



Anglia Ruskin
University

Cambridge & Chelmsford

Learning Development Services

SEDA – Professional Development Framework
SEDA AWARD: Supporting Learning

Learning and Teaching in Practice Course

Professional Qualification Course Guide

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December 2011

Anglia Learning and Teaching
Inspiring Academic Excellence

Learning and Teaching in Practice Professional Qualification Course Guide

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Welcome and Introduction

Welcome to this Learning and Teaching in Practice course. It has been designed specifically to address the needs of Postgraduate Teaching Assistants and to meet the standards of the Staff and Educational Development Association (SEDA) – <http://www.seda.ac.uk> , but should also be of interest and value to anyone else who is interested in developing their knowledge and experience in the theory and practice of learning, teaching and assessment.

The workshop aims to strike a balance between exploring theory and developing practice through a range of participatory sessions. It also aims to provide a secure environment in which participants can share their experience, ideas and concerns.

We wish to make the workshop as responsive as possible to the needs, interests and concerns of participants and hope that you will not hesitate to let us know of any particular areas which you would like to explore and discuss.

This handbook contains information on the values and outcomes of the course and of how these are addressed within the workshop sessions and the voluntary assessment for the SEDA Supporting Learning award.

Supplementary materials for the Learning and Teaching in Practice course can be found on our VLE webpages at: <http://vle.anglia.ac.uk/sites/2010/LTP/Pages/Default.aspx>

▪ Audience

This course is of interest and value to all those who may support or facilitate learning, be it in face-to-face, blended or distance learning contexts. This course is for all who hold posts which involve some duties and responsibilities for supporting the development and/or delivery of learning opportunities. Potential participants might, for example, include a wide range of staff who support learning using information technology; in the laboratory; with flexible learning systems; in the studio or clinic; research staff with specialist teaching responsibilities; library, careers and advisory staff or hourly paid lecturers or seminar leaders with prescribed duties.

Indicative Workshop Programme and Learning Outcomes

Day 1	
10.00 – 10.15	Introduction to the Course and to Micro-teaching
10.15 – 11.45	<p>How People Learn By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an awareness of different approaches to learning; 2. evaluate how theory of learning underpins good teaching; 3. select, evaluate and justify the choice of a variety of approaches to learning and teaching.
11.45 – 12.00	<i>Tea/Coffee</i>
12.00 – 13.00	<p>Learning Styles By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. show an awareness of how current theories of learning and teaching underpin good practice; 2. select, evaluate and justify the choice and use of a variety of applicable approaches to teaching and learning; 3. devise and demonstrate the application of best practice approaches to learning and teaching.
13.00 – 13.30	<i>Lunch</i>
13.30 – 15.00	<p>Techniques and Approaches – Teaching Large and Small Groups By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. select, evaluate and justify the choice and use of a variety of applicable approaches to teaching and learning; 2. devise and demonstrate the application of best practice approaches to learning and teaching; 3. select, evaluate and be able to apply appropriate interactive teaching strategies for use in a lecture; 4. evaluate your use of lecturing as a teaching strategy and reflect critically on lecturing as a way of maximising student learning. <p><i>In this session you will be working together in student led groups to investigate, evaluate and share a number of approaches to small group teaching.</i></p>
15.00 – 15.15	<i>Tea/Coffee</i>
15.15 – 16.00	<p>Lesson Planning By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. select, evaluate and justify the choice and use of a variety of approaches to learning and teaching.
Day 2	
10.00 – 11.30	<p>Assessment and Evaluation By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of best practice approaches to assessment in UK higher education; 2. show an awareness of how current theories of assessment underpin good practice; 3. select, evaluate and justify the choice and use of a variety of applicable approaches to assessment.
11.30 – 11.45	<i>Tea/Coffee</i>

