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Title	Exploring action learning for academic development in research intensive settings
Type	Article
URL	https://clock.uclan.ac.uk/21075/
DOI	https://doi.org/10.1080/14703297.2017.1417886
Date	2018
Citation	Stocks, Claire, Trevitt, Chris and Hughes, Joseph (2018) Exploring action learning for academic development in research intensive settings. <i>Innovations in Education and Teaching International</i> , 55 (2). pp. 123-132. ISSN 1470-3297
Creators	Stocks, Claire, Trevitt, Chris and Hughes, Joseph

It is advisable to refer to the publisher's version if you intend to cite from the work.
<https://doi.org/10.1080/14703297.2017.1417886>

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1 **Exploring Action Learning for Academic Development in Research Intensive Settings**
2 Dr. Claire Stocks (University of Central Lancashire), Dr. Chris Trevitt (Australian National University)
3 and Dr. Joseph Hughes (Australian National University)

4 **Abstract**

5 The potential of action learning (AL) for academic development has not received a lot of attention.
6 Building from two case studies in which AL has been used in different ways in research-intensive
7 universities in Australia and the UK, we suggest that the approach may be of benefit to developers in
8 the changing landscape in which they are expected to function. The opportunities for and challenges
9 of leadership for AL in educational development, particularly involving non-academic staff, are also
10 briefly explored. We argue that AL offers a way to engage academic and related staff groups that fits
11 with their institutional culture and is therefore likely to lead to the kind of continual professional
12 learning (CPL) and positive change that will be both valued and valuable in academia. Furthermore,
13 we believe that AL might offer productive ways forward for the further evolution of academic
14 development work, especially, perhaps, in research-intensive settings.

15
16 **Key Words:** Action Learning, academic development, facilitation, change.

17
18 **Corresponding Author:** Dr. Claire Stocks, Centre for Excellence in Learning and Teaching, University
19 of Central Lancashire, Preston, PR1 2HE.

20 **E-mail:** CStocks3@uclan.ac.uk
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1 Introduction

2 Action learning (AL) is, on the one hand, a well-established and proven mode of pursuing change in
3 organisational settings, yet, on the other, does not appear to have been as prominent in academic
4 development work as might be expected. Despite the fact that Reg Revans, commonly held to be the
5 founding father of AL, cited his experiences as a Physicist at the University of Cambridge as seminal
6 in his thinking about AL, the approach does not generally seem to have found favour in Higher
7 Education (Bourner, 2011), and it may be that this stance has carried over into academic
8 development. Tom Bourner, in a retrospective of his own involvement with AL, suggests that, “In
9 practice, much of higher education seems to favour didactic instruction by academics as experts.
10 Action learning is challenging to didactic instruction and to experts. It offers an alternative to
11 programmed learning from lectures and textbooks. For this reason, AL has often met a hostile
12 response within universities.” (52) Nevertheless, Bourner sees things changing, and over the last 25
13 years, “experience also suggests that there are areas within higher education with doors that are
14 open to action learning.” (53).

15
16 In this paper we argue that AL does have something significant to contribute to academic
17 development in Higher Education, in particular to research-intensive institutions, whose culture and
18 ways of working are perhaps more aligned with AL approaches. We not only illustrate contrasting
19 applications of AL for specific development purposes (via two case studies), but contextualise it as a
20 development approach that potentially aligns well with broader shifts in the contemporary academic
21 development landscape. This leads to questions concerning the on-going changes in expectations,
22 identities and roles of academic developers (staff who are often, and certainly in the cases
23 presented here, not appointed as academics) and how best to understand and negotiate these
24 factors.

25 26 What is Action Learning?

27 Action learning fosters learning in the workplace and is “a continuous process of learning and
28 reflection, supported by colleagues, with an intention of getting things done” (McGill and Beaty,
29 1999, p.21). For this reason, it has typically featured in management and business studies (cf
30 Bourner, 2011), but now also is being explored more widely, including in health sciences (e.g. Wales
31 et al., 2013) educational leadership (e.g. Gunn and Lefoe, 2013) and with doctoral students
32 developing their teaching practice (e.g. Regan and Besemer, 2009).

