We staff developers are teachers too (Baume, 2003) but also learners, I would add. We help academics and other professionals who support learning in HE to grow and (re-)discover the magic of teaching and learning. We challenge conventional and traditional practices and work in a change environment. Kahn (2003) reminds us that “developers are primarily engaged not in what is normally thought of as academic practice – teaching, research and the like – but rather in the enhancement of academic practice.” (p. 218). And I am so pleased that somebody else said this because it links really well with what I think about academic development. But also, I have asked myself many times: If academic developers would be doing what everybody else is doing already, what would be the point of our existence? Of course, some of the things we suggest disturb people’s practices, bring them in imbalance and are probably disruptive in one way or another. This is a fact and resistance is therefore something we live with. And therefore a genuine interest in others and interpersonal skills are essential to overcome such barriers.
How can WE manage THIS?

The bottom line is we need to be people people. Pretending to be interested, doesn't work, nor does pretending to be somebody else. This is something Light et al. (2009) highlights about the teacher who 'should not feel compelled to adopt a persona that is unnatural or seems to go against the grain of his or her personality' (p. 124).

We are all unique and we know it. But many times we don't do anything about it. We just need to remember this and take it into consideration when working with others so that we can interpret our differences as enrichment opportunities and be accepted, respectful and inclusive. One size does not fit all! Our development approaches need to be flexible, bendy and elastic. Our toolkits versatile, adjustable and refreshing. Just like a glass of cold water under the hot summer sun. Our solutions and intervention need to add texture and flavour to what we do. Nobody likes a bland meal! If we want people we work with to love our food, we need to cook it well! And if we want them to request a second serving, third etc. serving we need to become master chefs! We can't just dish up a ready-meal. Nor can we digest anything for anybody. We need to practise what we preach and learn to cook properly and creatively and use fresh ingredients too! Land (2003) said “Do as I do” rather than “do as I say” and that this “is seen as ultimately a more effective operational approach than the patient development and implementation of policy” (p. 3). Basically this is how I understand modelling. Swennen et al (2008) defines modelling as an opportunity to learn, discover and make sense of specific approaches which academics could use with their own students, through experiencing, reflecting, identifying links to own practice and theory. It is much more valuable if all that thinking and discovery is generated by the academics themselves. The immersive experience acts as the trigger for all this to happen. If we take this magic away, and digest experiences for others, we remove opportunities for discovery, deep, meaningful and perhaps transformative learning. So, let’s just do more of this.

In order to work effectively with diversity and promote inclusivity, academic developers need to adjust practices to a specific situation, a specific group, a specific individual. Could this mean that we are chameleon developers? Context is king!!! Having a mix of orientations (Land 2003) will be very handy but also remembering that, as Neame (2011) states that interventionalist approaches work better at initial stages and should be seen as a temporary solution and a way in towards adapting democratic development and the creation of learning communities, collaborations and partnerships to grow and develop together.
Projects are great opportunities to bring people together and it is happens that academic developers not just initiate projects but also participate in projects set-out by others, not as often perhaps as it could. I love projects, I love working with people from different disciplines. In a way, projects are playgrounds, especially the smaller and shorter ones. People are busy these days probably more than every and we are asked to do more and better with less. That is why probably little projects are more attractive. But also because they cost less!! But little projects can have a big impact and can generate ongoing engagement, enhancement and innovation of practices. They are wonderful opportunities to learn through experimentation and dialogue, or as Segal (2003) puts it such “projects encourage individuals to test the water and may therefore be a less threatening forum” (p. 129). I think there are plenty of opportunities for academic developers to engage in project work with colleagues from different disciplines and professional areas and we haven’t really explored these fully. What hinders such vital collaborations?

References


Hello ;),

I am Chrissi Nerantzi and this is my personal learning and development space. I am capturing my raw reflections because I find it therapeutic. This process is part of what helps me learn and I am sharing these thoughts here hoping to create opportunities for conversations of what moves me, and hopefully others too, at certain times.