11.45 – 12.30	<p>Diversity and Student Support</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. describe and critique concepts of diversity and inclusion; 2. implement Anglia Ruskin's 7 key steps for inclusion; 3. make your documents accessible; 4. utilise key resources.
12.30 – 13.00	<i>Lunch</i>
13.00 – 14.00	<p>Quality: Key terms and Recent Developments</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of approaches to quality current in UK higher education; 2. advance professional practice; 3. enhance the experience of students participating in higher education.
14.15 - 14.30	<i>Tea/Coffee</i>
14.30 – 16.00	<p>Technologies to Support Learning and Teaching</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. select, evaluate and justify the choice and use of a variety of applicable learning technology approaches to teaching and learning; 2. explore and evaluate the affordances of learning technologies for embedding in learning and teaching; 3. demonstrate effective and applicable ICT skills. <p><i>This session will introduce different concepts of e-learning or technology-supported learning, evaluate some of the tools and explore their application to different learning contexts.</i></p>
Day 3	
10.00 – 10.45	<p>Professional Roles, Values and Development (including SEDA)</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. define and articulate a plan for personal professional development; 2. adopt a scholarly approach to learning and teaching issues and reflective practice. <p><i>This session moves the focus from the student to that of your professional development as a lecturer. It aims to cover such aspects as professionalism, reflective practice, communities of practice, action research and planning for personal professional development</i></p>
10.45 – 11.00	<i>Tea/Coffee</i>
11.00 – 12.30	<p>Micro-teaching</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. devise and demonstrate the application of best practice approaches to learning and teaching; 2. demonstrate effective and applicable ICT skills.
12.30 – 13.00	<i>Lunch</i>
13.00 – 14.30	Micro-teaching continued
14.30 – 15.15	Conclusion – issues and discussion
15.15 – 15.30	<i>Tea/Coffee</i>

The SEDA PDF Award in 'Supporting Learning'¹

This course is designed to meet the standards of the Staff and Educational Development Association (SEDA) (<http://www.seda.ac.uk/>) Professional Development Framework (PDF). SEDA is a long established national body whose awards are widely recognised and valued. The SEDA-PDF approach is supportive, enabling participants to define and meet their own development needs within the framework of SEDA's Values and the named award's outcomes.

▪ Aims

Within the Professional Development Framework (PDF) there are a number of named awards. The *Learning and Teaching in Practice Course* falls within the aims, core and specialist learning outcomes for the 'Supporting Learning' (PDF) award. The aims of this award are:

- To support individuals in their professional activities and development aspirations.
- To recognise individual professional achievements.
- To advance professional practice.
- To enhance the experience of students participating in higher education.
- To encourage the development of learning communities with shared values.

The Award

The SEDA Supporting Learning Award consists of 150 hours of directed and self-directed studies and activities. In order to achieve the Award, you will need to successfully undertake a number of activities equivalent to 5000-6000 words. The activities were designed to demonstrate that you have satisfied the Core Development (CDO) and Specialist Outcomes (SO) for this SEDA Award, which are underpinned by the SEDA Values (V).

There are seven outcomes which need to be demonstrated: 4 Core Development Outcomes and 3 Specialist Outcomes.

▪ Core Development Outcomes

Those successfully undertaking and completing a SEDA-PDF recognised programme will be able to:

- CDO1 Identify their own professional development goals, directions or priorities.
- CDO2 Plan for their initial and/or continuing professional development.
- CDO3 Undertake appropriate development activities.
- CDO4 Review their development and their practice, and the relations between them.

▪ Specialist Outcomes

Additionally, within their organisational and strategic contexts, award recipients will be able to:

- SO1 Use a variety of appropriate approaches to enable learning.
- SO2 Use a variety of methods for evaluating your teaching.
- SO3 Inform your professional role with relevant strategy, policy and quality considerations.

Further, in constructing the portfolio and demonstrating that the outcomes have been achieved you need to show how your work is informed by the SEDA-PDF Values (V):

¹ Taken from the SEDA website: http://www.seda.ac.uk/professional-development.html?p=3_1_10_1_14, accessed 1 March 2010).

