



The value of a collaborative community of practice to disseminate an inclusive pedagogy in a UK university

Alison Cornforth
Northumbria University, UK

Abstract

Collaboration between academic and professional support colleagues, including those working between roles or third space professionals, is essential to develop ongoing teaching practice in higher education (HE). From the perspective of a ‘third space professional’, this study evaluates the value of a university-wide collaboratively developed website as an inclusive Community of Practice (CoP) in a post-1992 university. The website aimed to share inclusive teaching resources, designed in previous practice, and initiatives for colleagues new to teaching, with the purpose of supporting new Professional Standards Framework (PSF) (AdvanceHE, 2023) criteria. A small-scale case study approach was taken using mixed methods of semi-structured interviews and pre and post launch website data analytics to triangulate and analyse data. The existence, benefits and challenges in collaboration between professional support and academic colleagues were evaluated. The value of the website was also analysed as a model to build collaboration as a CoP to promote teaching development and disseminate an inclusive pedagogy. Although the will to collaborate was identified, alongside increased recognition of professional colleagues’ credentials, opportunities to collaborate were reduced due to workloads, time and a research-intensive culture where teaching initiatives and collaborations were less valued. This study suggests that third space professionals can promote value in teaching development in Education Developer roles by increasing the Scholarship of Teaching and Learning (SoTL) and designing theory-based teaching resources to support academic workloads and encourage collaboration.

Keywords: collaboration; community of practice; inclusive pedagogy; education developer.

Introduction

The term 'third space professional' has been coined in recent years to give identity to staff working between academic and professional roles (Whitchurch, 2008), as colleagues can have similar qualification levels (Whitchurch, 2017), or move between roles (Denney, 2023). Professional support roles have grown to include more specialist roles to improve student experience and outcomes (McKay and Robson, 2023). These roles include library and digital support (Trantom and Reid, 2013), quality management, educational development (Akerman, 2020) and research and data management (Oancea, 2019). However, there can remain challenges in credibility and identity in professional support roles, leading to an 'invisibility' within institutions (Akerman, 2020) and disempowerment (McKay and Robson, 2023). Little and Green (2022) suggest that third space professionals, such as Education Developers, need to influence the acceptance of their expertise by academic colleagues through collaboration. They highlight a credibility framework to build trustworthiness and identity as a reflective tool. However, wider issues restricting collaboration, such as a more dominant competitive culture (Newell and Bain, 2020) are overlooked. Although Newell and Bain suggest organisational support to encourage collaboration, this solution fails to recognise the performativity aspect of higher education (HE) (Macfarlane, 2017). The paradox in collaboration for academic colleagues is that individual research initiatives are more measurable (Macfarlane, 2017). Therefore, focusing on developing a collaborative ethos or collaborative skills alone does not address the individual performativity and research focus of the academic role, which can hinder collaboration in educational development.

Collaboration has been defined as 'a moral continuum', including mentorship, intellectual generosity, sharing practice and research development (Macfarlane, 2017). Hadar and Brody (2012) suggest a mentoring environment to enable professional development in teacher education as a Community of Practice (CoP). Wenger (1998) defined a CoP as diverse communities with shared interests, participating in ongoing joint enterprise and mutual engagement to benefit the community through individual expertise and collective activities. However, in Hadar and Brody's (2012) study the withdrawal rate of members suggests limitations in mutual engagement and value to participants. Value needs to be recognised in terms of benefit to individual and collective collaborators (Goodnough et al, 2020) and can be viewed as 'cultural capital', which may be educational reward, or 'social capital' in the development of social connections (Bourdieu, 1986). Lukes et al (2023)

address value in a CoP by creating a network to support scholarship in teaching and learning (SoTL) and promote teaching development. SoTL was identified by Boyer (1990) as fundamental to teaching development, advocating a collaborative approach, and this focus is now more widely recognised (Bailey et al., 2022). Although Lukes et al's (2023) study increased recognition for Education Developers the focus was on collaborative scholarly research publications. Value in teaching development can be more apparent when a culture of teaching excellence exists at institutional level (Braxton, et al., 2024). However, more commonly, promotional structures and individual performativity are measured on research (Bailey et al., 2022; Denney, 2023).

