

# Rethinking Educational Development - an EDIN conversation

On 18 January 2024 members of the Educational Development of Ireland Network (EDIN) met to reflect on their roles in educational development and to consider what the future might look like for colleagues in the EDIN community. The conversation was facilitated by EDIN Chair Dr Ide O'Sullivan and was informed by members' engagement with identified readings.

A digest of the points made by colleagues at that event is presented in this document.

## Enactment - what our work looks like

- Different ways of working/models: individual, department, institution, sector, specialist/niche, holistic.
- Development, support, education, research.
- Central provision. Wheel and spoke.
- Maintenance and progress – conservative and agile.
- Technology - adoption and integration of digital/technology.

### Influencers

- Institutional strategy and priorities
- Purpose of the institution and how it shifts in direction
- Management, leadership structures and hierarchies
- How T&L is valued
- Obligations and frameworks e.g. statutory, quality, performance, promotion
- Policy and practice (top down, bottom up)
- Necessity to be reactive and responsive

### Perception

- Perception and designation of the role
- Recognition of the role and the work
- Shifts in perception which happen over time and are person and context dependent
- Status and prestige – having to prove oneself (over and over?)
- Parity of esteem
- Precarity and liminality of the role

### Intentions

- Educators
- Change agents
- Nurturing creativity, collaboration, community, imagination, inspiration
- Making the path of educational development/trailblazing?
- Supporting those who teach and learn
- Research and inquiry
- Reacting, responding

## Context and People - central to the work and underpinning it

- Importance of community, collaboration and collegiality, noting that collaboration, at times, can be challenging and time-consuming.
- Tapping into the university and higher education networks.
- Communities becoming self-sustaining and Communities of Practice.
- Context – educational function of higher education.
- Changing context (global, national and institutional), and changing needs.
- Context influences models and perceptions.
- Context and alignment/ with other university departments and units.

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