- **Values**

- V1 An understanding of how people learn.
- V2 Scholarship, professionalism and ethical practice.
- V3 Working in and developing learning communities.
- V4 Working effectively with diversity and promoting inclusivity.
- V5 Continuing reflection on their professional practice.
- V6 Developing people and processes.

Further guidance on the SEDA-PDF Values can be found at http://www.seda.ac.uk/professional-development.html?p=2_1_1, (accessed 1 March 2010).

The Practicalities

- **How will I demonstrate the Outcomes and Values?**

Successful course completion involves engaging in and successfully completing the activities of the 3 day training workshop and submission of a portfolio. The work (or practice-based portfolio) should be developed within 8 months of the completion of the training workshop.

To gain the award candidates demonstrate with their portfolio that they have successfully achieved the SEDA Core and Specialist Outcomes and Values.

- **What is the portfolio?**

The term Portfolio is used in this context for a collection of materials including reflection that supports and evidences the learning undertaken during this course.

- **How big is the portfolio?**

It is expected that the portfolio will be **5,000-6,000** words overall. This does not take into account additional evidence that you may wish include (see below).

The sole reason for placing an item of evidence in the portfolio is because it helps to tell the story or links with the analysis. Less means more!

- **What materials should I include?**

1. **An audit of current professional duties** (CDO1, 2; V5, 6). (Approx 750 words.)

This component will include the following:

- a) Identification of professional role and duties.
- b) Reflective audit of professional knowledge, skills and abilities.

2. **A folder of evidence associated with the preparation and delivery of two teaching (and learning) sessions** (SO1, 2; V1, 2, 3, 4, 5, 6).

Select two appropriate sessions for this component i.e. lecture, tutorial, seminar, laboratory - which are characteristic of your teaching. At least one of these sessions should be peer observed (see next portfolio component).

This component will include the following:

- a) Presentation of folder of evidence for two teaching sessions (a maximum of 20 sides of A4).
- b) Linked commentary (approx 2000 words) which describes and justifies the learning and teaching approaches used in the sessions.

3. **An evaluation of your teaching** (SO3; V1, 2, 3, 4, 5, 6). (Approx 1000 words.)

This component will include the following:

- a) Evaluation of the two teaching sessions detailed above. You should use an appropriate mix of self, peer and student evaluation and feedback.
- b) Identification of and reflection upon any issues or problems encountered.
- c) Identification of how you will use the feedback and reflection to inform changes/enhancements for future sessions.

4. A needs analysis and action plan for continuing professional development (CDO3, 4; V2, 5, 6). (Approx 750 words.)

This component will include the following:

- a) Completion of a needs analysis.
- b) Development of an action plan to address needs identified.
- c) Justification of validity of action plan.

5. An overview and reflective commentary on how the preceding components relate to the SEDA Outcomes and Values (CDO1-4, SO1-3, V1-6). (Approx 1000 words.)

A reflective element is a requirement for SEDA certification. This component allows you to reflect on how the preceding components of the portfolio, and your participation in the training workshop, relate to the SEDA Outcomes and Values.

See page 8 for a map of SEDA Core and Specialist Outcomes, and Values, against the elements of the portfolio.

▪ **Review criteria**

The portfolio will be reviewed according to:

- The quality of the evidence.
- Evidence of reflection.
- Evidence of scholarship.
- The extent to which it addresses the SEDA objectives and values.

If you have not achieved the course outcomes, you may be given the opportunity to re-do parts of the required activities as far as it is feasible within a defined time scale and in negotiation and agreement with the course leader(s).

▪ **Support for the completion of your portfolio:**

There will be a short introductory session in which the course leader will explain the portfolio components and deal with any queries and concerns. This session will also give you an opportunity to discuss how you might approach the completion of the portfolio with the other participants.

