

Possibilities and risks for Academic Developers when new educational concepts are developed

P. Staaf, *Malmö University*

ABSTRACT: The focus in educational development has shifted over time from individual change to organisational change (Gibbs 2013). The aim of this round table is to reflect over this development and how to prepare educational developers for such a new role. This will be done by discussing the challenge Centres for Teaching and Learning face in maintaining their integrity when involved in the development of a University wide pedagogical framework. This more general discussion will be based on a specific case - the ongoing process of defining the concept *Challenge Based Learning* at Malmö University (MAU). There is still not one single definition of *Challenge Based Learning* in Higher Education and teachers at MAU have been invited to take part in the process of filling this undefined concept with meaning. A number of activities have been generated such as a cross-university Research Circle, Learning Circles at faculties, workshops and seminars, pedagogical development projects, the development of a course on challenge based learning in HE and an application for a research network. In many of these activities, the Centre for Teaching and Learning has been involved and has been an arena where faculties, departments and other parts of the university have been able to meet and collaborate on equal terms. At the same time, The Centre has the delicate task to balance between being a carrier of the university culture and an arena for critical, scholarly discussions on teaching and learning.

Participants are invited to discuss the role of Centres for Teaching and Learning in the organisational and cultural development of Universities. How should/could a Centre for Teaching and Learning work in order to affect the institutions's culture without losing its academic credibility? How can Academic Developers best take the responsibility of scaffolding the critical conversation between teachers and between teachers and management, as described by Mårtensson & Roxå (2016), in a process like the one at MAU?

REFERENCES

- Gibbs, G. (2013). Reflections on the changing nature of educational development, *International Journal for Academic Development*, 18:1, pp 4 - 14
- Mårtensson, K & Roxå, T (2016). Agency and structure in academic development practices: are we liberating academic teachers or are we part of a machinery suppressing them?, *International Journal for Academic Development* Vol:22, NO 2, pp 95 - 105