Goodnough et al (2020) aimed to create value in collaboration by developing teaching resources in an inclusive pedagogy, based on Universal Design for Learning (UDL) principles. Criticism has arisen in the design of practical, solution-based approaches, lacking an underpinning theoretical basis (Stentiford and Koutsouris, 2022). UDL has also been questioned due to an overestimation of the research basis in neuroscience and for limitations in supporting all learning needs (Boysen, 2024). Although, many universities have online website resources and CoPs to share practice, collaborative channels and infrastructures have been advocated (Shagrir, 2017). This study uses a novel approach to build a university-wide online inclusive community on a new website developed through collaborations with academic and professional colleagues to support teaching practice. A theory-based inclusive pedagogy, designed in previous practice with students with dyslexia, was also disseminated on the website. These theory-based resources were designed using Cognitive Psychology principles (Weinstein, et al., 2019) and Situated Learning Theory (Lave and Wenger, 1991). A social constructivist approach (Creswell, 2014) was taken in previous practice to build knowledge by drawing on Freire's (1970) problem posing education to empower students and develop a critical student voice. This approach aimed to address structural inequalities and the need to respond to diverse students' perspectives (Koutsouris, et al., 2021) in teaching key skills identified by students, such as critical analysis and critical reflection.

A further purpose of the website development was to create an ongoing CoP (Wenger, 1998) in sharing colleagues' initiatives to support teaching on the Postgraduate Academic Practice Certificate (PGCAP) and build a collaborative ethos across the university. Recognition of the importance of collaboration and inclusivity are highlighted in the Advance HE Professional Standards Framework (AdvanceHE, 2023). The PGCAP is also

promoted as a route to Fellowship recognition (AdvanceHE, 2020). The conflict between individual development and collaboration was also addressed by the showcasing and celebration of colleagues' teaching initiatives and individual research publications, adding value for individual collaborators.

From the perspective of a third space professional, this research paper investigates views on the existence, benefits and challenges of collaboration between professional support and academic colleagues. This study will investigate the value of the website development as a model to build collaboration as an inclusive community of practice to promote teaching development and disseminate an inclusive pedagogy. The aims are to identify the issues preventing collaboration to increase recognition of the value of teaching development and, in turn, the credentials of third space professionals.

Methods

Wenger's (1998) definition of a Community of Practice (CoP), as outlined in the introduction, was used as a model to develop a collaborative website with academic and professional colleagues to support colleagues new to teaching. From the perspective of learning as a social practice (Vygotsky, 1962), the website was developed from initial planning stages, commencing on 1 September 2023, to address issues raised from student voice in previous practice, which had led to the development of inclusive teaching resources. Resources have been used in practice, allowing for critical reflection and ongoing enhancement with students over a period of two years.

Website planning stages involved negotiating a location within an existing Sharepoint website as an appropriate means of dissemination, alongside webpages outlining key university information, such as Advance HE Fellowship, Career and Personal Development (CPD) and conference events. The website was launched on 19 January 2024 and continues to be an evolving project, with ongoing contributions from colleagues. Communications were sent out around the university on lead intranet sites and newsletters, as well as raising awareness in an internal university conference presentation.

A small-scale qualitative case study approach was taken to interview the website collaborators: six academic and four professional support colleagues involved in planning

discussions and sharing ideas or resources. In website planning stages, all Heads of Departments and Services were contacted across the university to invite collaborators to discuss and share strategies, taking a democratic approach. Full ethical approval was granted by the university to interview and publish colleague's responses from semi-structured interviews. Six academic colleagues and two professional support colleagues across teams and faculties agreed to be interviewed, were given participant information sheets and gave informed consent. Semi-structured interview questions (see Appendix) were undertaken to gain individual perspectives in a social constructivist approach (Creswell, 2014). Despite limitations in the number of professional support colleagues interviewed, it was deemed invaluable to gain such perspectives to represent relevant teams. Furthermore, the perspectives of professional support colleagues reduced personal bias.

To support data obtained through interviews and gain a richer perspective (Yin, 2018), a mixed methods approach was undertaken. Website data analytics were monitored from the launch date to 21 March 2024. The number of visits were monitored over two 62-day periods from 17 November to 18 January and 19 January to 21 March to evaluate pre-launch and post-launch data. The aim was to give an insight into the value of the new teaching practice website, rather than an indication of impact. Key themes from the semi-structured interview questions were coded, analysed (Braun and Clarke, 2006) and triangulated with the pre- and post-launch analytics to corroborate the findings (Yin, 2018).

Results

Semi-structured interviews ranged in duration from thirty to forty-five minutes for each participant and were recorded on Microsoft Teams. Participants were anonymised in the transcripts and referred to as 'Participants 1 - 8' and any identifying data was removed. The following themes were categorised by thematic analysis to identify key issues (Braun and Clarke, 2006) and an insight into the value of the website taken from data analytics.