During the completion of your portfolio, you can follow this up with individual sessions with the course leader, either face-to-face or by e-mail.

You may submit one section of your portfolio for formative feedback before the final submission.

If any parts of the portfolio should fail to fulfil the criteria, you will be given both feedback and support and an opportunity to resubmit.

▪ **Submission date**

The portfolio should be submitted to the course leader within 8 months of the completion of the initial training workshop.

▪ **What resources does the course provide?**

The workshop is delivered face-to-face. Most resources are provided to you through the Learning and Teaching in Practice Course VLE pages at: <http://vle.anglia.ac.uk/sites/2010/LTP/Pages/Default.aspx>. The resource base includes:

- Yourself
- Other participants
- The tutors(s)
- The workshop sessions
- Your practice during the weeks following the workshop sessions
- Essential reading and resources
- Your shared reflections and experiences
- The course guide

▪ **How will I work towards completion?**

This is a face-to-face and self-directed learning course designed to be completed within 8 months. Early on, we will encourage you to see this as a 'learning by doing' approach with yourself as part of a learning community. Supported by the tutor(s), you and other participants with similar or quite different professional and personal backgrounds will form a learning community in which you debate, share and consult each other's thoughts, ideas and experiences. Participation in the taught workshop sessions is therefore an essential component of a trajectory towards successful completion.

On pages 11 to 13 you can find a summary of the taught workshop sessions within this course, mapped against the SEDA Values and the Core Development and Specialist outcomes.

- Map of portfolio contents against SEDA outcomes

Portfolio contents	CDO1	CDO2	CDO3	CDO4	SO1	SO2	SO3	V
An audit of current professional duties (750 words)*.	X	X						5, 6
A folder of evidence associated with the preparation and delivery of two teaching (and learning) sessions*.					X	X		1 - 6
An evaluation of your teaching (1000 words)*.							X	1 - 6
A needs analysis and action plan for continuing professional development (750 words)*.	X	X	X	X				2, 5, 6
An overview and reflective commentary on how the preceding components relate to the SEDA Outcomes and Values (1000 words)*.	X	X	X	X	X	X	X	1 - 6

▪ **Map of training workshop, portfolio contents and SEDA outcomes**

Note: V stands for SEDA Values, CDO: Core Development Outcome and SO: Specialist Outcomes.

Session	Content and objectives	Portfolio Component	SEDA outcomes CDO, SO and V
1	<p>How People Learn By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an awareness of different approaches to learning; 2. evaluate how theory of learning underpins good teaching; 3. select, evaluate and justify the choice of a variety of approaches to learning and teaching. 	2, 3.	CDO 1, 2, 4. V 1, 3, 5, 6.
2	<p>Learning Styles By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. show an awareness of how current theories of learning and teaching underpin good practice; 2. select, evaluate and justify the choice and use of a variety of applicable approaches to teaching and learning; 3. devise and demonstrate the application of best practice approaches to learning and teaching. 	2, 3.	CDO 1, 2, 4. V 1, 3, 4, 6.
3	<p>Techniques and Approaches: Teaching Small and Large Groups By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. select, evaluate and justify the choice and use of a variety of applicable approaches to teaching and learning; 2. devise and demonstrate the application of best practice approaches to learning and teaching; 3. select, evaluate and be able to apply appropriate interactive teaching strategies for use in a lecture; 4. evaluate your use of lecturing as a teaching strategy and reflect critically on lecturing as a way of maximising student learning. <p><i>In this session you will be working together in student led groups to investigate, evaluate and share a number of approaches to small and large group teaching.</i></p>	2, 3.	CDO 1, 2. SO 1. V 3, 6.

