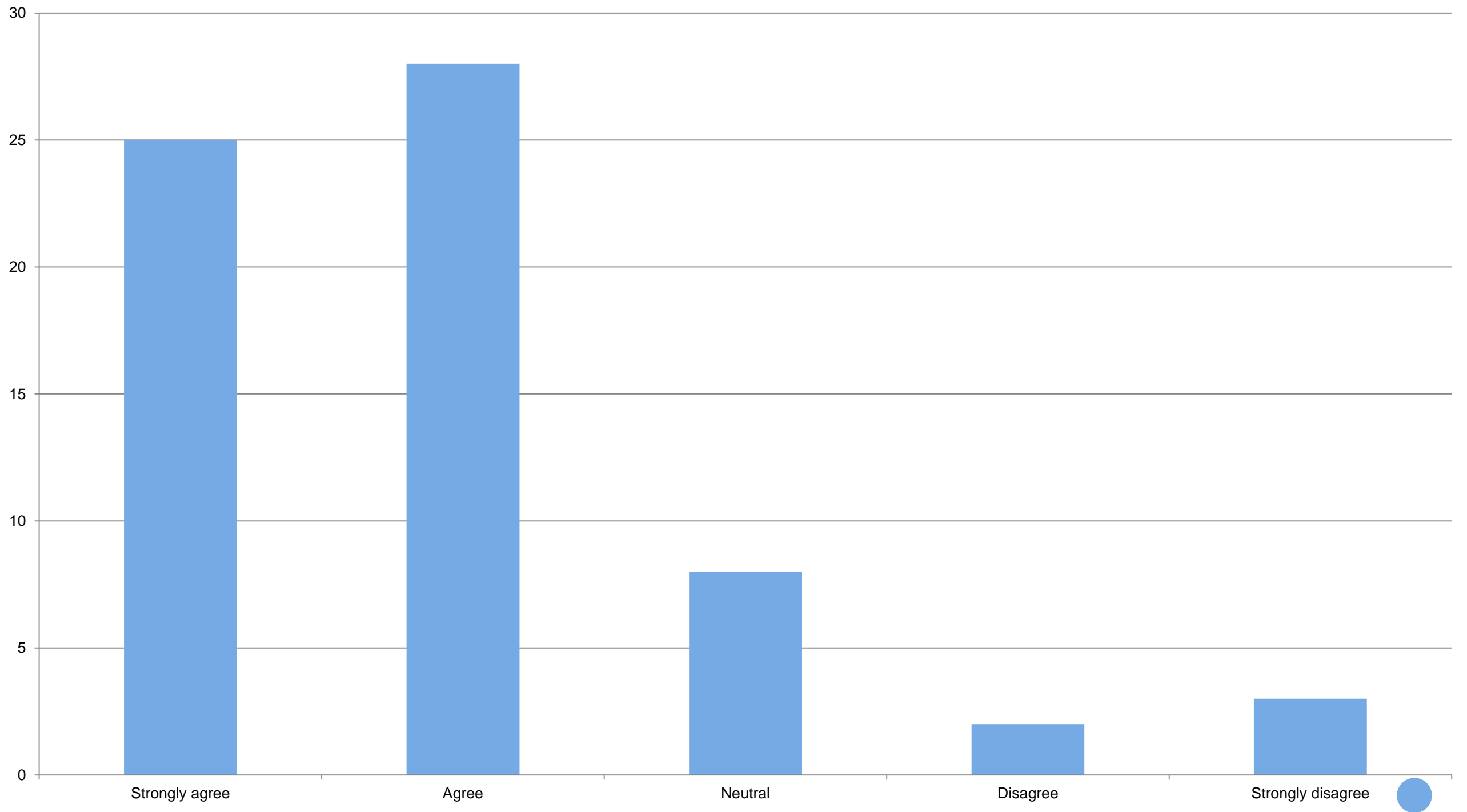
- Survey every six months
- Completers, plus participants registered for 6-12 months
- ALs only in this chart, n=66
- Intended Fellowship category of participants