The existence and nature of collaboration

All participants identified that collaboration took place in their roles. However, professional colleagues collaborated with both professional and academic colleagues, whereas

academic collaboration tended to involve other academic colleagues, primarily within the same department.

The majority of participants identified the voluntary nature of collaboration, usually undertaken 'with like-minded people', 'someone with a similar mindset' in terms of an equal willingness to achieve a 'shared vision' in 'research ... or teaching innovation'. The need to demonstrate the value of collaboration was highlighted, especially for those 'difficult to reach':

I think that each stakeholder has to get something from it ... There's got to be an agreement on what each person gets ... and contributes (Participant 8).

Professional colleagues identified collaboration as 'part of my role but not really explicitly outlined' or as a 'key aspect of the role'. The nature of collaboration was identified by professional support colleagues as making '... experiences better for staff and students', with the key aspects seen as including the ability to 'communicate at any level', 'listen, amplify voices, take feedback'.

Both academic and professional colleagues cited collaborations on projects and modules as a way to improve working practices or outcomes for students, including building 'collaborative knowledge' with students. 'Enjoyment' was also raised as a factor in effective collaborations and joining up 'with people who ... match your gaps', 'or ... who strengthen your strengths'.

Collaboration brings alternative perspectives and potentially new ways of thinking and methods. The strongest collaborations come out of mutual understanding, respect, and interests (Participant 7).

Academic colleagues more generally cited a teaching or research focus to collaboration, alongside an informal approach such as mentoring, coaching, sharing practice or even a conversation. Collaboration was also identified as 'research groups to create a safe space to critique writing' and 'develop co-authored papers', 'more formal departmental collaborations to share practice' or 'design teaching innovation' to enhance skills and confidence. The teaching focus of collaboration was seen to have benefits in increasing student engagement and attendance:

... I think if we get it right with collaboration on team improvements and interventions, we can have an impact ... because we are trying to innovate in a way that will sort of teach students what we need to teach (Participant 3).

The benefits and challenges of collaboration

All participants cited a willingness to collaborate on their part. Benefits were seen as 'vast' and 'many', allowing 'greater achievement' and a pooling of 'knowledge and expertise':

Nobody can be an expert at everything, and that's why it's important to ... include colleagues as much as possible (Participant 5).

Professional colleagues highlighted the need to adapt or demonstrate abilities to encourage collaboration 'to develop a reputation or brand recognition' or 'to get your foot in the door'. The transactional nature of some collaborations was also highlighted as a 'currency of knowledge or expertise' in areas such as policy development, quality assurance, compliance and teaching innovation. At times, collaboration involved putting 'your professional expertise aside' to enable collaboration, 'making sure you adapt as much as possible' 'just to get there'. However, all professional colleagues cited challenges to collaboration in 'workload', 'resources' and 'time' implications, with issues raised in not recognising 'how long collaborations take'.

Academic colleagues also raised the issue of 'currency' in terms of the value of projects and enabling collaboration through 'equality of workloads' and democracy to remove 'dichotomies or distinctions between collaborating members':

Regardless of hierarchy and rank, everybody has got skill sets, experiences, backgrounds that they can bring together, where people can learn. (Participant 6)

Similar challenges were cited, with the 'want and will to collaborate' juxtaposed against competing challenges of 'time', managing 'the ... day to day stuff [which] just gets in the way' and spinning 'too many plates'. The need to 'prioritise research outputs' was also raised:

The biggest challenge ... I think, is the amount of time we have or don't have to do this.... As a research focused academic who also loves teaching, I see that the research takes priority and that takes my time away from collaborating (Participant 2).

All academic participants identified the complexities in their role of competing interests in university frameworks, such as the Research Excellence Framework and performance-related targets. Furthermore, 'praise and rewards' were '... linked to academic non-pedagogical research outcomes, reducing 'meaningful collaboration'. Academic colleagues highlighted the need to increase the 'recognition' and 'reward' of collaboration in teaching development, particularly with professional support colleagues:

I just think that there needs to be more awareness of it and ... more of an importance placed on doing it' (Participant 2).