Session	Content and objectives	Portfolio Component	SEDA outcomes <i>CDO, SO and V</i>
4	<p>Assessment and Evaluation</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of best practice approaches to assessment in UK higher education; 2. show an awareness of how current theories of assessment underpin good practice; 3. select, evaluate and justify the choice and use of a variety of applicable approaches to assessment. 	2, 3.	CDO 1, 4. V 2, 3, 6.
5	<p>Diversity and Student Support</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. describe and critique concepts of diversity and inclusion; 2. implement Anglia Ruskin's 7 key steps for inclusion; 3. make your documents accessible; 4. utilise key resources. 	2, 3, 5.	V 2, 3, 4, 6. CDO 1, 5. SO 1.
6	<p>Quality: Key Terms and Recent Developments</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. demonstrate an understanding of approaches to quality current in UK higher education; 2. advance professional practice; 3. enhance the experience of students participating in higher education. 	2, 4	CD1, 2, 4 SO3 V2
7	<p>Technologies to Support Learning and Teaching</p> <p>By the end of this session you should be able to:</p> <ol style="list-style-type: none"> 1. select, evaluate and justify the choice and use of a variety of applicable learning technology approaches to teaching and learning; 2. explore and evaluate the affordances of learning technologies for embedding in learning and teaching; 3. demonstrate effective and applicable ICT skills. <p><i>This session will introduce different concepts of e-learning or technology-supported learning, evaluate some of the tools and explore their application to different learning contexts.</i></p>	1, 2, 3, 4.	V 3, 5 6. CDO 2. SO 3.

Session	Content and objectives	Portfolio Component	SEDA outcomes <i>CDO, SO and V</i>
8	<p>Professional Roles, Values and Development By the end of this session you should be able to</p> <ol style="list-style-type: none"> 1. define and articulate a plan for personal professional development; 2. adopt a scholarly approach to learning and teaching issues and reflective practice. <p><i>This session moves the focus from the student to that of your professional development as a lecturer. It aims to cover such aspects as professionalism, reflective practice, communities of practice, action research and planning for personal professional development</i></p>	1, 4, 5.	V 2, 3, 5, 6. CDO 3, 4.
9 & 10	<p>Micro-Teaching, Review of Micro-Teaching and Planning Lessons By the end of these sessions you should be able to:</p> <ol style="list-style-type: none"> 1. select, evaluate and justify the choice and use of a variety of approaches to learning and teaching; 2. devise and demonstrate the application of best practice approaches to learning and teaching; 3. demonstrate effective and applicable ICT skills. 	2, 3.	CDO 1, 2. SO 2, 3. V 3, 6.

Course Calendar

Please note: Cohorts will run from the dates of the taught workshop – usually once per semester. Participants should plan to provide the evidence they require for the portfolio, over a period of 8 calendar months from the start of the course.

Month 1:	Attendance at taught workshop and application to join SEDA Learning and Teaching in Practice Course.
End Month 1:	Notification of acceptance on the course.
End Month 2:	Complete audit of professional duties, learning goals and learning agreement.
Months 3 – 6:	Preparation and delivery of teaching and learning sessions, peer observation and evaluations.
Month 7:	Complete needs analysis and action plan for continuing professional development.
Month 8:	Complete overview and reflective commentary.
End Month 8:	Submit portfolio.

Key Texts

Biggs, J., (undated). *Aligning Teaching for Constructing Learning*. Higher Education Academy.

http://www.heacademy.ac.uk/assets/York/documents/resources/resourcedatabase/id477_aligning_teaching_for_constructing_learning.pdf (accessed 10 December 2010).

▪ You may also like to look at:

Ramsden, Paul., (1992). *Learning to Teach in Higher Education* (Routledge)

Fry, H., Ketteridge, S., Marshall, S., (1999). *A Handbook for Teaching and Learning in Higher Education*. Routledge

References and Further Reading

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Appendices

Appendix 1: A Note about Examining and Reflecting on Your Practice

A key feature of the course is the emphasis that it places upon your thinking about the implications of theories and approaches to learning, teaching and assessment for *your practice*. This involves examining and reflecting upon what you do against the **SEDA Values**:

- 1 An understanding of how people learn
- 2 Scholarship, professionalism and ethical practice
- 3 Working in and developing learning communities
- 4 Working effectively with diversity and promoting inclusivity
- 5 Continuing reflection on their professional practice
- 6 Developing people and processes

SEDA Values

Many of us subscribe to values that implicitly inform our professional practice. However, since its inception, SEDA has been an explicitly values-driven organisation, and in the course of its history these values have been discussed and reviewed. As well as being 'aspirational' they are intended to be realistic and achievable in informing our professional practice.