Amalgamating responders' top 3 reasons for undertaking OpenPAD

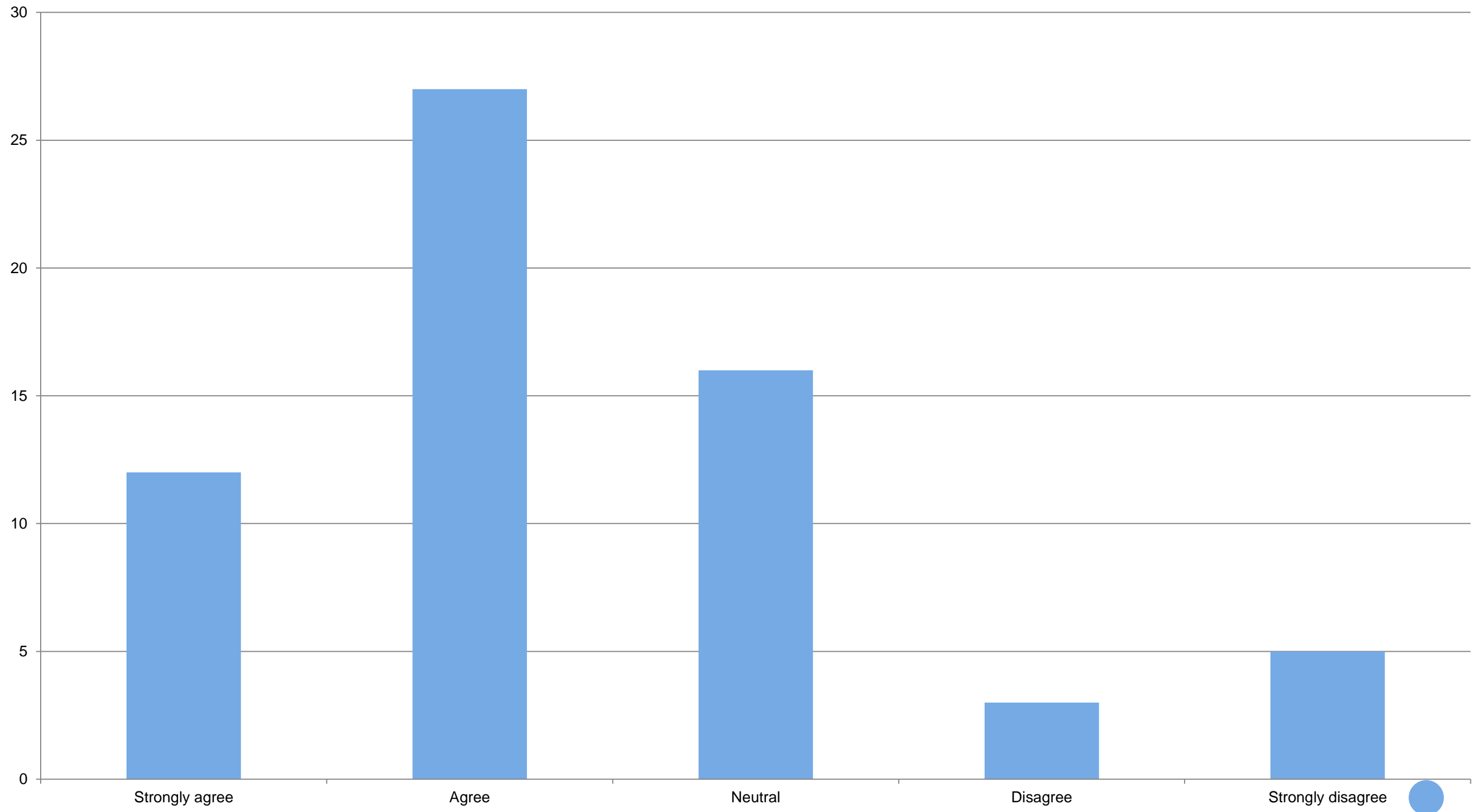


As a result of undertaking