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into their own practice. It allowed course coordinators to describe and re-articulate the practice of engaged teaching into a massive class context across the whole teaching team. Guided by the academic developers who were more familiar with the existing body of research, teaching teams redefined expected student behaviour, expected staff behaviour and expectations of teaching in this manner amongst the teaching teams.

While teachers were focused on refining the tool, they were developing a shared view of what constituted engaged learning in that setting, in that discipline and in that team. And, as observers, we noted an increasing degree of consistency across teaching practices across the teaching teams, both within and across the disciplines taught in the teams that actively engaged with the process of refinement – more so than in other classes we observed that didn't engage with this process. In those classes, we noted that members of the teaching team who were not the course coordinators generally slipped into the familiar patterns of transmission-based lecturing and students passively listening.

Conclusion

The ALOT tool provided a means to acquire a time-bound 'scan' of student activity in a large space. But more importantly, the process of refining the tool proved useful for helping translate teaching practices that supported genuine engaged learning. It exposed the traditionally closed space of teaching and learning to the gaze of others and sparked conversations between teachers, engaged learning champions and academic developers, to transform large class teaching from traditional lecturing actions to classes where teacher actions leaned towards guiding/monitoring engaged learning across the whole teaching team.

Now, in a world transformed by Covid-19, teaching and learning that engages students is even more necessary. And a mechanism to capture data across multiple platforms is needed. But, more importantly, what is really needed is a means to bring together the diverse teaching teams that online and hybrid teaching require, to forge a unified understanding across the team of what constitutes engaged learning in *this* course, in *this* mode, for *these* students.

The ALOT package is freely available to download from <https://itali.uq.edu.au/resources/evidencing-teaching-innovation>. We invite colleagues to use the tool as a starting point to spark conversations about engaged learning approaches.

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From walking to surfing: Reflections on moving an educational leadership activity online

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Over the past year, the necessity of adapting our interactive, engaging, face-to-face group activities into an online learning experience has tested the limits of our creativity and academic practice mindsets. This article outlines how I have translated an activity based on a walking and learning experience into an online activity. In the process, I have reflected on what the key outcomes of the activity are and consider how I can adapt this in the future when we are again allowed to undertake group walking and learning activities.

The developing leadership module

As part of our Masters in Academic Practice at City, University of London, which is designed for both new and experienced staff working with students, there is the option to take a module on educational leadership entitled 'Developing your leadership and reflective practice'. The module team's approach to this module is to encourage

participants to understand themselves in order to understand their leadership practice and influence others (Avolio and Gardner, 2005). Thus our educational approach to the module is not to see leadership as automatically related to a particular position in the organisation, instead we take an inclusive approach as we believe that everyone, regardless of their role, is capable of exhibiting leadership skills and behaviours (Sinek, 2014). The module considers personal leadership and what skills participants have already – both considering their self awareness, as well as thinking about those leadership attributes they aspire to, and why.

Leadership in academia is not always an area that is uncontested or simple (Bryman and Lilley, 2009). Much of the literature about leadership skills and change is created from corporate environments, where leadership skills are more easily defined. In academia, there is much less clarity and frequently many leadership models are challenging to

apply to academia where leadership roles are much more opaque. (Gibb *et al.*, 2013). Therefore, encouraging critical thinking about the University environment and reflective practice is vital in this module. The module aims for participants to ‘appreciate a range of techniques to reflect on their own practice and development’. One way of achieving this has been through using a walking and learning activity to facilitate reflective practice, creative discussion and active learning (Zundel, 2013).

Leadership development journey through the British Museum – In person

The notion of going on a leadership journey is central to the module, which takes place over a six-month period, and therefore the walking and learning activity supported this development. This is particularly helpful for those participants who struggle with some of the storytelling or metaphorical aspects of the module, and gives them a more tangible opportunity to explore their current leadership practice and development. To this end, a day in the British Museum was designed which centred around exploring the use of leadership metaphors. This location was chosen as it is sufficiently large enough to enable the participants to explore the building and varied enough that with the size of the group there will always be enough objects to explore.

The day starts in the British Museum café where participants are asked to review a list of leadership attributes and identify five that represent their current leadership style. After discussing this with a fellow participant, they then explore what five attributes they would like to develop. This activity enables participants to think about their own practice and where they currently are in terms of their leadership style.

Participants are then given time to explore the museum and find at least two artefacts: one that represents their current practice and one that encapsulates leadership attributes they aspire to. They are asked to prepare a narrative journey between the two objects, discuss why they have chosen these artefacts to the group, and what they might need to do to make that transition. After that time, participants in turn then lead a walk around the museum and between their artefacts, and narrate the journey to the rest of the group. The day concludes with a reflective activity exploring the participants’ experiences of the day, focusing on how the selection of artefacts has deepened their understanding of their current leadership practice and future development.

