

Collaborative Reflections on the 'Leading in EAP' Course: A Cross-Institutional Perspective

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About us



- **Lori-Ann**
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 - In-sessional EAP coordinator, University of Bristol.
 - EAP for science & engineering UGs; Discipline-specific short courses; EAP practitioner development.

Purpose of this session

- Analyse the design of the 'Leading in EAP' course
- Evaluate participants' motivations
- Assess the personal and professional impacts
- Examine the implications for collaboration and mutual support.



Course rationale & aims:

The 'gap':

- No obvious dedicated training programme for 'leaders' in EAP
- 'Time poor' target audience; often more focused on others' development
- Challenge of creating an EAP-specific leadership curriculum

The provision:

- Connect & collaborate with a cohort of experienced leaders in EAP.
- Develop & apply knowledge of EAP theories, approaches & resources
- Share professional challenges & opportunities; explore solutions with peers.



Course resources

- TEAP 'Senior Fellow' criteria
- Participants' expertise as leaders, teachers & designers of learning in EAP
- Flexible curriculum: maps of research, themes, approaches, theories
- Links to reading materials (including peer-sourced)



How the course operated

4 phases (following BALEAP TEAP 'Senior Fellow' criteria):

1. Planning & Design
2. Teaching & Learning
3. Assessment & Feedback
4. Scholarship & Development

Phase introduction
& orientation
(the 'map')

Groups decide LOs
& activities; design
learning 'artefacts'
over 1-2 months

Peer feedback on
artefacts;
commentary &
reflection

Recycling into
next phase(s)



'Prompt based' exploration of topics

A prompt:

A written question/ instruction negotiated by the group.

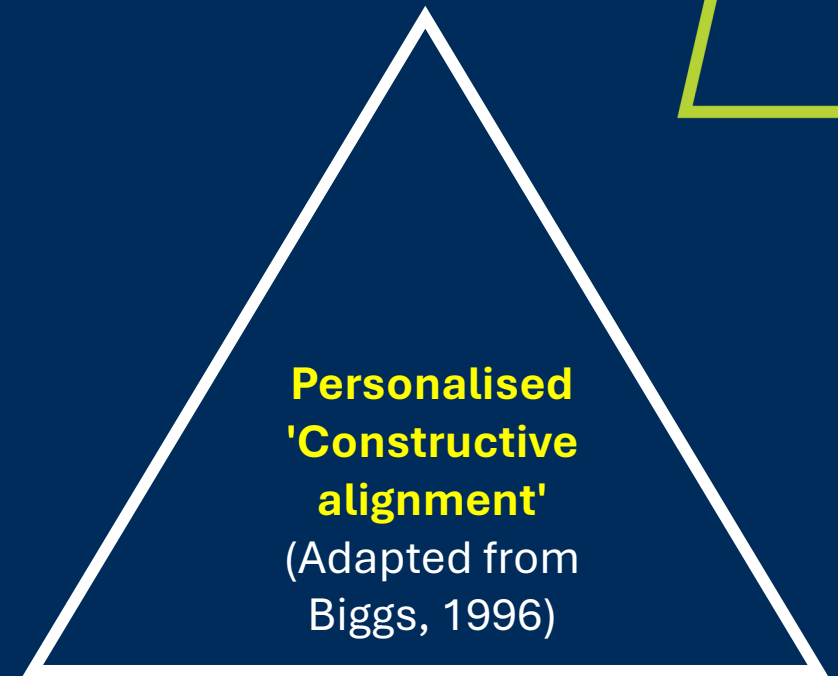
Leads them to produce an 'artefact' which focuses & demonstrates their learning.

Testing a prompt:

- Supports each member's learning?
- Clear? Achievable? Exciting?
- Allows complementarity?
- Allows feedback?

1. Learning Outcome:

'What do you want to learn about this topic?'



3. Assessment:

What could you produce in the time available to demonstrate your learning?

2. Activities:

'What activities would lead to this learning?'