OpenPAD... ... I better understand the UKPSF

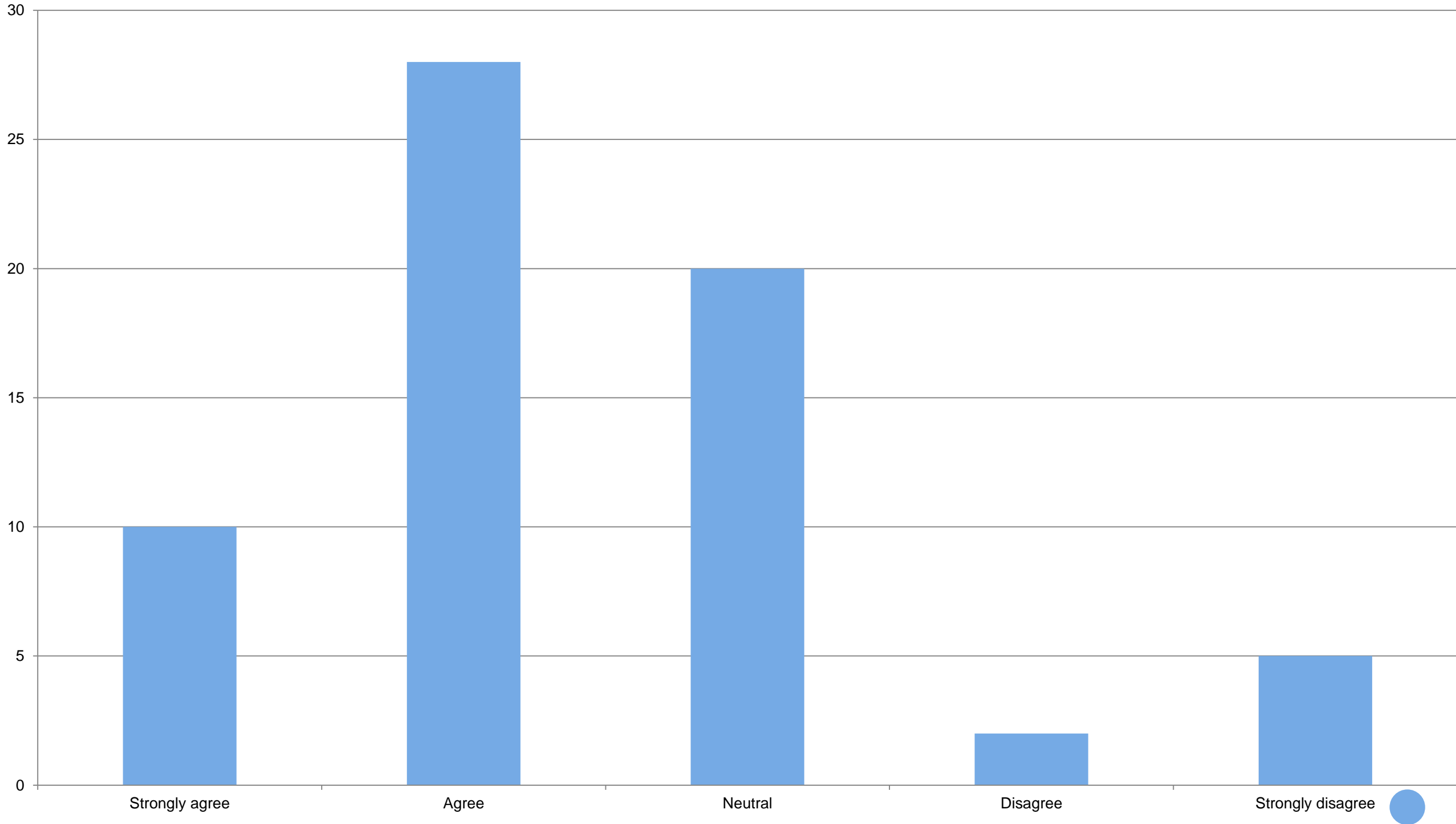


As a result of undertaking OpenPAD...

