

International Consortium for Educational Development



Conference 2000:

Scholarship and Professional Practice in Academic Development*

***Educational and Staff/Faculty Development**

Time Schedule

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Introduction

This time schedule includes all relevant events of the ICED Conference 2000.

We have scheduled 13 work group units (A - M) with a duration of 45 minutes each. Every work group unit will consist of 6 or 7 parallel sessions thus demanding the participant to preselect his sessions of choice. Some of the sessions are workshops or symposia lasting 90 minutes or 135 minutes and are therefore extended over two or three work group units. The titles of these sessions are listed under several work group units respectively as „Part 1“, „Part 2“ or „Part 3“.

The time table is designed in three columns. The **first column** shows the time of the event. In the **second column**, the presenters and the titles of the sessions are listed. The **third column** shows a number in a circle indicating the thematic strand the session belongs to. The sessions are categorised in five thematic strands:

- â Professionalization of Teaching, Creating Curricula, etc. Empirical Framework: Aspects of the Present Situation of Teaching and Learning
- ã Quality Assurance and Evaluation of Teaching and Learning
- ä Improving Teaching and Learning
- å Strategies and Concepts of Educational Development in HE
- æ Professionalization of Educational Developers in HE

If you want to choose sessions according to a certain general theme, this categorisation will serve as orientation. Each session indicates the number of its thematic strand.

In almost every work group unit there will be one session in German. With these sessions taking place, German colleagues who are not so confident about their English can still participate in the conference. The German speaking sessions are of course open to the international audience (as far as people understand German since there will be no translation).

In order to maintain an adequate room allocation, an approximate number of participants for the sessions will be needed in advance. Therefore, we ask you to indicate your personal priorities for each work group unit. Also, you may want to register for some of the off-time activities we offer. You can do this by visiting the interactive time schedule on the conference home page on the internet at

<http://www.uni-bielefeld.de/IZHD/ICED/time-schedule.html>

Note that minor modifications of the time schedule may be necessary before the beginning of the conference.

Saturday, July 22nd:

10.00 - 15.00	ICED-Council Meeting
all day	Opportunity to explore Bielefeld and its places of interest. As Bielefeld is not a very big city, this can easily be done self-organised and off one's own bat. For more information about Bielefeld please visit our home page at http://www.uni-bielefeld.de/IZHD/ICED
14.00 - 18.00	<p>1.) Guided Sightseeing Tour</p> <p>For the conference visitors, a guided tour by coach will be arranged. The 2-hour sightseeing tour gives an impressive insight into Bielefeld's history. Tailored to your particular interests, there are possible visits to the Ravensberg spinning mill, Sparrenburg Castle, or other places of interest (Conducted by Bielefeld Marketing, comments given in English and/or French). With a minimum of 10 participants DM 13,- p.p..</p> <p>2.) Guided Walking Tour of the Old Town</p> <p>The 1,5-hour walking tour leads from the Old Town Hall across the Old Market Square with its lovingly restored Patrician houses, to the Old Town Nicolai Church and the New Town Marien Church, passing many other landmarks, to the Bielefeld Art Gallery (Conducted by Bielefeld Marketing, comments given in English and/or French). With a minimum of 10 participants DM 10,- p.p., max. 30 participants</p> <p>3.) Combined Guided Tour</p> <p>This comprehensive 2,5-hour tour combines a history walk with a coach tour through the "Friendly Town at the Teutoburg Forest" (Conducted by Bielefeld Marketing, comments given in English and/or French). With a minimum of 10 participants DM 16,- p.p..</p>
18.30	Reception and Welcome Party (drinks, music, get-together) at the Civic Hall
20.30	Introducing Lecture in the exhibition „Skintight Strange - on the History of Scholarly Teaching“ by Wolff-Dietrich Webler (University of Bielefeld, Germany), Conference Coordinator and Chairman of the German Hosting Organisation „Arbeitsgemeinschaft für Hochschuldidaktik e.V.“ (AHD)

Sunday, July 23rd:

9.00	<p><u>Plenary Session</u></p> <p>Conference Opening by Wolff-Dietrich Webler (University of Bielefeld, Germany), Conference Coordinator and Chairman of the German Hosting Organisation „Arbeitsgemeinschaft für Hochschuldidaktik e.V.“ (AHD)</p> <p>Welcome by Prof. Dr. Gert Rickheit, Rector of the University of Bielefeld</p>	
9.45	Break	
10.00	<p><u>Plenary Session</u></p> <p>Welcome Speech by Ministerial Director Prof. Dr. Hans Rainer Friedrich, Head of the Higher Education Department, Federal Ministry for Education and Research, Bonn</p>	
10.45	Break	
11.00	<p><u>Plenary Session</u></p> <p>Panel Discussion: Leading ideas, Concepts and Theoretical Background of Higher Education - A Comparative Perspective.</p> <p>With Graham Gibbs (UK), Neil Haigh (New Zealand), Gunnar Handal (Norway), Ludwig Huber (Germany). Moderated by: Wolff-Dietrich Webler (Germany)</p>	â
13.00	Lunch Break	
14.30	<p><u>Work Group Unit A</u></p> <p>Eckhard Steuer (University of Dortmund, Germany):</p> <p>Soft Strategies for Improving the University - Part 1 (A-11)</p> <p>Hilary Geber (University of the Witwatersrand, South Africa):</p> <p>Academic Development of first Generation Academics in post-apartheid South Africa (A-4)</p> <p>Elena Karpievich (Belarus State University, Belarus):</p> <p>Seminars (A-21)</p> <p>Dieudonné Leclercq, Jean Luc Gilles, Marianne Poumay (all Université de Liège, Belgium):</p> <p>A mimetic way of designing and implementing Staff development with research-rooted Academics (A-69)</p>	ä
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	Lynn McAlpine (McGill University, Canada): Reflection on Training: Using an empirical model to analyze your own practice - Part 1 (A-36)	å
	Michael Endemann (University for Applied Sciences, Hagen, Germany): Das Verbundstudium – neue Studienkonzepte und innovative Studienangebote durch Verknüpfung von Fern- und Präsenzstudium sowie hochschulübergreifende Kooperationen (A-65)	â
15.15	Break	
15.45	<u>Work Group Unit B</u>	
	Eckard Steuer (University of Dortmund, Germany): Soft Strategies for Improving the University - Part 2 (B-11)	ä
	Lynn McAlpine (McGill University, Canada): Reflection on Training: Using an empirical model to analyze your own practice - Part 2 (B-36)	å
	Arlene Archer (University of Cape Town, South Africa): Curriculum Development through a social semiotic analysis of students' productions: Visual Literacy in Engineering (B-9)	ã
	James Groccia (University of Missouri, USA), Judith E. Miller (Worcester Polytechnic Institute, USA), Marilyn S. Miller (University of Missouri-Columbia, USA): Student Assisted Teaching and Learning: Models, Strategies & Outcomes (B-23)	ä
	Various Presenters (Germany): Comparing Staff Development Programmes in Germany - Part 1 (B-68)	å
	Graham Badley (Anglia Polytechnic University, UK): Towards a pragmatic scholarship of academic development (B-3)	å
	Walter Mattauch (University of Tübingen, Germany): Erfahrungen mit der Integration von computergestütztem Lernen und Kleingruppenunterricht im Urologie-Praktikum der Universität Tübingen (B-54)	ä
16.30	Break	
17.00	<u>Work Group Unit C</u>	
	Lynn McAlpine (McGill University, Canada): Reflection on training: Using an empirical model to analyze your own practice - Part 3 (C-36)	å

	Various Presenters (Germany): Comparing Staff Development Programmes in Germany - Part 2 (C-68)	å
	Anette Kolmos (University of Aalborg, Denmark): Implementing PBL and project organized Curriculum - a cultural Change (C-40)	ä
	Jerome Van Wyk (Vista University, South Africa): A model for Community Service and Service Learning in Higher Education. (C-38)	ã
	Margit Raich (Innsbruck University, Austria): Improvement of University Education by Means of Distance Learning Courses - Practical Report Concentrating on Methodical Programs (C-46)	ä
	Dan Yngve Jacobsen (Norwegian University of Science and Technology, Norway): Reception analysis - a new way of understanding differences in educational practice (C-41)	å
	Dietrich von Queis (Universität der Bundeswehr Hamburg, Germany): Selbstevaluation und Dokumentation von Lehrkompetenz. Das Lehrportfolio. (C- 57)	ä
17.45	Break	
18.15	<u>Plenary Session</u> Prefatory note by Carole Baume , The Open University (UK), former Chair of the ICED Council	
19.00	Dinner	
	Cultural Performance	