The value of the website as a Community of Practice to develop collaboration

Views differed on the website as a Community of Practice (CoP). It was viewed as a platform or tool enabling the diffusion of knowledge generated from the community 'knowing, sharing and liking, discussing ... then diffusing', a tool to 'make community' and 'the glue that might hold the community together'. The value of the website is cited as 'learning from each other', 'bringing individuals together', encouraging a 'collegiate' approach and demonstrating 'desire, interest, and commitment to a better educational environment':

That sharing of ... and exchanging knowledge is all part of this whole ... community itself, but as part of a higher education institution ... how else are we going to stay connected and bring everything together? The whole point of a community is about sharing, collaborating and we need ways and means of being able to do that (Participant 1).

The website was seen as having the potential to develop a CoP as a 'blend of online and face-to-face' and working alongside other CoPs. However, a CoP was viewed as associated with 'an outcome' and 'solution focused' 'not just doing something ... but seeing

it through'. A community was also identified as developing a 'sense of belonging', building group 'resilience' and 'advocacy' in a social practice:

A community of practice is all about the practice and ... the group that comes together. You have to reflect on it ... you don't have a community unless you've got something to talk about around the practice that you share (Participant 8).

All participants reported that the website demonstrated that collaboration and website contributions were valued. The website was seen as diffusing 'that knowledge and that innovation' and raising recognition of colleagues' achievements across the university. 'Things are authored by others', demonstrating '... people have taken part in that collaboration' and 'it makes me feel that it is being recognised and it is important'. The website was also seen as a 'driver' and a 'physical resource' that 'can be shared' to encourage collaboration or 'develop special interest groups':

. ... without this, the job would be much harder without that place to send people, and to kind of anchor what it is that you're doing, ... what it's doing is telling a story and it's giving people a really good understanding of what you're doing, what you're trying to achieve (Participant 1).

The disadvantages of the website were seen as limitations in 'visibility', 'accessibility in terms of location' and 'marketing communications' to ensure that 'everyone knows it is there'. The 'internal only' availability, rather than an external presence, of the site was also questioned, and 'repeating initiatives' taking place across 'a large institution' and 'externally':

There's a bit of repeating the wheel, but I kind of think it needs to be done and I suppose there is a temptation then to ignore things that are external, but I think you can do both (Participant 4).

The value of the website in disseminating an inclusive pedagogy and perceptions of professional colleagues' credentials

Divergence was identified in definitions of an inclusive pedagogy, ranging from 'supporting individual students' both 'academically and socially' through 'personalised learning' versus

supporting all students in 'a UDL approach'. 'A range of tools, mechanisms and methods' were also cited, 'bringing together different ideas, practices' and 'knowledge'. Accessibility was raised in ensuring 'everybody should have access or be able to access or interact and engage'. Participants also viewed inclusivity as supporting 'the people who are delivering and being inclusive in ... educating them as well'.

Participants raised issues about understanding the meaning of inclusivity for staff in '... knowing what it means, but also what to do' and the need to support 'differing interpretations as a result of educational backgrounds and cultural differences':

So kind of getting that light bulb moment. I can do that in my teaching... I think it's absolutely crucial again for those individuals that perhaps don't think teaching and learning is so important. [The website] ...is a quick go to for them and just offers that option and different frameworks which they can then adapt (Participant 2).

Participants raised the importance of the website in providing quick solutions 'when they are needed' in a 'treasure trove of resources', with resources such as quick guides to 'develop critical analysis':

the word critical ... just explaining that is a real game changer, just that one ... area can have a massive impact on the way people think about how they're delivering their teaching and how people are then understanding it. (Participant 8).

All participants raised hindrances in the website resources in 'time to undertake website activities', as well as the 'training', 'support' and 'funding' required to develop teaching initiatives to adapt to their practice. The focus on non-pedagogical research was also raised by academic colleagues as reducing time to contribute to the website, as was the impact of teaching commitments, which should not be viewed as 'a negative on the platform':

I guess just because somebody hasn't engaged with the website, ... I don't think it means that they're not interested. I'm very busy with teaching, I probably haven't got enough time then to [think] ... I know somebody who did flip learning, I'm gonna quickly look at what they did (Participant 6).