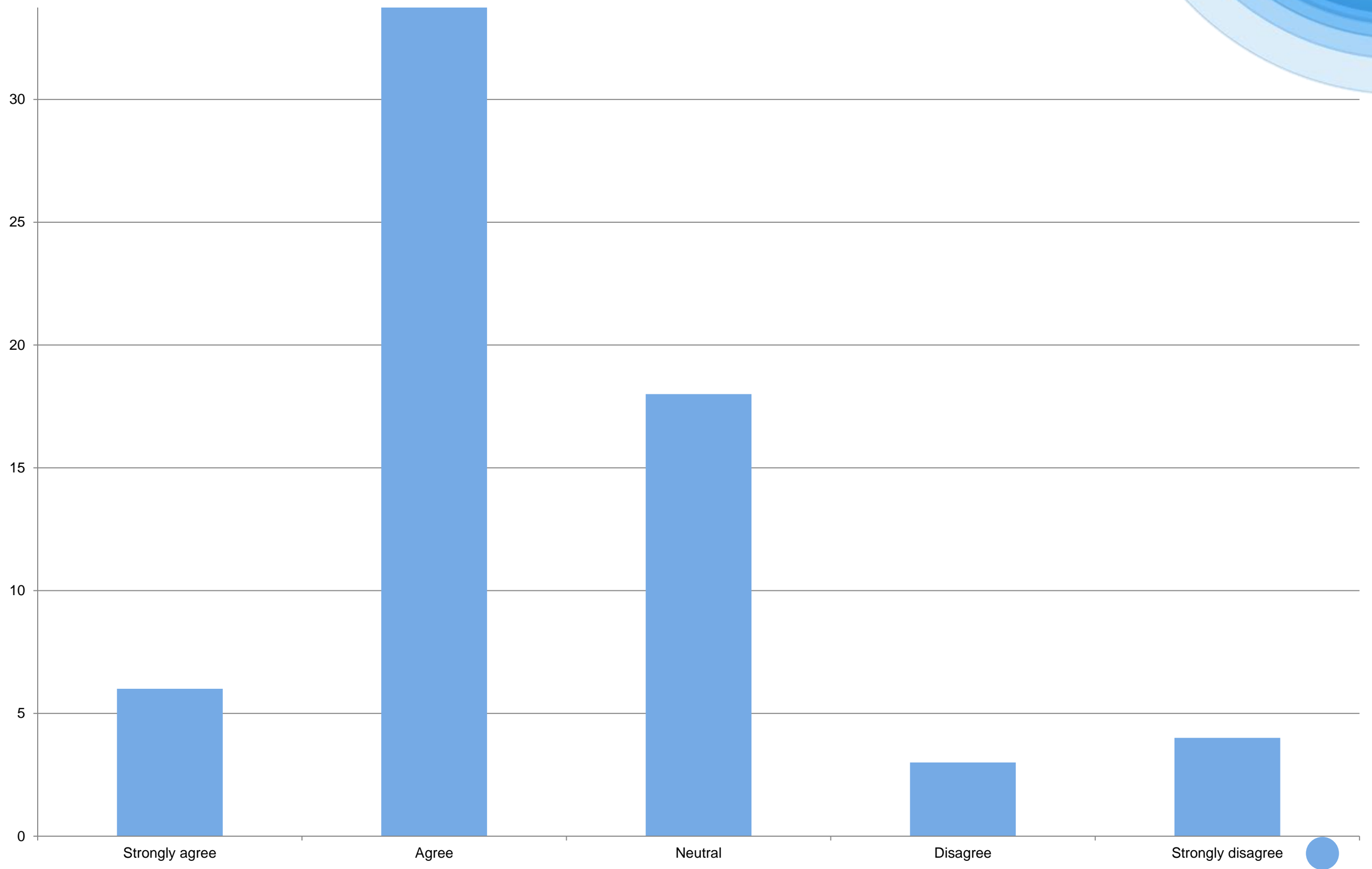
...I am more confident that I can undertake
scholarly inquiry into L&T



As a result of undertaking OpenPAD... ... I am more confident as a university teacher