Initially, the participants express surprise that they are ‘allowed’ to explore the museum and given the free time and space to walk around selecting the artefacts. For a number of participants this is often a dislocating experience – some of them have never visited the British Museum before or not been since they were a child. There is a sense of being on a ‘school trip’ and also sometimes a sense of illicit time: ‘Is this ok?’, ‘Can I really do this in “work time”’, are sentiments often expressed.

Some participants seem to travel around the museum very quickly and when this happens, they are asked to go around again and repeat their tour, hone it down and ensure they know the path easily between their artefacts. This usually brings fresh insight. Once participants return from the

initial exploration, they are usually overwhelmed but also exhilarated by finding out new aspects to the Museum they had not seen before and artefacts that encapsulate their experience.

During the walking tours of the artefacts, frequently participants have expressed surprise that after choosing their first artefact, they have walked around the museum and selected a second artefact in the same room as the first; but then they usually take everyone on the tour of the museum they followed, to demonstrate their thought process. Indeed, taking participants on a journey exploring a range of artefacts has been an unexpected addition to the exercise but one that has been included by a number of participants in a very positive manner. Participants have found that as they explore the Museum, choosing their current and future leadership artefact, they ‘stumble across’ additional pieces that reflect their journey or transition. Then, the journey becomes as important and significant as the artefacts themselves, and it is the movement between them, both literal and metaphorical, that enables them to explore more deeply why they feel they are acting in certain ways currently in relation to their own practice and how they want to develop. Often, these journeys illustrate challenges that may be holding them back or different facets of their leadership personality, so for example, they may enable the participant narrator to explore how spiritual and personal values impact on their professional leadership behaviour, or what support systems they need in their personal life to enable them to develop their leadership skills. These additional objects also have illustrated different facets of their current challenges or images of leadership that they do or do not want to aspire to. They add richness and depth to the developmental narrative and tangibly enable participants to illustrate what they need to develop as a leader.

The day in the British Museum has many benefits and positive outcomes for the participants. Firstly, it enables them to bond as a cohort and build trust between each other as they often reveal quite personal experiences around leadership and their self-confidence. Secondly, this foundation of trust enables greater engagement in the activities later in the module, particularly the initial assessment where participants outline their leadership philosophy. Thirdly, the day takes participants out of their ‘comfort zones’ in terms of their learning experience and enables them to experience a different form of learning and reflection. Fourthly, it gives participants the opportunity to focus on their core values and where they want to go in a very tangible and creative way. Often participants come back to the artefacts that they have chosen at later points in the module. And finally, the freedom of the activity enables participants to explore connections and ideas about their leadership practice in a more creative manner.

Moving walking to surfing

When the pandemic hit in 2020, I was in the middle of teaching the module, but fortunately, in 2020 I was able to carry out this day in person; however, although I had hoped to be able to run it in person in 2021, my optimism was ill-founded as we went into our third lockdown in the UK in January 2021.

Initially, I considered not including the day at all as I did not want to offer a weaker version of the activity; however, I considered the exploration of values in a creative way as a key component of the module and did not want to lose this exercise. I also considered moving the day to a later part of the module when we were likely to be out of lockdown. However, the day works well early on in the module, particularly due to the building of trust element as well as preparing participants for presenting their leadership philosophies as part of the first assessment which is due mid-module. This would not work if the day was held later. Given that all major museums have considerable online presence, I decided that it would be possible to replicate the activity online, and although the experience would be different the outcomes would be similar. For the online iteration of the module, the days are taught differently; rather than running a whole day from 10am to 4pm, online the structure is that an initial plenary session is held for one hour to introduce the topic and various activities. Participants are then free for the rest of the day to explore the activities and work independently, returning at 3pm for a one-hour wrap-up session where they feed back on the activities and engage in further discussion. This structure lent itself well to the adaption of the face-to-face British Museum day into the online environment.

The initial session replicated that taken in the British Museum café. Participants were introduced to the notion of leadership values and their significance for leadership development. I did prepare a short presentation on this which I would not normally do face to face, as it worked better online to provide more structured content. Then participants engaged in the same activity where they identified their current leadership and aspirational values. This was initially done individually, then, participants were placed in pairs via breakout rooms to discuss these values and interrogate their rationale around selecting them and other experiences they had had in this exercise. There was then a short plenary discussion around the activity and an outline of what they would be doing for the remainder of the day. Participants were asked to go to the British Museum website and spend some time browsing the collections to choose two artefacts: one that represented their current leadership values and approach; and one that represented the leaders that they aspired to be. They were asked to think about the differences between the two and consider why they had chosen the artefacts. This was fairly similar to what they would have done in the actual Museum itself. They were also asked to think about the narrative around the artefacts, but obviously because we were not able to physically move around the Museum the narrative around the journey would be different. It was more focused on the discovery process. For the final session at the end of the day, participants were asked to give a five-minute presentation or summary of their experience.

During the final session, I was impressed at how rich the reflections were and how ordered the presentations were. Many of the participants had prepared short presentations reflecting on their journey through the Museum, and although it was harder to replicate the serendipity of the physical experience of walking through the Museum, many participants had stumbled across objects as they browsed the website.