33
34 The emphasis always is on ‘getting things done’; supporting reflection in order to reach new
35 understandings and *prompt changes in practice*. This process of reflection and action is supported by
36 peers in a ‘learning set’, which meets on a regular basis over (usually) a number of months for a pre-
37 determined amount of time (at least an hour, but often much longer). Sets offer a structured way of
38 working in small groups: practitioners meet regularly and commit to sequentially sharing and
39 exploring individuals’ workplace-related problems, issues and ideas, which, in the context of our
40 case studies (see below) is focussed on academic engagement with the practice of teaching and
41 learning. The group does not offer advice but provides a confidential space within which each
42 individual can discuss and explore their concerns freely. Sets also have a ‘facilitator’ (in the cases
43 outlined here, this role is played by an educational/academic developer) who attends to, for
44 example: the planning and process of set operation; time management; ensuring that each member
45 has space and opportunity to contribute during each meeting; helping both the set, and each
46 individual who makes up that set, to work constructively on the issue at hand, etc.

47
48 The process can be more or less structured, depending on the needs of participants. In general,
49 some time is required for the designated presenter to explain the issue at hand, after which all
50 participants discuss it for a period of time before a course of action is determined by the presenter.
51 In the next meeting that presenter would generally be required to report on progress made (or not)

1 before attention turns to a new issue that is generally offered by a new presenter from the set. This
2 assumes that set members bring different challenges to the group (as in the UK case below), but this
3 approach can be varied to support a group of members who are all working on the same issue (as for
4 the Australian case below). The really important thing about the process is that it is sustained over
5 time, involving iterative learning and reflection that lead to action, so that practice is improved and
6 challenges are addressed in a timely fashion. This is action learning's defining feature.

7 8 **Action learning in two research-intensive universities**

9 We have used AL in research-intensive universities in both the UK and Australia. Representing
10 complementary situations, the two cases typify many (primarily research-intensive) institutional
11 contexts. Nowadays, it is entirely reasonable to expect that new academics embarking on a career
12 should benefit from some sort of semi-structured guidance in developing their educational work (UK
13 case study). Likewise, it is equally reasonable to expect that on-going pressures for institutional level
14 change and adaptation in HE give rise to situations where established mid-career academics find
15 they need to revisit long-established values and implicit assumptions about 'how things will or
16 should work around here' (Australian case study). Our purpose through these two case studies is to
17 explore the potential AL offers for positive experiences and valued outcomes in such circumstances,
18 and to illustrate the versatility of AL in academic development. It is important to note that, in both
19 cases, the academic developer/facilitator was not (at least contractually or by title) an academic
20 member of staff. Sets comprised research students (in the UK) and academic staff (in Australia)
21 working together with support – and, possibly, leadership - from a non-academic facilitator: a
22 potentially novel situation that may need to be approached with some sensitivity, as we consider
23 further below.

24 25 ***UK Case Study: Supporting Graduate Teaching Assistants to gain recognition for their teaching***

26 In the UK Russell Group University, AL was used to support Graduate Teaching Assistants (GTAs) to
27 gain professional recognition for their teaching via the Higher Education Academy's (HEA)
28 framework. A recognition scheme was devised around a work-based learning pedagogy - the GTAs
29 were given support (through two workshops) to understand how we learn from experience, how AL
30 works and how to write their claim for recognition (via the institution's accredited CPD framework).
31 In addition, they were expected to attend a series of five AL sets over a period of seven months
32 where they would take it in turns to present a teaching challenge for discussion. The first author
33 designed and led the programme, with support from colleagues who helped to facilitate the learning
34 sets.

35
36 The AL approach was chosen as being particularly appropriate for PhD students in the research-
37 intensive setting, primarily because it allowed the participants to work on challenges that were
38 current in their teaching practice, and to make changes that could be implemented almost
39 immediately. PhD students are time poor, so their learning about teaching should be relevant and
40 impactful. Moreover, their supervisors tend to focus them (quite appropriately) on their research
41 and so they too had to be convinced that time spent on developing teaching was worthwhile and of
42 benefit in the short, as well as longer, term. Finally, as a group of people who may well be entering
43 the academic job market shortly, the learning set offered participants the opportunity to rehearse
44 the language (and concepts) of learning and teaching, and to start to become comfortable with each.
45 More so than workshops, the learning sets were dominated by the voices of the participants, with
46 the facilitator introducing concepts, theories and terminology at the appropriate time. Discussions
47 were then supported by suggested readings that were posted on the Virtual Learning Environment
48 following the set meeting (and were expected to feature in the report offered by the presenter at
49 the following meeting).