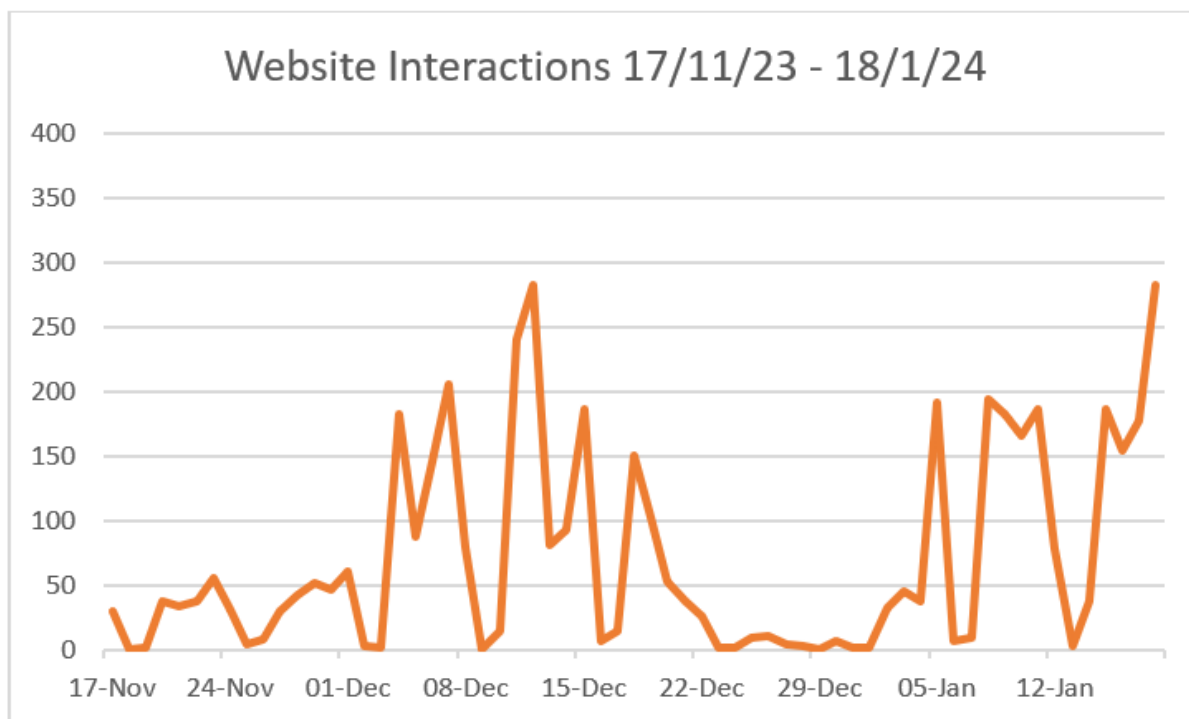
The website has increased awareness of the value of professional support colleagues for academic colleagues ‘I can't ... remember another ... time when we've been able to see innovations outside our faculty’ and ‘it's something we haven't had before’. However, recognition of the value of professional colleagues remains at ‘an individual level’. Nevertheless, all participants recognised the potential in the website to raise awareness of the credibility of professional colleagues and encourage collaboration ‘as a really nice benchmark’, ‘an understood way’ to identify ‘some great people to talk to’:

Professional support do add value ... and unfortunately it's not always recognised or reflected. ... So, if [the website] could be used as another mechanism to promote that expertise, that would be absolutely fantastic (Participant 5).

Value of the website from data analytics

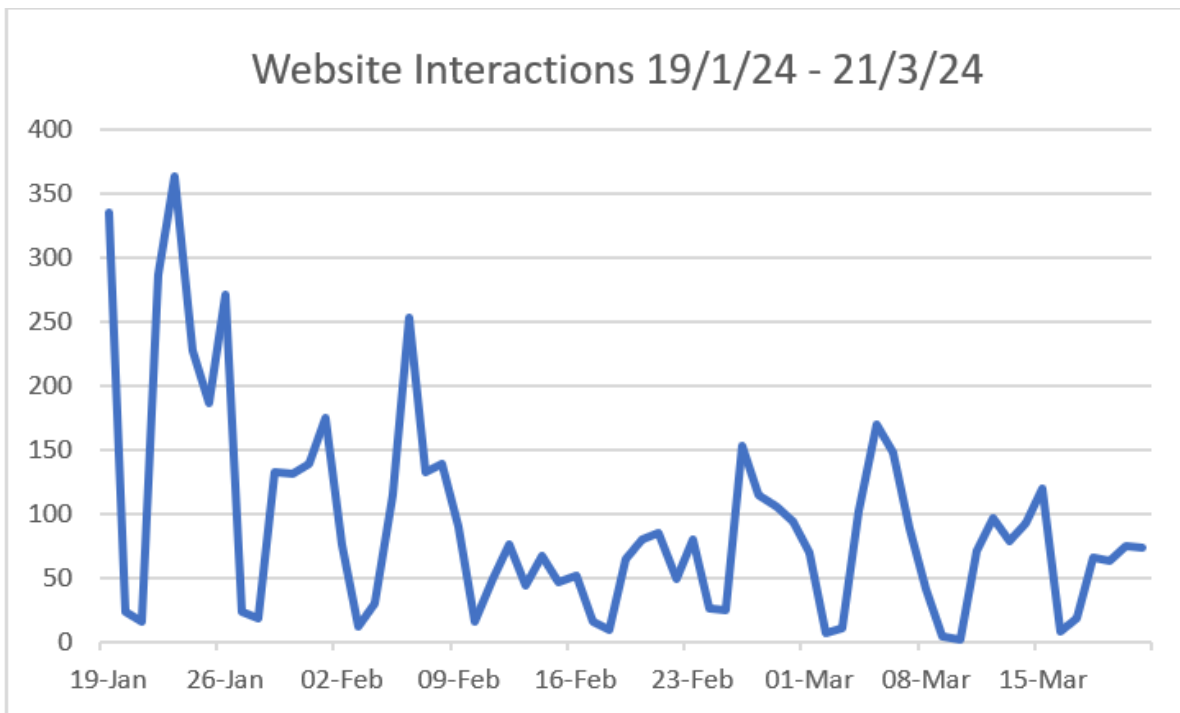
There has been limited time to allow a thorough evaluation following the launch, particularly in terms of impact. Sharepoint Classic analytics also restricted website analysis to the number of site interactions, due to limitations in availability of tools to evaluate individual content.