Monday, July 24th:

9.00	<p><u>Plenary Session</u></p> <p>Keynote by Gunnar Handal, University of Oslo (Norway):</p> <p>The Professional Context and Professional Role of the Faculty Developer: The Case for „The Critical Friend“</p>	
9.45	Break	
10.15	<p><u>Work Group Unit D</u></p> <p>On request of the Conference Coordination: Helene Hard af Segerstad, Lars Owe Dahlgren, Madeleine Abrandt Dahlgren, Hakan Hult (all University of Linköping, Sweden):</p> <p>Why PBL? - What counts as PBL? - Does PBL make a difference? - Part 1 (D-68)</p>	ä
	<p>Gerrit S. du Plooy (Vaal Triangle Technikon, South Africa):</p> <p>TQM: For whom? By whom? - Part 1 (D-32)</p>	ã
	<p>Larisa Kirylyuk (Belarus State University, Belarus):</p> <p>Construction of Knowledge in Multi-way Communication (D-6)</p>	ä
	<p>Carla Nelissen (Hogeschool Limburg, Belgium), Cis Van den Bogaert (Universiteit Antwerpen, Belgium), Jan Daniels (Limburgs Universitair Centrum, Belgium):</p> <p>New approaches in academic development at the Flemish universities - Part 1 (D-27)</p>	å
	<p>Linda von Hoene (University of California, Berkeley, USA), Jacqueline A. Mintz (Princeton University, USA):</p> <p>Research on Faculty as Teaching Mentors - Part 1 (D-22)</p>	å
	<p>Margret Bülow-Schramm (Universität Hamburg, Germany):</p> <p>Veränderungsprozesse an Hochschulen am Beispiel des Projekts Universitätsentwicklung der Universität Hamburg. (D-58)</p>	ä
	<p>Vesna Kovac (University of Rijeka, Croatia):</p> <p>Reconsideration of critical elements for revival of the academic staff development in Croatia (D-5)</p>	ã
11.00	Break	
11.30	<u>Work Group Unit E</u>	

	<p>Gerrit S. du Plooy (Vaal Triangle Technikon, South Africa):</p> <p>TQM: For whom? By whom? - Part 2 (E-32)</p>	ã
	<p>Carla Nelissen (Hogeschool Limburg, Belgium), Cis Van den Bogaert (Universiteit Antwerpen, Belgium), Jan Daniels (Limburgs Universitair Centrum, Belgium):</p> <p>New approaches in academic development at the Flemish universities - Part 2 (E-27)</p>	å
	<p>Linda von Hoene (University of California, Berkeley, USA), Jacqueline A. Mintz (Princeton University, USA):</p> <p>Research on Faculty as Teaching Mentors - Part 2 (E-22)</p>	å
	<p>On request of the Conference Coordination: Helene Hard af Segerstad, Lars Owe Dahlgren, Madeleine Abrandt Dahlgren, Hakan Hult (the University of Linköping, Sweden):</p> <p>Why PBL? - What counts as PBL? - Does PBL make a difference? - Part 2 (E-68)</p>	ä
	<p>Ksenija Napan (UNITEC, New Zealand):</p> <p>Visions, Choices and Challenges (E-14)</p>	ä
	<p>Friedemann Schmithals (University of Bielefeld, Germany):</p> <p>Internationalisierung von Studienabschlüssen – Innovation oder Konvention? (E-60)</p>	ä
	<p>Kirsten H. Lycke (University of Oslo, Norway):</p> <p>Innovations in Norwegian Higher Education: Achievements and further Intentions (E-20)</p>	å
12.15	Lunch	