50

1 The AL approach means that the participants defined the content of the meetings via the issues that
2 they raised for discussion. The academic developer (as facilitator) has no real control over the
3 subject matter under discussion. In reality, though, the participants tend to bring (contextualized to
4 their own discipline and working environment) the fairly predictable concerns of a new teacher –
5 discussions around student motivation, diversity and the role of the teacher are common. Although
6 formal evaluation of the scheme had not been carried out at the time of writing, the emphasis on
7 ‘getting things done’ and reporting back to the set, means that, to a degree, a practice of ‘peer-
8 evaluation’ of changes in practice was built into the AL process. Each student presenter committed
9 to action as part of their participation, and then reported on effectiveness of the change at the next
10 meeting. This process gives the developer/facilitator some sense of the impact of the intervention.
11 While talking through their issues, participants would often explicitly identify a change in their
12 perception of the issue at hand, and would gratefully receive suggestions from other members of
13 the set who had experience from very different disciplinary contexts. Members also noted that being
14 asked challenging questions in a supportive space led them to reconsider practices or assumptions
15 that they might have previously taken for granted. At the time of writing (and out of a total of 30
16 participants across four sets) 21 had gained their Associate Fellow (HEA) status, one had withdrawn
17 from the process, three applications had been referred, and another five had not yet applied for
18 recognition (generally for personal/family reasons).

19

20 ***Australian Case Study: Development of a new (online, PBL) course in Law***

21 The Australian context is a strongly research-led institution (one of the top internationally rated
22 universities in Australia) with the consequence that teaching typically is of secondary interest to
23 many research-focussed academic staff. The Law College (Faculty) comprises two distinct academic
24 staff populations, aligned with the traditional segregation of the discipline into ‘scholarly academic
25 study’ and ‘preparation for practice’. This segregation is most notably manifest in their different
26 teaching programmes. A small in-house, non-academic staff group, CEIST (College Education and
27 Innovation Support Team), supports operational and strategic educational development initiatives.
28 Created and resourced originally under the auspices of the Faculty’s practice-aligned sub-group,
29 CEIST became a Faculty-wide support unit in the period immediately prior to the work reviewed here
30 (Trevitt et al., 2017).

31

32 In 2011, the ‘Faculty’ committed to a new strategic initiative – to design and develop a new online,
33 problem-based learning (PBL), graduate-entry, law degree (i.e. Juris Doctor). Two factors dominate
34 the authors’ perceptions regarding this initiative: (1) the desire to reach a student population
35 currently under-represented (eg geographically dispersed; non-school leavers, etc), and (2) a
36 pressing need to foster closer interaction between the ‘two academic staff populations’, and to
37 appreciate and play to one-another’s strengths more. That is, one staff grouping has generally been
38 perceived as having its values and identities more closely aligned with scholarship and ‘research’
39 performance – especially as these attributes are understood traditionally in academia – while the
40 other has been seen as more highly practice-oriented with a long history and established skill-base in
41 online educational programme design and innovation, and with professional values and identities
42 aligned accordingly. While CEIST was charged with an explicit leadership role in this new curriculum
43 development initiative, with hindsight we’d suggest that the associated expectations were anything
44 but explicit, and varied markedly across different groups, as we note further below.

45

46 As a new appointment within CEIST the third author was allocated a role of facilitator for an
47 academic sub-group working on this new initiative. As the project matured, and his involvement
48 increased, he was deployed further across other sub-groups within the project, culminating in a
49 central role on a programme-wide advisory group. The project goals required facilitation of the

