I have my Fellowship, now what?: Supporting post-award teaching and learning practice, reflexivity and planning

Introduction. Professional recognition programs, such as teaching and learning fellowships, give participants opportunities to reflect on their professional practice and further development. However, there are few theoretical principles and forms of support to help awardees engage in dedicated post-award critical reflection and future-focused planning (Shaw, 2018). This showcase presents the outcomes of a research project addressing this issue.

Aims. The project consists of two studies that share the research question: 'What forms of support can be provided for post-award teaching and learning practice, reflexivity and planning?'. The first study sought to develop a tool that could be leveraged by Fellows of professional recognition programs to support and enhance post-award practice, reflexivity and planning. The second study (in progress) investigates other forms of support for higher education staff (academics, academic developers and institutional leaders) who have been awarded a Fellowship. This showcase presents the outcomes of the first study.

Methods. Design-based research (DBR) (Anderson & Shattuck, 2012) was utilised in the first study. Following the principles of DBR, four HERDSA Fellows and two Associate Fellows successfully designed a tool that would assist reflection, practice and future planning in the post-award phase.

Results. The multi-component tool, and qualitative evidence of its effectiveness, will be presented.

Discussion. The 'finiteness' of professional recognition programs has been acknowledged as being problematic for some time (see, for example, Israel, 2012). Experience also tells us that there is a need for stronger approaches to guide practice development in the post-award phase of recognition programs. This showcase presentation addresses what could happen next in that phase, and provides opportunities for further conversation. (281 words)

References

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