14.00	<p>An off-time offer for well-trained runners.</p> <p>The so-called „Hermanns-Lauf“ („Herman’s Run“- the name falls back on Herman, a cherusian strategist who defeated the Romans in the Teutoburg forest battle 9 p.C.) is one of the most beautiful public running events in Germany. The track begins at the „Herman the Cherusian“ monument near Detmold and follows the „Herman’s Way“ up to Sparrenburg Castle at Bielefeld. Mostly using forest paths, the athletically demanding track stretches over 31 km of scenic beauty with a total of 700 mtrs. of vertical deviation in descents and 500 mtrs. in ascents.</p> <p>Our offer (valid for any type of weather): Transfer to the „Herman the Cherusian“ monument, one or two experienced participants in the „Herman’s Run“, two facilities for food/drinks supply (or to back out) on the way. Transfer from Sparrenburg Castle to yr. Hotel.</p> <p>The participation is free of charge.</p> <p>Our proposal: If you don’t take it as a competition, but enjoy a leisure run, you’ll take little more or less than three hours. Afterwards, you feel that you did run but don’t need to descent stairs backwards and you are ready for cultural activities in the evening.</p> <p>Requirements: Good physical fitness including training units of more than 20 km. Being not really sure that you can do it, you better don’t try.</p> <p>Registration: Asap by e-mail, latest on arriving at the conference office.</p>
14.00 - 15.30	Guided Tour of the University of Bielefeld. No additional payment required.

Tuesday, July 25th:

9.00	<p><u>Plenary Session</u></p> <p>Keynote by Ludwig Huber, University of Bielefeld (Germany):</p> <p>The Knowledge Society and Orientation as a task of Higher Education</p>	
9.45	Break	
10.15	<p><u>Work Group Unit F</u></p>	
	<p>Peter A.J. Bouhuijs (University of Maastricht, Netherlands), Ansu Erasmus (Technikon Northern Gauteng, South Africa), Carla Nelissen, (Hogeschool Limburg, Belgium), Carmen Vizcarro (Universidad Autonoma de Madrid, Spain):</p> <p>Approaches to develop expertise in teaching and learning - Part 1 (F-26)</p>	ã
	<p>Karron G. Lewis (University of Texas at Austin, USA):</p> <p>Using Learning Styles to Develop Effective Teaching Strategies - Part 1 (F-12)</p>	ä
	<p>Graham Gibbs (Open University, UK):</p> <p>What is training of university teachers attempting to achieve, and how could we tell if it makes any difference? (F-2)</p>	å
	<p>Ranald MacDonald (Sheffield Hallam University, UK):</p> <p>Practitioners in Academic Development: Identifying and meeting individual professional development needs - Part 1 (F-56)</p>	å
	<p>Laura L.B. Border (University of Colorado at Boulder, USA), Gunnar Handal (University of Oslo, Norway), Owen Hicks (University of Western Australia), Christopher Knapper (Queen's University, Canada), Ray Land (University of Edinburgh, UK), Pat Rogers (York University, Canada):</p> <p>The Professionalization of Educational Development - Part 1 (F-1)</p>	æ
	<p>Helen Knauf (University of Bielefeld, Germany):</p> <p>Schlüsselqualifikationen: Neue Impulse für die Hochschulreform? (F-61)</p>	âä
11.00	Break	
11.30	<p><u>Work Group Unit G</u></p>	

	<p>Peter A.J. Bouhuijs (University of Maastricht, Netherlands), Ansu Erasmus (Technikon Northern Gauteng, South Africa), Carla Nelissen, (Hogeschool Limburg, Belgium), Carmen Vizcarro (Universidad Autonoma de Madrid, Spain):</p> <p>Approaches to develop expertise in teaching and learning - Part 2 (G-26)</p>	ã
	<p>Karron G. Lewis (University of Texas at Austin, USA):</p> <p>Using Learning Styles to Develop Effective Teaching Strategies - Part 2 (G-12)</p>	ä
	<p>Ranald MacDonald (Sheffield Hallam University, UK):</p> <p>Practitioners in Academic Development: Identifying and meeting individual professional development needs - Part 2 (G-56)</p>	å
	<p>Laura L.B. Border (University of Colorado at Boulder, USA), Gunnar Handal (University of Oslo, Norway), Owen Hicks (University of Western Australia), Christopher Knapper (Queen's University, Canada), Ray Land (University of Edinburgh, UK), Pat Rogers (York University, Canada):</p> <p>The Professionalization of Educational Development - Part 2 (G-1)</p>	æ
	<p>Vaneeta D'Andrea (University of Surrey, UK), David Gosling (University of East London, UK):</p> <p>Quality Development: A new Concept for Higher Education (G-50)</p>	ã
	<p>Angela Ho (Hong Kong Polytechnic University, Hong Kong):</p> <p>A Conceptual Change Staff Development Programme: Evidence of Conceptual Changes and Factors Affecting Conceptual Changes In University Teachers (G-42)</p>	å
	<p>Ulrich Welbers (Heinrich-Heine-Universität Düsseldorf, Germany):</p> <p>Praxisinitiativen an deutschen Hochschulen im Kontext des hiesigen Hochschulsystems (G-45)</p>	ä
12.15	Lunch	
14.00	Work Group Unit H	
	<p>Wolff-Dietrich Webler (University of Bielefeld, Germany):</p> <p>Evaluation of Teaching and Learning in University Departments: A Model of Quality Development, Integrated in Staff, Organizational and Programme Development (G-64)</p>	ã
	<p>Tim Houweling (Edith Cowan University, Australia), Nara Srinivasan (Edith Cowan University, Australia), Bert Veenendaal (Curtin University, Australia):</p> <p>From Information to Wisdom: Education in the Technological Era (H-66)</p>	ä