1 development of several aspects of curriculum design, ensuring integration and cohesion across the
2 programme as whole. Working with established mid-career academics, sometimes highly
3 individualistic in approach, a key focus was on promoting a more collaborative, team-based
4 approach to educational change and development. This is something that we now find ourselves
5 able to suggest might well be perceived not only as counter-cultural, but also challenging in the way
6 it can confront established academics' self-understandings (at least in our research-intensive
7 setting). In addition, we'd suggest the process of engaging in sustained review and reflection on
8 (educational) action for the purpose of systematic improvement – what we refer to above as AL's
9 defining feature – can be experienced by such individuals as novel, if not potentially confronting.
10 Characterised by "*loss of expertise*" or "*expert becomes novice*" (van Lankveld et al, 2017, 329) the
11 care and commitment required to discuss pedagogical and curriculum details with peers, and hence
12 work to establish a supporting vocabulary for that purpose, might be experienced as unduly
13 demanding, even leading to resentment about the time and energy required – a perfectly
14 reasonable reaction, given the pressures arising from wider institutional expectations (notably
15 regarding research 'productivity'). The prevailing view of the relationship between teaching and
16 research has been described as 'one filled with conflict that leads to tensions in one's identity as a
17 teacher' in the review by van Lankveld et al (2017, 331).

18

19 Several defining elements help characterise the situation, which speak to the small-group facilitation
20 process and participant roles. For example, elements *uncommon* to established (research-
21 intensive?) academic work included:

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AL was used in this case:

- as a lens through which to review the experience of the small-group team-based curriculum development activities; and,
- to help identify preferred processes, approaches and priorities for moving forward, given the need to develop many more courses within the new programme.

Action learning as academic development in research-intensive settings

Reflecting on our experiences we note a shift away from the type of work and the kind of role that we might have been expected (by ourselves and our colleagues) to undertake. In action learning, we may lead the set, but we are no longer 'the expert' at the front of 'a classroom'. In a learning set, the facilitator's voice is heard much less frequently than in a workshop, and our role is to encourage participants' reflection and action – action that they can take forwards for themselves in a sustained fashion. More so than ever, the developer's role is to make him/herself obsolete as we support colleagues to develop lifelong (reflective) learning habits rather than offering relatively isolated CPD events. These observations hint at the potential for AL as a powerful tool as the demands on academics and academic developers evolve. Graham Gibbs (2013) has noted that academic development has not, and does not, stand still but that there have been shifts in focus, emphases and practices over time. In the years since Gibbs's article was published, we contend there have been further changes within Higher Education, along with mounting pressures for yet more change,

1 and that using AL by leveraging the themes below might further embed the work of academic
2 development (perhaps especially in research-intensive settings).

3
4 ***From a focus on talking at teachers to a focus on talking about teaching***

5 Supporting academic colleagues to discuss teaching is perhaps more powerful than we might first
6 imagine. In their investigation into leadership of teaching in research-intensive departments, Gibbs,
7 Knapper & Piccinin found that “developing excellent teaching and maintaining that excellence
8 involved a great deal of talking about teaching” (2008, p. 422). The implication is, perhaps, that in
9 less research-intensive institutions, where progression is potentially more clearly connected to
10 teaching, there may be more time and attention dedicated to the development of teaching, and less
11 need to carve out time and space for teaching conversations. Nevertheless (and regardless of the
12 type of institution involved), Roxå and Mårtensson suggest that higher education should be
13 problematized in order to expose the tacit values and assumptions that drive learning and teaching
14 (and therefore academic development) for good or ill.

15
16 Academic teachers need to talk to each other about their experiences of teaching and student
17 learning and about their everyday life inside higher education organisations. In effect, this
18 implies a counter discourse: academic teachers, anchored in their everyday experiences and
19 in the values guiding their disciplinary training, fuel an alternative discourse about academic
20 teaching and student learning. Our job as academic developers is to scaffold these
21 conversations to become informed and critical and ultimately transformative.

22 (2017, p. 9)

23
24 AL is one way that we can support academic staff to explore the challenges of their everyday
25 academic and teaching work and to unpack the implicit assumptions and values that exert pressure
26 on their practice.

27
28 Gibbs et. al. argue that, while forums for the discussion of research are already fairly common in
29 research-intensive settings, “new forums were needed ... to build a community of practice about
30 teaching” (2008, p. 422). Forums that ‘talk about teaching’ could well be initiated through or built
31 around AL sets, thereby enabling academics (who are used to posing and discussing research
32 questions) to formulate and work on teaching questions. In the GTA (UK) case outlined above, a
33 structured induction via AL is explicitly intended to better equip new or intending academics to not
34 only participate in but *to lead* constructive discussions around learning and teaching, both at the
35 time and into the future.