Figure 1. The number of website visits pre-launch over a 62-day period.



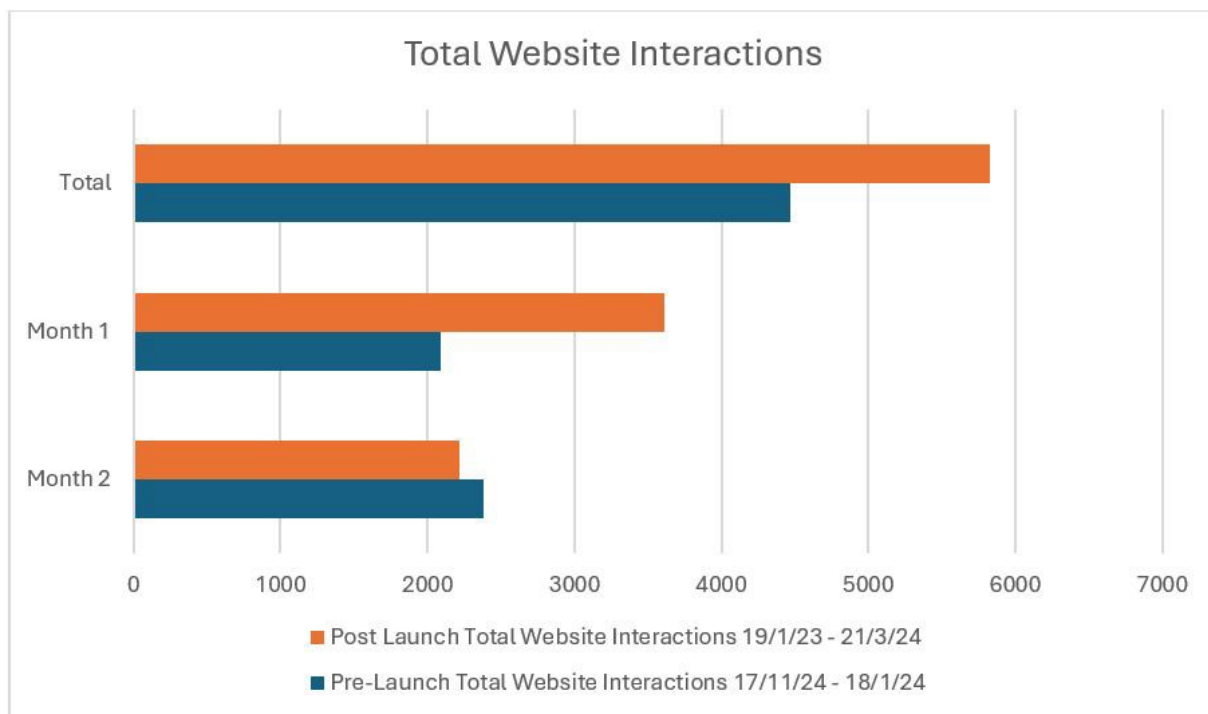
From 17 November to 3 December, website interactions remained consistently low at under 60 per day (see Figure 1). Interactions increased to 182 on 4 December, peaking at 283 on 12 December, before falling to 150 on 18 December and remaining low over the holiday period. Interactions increased again over the assessment period from 5 January, peaking at 283 on 18 January.