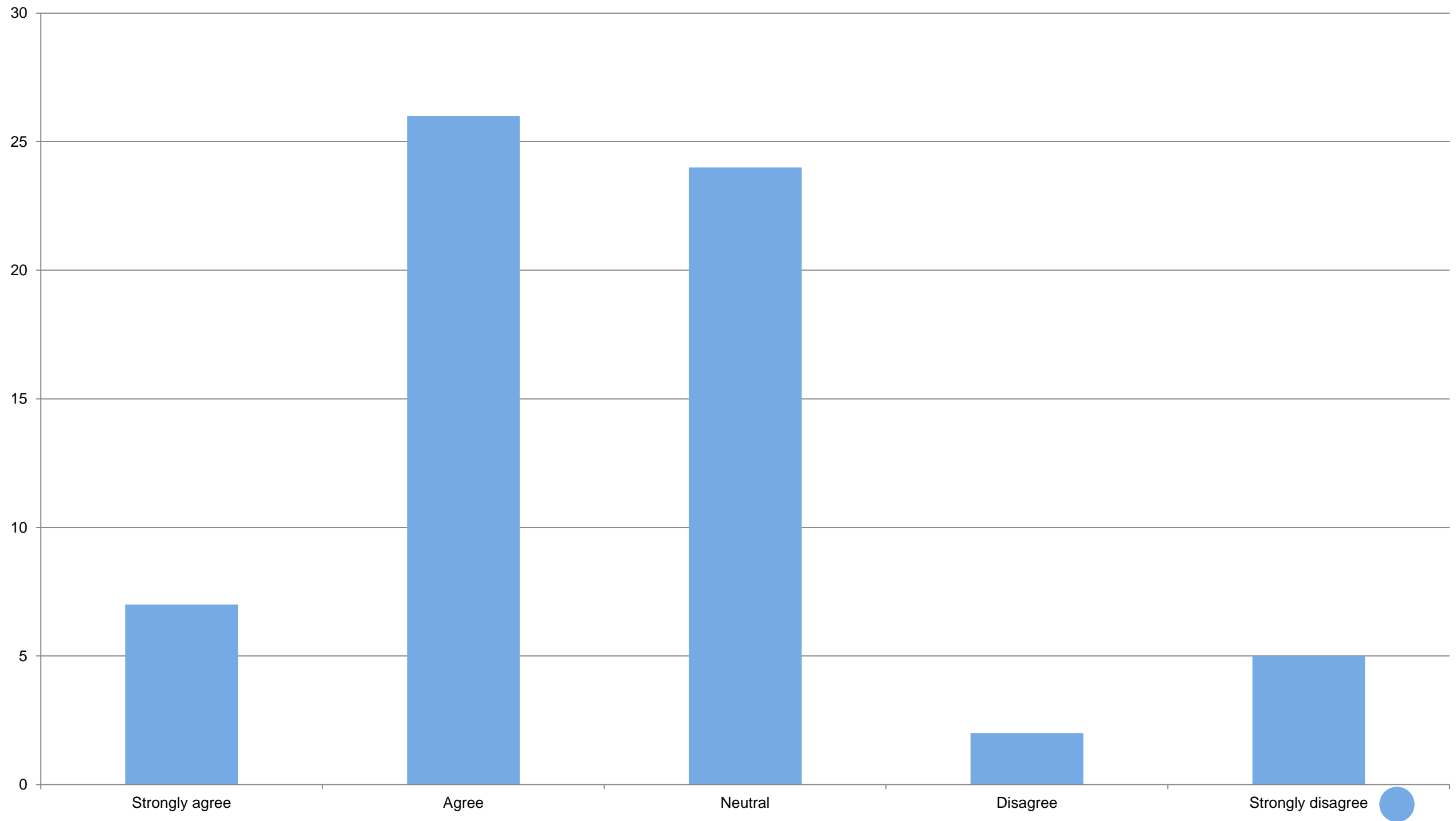


As a result of undertaking OpenPAD... ... I have made positive changes in my practice



As a result of undertaking OpenPAD...