36
37 ***“From agents of change to partners in arms” (Debowski, 2014, p. 50)***

38 While Bourner noted that didactic approaches run counter to the philosophy of AL, the work of an
39 AL set might appeal to research-active academics, whose expertise in identifying questions,
40 investigating problems and refining solutions can all be brought to bear in a teaching context. The
41 engagement of all of the participants in the learning set, and the role of the developer/facilitator as
42 leader of the process means that the work of AL is collaborative (see Day and Harrison, 2007, p.
43 369). Shelda Debowski argues that “the notion of an [academic developer] as an agent who assists
44 others to think more deeply offers considerable strength as we explore our future roles and
45 identities. To do so, we will need to progressively move away from a centralist, expert identity to a
46 more open, adaptive, reflective partnership model that enables us to be invited into more localized
47 groups and to accommodate and recognize their specific needs” (2014, p. 55).

48
49 Further to being ‘partners in arms’, our case studies demonstrate how academic developers can find
50 themselves expected to lead and model important aspects of academic work in their roles as
51 learning set facilitator. The facilitator leadership role modelling in the Australian case arguably was

1 somewhat more complex and multifaceted than in the UK, embracing as it did, a need to work with,
2 and accommodate, a wide range of well-established (negative as well as positive) motivations
3 amongst academic colleagues. An explicit development perspective was adopted, seeking to nurture
4 in others the behaviours and dispositions on display, even while endeavouring to ensure strategic
5 organisational expectations were met in a timely way. With the benefit of hindsight, we are now
6 becoming alert to a range of questions regarding the adequacy of shared understanding of (as well
7 as preparation for) the facilitator-leader role that had been assigned to (non-academic) CEIST
8 educational developer staff. At the same time, we are becoming alert to the way in which this sort
9 of situation is becoming increasingly common in the HE sector.

10
11 In a study of the expansion of professional identities in higher education, Whitchurch (2012)
12 explored various models of multi-professional teams comprising academic as well as professional
13 ('third space') staff, and observed:

- 14 • that "academically oriented project roles [are now] explicitly recognised and embedded in
15 institutional structures" (p. 105);
- 16 • there is a need for a "role of translator between different internal constituencies" (p. 111),
17 and
- 18 • "that the binary distinction between 'academic' and 'non-academic' roles and activities may
19 no longer be clear-cut" (p. 99).

20
21 Her study stopped short of exploring leadership-identity issues, however. As our experiences have
22 highlighted, it is now quite possible for non-academics to find themselves being asked to lead groups
23 of academics and, possibly, to model and inculcate a distributed approach to educational leadership
24 (cf Day and Harrison, 2007; Gunn and Lefoe, 2013). Where well-established academic participants
25 find this novel, then there is potential for challenges to arise, perhaps involving "negotiation of
26 meaning, identity and power" (eg see Jørgensen and Keller, 2005).

27 28 ***From a focus on bringing about change to a focus on continued improvement***

29 Action learning for academic development purposes, as suggested above, shifts the emphasis from
30 decontextualized workshops focussed on 'teaching', to facilitating discussion between peers
31 (academic and/or more broadly) in support of solving challenges that participants have brought to
32 one-another's attention. One practical benefit, therefore, is that the challenges, issues and need for
33 change come not from the facilitator/developer, but from participants. As we know, "people always
34 see imposed change as something to be resisted but change that they have identified for themselves
35 they get interested in and are keen on" (Land, 2001, p. 12). Furthermore, as Gibbs et al. note,
36 "academics are well trained in spotting weak arguments, especially weak arguments for change"
37 (2008, p. 422). In terms of supporting change, then, AL removes one of the main barriers because
38 participants have already recognised the need for change themselves. This is arguably of particular
39 significance in more traditional, research-intensive settings, where the predominant culture tends to
40 be, in Land's conceptualisation, collegial, with high levels of autonomy and where decisions imposed
41 from the centre may well be exposed to dissent (2001, p. 7). In such a culture, academic
42 development tends to be more effective where it is discipline-specific and person-focussed, led by
43 developers with a reflective practice orientation. The links with AL are clear – issues to be addressed
44 come from participants and spring from their everyday practice.