Figure 2. The number of website visits post launch over a 62-day period.



On the launch date of 19 January, 335 interactions were recorded, rising to a peak of 363 on 23 January, before dropping to a peak of 253 on 6 February (see Figure 2). Interactions fluctuated from 12 February from 76 to a peak of 153 on 26 February and 170 on 5 March. 120 site visits were recorded on 15 March, before dropping to 73 on 21 March.

Figure 3. Total pre-launch and post launch website interactions over 62-day periods.



The total website interactions pre-launch were 4469 compared to 5827 post-launch, over equivalent 62-day periods, which is an increase of 1,358 site visits (see Figure 3). In month 1, interactions pre-launch were lower at 2091 compared to post-launch interactions at 3613, which is an increase of 1,522. However, in month 2 there were 2378 pre-launch interactions in pre-launch data, higher than the 2214 recorded post-launch, which is a difference in figures of 164.

Discussion

The benefits of collaboration were seen to be many, including developing expertise, learning from each other and enhancing teaching practices. However, collaboration has multiple meanings and appears to be role dependent, supporting Macfarlane’s (2017) research in the differing definitions and expectations.

In professional roles, collaboration takes place with both professional and academic colleagues and is viewed as sharing and developing expertise to improve outcomes for staff and students. Although a key characteristic of credibility in collaboration is identified as ‘expertise’, aligning with Little and Green’s (2022) framework, professional colleagues

highlight the transactional nature or 'currency' of collaboration. This currency can require an adaptation to their collaborative partners' needs and a deferring of their expertise to others, suggesting an invisibility in terms of recognition of skills or disempowerment in a professional support role (McKay and Robson, 2023).

Academic colleagues view collaboration as mentoring, coaching, participating in research groups and teaching initiatives. Collaboration is primarily with other academic colleagues and viewed as building confidence and supporting colleagues 'in a safe space', aligning with Hadar and Brody's (2012) view of collaboration as enabling a supportive environment. However, the voluntary nature of collaboration was identified, with 'like-minded people' or 'the same people' in terms of an equal willingness to collaborate. The issue of 'currency' or capital was also raised by academic colleagues to enable collaboration as social development or 'social capital' or educational development as 'cultural capital' (Bourdieu, 1986). However, time, resources and the individual interests of research outputs favouring academic non-pedagogy were raised (Newell and Bain, 2020), alongside the performativity aspect of the academic role (Denney, 2023). Therefore, academic collaborations that did take place focused on individual activities by interested colleagues, with the exception of occasional formal departmental initiatives or research groups, resulting in limitations in collaboration as centralised initiatives (Macfarlane, 2017).

The website was seen as a platform to disseminate knowledge, develop a community and to hold the community together, 'a driver' to subsequent collegiate initiatives. It was also perceived as encouraging mutual engagement in shared interests as an ongoing joint enterprise, aligning with Wenger's (1998) definition of a CoP. However, limitations in allowing 'reflective' activities as a social element were raised, which were seen as key to develop a CoP, aligning with research (Lukes, et al., 2023). Taking a democratic approach to showcase individual authored colleague's initiatives in the website development, including research publications, alongside building a community appears to have encouraged collaboration. This approach also addresses the individual versus collective dichotomy of research outputs versus teaching initiatives, aligning with Wenger's (1998) view of individuality as an aspect of the practices of a community. The potential to develop a full CoP and encourage further recognition and collaboration was highlighted. Although further interaction, including online communication, needs to be expanded to develop a learning community (Shagrir, 2017), challenges remain in the focus on non-pedagogical

research, performativity targets and teaching commitments, which reduce collaborative opportunities.

The data analytics identified that the website achieved the highest number of interactions on the launch date, compared to pre-launch data. The peaks of the post-launch data also remained consistently higher over time, from launch date until the end of the 62-day period on 21 March. Although the post-launch data dropped lower than pre-launch data in the second month following the launch, overall, the post-launch website interactions remained consistently higher than pre-launch data. As qualitative perspectives outlined, lower website interactions do not indicate less value. Other issues raised, such as time, workload and funding also influence website access and the opportunity to collaborate (Lukes, et al, 2023). Nevertheless, accessibility and visibility were raised as hindrances to collaboration in terms of awareness and location of the site.