	Gill Nicholls (University of Surrey, UK): Constructing a programme for pedagogic practice and scholarship as a means of enhancing student learning (H-8)	å
	Chris Rust (Oxford Brookes University, UK): Do initial training courses have an impact on university teaching? The evidence from two evaluative studies of one course (H-30)	å
	Olaf Gaus, Johannes Wildt (both University of Dortmund, Germany): „Teaching the Teachers“ Project: Hochschuldidaktische Moderation - Part 1 (H-67)	æ
	Christina Tente (University of Bielefeld, Germany): Wissenschaftliche Textproduktion: Zur Vermittlung von Schreibfertigkeiten in der Lehre - Part 1 (H-59)	ä
14.45	Break	
15.15	<u>Work Group Unit I</u>	
	Olaf Gaus, Johannes Wildt (both University of Dortmund, Germany): “Teaching the Teachers“ Project: Hochschuldidaktische Moderation - Part 2 (I-67)	æ
	Christina Tente (University of Bielefeld, Germany): Wissenschaftliche Textproduktion: Zur Vermittlung von Schreibfertigkeiten in der Lehre - Part 2 (I-59)	ä
	Carmen Vizcarro (Universidad Autonoma de Madrid, Spain): Teachers' Conceptions of Learning and Teaching Practice (I-55)	â
	Erika Martens (La Trobe University, Australia): Power and the Evaluation of Teaching: What does it have to do with Quality? (I-35)	ã
	Gerd Wenning (Universität Siegen, Germany): How to accompany open learning processes in virtual learning environments - Part 1 (I-7)	ä
	Lars Owe Dahlgren, Helene Hard af Segerstad (both University of Linköping, Sweden): Thought and Practice - Harmony or Conflict? - Part 1 (I-19)	å
	Simon Barrie (The University of Sidney, Australia): Staff Development to PROVE or IMPROVE the quality of student learning experiences (I-53)	å

16.00	Break	
16.30	<u>Work Group Unit J</u>	
	Christina Tente (University of Bielefeld, Germany): Wissenschaftliche Textproduktion: Zur Vermittlung von Schreibfertigkeiten in der Lehre - Part 3 (J-59)	ä
	Gerd Wenning (Universität Siegen, Germany): How to accompany open learning processes in virtual learning environments - Part 2 (J-7)	ä
	Per Lauvas (University of Oslo, Norway): Quality enhancement systems to improve teaching and learning (J-51)	ã
	Svetlana V. Kostjuevich (Belarus State University, Belarus): University Education as Training for the Intellectual Professions (J-29)	â
	Angela Ho (Hong Kong Polytechnic University): A "Self-reporting" Approach to Evaluating Impact of Staff Development Programmes on Teaching and Learning (J-43)	å
	Wolff-Dietrich Webler (University of Bielefeld, Germany): Preparing Academic Staff Developers at Russian Universities: A Cooperative German-Russian Project - Part 1 (J-63)	æ
	Lars Owe Dahlgren, Helene Hard af Segerstad (both University of Linköping, Sweden): Thought and Practice - Harmony or Conflict? - Part 2 (J-19)	å
17.15	Break	
17.45	<u>Work Group Unit K</u>	
	Gerd Wenning (Universität Siegen, Germany): How to accompany open learning processes in virtual learning environments - Part 3 (K-7)	ä
	Owen Hicks (University of Western Australia, Australia): Planning and evaluation parameters for the provision of academic staff development within the university. (K-10)	å
	Roger Gabb (Victoria University of Technology, Australia): Professional Development for Collaboration: Talking about Student Assessment (K-24)	å

