



6th Conference of the International Consortium for Educational Development

Enhancing Academic Development Practice: International Perspectives

Proposal Form

Proposals should be submitted to ICED by **20 January 2006**.

An electronic copy only should be submitted via the website.

Please complete the following details:

1. Contact Name: (The name which you wish to appear in the conference programme) **Dr Stephen Bostock FSEDA*** and Prof. Deepthi Bandara ⁺
2. Title: Mr, Mrs, Ms, Dr, Prof, other: **Dr**
3. Institution(s): *Keele University, UK and ⁺ Peradeniya University, Sri Lanka
4. Department: Centre for Professional Staff Development
5. Address for correspondence:
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8. Telephone: 01782 583644
9. Email: s.j.bostock@keele.ac.uk
10. Title and authors of other proposals in which you are involved:

Session details:

The following details will be used as the basis for selecting sessions. Please complete each section.

1. Session title:

Cultural issues in the academic development of a new degree programme in Sri Lanka

2. Conference themes

a) Enhancing development

How can we enhance academic development practices and roles and ensure their impacts?

b) Supporting change

How can we bring about and support sustainable educational change?

3. Format (*delete as appropriate*):

- Workshop (45 minutes);
- Poster (as an alternative if the workshop is not accepted.)

4. Session Objectives/Learning Outcomes [*What will delegates be able to do on completion of the session?*]

evaluate the effectiveness of the project described in achieving academic development, and recommend further lines of development

analyse the cultural issues influencing academic development in Sri Lanka, and by extension in other developing countries

analyse the discourse and practice in the case that are barriers to development, and generalize some principles of changing culture through discourse

5. Intended audience

Academic developers involved in curriculum development and/or working in developing countries

6. Session Activities [*An indication of how the session will be structured, how activities and discussion will be facilitated and what participants will do*]

A presentation of the case including data on student and teacher views.

Small group work with some questions derived from the case, analysing the case, developing recommendations, and generalizing some principles from it relating to cultural barriers.

A plenary when the small-group work is collated, with final reflections.

7. Abstract [*maximum 250 words, 500 words for symposium*]

This is a case study in the academic development of a new degree programme in a Sri Lankan university. The University of Peradeniya, Faculty of Agriculture, developed a new undergraduate degree program in a large project over several years, involving some 100 teaching staff. The curriculum design was based on student learning outcomes, in contrast with the traditional content-based approach.

As academic developers in the project, we describe briefly its main elements, including terms of reference, the involvement of graduate employers, the staff development of teachers, the Faculty processes used to develop and agree learning outcomes, and the planning of provision through courses owned by departments. Educational cultural issues surfaced repeatedly, and are highlighted through: student views gained from evaluation meetings and the Course Experience Questionnaire; the views of teaching staff gained from the Teaching Experience Questionnaire; the existing policies on, and the language describing, student assessment, staff workload and student workload; and the explicit values that were developed for the programme.

The issues for discussion will be (i) the reasons for the successes and failures, so far, in this outcomes-based approach, and what might contribute to further success, (ii) ways of improving further the alignment of assessment with explicit outcomes, (iii) cultural assumptions about the relationship between theory and practice in the curriculum, (iv) ways of meeting the cultural challenges faced by academic developers in trying to shift the practice and culture, (v) the role of culturally-oriented discourse in educational inertia, and overcoming it.

8. Author(s) biography [*max 50 words per person*]

Dr Stephen Bostock FSEDA is an academic developer from Keele University, UK. He is a member of the SEDA Executive.

Prof. Deepthi Bandara is the head of staff development at Peradeniya University and the Person In Charge of the curriculum development project.

9. References [*Key texts mentioned in the abstract*]

nil

10. Audio visual requirements [*ICED provides flip charts and OHP as standard. If other equipment is required please request it here and provide a rationale for why it is necessary to your session's activities. We are discouraging the use of Powerpoint*]

A projector to show digital images from a laptop.

11. Collaborative Presenters [*Please state names, titles, departments and institutions of contributors*]

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Centre for Professional Staff Development

Keele University UK

Prof. Deepthi Bandara
Faculty of Agriculture
Peradeniya University
Sri Lanka

Other instructions:

When saving this document, please save it using the following naming format:

Your surname or family name, followed by your first initial, then by your six-digit date of birth. Separate these 3 parts using the underscore character.

For example, if your name is Robert Smith and you were born on 21st January 1965, then you would name your file "smith_r_210165.doc" or ".rtf"