45 46 ***From a focus on supporting teaching to a focus on leading continuing learning***

47 Gibbs (2013) notes a shift of focus from teaching to learning in that developers now tend to
48 problematize the assumed connection between the two. We envisage a further step, whereby the
49 emphasis is more sharply on CPL – via reflective practice, enabled perhaps via AL – in favour of, say,
50 disseminating best practice in teaching. Brew and Boud (1995, p. 268) contend that "the relationship
51 between teaching and research can never be satisfactorily demonstrated", and this has led research-

1 active academics to view their teaching as quite separate from their (more prestigious) research
2 work. Nevertheless, Brew and Boud argue that “learning...is the vital link between research and
3 teaching. It is a shared process in these two enterprises” and, furthermore, “it is not only through
4 research that teachers learn in deep ways. Reflective professional practice also affords this
5 opportunity” (p. 270).

6
7 How best to lead such CPL and associated reflective academic practice – and so harness learning as
8 the link between teaching and research to promote an integrated way of academic being – remains
9 an ongoing and urgent question. A question that, for us, has cast AL as one possible solution. Nixon
10 and colleagues (1998, p. 282-3) have called for “academic workers ... to become serious about [their]
11 own professionalism” and to take responsibility for their own “professional self-development” ...
12 “preferably at department or faculty level” if we are to avoid “the absurd situation, whereby 'non-
13 academics' are given responsibility for developing 'academic' professionalism”. While our Australian
14 case may have what for Nixon and colleagues is the redeeming characteristic of being a faculty-level
15 initiative, both our cases illustrate (what for these authors at least) is the challenging paradox
16 whereby *non-academics* are expected to play a leadership role in *academic* development. If/as
17 institutions more actively and systematically seek out and prove suitable ways to structure, support
18 and enhance leadership for academic CPL then such difficulties could recede. Where AL (or AL-like)
19 processes are implicated, who, if anyone, could or should take on the role of facilitator appears to be
20 an open question (see also Holmes, 2008).

21 22 **Conclusion**

23 We have been impressed not only by the variety of ways in which AL has and might be used in
24 academic development, but also how it helps us to think further about our roles as ‘third space’
25 professionals. Our experiences suggest that AL offers one way for university academics and
26 professional staff both to prepare for and accommodate the relentless (re-)negotiation (eg of
27 motivation, meaning, values, power and identity) required as universities continue to adapt to
28 changing societal expectations. The on-going pressures for change and institutional adaptation
29 suggest that team-based educational development projects of the sort undertaken in the Australian
30 case are likely to become more, rather than less, common. In turn, that implies a desire for better
31 preparation at the outset of a career (cf UK case) involving a more widespread and explicit (not
32 implicit) understanding of academic and related professional identities (cf van Lankveld, 2017) and
33 the role played by distributed leadership (cf Day and Harrison, 2007; Gunn and Lefoe, 2013). In our
34 particular institutions, aspects of AL seem to sit well with the culture, and how our participants think
35 about their work and roles. It offers a devolved model of expertise, and makes an explicit connection
36 (through learning) between research, teaching and development. AL is closely connected to
37 reflection and reflective practice and that might make it more or less likely to work in certain
38 contexts (cf. Land, 2001). While a central role was played by non-academic ‘third-space’ developers
39 as facilitators and leaders of on-going conversations supporting development work here, the long-
40 term veracity of such an approach is unclear, and should benefit from others’ insights in similar
41 contexts.

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- 35

36 **Author Biographies**

37 Dr. Claire Stocks is Academic Development Lead at the University of Central Lancashire. Her research

38 interests are in supporting the development of novice academics and the use of work-based learning

39 in academic development.

40

41 Dr. Chris Trevitt is an Educational Design Consultant at the ANU College of Law. He has enduring

42 interests in professional learning and educational change, assessment perspectives on curriculum,

43 and use of portfolios.

44

45 Dr. Joseph Hughes is an Educational Developer Manager at the ANU College of Law. Praxis and

46 collaborative learning, and how they intersect with technology-enhanced learning, are fundamental

47 to his work practices and research interests.