

## Breaking down Berlin Walls: bringing about bottom-up change in the recognition of Teaching and Learning in a research-intensive university

Over the last few years I have conducted two individual research projects in the scholarship of teaching and learning, one about change management for students on a placement abroad and one on student transition from secondary school to university, through university and into employment.

In both projects I knew that I needed to find recognition by and engagement with stakeholders within my own unit and beyond: on the one hand the scholarship of teaching and learning has an uncertain footing in a research-intensive university; on the other hand similar projects were being conducted in other units and that would help me; there were also central resources that would be important to access in order to implement actions on the basis of my findings. It was important to work together in order to avoid replication and learn from others. Buy-in was thus vital for all the parts of the project. I found various hurdles along the way of which I had only anticipated some but then realised that this was a common experience.

In this workshop I would like to facilitate an exchange of practical experience and identify the nature of the frustrations felt by colleagues to 'do good' (Hellstrom 2004). The 'walls' which we have to overcome may have to do with university management's and/or colleagues' prioritisations under pressure to perform (e.g. in the area of non-teaching & learning research); general work overload; the managerialism in as well as fragmentation of delivery, both of which have mushroomed in the UK and no doubt in institutions elsewhere when it comes to 'student support' in all guises; casualisation of what had traditionally been regarded as academic work, and last not least the delineation of budget centres. Resistance to change is a well-known pattern behavioural pattern in universities (Brown 2013/Harris 2003).

This workshop will help identify common experience, it should conceptualize this in order to identify how change (here: bottom-up change) can be achieved despite the hurdles.

The workshop should start off with a short impulse presentation by me, followed by group discussions on experience in different HE settings. This will be gathered in plenary presentations followed by a second round of group work where participants can investigate how the different approaches in the literature on change and innovation could help them to address their hurdles in a fruitful way, but also what the workshop could contribute to this discussion. There would be possibility for an article authored by a group of participants.

Key literature to be considered as part of the workshop:

Brown, Stephen (2013): 'Large-scale innovation and change in UK higher education'. 'Research in Learning Technology 21, no page numbers,  
[http://www.researchinlearningtechnology.net/index.php/rlt/article/view/22316/pdf\\_1](http://www.researchinlearningtechnology.net/index.php/rlt/article/view/22316/pdf_1).

Harris, Dona L et al (2003): 'Facilitating academic institutional change: redefining scholarship'. *Family Medicine* 35(3), 187-94.

Hellstrom, T (2004): 'Between a Rock and a Hard Place: Academic Institutional Change and the Problem of Collective Action'. *Higher Education: The International Journal of Higher Education and Educational Planning* 48(4), 511-528.