Differences between walking and surfing

Undoubtedly, the online experience of the British Museum was very different to the face-to-face one, but was it a lesser experience? My initial reluctance for moving this day online, as stated earlier, was that the participants would end up with a watered down experience of the walking and learning activity that would not generate the rich reflection and creative thought that the face-to-face experience encourages. However, reflecting on the activity, I do not believe this to be the case for the following reasons.

Firstly, the initial reflective activity works just as well online as face to face. It may even work better, as participants are not distracted by the unfamiliar environment of the Museum and the café! This did enable the participants to fully reflect on where they were and discuss these values with others. Secondly, whilst not exposed to the range of potential artefacts in the Museum, online, participants were not as overwhelmed by the experience of the huge physical Museum and selected artefacts with more ease. Feedback from the participants was that they were very focused on what they were doing and whilst they did not take so long to browse the Museum, they were more intentional from the outset. This intentionality and purpose around identification of values and development needs did demonstrate a more confident approach to the activity. Thirdly, the quality of the presentations, whilst certainly different from the narrative journey walking around the Museum, was definitely equal in terms of reflection and presentation. By being able to create a short presentation or share the images online, participants were more organised in their thoughts and started to build their reflections in different directions. They made similar creative leaps between the artefacts, and the journey was more reflective. Fourthly, these short, more formal, presentations were a much better practice for the video presentations that participants needed to submit as part of the assessment. I noticed that there was greater reference to the British Museum activity in these presentations than in those cohorts who had undertaken the activity face to face, and this gave new narrative dimensions to the presentations and a more personal tone in many cases. Finally, the element of trust and relationship-building for the cohort was equally present. In many ways, the shared experience of being in lockdown and all accessing the material from home had created a bond between the participants earlier. In my personal experience the fact of sharing my home space with children, dogs, noisy neighbours, partner *etc*, with my work colleagues, has often engendered deeper connections. I certainly noticed this with my participants who were all facing similar challenges and this shared experience helped bonding and building trust.

There were some disadvantages to running the activity online. Firstly, because participants did not spend as much time exploring the British Museum website as they would have done the physical Museum, the immersive nature and freedom of the experience was not replicated online. Secondly, we usually run a reflective activity at the end of the day to summarise and wrap up the experiences. Due to time constraints this was less possible and thus that element of shared learning from the day was not replicated as well online. Of course, this would be possible with scheduling

longer sessions or asking participants to complete some kind of reflective activity online.

Adapting this activity from a very located, physically engaging environment into the online world has been an informative and useful creative process. Whilst I sincerely hope to be able to run the activity in person for my next iteration of the module, I need to think about some of these benefits that have transpired from running the module online. The key takeaway was the quality of the feedback from the participants and how this benefited them in preparing for the assessment. This is something to consider for future design of the module. One option would be to run the day in two parts, the first part physically in the Museum with the exploration of the artefacts and some short sharing of the journey, then to run a follow-up session where participants present back more formally their findings. The challenge with this would be to ensure that it is not repetitive and that the journey element was not lost. A further option would be, instead of a formative version of the presentation, to ask participants to submit a reflection on the day as a formative activity in preparation for the activity.

Conclusions

In this article I have explored how to adapt a walking and learning activity into an online setting. The design of our walking activities to scaffold and promote creativity and leadership reflection can be used online with similar outcomes. A positive outcome was that the metaphor of a leadership journey that is literally carried out through taking a walk through the British Museum could be recreated online through meandering through the British Museum website. Both forms of the activity engendered a deep reflection and engagement with the reflective practice that is required for the development of effective leadership skills.

As walking is a relatively accessible and generally inclusive activity – it requires no special equipment, no budget and can be moderated to suit the majority of requirements – it is

also something that participants can utilise freely and easily in their ongoing leadership practice beyond the module. It is a skill that they have acquired which will enable them to support their future leadership development. This is also something to consider in relation to the online activity, which is equally inclusive where participants have access to the technology. Ensuring that the element of inclusivity is retained in both forms of the activity is a key part of the design of the activity.

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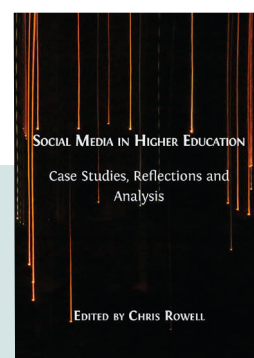
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Book Review

Social Media in Higher Education: Case Studies, Reflections and Analysis

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To some folk, 'DMs' are those tough and uncompromising boots, often to be seen, sometimes at painfully close quarters, at the end of turned-up drainpipe trousers. If this is your overriding impression of the DM, then you really ought to take a look

at *Social Media in Higher Education* (#SocMedinHE), as a vast majority of the nearly 400 million active Twitter users will be eager to inform you that DMs are 'direct messages'.

#SocMedinHE is a collection of 23

papers, largely focused on professional practice and critical reflection, teaching and learning, leadership, network building and approaches to innovation. Over the last decade and a half, numerous social media platforms have vied for our attention: Facebook,