



Managing the demand for audiovisual support services - the changing role of Centres for Teaching and Learning

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Today we will:

- Look at the current situation of Centres for Teaching & Learning:
 - Identity, name
 - Location & structure
 - Roles & mission
 - Activities
 - Role & place of digital education teams
- Discuss challenges and opportunities for CTLs in the post-pandemic Higher Education world

Centres for Teaching and Learning...

- Brought into the spotlight by the Covid-19 pandemic
- Very diverse landscape in terms of: structures, resources, roles
- Interesting identity; “third space”
- Role and place of digital education teams (link between pedagogy & technology)
- Effectiveness & visibility
- Link to research/ evidence-based practices
- CTLs during the pandemic
- How about the future?

Go to:

<https://www.wooclap.com/XLMNCT>

1. Do you work in a **unit or structure** within a university which supports teaching and learning?
2. If you answered yes to the previous question, what is the **name** of this unit?
3. If you have a teaching and learning unit, **where is it structurally located** at your university?

What's in a name?

multimedia services
learning design team
the office for digital learning
higher education futures institute
center for learning and teaching
centre for educational excellence
science teaching and learning unit
educational support and innovation
division for higher education development
centre for technology & innovation in learning
centre for higher education research teaching and learning
department for the enhancement of learning, teaching and assessment
centre for learning, teaching, and development
centre for excellence in learning and teaching
centre of innovation in learning and teaching
the hub for teaching and learning resources
digital education
educational technology and media
newmedia centre
academy of learning and teaching
educational development unit
center for teaching excellence
digital education service
university library education support
centre for innovation
immersive tech lab

Structure & location

- Central vs faculty based (in some places both; need for coordination)
- Place of digital/ multimedia teams (together with the pedagogical support or in a separate silo?)
- At the crossroad between academic domain and admin/ support/ IT (often a political decision)
- Who works there? Multiple identities:
 - Academics
 - Educational developers & designers
 - Learning technologists
- Visibility: how to best reach target audiences?

Activities

Go to:

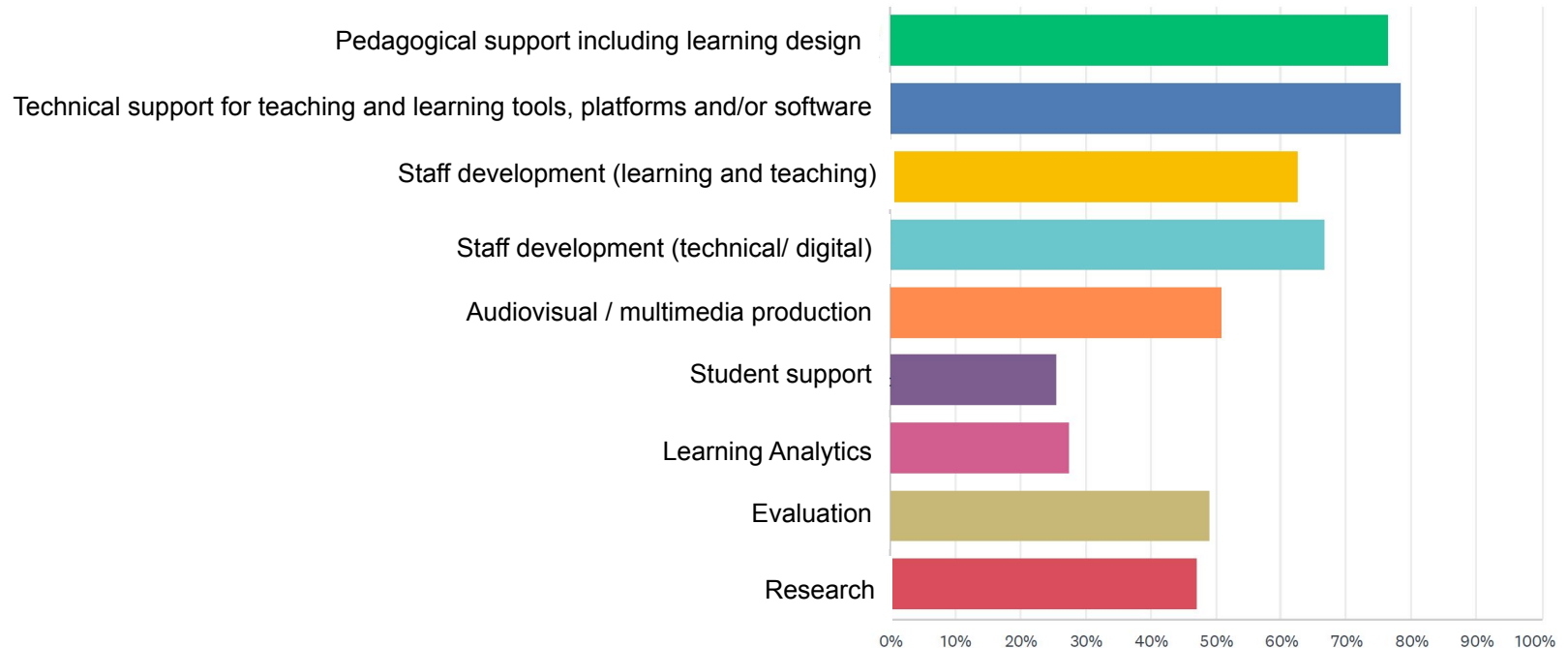
<https://www.wooclap.com/XLMNCT>

Which of the following **activities** are conducted by your unit/ structure?

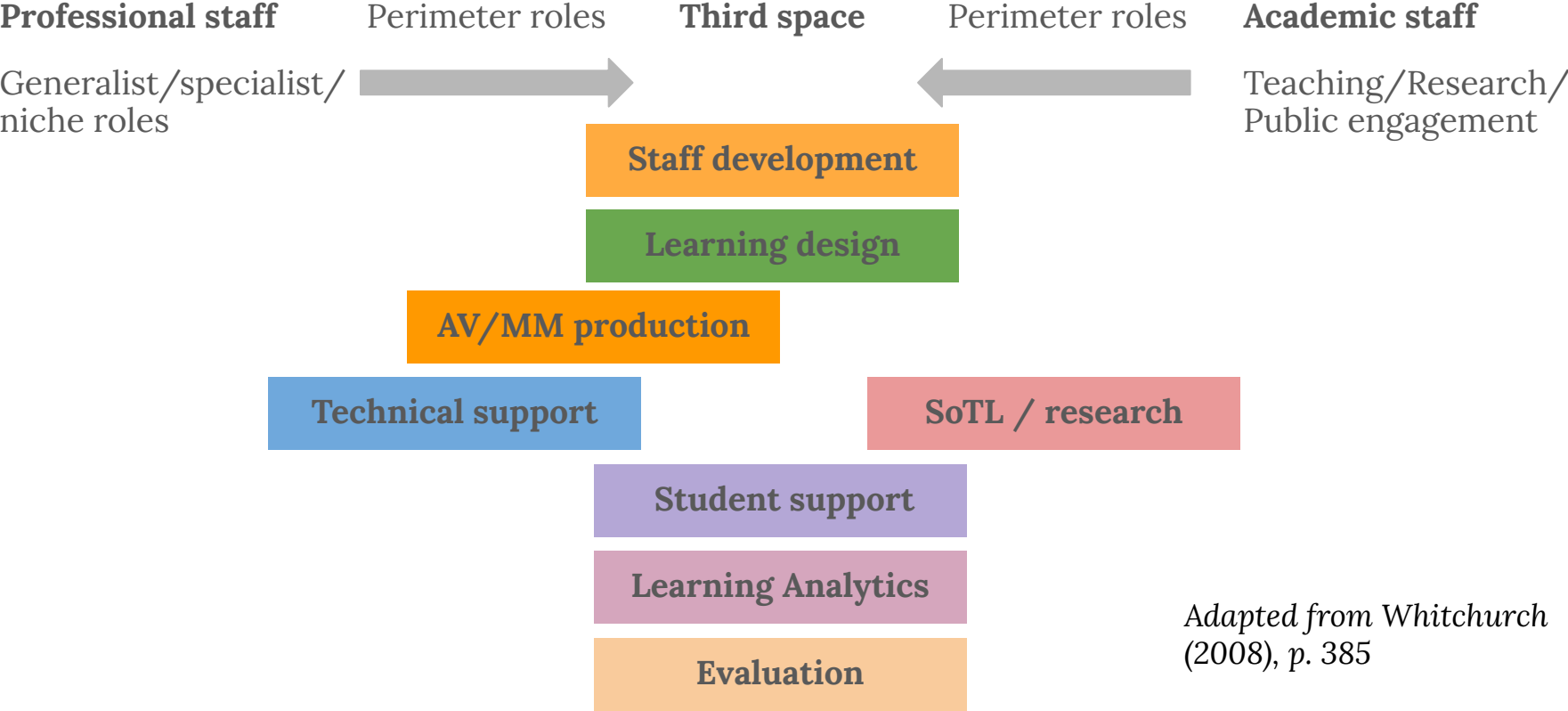
What are we all up to?