In current PDF-recognised programmes, participants are required to illustrate how their work is informed by the SEDA Values. In order to do this for the 'Learning and Teaching in Practice' award, you are required to evidence this in component 5 of your portfolio.

What Does SEDA Mean by Underpinning Values?

The SEDA underpinning Values are not an attempt to prescribe what we think, believe or feel. They are rather about our actions as teacher, facilitator and supporter of learning, and developer. They are sometimes about *what* we do; sometimes about *why* and *how* we do it; sometimes about what our actions are intended to achieve. They do not claim to be an exhaustive list of the values that should underpin our practice. However, these Values, and any that we individually may add, live in our actions.

What Would an Examination of Your Practice Involve?

Examining your practice involves investigating it. In this short course there is not sufficient time to undertake a full study of your practice. However, there is evidence and feedback that you can gather in a practical way that would inform and evaluate your practice.

Stella Cottrell gives a good overview of what is involved in a critical thinking process:

"Critical thinking is a complex process of deliberation which involves a wide range of skills and attitudes.

"It includes:

- *identifying other people's positions*, arguments and conclusions;
- *evaluating the evidence* for alternative points of view;
- *weighing up opposing arguments* and evidence fairly;
- *being able to read between the lines*, seeing behind surfaces, and identifying false or unfair assumptions;

- *recognising techniques* used to make certain positions more appealing than others, such as false logic and persuasive devices;
- *reflecting on issues* in a structured way, bringing logic and insights to bear;
- *drawing conclusions* about whether arguments are valid and justifiable, based on good evidence and sensible assumptions;
- *presenting a point of view* in a structured, clear, well reasoned way that convinces others.² (Cottrell, 2005, p. 2)

² Cottrell, St., 2005, *Critical Thinking Skills. Developing Effective Analysis and Argument*, Basingstoke, Hampshire and New York: Palgrave Macmillan.

Appendix 2: Development Plan Template

Use the template below to create your development plan. Objectives should be SMART:

- **S**pecific and Stretching
- **M**easurable
- **A**chievable and agreed
- **R**elevant and realistic
- **T**imed and trackable

No	Target/Goal	Measurable Outcome	Resources required	Action required by whom	Target date and priority	Action monitored by	Date completed	action
1								
2								
3								
4								
5								
6								



SEDA Course

Candidate Enrolment Form

The SEDA-PDF (Professional Development Framework) provides support and recognition for professional development activity in higher education.

Candidate Details	
First Name	
Last Name	
Email	
Ext.	
Location (Room / Campus)	
Faculty / Service	
Accessibility Requirements	
Line Manager	

Title of Course	Please tick [✓] to indicate the course(s) you are enrolling on
Action Research into Professional Practice (ARPP)	
E-Facilitation Course	
Inclusion and Diversity: Implications for Practice	
Learning and Teaching in Practice	
MultiMedia Course	
Postgraduate Supervision Course	

Signed: _____

Date: _____

Please return your completed form by email to lta@anglia.ac.uk or by post to: SEDA Course Enrolment, Anglia Learning and Teaching, SGH 314, Anglia Ruskin University, East Road, Cambridge. CB1 1PT.

If you would like further information on the courses listed above, please contact Jaki Lilly (jaki.lilly@anglia.ac.uk) or visit the Anglia Learning and Teaching website <http://www.lta.anglia.ac.uk/>.