	<p>Carolyn Kreber (University of Alberta, Canada):</p> <p>Are there Different Levels of Expertise in the Scholarship of Teaching? (K-37)</p>	â
	<p>Wolff-Dietrich Webler (University of Bielefeld, Germany):</p> <p>Preparing Academic Staff Developers at Russian Universities: A Cooperative German-Russian Project - Part 2 (K-63)</p>	æ
	<p>Peter Viebahn (Universität Oldenburg, Germany):</p> <p>Die Veranstaltungsbeteiligung der Studierenden als sozial-didaktische Aufgabe von Lehrenden (K-18)</p>	ä
18.30	Break	
19.00	Dinner	
	Cultural Performance	

Wednesday, July 26th:

9.00	<u>Work Group Unit L</u>	
	<p>Ksenija Napan (UNITEC, New Zealand):</p> <p>Transforming Problems into Challenges: An Example of Partnership in the Teaching-Learning Process (L-15)</p>	ä
	<p>Carol Higgison (Heriot-Watt University, UK):</p> <p>Developing and Supporting On-line Tutors: From Process to a Global Knowledge Pool - Part 1 (L-47)</p>	å
	<p>Neil Haigh (University of Waikato, New Zealand):</p> <p>Scholarship and the everyday life of academics: Institutional and staff development perspectives (L-13)</p>	å
	<p>Mercedes Molpeceres Abella, Mercedes Prieto (Universidad de Valladolid, Spain):</p> <p>Teaching at the Faculty of Economics and Business of Valladolid: between Stereotypes and Reality (L-49)</p>	â
	<p>Jonathan Foster (University of Sheffield, UK):</p> <p>Researching community: developing a design for a virtual professional development centre in computer based collaborative group work (L-44)</p>	ä
	<p>Karen Golle, Bernhard Christmann (both Ruhr-Universität Bochum, Germany):</p> <p>Qualitätszirkel: Ein Instrument zur Verstetigung des Studienreformprozesses (L-48)</p>	ã
9.45	Break	
10.15	<u>Work Group Unit M</u>	
	<p>Carol Higgison (Heriot-Watt University, UK):</p> <p>Developing and Supporting On-line Tutors: From Process to a Global Knowledge Pool - Part 2 (M-47)</p>	å
	<p>Wolff-Dietrich Webler (University of Bielefeld, Germany):</p> <p>Supervision of Empirical Research as a Part of Teaching: "Teaching-Research Projects" at the University of Bielefeld (M-62)</p>	ä

	<p>Karin Sandell, Sherrie Gradin (both Ohio University, USA):</p> <p>A Critical Pedagogy for Higher Order Thinking Through Collaborative Scholarship (M-52)</p>	å
	<p>Heather Kanuka (University of Alberta, Canada):</p> <p>Going the Distance: Impacts and Strategies for Effective Web-Based Distance Education (M-39)</p>	â
	<p>Robert Matthew (University of Glasgow, UK), Pete Sayers (University of Bradford):</p> <p>Escaping the Cobweb - Developing and Supporting University Staff in Research Activities (M-31)</p>	ä
	<p>James O. Schnur (University of Southern Mississippi, USA):</p> <p>Putting the Case Method in Practice (M-16)</p>	ä
11.00	Break	
11.30	<p><u>Plenary Session</u></p> <p>Closing Words by Pat Rogers, York University, Toronto (Canada), Chair of the ICED Council</p> <p>Closing Words by Wolff-Dietrich Webler, University of Bielefeld (Germany), Conference Coordinator and Chairman of the German Hosting Organisation „Arbeitsgemeinschaft für Hochschuldidaktik e.V.“ (AHD)</p>	
12.15	Lunch	
14.00	ICED-Council Meeting	