ABSTRACT

ED programmes are now a standard way of enhancing quality teaching and learning; in some countries, they are even mandatory for all new lecturers. Even if there is compelling scholarly evidence that these programs can change the way lecturers teach, we still know little about their long-term effects. Such a perspective is crucial since intervening factors can influence graduates' efforts to change, including pressure to focus on research, major increase in student numbers, increasing student diversity or the attitudes of colleague lecturers. To effectively respond to changing student needs and the context of their learning, programme graduates often need more than involvement in regular initiatives of the educational development unit. Yet, it is unclear what type of support best addresses lecturers' needs and has the potential to influence their environment in a way that prioritises teaching enhancement, innovation and exchanges about good practice in education. These questions are important because universities strive to be competitive, which often requires structural changes evaluated over a five-year or longer span.

This work investigates the long-term effects of educational development (ED) programmes on teaching perceptions and practices five and more years later. The research draws comparisons between an ED programme at a university in the United Kingdom dedicated to advancing teaching, an international university where high-quality education is central to its mission, and two universities in Central and Eastern Europe with an ambition to rise in rankings and attract international students. It examines collaboration, trusting relationships and leadership as key drivers of effective practices. Data for this study were collected through semi-structured qualitative interviews with 19 graduates of the ED programmes and with 15 other individuals familiar with their teaching and other professional practice.

The work provides insights into factors that shape the effectiveness of educational development programmes, drawing on recent examples from diverse contexts. It adopts a holistic and critical approach to examining the long-term outcomes of ED programmes and it offers a strategic perspective that extends beyond the immediate and day-to-day work of higher education professionals. The work has an ambition to become a valuable resource for researchers, educational developers and higher education leaders.

This work is comprised of the following sections:

- Section I. Educational development programmes and the change they are hoped to foster (chapters 1 & 2)
- Section II. Four case studies (chapters 3-6)
- Section III. Diverse paths of graduates from ED programmes (chapters 7-11)
- Section IV. Conclusions (chapter 12)

Chapter 1. The rationale for researching long-term impact of ED programmes explains why this work set to explore the long-term effects of ED programmes taking the conceptual lens of student-centredness and reflective teaching. It clarifies how since the 1990s student-centred learning (SCL) that places importance on active learning, continuous assessment and more balanced power relationship in the classroom has become a predominantly used concept for desired learning in educational development. The chapter moreover introduces the concept of reflective teaching. It defines reflection and how it is different from, for example, thinking or deliberation. It details what reflective teaching means, how is it evidenced to impact student learning, in particular in higher education and why should teachers approach their practice in a reflective manner. The chapter offers examples how reflective approach to teaching have been assessed in published literature and it

specifies how both student-centred approach to teaching and reflectiveness are evaluated in this research.

Chapter 2. Design of research on long-term impact of four ED programmes outlines the research project, research sites where data was collected, collaborators and research methods together with the international collaborative project BELONG as part of which this research has been undertaken. It lists the research questions for the study and its purpose. It describes the perspectives taken by the research team and presents limitations of research that has been undertaken for the study.

Chapter 3. An international university committed to transforming how students learn in the region introduces the first case: Central European University (CEU). CEU is a front-runner in the region in offering educational development opportunities not only to its own teachers but also to those who now teach at many other institutions of Central and Eastern Europe, Central Asia and Middle East. This chapter presents CEU's mission, highlighting its goals in terms of education and how they connect to CEU's educational development programme that supports teachers to foster student-centred learning. It moreover elucidates how CEU's initiatives cast legacy over the programmes at other institutions in the region, including two cases discussed later. The chapter presents CEU's programme, its definition of student-centredness and reflectiveness in teaching. It provides information on programme history, major programme assignments for participants to complete, ways of supporting the participants, and who the programme participants and graduates are, specifically those recruited for this research.

Chapter 4. A fast-growing, ambitious university portrays an educational development programme at the second largest higher education institution in Czechia, Masaryk University. The chapter provides background information about *The Foundations of University Teaching Excellence* programme run by Masaryk University's Center for the Development of Pedagogic Competences introduced in 2017 as part of a flagship project of Masaryk University. It presents the programme structure, approach and information about programme participants and graduates together with its understanding of student-centred learning and reflective teaching.

Chapter 5. An institution that trains scholars but also teachers details another programme offered in Central and Eastern Europe, at the Slovak Academy of Sciences. The programme is specific in the type of its provider, which is a predominantly a research institution. It explains that because universities in Slovakia typically do not provide educational development opportunities to their doctoral students, a group of academics secured in 2012 external funding to prepare an educational development programme for early career academics with teaching responsibilities and run it for the teachers from different institutions across the country. The chapter describes the design and conduct of the programme, it characterises its participants and the programme's conceptualisation of student-centredness and reflectiveness while teaching.

