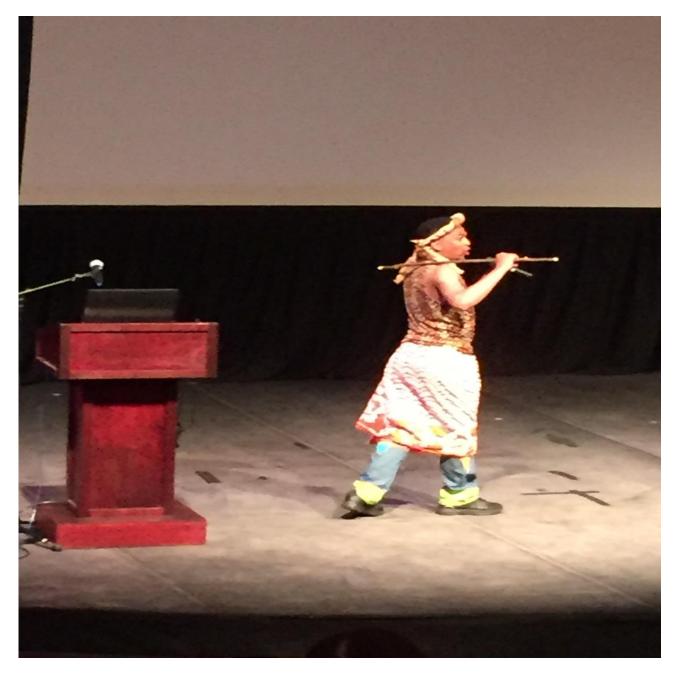# Rapport fra ICED Council Meeting November 2016

Af Jakob Ravn

Billede fra åbningen af ICED konferencen 2016

Introduktion

ICED styregruppemødet fandt sted i Cape Town, Sydafrika, søndag den 20. og mandag den 21. november 2016. Det blev holdt på The Commodore Hotel. Det ligger i det område af Cape Town, der hedder Waterfront, som udgøres af et forholdsvis nyt restaurations, café og butiksområde ved havnen. Der er en smule "turistressort" over det, og det er ikke byens mest spændende eller farverige kvarter, men dejligt tæt på vandet og praktisk med stort udvalg af restauranter og cafeer.

ICED styregruppemøde

Der deltog repræsentanter fra 16 af netværkets 24 nationale medlemsnetværk, og hertil kommer nogle "prospects": En observant fra Island, en repræsentant for Atlanta 2018 (fra det amerikanske POD-netværk), to repræsentanter for ICEDs journal IJAD, 2 ekstra fra Thai-POD (jeg ved ikke hvorfor) og endelig ICEDs sekretariatsmedarbejder Roz Grimmitt og kasserer James Wisdom. ICEDs formand Helen Guerin fra det irske netværk (AISHE) var ordstyrer.

Billede fra en pause i ICED styregruppemøde 2016

Det følgende er redigeret version af mine noter fra mødet, og derfor er det for nemheds skyld på engelsk. Det er en skønsom blanding af de dagsordensatte punkter suppleret med nogle personlige indtryk baseret på uformelle pausesnakke m.v.

Day 1: Strategic Development and Sharing of experiences

1. Individual presentations and short status of networks

- Nearly all networks do: Annual conference, a journal, SIGs and many also does some kind of training of trainers. This latter part is of course foremost for the common good, but to some networks it also generates a stream of income.

- Main themes: Organization, membership structure, how to cope with "competing" networks, as for example in online and blended learning, advocacy.

2. Small group discussion (Matti (Finland), Deandre (US), James Wisdom (UK), XX (Thailand)

In my group we focused on:

- Educational leadership is important but generally overlooked. In some countries it is not even recognized as a formal position, it is just something you do (if anybody does it).

- Module assessment takes up too many resources in all represented countries and this seems like a hot topic. The discussion is especially focused on how to transform the assessment from module assessment to larger junks of program assessment. Continuous assessment, formative assessment and feedback is also touched upon.

3. Plenum discussion based on group discussions

Group discussions must have turned out quite differently since a lot of topics came up in plenum. Some of the more interesting themes from other groups were:

- Strategies for collaboration on Academic Development, between AD-centers and national institutions. Not least in the bigger countries national institutions as HEA, UK, offers and aggressively marked AD courses etc. In other words, there is a competitive and to a large degree commercial marked for AD in some countries.