Q2 Which of the following activities are conducted by your unit/structure?

Answered: 51 Skipped: 0



Roles, missions and activities in “third space”



*Adapted from Whitchurch
(2008), p. 385*

Challenges

Go to:

<https://www.wooclap.com/XLMNCT>

What are the **CHALLENGES** for structurally supporting teaching and learning at your university in a post pandemic Higher Education world?

Challenge

Fatigue
Stress
Burnout

Academic exhaustion

Burnout is high

Our academics are all burnt out and
distracted by bigger problems

..burnout and high numbers of staff leaving

people are tired, very very tired

recovery from burnout amongst staff

Challenge

Funding
Finances

Budget crises

No budget

Money for support

Pandemic induced budget
cuts

Finances (equipment, working on new projects)

Challenge

Capacity
Capability

Not enough staff

lack of skills and knowledge

Main issue I can see is going to be staffing

staff support and expectation
management

Challenge

Workload

Managing workload of staff to avoid burnout

overwork of staff

everyone is always overextended

Everything! University demands more and more and more of academics to enhance student support increasing Admin workload significantly. Everyone is looking out for the students, but no one is looking out for the staff. Weekly wellness emails are almost a slap in the face.

Challenge

Strategy
Vision

balancing their short notice needs
against longer term development

Responding to the university's
strategic vision

lack of clear mandate on what the
centre must offer

Challenge

Structural Organisational

extreme siloing

challenges in terms of keeping everyone in the loop of what others are doing and avoiding duplication of effort or mixed messaging.

Lack of connection with the faculties

The fact that our university is extremely decentralised; every department is like a little university on its own, with different organisatory structures, rules, ways of communication, etc.

Challenge

Resistance

low buy-in (authorities, management, staff)

Faculty may have a new bias towards digital learning

strong desire to return to as-was normal

Campus culture even pre-pandemic was highly resistant to pedagogical learning

Challenge

Status Recognition

nobody in the leadership
understands what we do

The inequity between academics and prof
support has to be addressed

Need meaningful collaboration between teaching and
professional staff

...under appreciated, not empowered enough by the
institution

Challenge

Uncertainty
Insecurity
Confusion

Confusion over role

Multitude of requirements with
unknown certainty of them
becoming relevant

While people recognise that we are key, we
are now having things added to our workload
that we are not experts on.

Challenge

Educational

to help teachers not to lose the good outcomes of online teaching

we'll have to see what of the lessons learnt from this period will stay.

Issues around eliminating ethnic attainment gaps are key.

Building on the successes of rapid expansion of online delivery

staff having to do hybrid teaching with some in the room/some online simultaneously.
...the workload and complexity of this approach has been severely under-estimated;
purely online was actually simpler

Challenge

Harm

Harmful technology tools

Resistance to critically looking at technology

Administrative & institutional leadership is in love with a neoliberal, credentialized/ commodified understanding of higher ed

Opportunities

Go to:

<https://www.wooclap.com/XLMNCT>

What are the **OPPORTUNITIES** for structurally supporting teaching and learning at your university in a post pandemic Higher Education world?

We now have the momentum to capitalize and continue to grow.

Developing fluid, digital teaching and learning formats with established in-person formats

Opportunities to increase all our distance learning/teaching skills. It has been great.

To re-discover what is important and focus on that. Giving room for innovative ways of working.

Catalyst

Growth

Innovation

Changing the ways of working

Embedded digital relationships with stakeholders

Good use of short educational videos and educational tools, more structure in courses and the flipped classroom model

Improvement

Design

Ways of working

Relationships

Hopefully it has raised our profile within the university and our value is being recognized more

Recognition

People recognise that we are key

Visibility

The Centre is in a better position than before the pandemic

The role of educational developers has ...been greatly boosted by the Covid period both within the university and more generally in the UK which means people are more likely to listen to us/attend events and training, rather than only come to us when they are in a difficult situation

Developing a new and more flexible profile

Availability of free and open training resources

Teaching opportunities for instructional designers - valuing teaching by IDs

Other opportunities

Open education

Teaching

Flexibility

Thank you!

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