Thank you for stopping by ;) 

Chrissi @chrissinerantzi
I support the
### Contextual statement
- Core area 1: Operational issues
- Core area 2: Teaching, learning and/or assessment processes
- Core area 3: The wider context
- Core area 4: Communication and working with others

### Future plans

### References

### Specialist area: Open education
- FLEX 1 Using LSP with undergrads >> focus: Ideas generation for projects
- FLEX 2 LSP in #creativeHE >> focus: Learning through making
- FLEX 3 LEGO Day for Fellows of the HEA >> focus: reflection
- FLEX 4 LEGO webinar >> focus: open and online learning through play
- FLEX 5 Moving beyond LSP >> focus on extending opportunities

### HEA
- Good Standing 2015

### SEDA
- SEDA 2013
- SEDA 2014
- SEDA 2015
- SEDA 2016
- SEDA 2017

### creative writing

### PhD
- dissemination
- My visual journey
- useful stuff for the journey

### projects

### published translations/original work

### testimonials
my personal tweets

@GChatzidamianos have you seen british-sign.co.uk/fingerspelling...?--- 1 day ago

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RT @Gary_AdvanceHE: There's an exciting opportunity to join our team as our Resources and Associates Manager. A crucial role in @AdvanceHE--- 1 day ago

RT @lifewider1: For anyone who values the #Creative development of HE students an inspiring #manifesto has been published by @academiccreat--- 1 day ago

RT @jnyrose: Some additional info: Don't worry if you've never applied for a job at a Uni before! If you have any questions about the appli--- 1 day ago

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MMU CELT tweets

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RT @dawnitoes: Fantastic news that Manchester Metropolitan University is declared the WINNER of The Guardian Teaching Excellence Award http... 3 days ago

RT @MMU_CeLT: Congratulations Katrina on both your PGCHE and full AHRC Scholarship. celtmmu.wordpress.com/2019/04/09/con... https://t.co/6bZpQiuquOF 4 days ago

Congratulations Katrina on both your PGCHE and full AHRC Scholarship. celtmmu.wordpress.com/2019/04/09/con... https://t.co/6bZpQiuquOF 5 days ago

RT @PhysGeogMMU: Delighted that the School of Science and the Environment @MMUsste has been shortlisted for Department of the Year @ManMet... 1 week ago

my pages

academic publications

conferences & events

consultancy

CPD

ALT

ALT CMALT 2017

Confirmation

Contextual statement

Core area 1: Operational issues

Core area 2: Teaching, learning and/or assessment processes

Core area 3: The wider context

Core area 4: Communication and working with others

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References

Specialist area: Open education

FLEX 30 [Playful learning]

FLEX 1 Using LSP with undergrads >> focus: Ideas generation for projects

FLEX 2 LSP in #creativeHE >> focus: Learning through making
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FLEX 5 Moving beyond LSP >> focus on extending opportunities

HEA
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academic portfolios

PGCAP Salford (sample portfolio, completed)
PGCAP Sample portfolio Dr Rebecca Jackson

CELT
FLEX
Stephen Powell's space

learning

Dave Cormier's Educational Blog
David Wiley: open content
Frances Bell: temporary resting place
Fred Garnett: Heutagogic Archive
George Siemens Connectivism
George Siemens elearnspace
Gráinne Conole e4innovation
Jenny Mackness
Martin Weller – The Ed Techie
Prof. Ale Armellini's Growth for positive change
Stephen's Web – Stephen Downes

open courses

p2pu stand-alone course about openness in education by Dr David Wiley
photos
My photos on Flickr
My photos on sxc

projects
#LTHEchat
BYOD4Learning course by Chrissi Nerantzi & Sue Beckingham
Creative Academic Hub
Creativity for Learning in HE
FLEX
LEGO et al. in HE practitioners community
open course FOS
storyboxHE
TLC webinars

various
My diigo bookmarks collection

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December 2017 (1)
November 2017 (1)
October 2017 (1)
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August 2017 (1)
July 2017 (2)
June 2017 (3)
May 2017 (1)
April 2017 (2)
March 2017 (4)
January 2017 (2)
So if you need some inspiration and motivation, here are 15 great diversity and inclusion quotes. You'll get some useful insights into spotting and promoting talent, fostering better decision-making, examining your own biases, and more.

1. Best Quotes on Inclusion and Dealing With Difference.

Sheryl Sandberg, Photo by World Economic Forum via Wikipedia CC BY-SA 2.0.

Diversity means including people with different perspectives, different experiences, different abilities, and different backgrounds. It's about embracing the differences that make us unique and valuing all perspectives.

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