

learnt along the way about the benefits and potential pitfalls of university mediation as a way to build employability and transferable skills amongst student peer mediators, and to resolve disagreements that can negatively impact student wellbeing, academic performance and retention.

D3.3.3a, Oral presentation - remote,13:40-14:20

Micro-CPD: Responding to the development needs of the HE workforce in a time of disruption

Dr Sean Morrissey and Dr Kathleen Savage, University of Strathclyde

This session will describe the experience of the Academic Development team at Strathclyde in responding to the acute development needs of learning and teaching staff during the COVID-19 pandemic. Specifically, it will explore the role of MicroCPD, a programme of weekly, bite-sized learning opportunities, delivered by email, that have addressed a wide-range of development needs while overcoming staff's time constraints.

D3.3.3b, Oral presentation,13:40-14:20

Test classrooms: Creating space for pedagogy

Dr Megan De Ste Croix, Nottingham Trent University

Over the past year we have been building a staff development initiative called the test classroom. The test classroom takes account of two common problems academics report with the implementation of active collaborative learning: lack of training and lack of time (Brownell and Tanner, 2012). Academics attend as both students and teachers within the classroom, they experience and gain pedagogic knowledge, but also bring their own ideas, at any stage of development to test on a willing audience. Test classrooms meet the need of staff to find time to do pedagogy work while upskilling them in different pedagogic approaches.

D3.3.4a, Oral presentation,13:40-14:20

The importance of personal biography and distributed leadership in establishing effective community of practice: Insights from a large-scale online programmes change project

Dr Gary Brown and Dr Matthew Tickle, University of Liverpool

Change is a routine feature of university environments, undoubtedly accelerated by the COVID-19 pandemic response. This presentation reflects on a large-scale online programmes change project, capturing critical insights into the experiences of a team of programme leaders. It outlines challenges faced, how they were addressed and presents aspects of good practice on leading major change particularly, but not exclusively, in the online learning domain. The findings demonstrate the importance of individuals' intertwined personal and career biography to their sense-making, the mediating effects of context, and emergent group dynamics. We also articulate the benefits of distributed leadership and an emergent community of practice.

D3.3.4b, Oral presentation - remote,13:40-14:20

The Education Focussed Program at UNSW: Workforce development as community building

Collins Fleischner, Professor Louise Lutze-Mann, Dr Janis Wardrop and Professor Leanne Piggott, University of New South Wales, Australia

This session will present our experience building a community of educators and educational leaders through the UNSW Education Focused (EF) programme, providing a model for building connections between teaching academics both internally and across different