Chapter 6. A university that holds Gold for teaching presents a programme delivered by one of the largest and most influential higher education institutions in the United Kingdom, Nottingham Trent University. The chapter first characterises the university and then its educational development programme *Postgraduate Certificate Learning and Teaching in Higher Education* that has been in place since 2008. It describes the programme aims, methods, participants and views of student-centred learning and reflective teaching.

Chapter 7. Four paths of HE teachers uncovers four distinct paths that the teachers in this study have embarked on five and more years after completing an ED programme. These paths emerged from an analysis of interviews with the graduates and their colleagues and an examination of their

course syllabi related to the following themes: a) supporting student learning, b) engaging in teaching innovation, c) balancing various work responsibilities, and d) responding to contextual factors that impact teachers' willingness to teach in a student-centred and reflective way. The four paths synthesised from the data include 1) the Pragmatic Teacher Path, 2) the Enthusiastic Student-Centred Innovator Path, 3) the Dedicated Teacher Frustrated with Their Institution Path and 4) the Converted Teacher-Centred Scholar Path, with the second path being the most prevalent. Each of these paths has been characterised, and a cameo for each is presented to illustrate a variety of routes that graduates from ED programmes take.

Chapter 8. Student-centred and reflective teaching five and more years on starts by detailing what we know from literature about long-term outcomes of educational development programmes. It then presents the key findings from this research, with a focus on programme graduates' student-centred and reflective teaching practices. Drawing on interviews with programme graduates and their colleagues, as well as analysis of graduates' course materials, the study reveals that almost all teachers exhibit student-centred and reflective practices, though the degree to which they do so varies significantly. Moreover, the chapter underscores that reflective teaching remains more challenging for programme graduates to demonstrate than student-centred learning. The chapter also identifies and describes the factors that both positively and negatively influence graduates' ability to teach in a student-centred and reflective manner. Based on these findings, it recommends that higher education institutions set reasonable expectations for the productivity of academic teachers and ensure that learning spaces are designed to support student-centred learning.

Chapter 9. Teaching collaboration examines collaboration as a factor influencing how graduates apply their learning from educational development programmes and evolve as educators. It highlights that successful teaching collaboration relies on teachers' awareness of colleagues who share similar teaching philosophies. This awareness depends on having an effective system for teaching observations and ample opportunities for discussing teaching practices. Graduates who engage in teaching collaboration appreciate the opportunity to learn from diverse ideas and approaches, find allies for teaching innovation, and value the benefits of such collaboration for students. When graduates perceive their department as unsupportive of their teaching values, they seek collaborators outside their immediate environment. These external collaborations, though beneficial, are relatively uncommon, suggesting a need for additional institutional support.

Chapter 10. Trusting relationships of ED programme graduates investigates whether graduates feel trusted by their head of the department to teach in a student-centred and reflective way and innovate teaching and explores what makes them feel trusted or not. The findings reveal an association between graduates' perceptions of trust from their head of department and levels of student-centred learning and reflectiveness. Additionally, the chapter shows that only a small number of graduates engage in publicising and publishing their teaching practices, suggesting that trust from the superior may not translate into teaching innovation. The chapter also uncovers a contrasting nature of the perceived trust from the head of department, which tends to be primarily cognition-based, with the more nuanced, multi-dimensional trust expressed by colleagues, encompassing cognition-, affect-, and value-based trust. Finally, the study recognises that superiors sometimes express indifference about graduates' teaching, which may discourage them from innovating teaching as innovation involves risk-taking. The chapter concludes with recommendations for heads of department to cultivate trust across the unit.

Chapter 11. ED programme graduates serving as educational leaders maps the educational leadership roles that graduates from ED programmes hold within their institutions. First, the study

details the various formal leadership roles that programme graduates undertake and it explores the influence they have on teaching and learning informally, as reported by their colleagues. The chapter then discusses whether a relationship exists between graduates serving in leadership roles in teaching and learning and their student-centred approach to teaching and reflectiveness. It elaborates on whether programme graduates receive formal recognition for their teaching and how such recognition is linked to their leadership roles.

Chapter 12. The implications of this study for institutional practice, educational development, and research synthesises the key findings of this study and presents recommendations for higher education institutions on how to enhance support for graduates from educational development programs. Additionally, it offers suggestions for educational development programmes and for future research in this area. A critical task for higher education institutions is emphasised—namely, to enhance the institutional recognition of teaching. Without such recognition, these programmes face challenges in effectively promoting excellent teaching and improving student learning outcomes.