- National recognition of teaching competence: discussion of national models, fellowship schemes, accreditation of teachers, accreditation of the institutions' educational development programs, professional standards. This is a very interesting topic, not least because DK seems to be lacking behind in the sense of having less developed national frameworks that are well accepted across institutions. This area might be of particular interest to DUN, since networks in UK, Netherlands, Belgium, Sweden seems to play a much more active role in this and to some extend even taking the initiative and thereby reduce risk of government controlled systems.

- From "King Of the classroom to teaching teams" (my formulation). As it often is, the barriers to this transformation is mentioned and discussed but not many suggestions for potential directions forward. One thing I picked up, though, is that evaluations of teaching have to be on group level.

- Advocacy. In many networks this is considered as very big challenge. It is suggested that ICED could play a role in this. Possible ways of supporting advocacy by national networks are discussed: Expertise reports about organization of ED, the value of ED centers, the value of ED centers being populated by professors.

4. ICED and position papers

- Can the national networks make use of and benefit from some kind of "position paper" from ICED? The discussion is set off by the question of how ICED can help networks in national Advocacy. The discussion takes a lot of different directions. Some would like a "Cape Town declaration". Some would like to have position papers directed towards governments, politicians, OECD or ranking institutions. Worldwide comparisons are suggested. Some like ICED to Express Values, some not. This discussion takes up a lot of the late afternoon and it is not really focused or directed to any specific objective. A bit confusing actually. No concrete conclusion at the end.

- The second topic of the afternoon discussions are about development Phases for national networks. This discussion is triggered by the question of how to help new networks to grow and establish themselves. The discussion being if there are commonalities in the way national networks have developed, beyond the national differences. It is commonly agreed that this will be difficult to pursue but maybe a variety of different development paths and contexts can be outlined to work as a sort of roadmap. The board will look into this.

Day 2: Reports and Administration

1   New in the board: Deandre Little (POD).

2. Budget and accounts

James Wisdom presents the accounts and financial state of the nation. ICED is in a stable financial situation with steady income streams from IJAD and membership fees. The second Annual conference generates income as well but not a big amount of money and it fluctuates considerably. The Stockholm conference in 2014 generated a very high amount and this does in fact financially secure ICED for a couple of years. The numbers a small, though, and even smaller things can rock the boat.

- Council meetings and conferences: reports from Shanghai (2017 Council meeting), Atlanta (2018 conference) and Zürich (2020 conference). I am sure that the conference in 2018 in Atlanta will be worth the effort of travelling.

3. ICED membership categories

A. James Wisdom presented the suggestion of other associations in each nation as members of ICED and reasons behind this suggestion. During the discussion, the idea turns into a suggestion for establishing an overview of all the national networks in place, for example as a mind map of national and international networks and relationships. This is for some reason widely supported. Each network then has to develop mind maps. Maybe DUN will be requested to do something in this regard.

B. Cross national associations. Suggestion: invite them as partners, not members. Widely supported.

C. Individual members. Ambition is to keep a relation. It is not supported in the proposed version. It is instead turned into a non-formal "ICED elderly club" (my expression).

Afternoon discussions

Discussions in late afternoon are more substantial and take up some themes from Day 1 in relation of professional standards and advocacy:

- Continued discussion of recognition of teaching competence: in UK professional standards framework are 'colonialised' by HEA and now some of the better HE institutions are about to develop their own. In Netherlands, they have developed a common framework across institutions. In Sweden they have developed a well-accepted common framework. Other networks have done similar things or at least tried. The discussion has a an ICED perspective as to ICEDs role. Accreditation of teachers is a job for the national networks and the ICED perspective is then if they should develop an accreditation of EDs.

I believe this is one of the most interesting topics discussed at the council meeting and it has a lot of potential for DUN to take this up.

- Another afternoon theme is how to influence rankings or at least put quality of teaching and learning at the agenda of ranking organisations. This discussion once more address if ICED should produce position papers that can be used in several ways.

- How to close the gap between 20-30 years of research and no real impact on teaching practices: making it available in an easy to digest format that still is perceived as evidence based and as scholarly work. Can this be a task for the national networks and is it something that they already do?

- Resilience of the board. How to strengthen the resilience of ICED and the board. This might be a discussion that DUN also should have (if not already done): does DUN have the right board structure in order to secure that continuation of expertise and experience when old runkedoners retire; ICED board members are elected for a period of time and thereby ICED is vulnerable to continuous loss of experience. Conclusion: No shortcuts, but the two vice-presidents elected for different periods are a helpful tool. It also helps to commit more than the president and vice-president is a natural path for becoming next president.