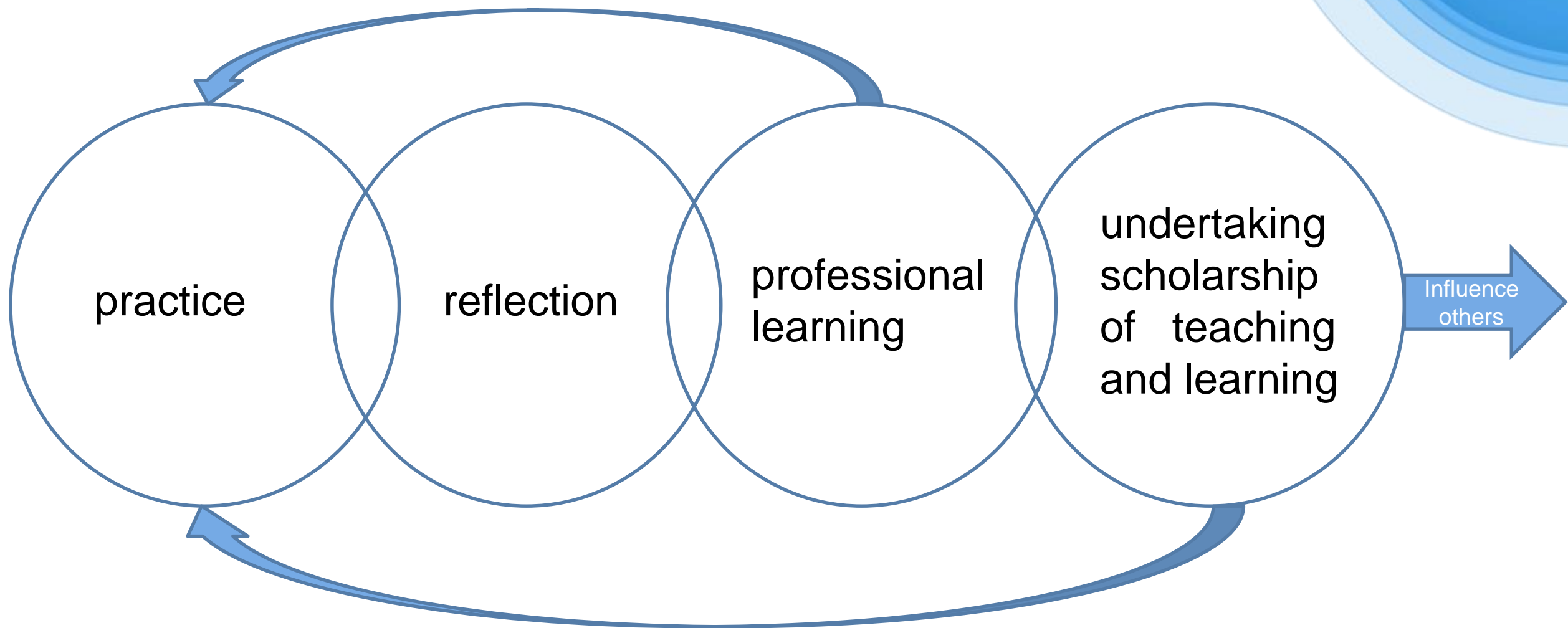
... I am more confident about the academic basis of my teaching



Issues with OpenPAD

- Perceptions of Practitioner Inquiry as
 - complex,
 - esoteric
 - ‘social sciencey’
- Scalability of a model based on 1-1 mentoring
- Relatively low apparent progression rates
- Initial lack of structures to encourage progress





D1: Associate Fellow HEA

D2: Fellow HEA

D3: Senior Fellow HEA





Forms of evidence building

- D1 – Associate Fellow
 - Professional conversation
 - Awareness of cycles of learning
 - Awareness of developing reflective practice
- D2 – Fellow
 - Fuller engagement with a range of evidence including some core texts
- D3 – Senior Fellow
 - Active engagement with of a wide range of scholarship to drive explicit extension of the knowledge base



Questions and comments?



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