Our Motivation For Participating In The Course

Sought CPD that matched our experience and expertise.

Wanted to gain fresh perspectives

Valued the chance to collaborate with peers in similar roles.

Motivated by the flexibility and hybrid format

Sought time and space for reflective practice.

Prompts: examples produced by participants



- ‘Conduct **a review of theories of learning** according to our interests to refresh/review each member’s theoretical knowledge. **Share insights** from the literature at a reading circle. Using the insights, **co-construct a scheme of work** consisting of 5-6 short-course staff CPD sessions grounded in theory.’
- **Share examples** of self-produced materials..... **provide constructive feedback** on these materials..and up to 5 bullet points on **what we learned** from the exposure to the others’ approaches, style, methods, techniques, etc. Findings to be discussed and reflected on in a Zoom meeting and summarised in written form to present to the rest of the cohort.
- **Summarise & compare** different approaches to assessment across a range of preessional courses in table form. **Add comments, feedback and questions** to the table, then meet to **explore emerging topics of interest** in more detail.

Leader behaviours in H.E. (Bryman, 2007)

The 'leader behaviours' listed by Bryman were implicit features of course activities:

- **Providing clear direction/strategic vision**
- **Being considerate**
- **Treating team members fairly and with integrity**
- **Being trustworthy; having personal integrity**
- **Encouraging participation in decision-making**
- **Communicating clearly about team direction**
- **Acting as a role model and being credible**
- **Creating a positive and collegial work atmosphere**
- **Providing constructive feedback on performance**
- **Advocating for the team**
- **Preparing the team for change**



Overview of leadership approaches (Goleman, 2000)



	Coercive	Authoritative	Affiliative	Democratic	Pacesetting	Coaching
How the leader operates	Demands immediate compliance	Mobilises people towards a vision	Creates harmony & builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	‘Do what I tell you’	‘Come with me’	‘People come first’	‘What do you think?’	‘Do as I do, now’	‘Try this’
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientiousness, drive to achieve, initiative	Developing others, empathy, self-awareness
When it’s effective	In a crisis; to kickstart a turnaround; with problem employees	When changes require a new vision or when clear direction is needed	Heal rifts in a team; to motivate people during stressful circumstances	Build buy in or consensus; get input from valuable employees	Get quick results from a highly motivated & competent team	Help an employee improve performance or develop strengths
Overall impact on climate	negative	most positive	positive	positive	negative	positive

Examples of artefacts produced

- A **reflective record** of action learning sets
- A **scheme of work** for a series of CPD sessions for EAP practitioners
- A **guide** covering effective practice in materials writing
- A **table** summarising & exploring assessment models across preessionals (& impact of AI)



Participant Reflections on the Benefits



- Course design supported relationship-building
- Course leader modelled effective collaboration
- Adaptable format appreciated
- Relevant and well-facilitated input sessions
- Curated research papers highly useful and well-aligned with interests.

The Unexpected Benefits

'Close and lasting bonds made with peers'

'Collaborative learning that energised and inspired'

'Validating to hear feedback from peers in similar roles'

'Inclusive, respectful group dynamic'

'Huge confidence boost in our roles leadership'



Impact on our professional careers



Course Input

Collaboration

Informing
our practice

Scholarship

Reflections on the collaboration:

Some broader implications

- Letting people lead
- Small, defined projects building trust, knowledge & friendship
- 'Just in time' learning over 'just in case'
- The value of knowing each others' contexts
- Membership of a community of practice through membership of a 'sub community'
- The 'pull' towards activity over theory as careers advance
- Different approaches to challenges in similar contexts may all be valid





Q & A

Discussion question



- Ask those next to you one of these questions:
 - How are 'leaders' developed in your team?
 - What resonated with you from this presentation? What aspects might you want to explore further for your work?
 - Who might you want to collaborate with outside of your team? On what? How might you go about it?

References

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- Goleman, D. (2000). 'Leadership that gets results.' Harvard Business Review, 78, 78-90.