The value of collaborators' contributions could be seen and recognised on the website, enabling further collaborations and aligning with research (Goodnough, 2020). Although the credibility of professional colleagues appears to have increased through the website development, this change appears to be limited to a local level. The need for further support in teaching development through collaboration with professional support colleagues was highlighted by academic colleagues, suggesting limited recognition of the credibility of third space professionals in Educational Development (Akerman, 2020). The development of scholarship in teaching and learning in an Education Developer role has been seen to increase recognition of third space professionals (Lukes et al, 2023) and promote teaching excellence (Bailey et al., 2022). However, this approach alone does not address the challenges of the academic role or recognition of the value of teaching at institutional level (Braxton, et al., 2024).

Value in collaboration and teaching development has been promoted by the creation of inclusive teaching resources to support academic colleagues (Goodnough et al, 2020), although criticised for a lack of theoretical basis (Boysen, 2024). Theory-based teaching resources disseminated on the website were seen as valuable to develop teaching knowledge to support staff and students, particularly in teaching critical analysis. However, a lack of understanding emerged around the meaning of inclusivity and how to teach inclusively, suggesting that implementing an inclusive teaching process is not as simplistic as adopting UDL, without consideration of wider issues, as research suggests (Boysen,

2024). Although colleagues new to teaching can learn from expertise on the website by accessing teaching resources, issues were raised around time to access and develop individualised resources and funding constraints. However, increased focus on teaching development could raise the profile of Education Developers as third space professionals to support academic colleagues to enhance teaching practice.

Conclusion

The website initiative has raised awareness of professional teams and the credentials of professional colleagues and is valued as a collaborative tool to develop an inclusive pedagogy. The theory-based teaching resources were well received, however, challenges remain in perceptions of inclusivity and teaching approaches, as well as time and funding to develop resources. Collaboration is dependent on shared mindsets and goals, largely individual and voluntary in nature, except when expertise is needed at any given time. The website was seen as a driver to encourage collaboration with the need to build collaborative skills or build rapport to enable collaboration being less of an issue. The key factors limiting collaboration between professional and academic colleagues are time, workloads and the prioritisation of value and reward around a research culture.

The value of professional support colleagues in promoting teaching development appears to have been increased by this project. Increasing the value of scholarship in teaching and learning is beneficial to encourage further recognition, however, this approach does not address the competing pressures of academic workloads or the value of teaching development at institutional level. Teaching practice could be developed through collaboration with Education Developers to support academic colleagues to navigate the complexities of their role, thereby promoting value in teaching development and increasing recognition for third space professionals.

This study adds to the body of knowledge by investigating academic issues to understand the difficulties impacting on effective collaborations with professional colleagues. Although the website was identified as having potential to develop a CoP and a collaborative ethos, it is essential to develop further activities, such as special interest groups, to expand reflective activities and raise awareness of the value of teaching activities. In turn, this activity would hope to encourage further collaboration and reward. A future study should

include a comprehensive evaluation of the impact of the website through surveys, due to limitations in data analytics. A collaborative panel, including students, academic and professional colleagues, should also be developed to review and develop content, using a critically reflective approach.

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Appendix

Interview Questions:

1. Do you currently experience collaboration within the university? If yes, how does this take place?
2. What do you see as the key aspects of collaboration?
3. How do you view collaboration? (For example, is it beneficial or challenging and why?)
4. Do you feel that the university has a community for sharing practice?
5. Do you see the need for a central website to share practice and develop an inclusive community of practice? How would you define a community of practice? Is a website a community?
6. Do you see advantages/disadvantages in the website?
7. Resources are designed to support an inclusive pedagogy in the provision of teaching resources to support academic colleagues and students. What does an inclusive pedagogy mean to you?
8. Do you feel that the website teaching resources are successful in supporting inclusive teaching? (If yes, how or if not, why?).
9. Do you feel that the website has influenced perceptions of the credibility of professional support colleagues in building collaborations? If your views have changed, how have they changed?
10. Has the website raised awareness of professional services and would you collaborate with professional support colleagues in the future?

Author details

Alison Cornforth is a Learning and Teaching Specialist at Northumbria University. She is a Senior Fellow of the HEA (SFHEA), has a Masters in Education (Inclusive Practice) and supports and assesses colleagues undertaking SFHEA. She delivers teaching on the Postgraduate Certificate in Academic Practice, on Postgraduate Research Events and runs CPD workshops. Research interests and recent publications include inclusive assessment and the development of a cross-disciplinary collaborative ethos to drive teaching innovation.

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