Educational development, professionalism and international networking

- Perspectives on the work of The International Consortium for Educational Development

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ABSTRACT

This is a study of international networking among educational developers. Educational developers can be defined as an emerging profession in academia. Their aim is to develop teaching and learning in higher education. The International Consortium for Educational Development (ICED) is an international network of national networks aiming at enhancing educational development worldwide. This study analyses what kind of an actor this network is, how international networking benefits the enhancement of educational development and what kind of interrelationships there are between the different actors of the network. The main research subject is the council of ICED, which is the core of the network.

Research data consists of different documents of ICED, open questionnaire for the council members and observation data from one council meeting. ICED turned out to be a loose forum for sharing experiences and gaining contacts for cooperation. It also promotes the scholarship of educational development by organising conferences and editing research journal. The main benefits for the actors involved are information sharing, possibility to gain contacts and gaining credibility at national level. Although the council members often transmit the information gained in council meetings back to the national networks they are representing, ICED often remains distant for individual educational developers.

The interrelationships between different actors are experienced as equal within the ICED network, although, sometimes differences in language skills, in higher education systems and in national networks were seen as challenges for equal communication. Among the council members, there were different ideas for the future of the network. The common idea seemed to be that the network should get more formal and the activities should be more extensive.

The findings of this study outline the meaning of international networking as an enhancer of educational development. International networking supports the professionalisation of educational developers, but the national systems are still the primary context for educational developers. Differences in the cabability of benefiting the international community, such as language skills and national differences, make the international cooperation challening. If ICED wants to develop into a more formal, active and effective organisation, the advantages and disadvantages of the development should be considered. More formal organisation can promote educational development more effectivly, but on the other hand some of the advantages of informal networking, such as flexibility and need of low resources, will be lost.

Keywords: academia, teaching, educational development, networking, professionalism

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TIIVISTELMÄ

Tämä tutkielma käsittelee opetuksen kehittäjien kansainvälistä verkostoitumista. Opetuksen kehittäjiä voidaan luonnehtia uudeksi akateemisessa maailmassa toimivaksi ammattikunnaksi, joiden tavoitteena on kehittää opetusta ja oppimista korkeakoulutuksessa. International Consortium for Educational Development (ICED) on kansainvälinen verkostojen verkosto, jonka tavoitteena on edistää opetuksen kehittämistä maailmanlaajuisesti. Tämä tutkimus tarkastelee, minkälainen toimija tämä verkosto on, kuinka kansainvälinen verkostoituminen hyödyttää opetuksen kehittämisen edistämistä ja millaisia vuorovaikutussuhteita verkoston eri toimijoiden välillä on. Tutkimuksen pääkohde on ICED:n neuvosto, joka on koko verkoston ydin.

Tutkimusaineisto koostuu erilaisista ICED:iä koskevista dokumenteista, neuvoston jäsenille tehdystä avoimesta kyselystä sekä neuvoston kokouksessa kerätystä havainnointiaineistosta. ICED osoittautui väljäksi foorumiksi, jossa vaihdetaan kokemuksia ja luodaan kontakteja yhteistyötä varten. ICED edistää myös opetuksen kehittymisen tutkimusta järjestämällä alan konferensseja ja toimittamalla tieteellistä lehteä. Tärkeimmät hyödyt mukana oleville toimijoille ovat tiedon jakaminen, mahdollisuus kontaktien luomiseen sekä uskottavuuden lisääminen kansallisella tasolla. Vaikka neuvoston jäsenet välittävät saamaansa tietoa edustamilleen kansallisille verkostoille, yksittäiselle opetuksen kehittäjälle ICED jää usein etäiseksi.

Toimijoiden väliset vuorovaikutussuhteet koetaan tasapuolisina, vaikka joskus erot kielitaidossa sekä kansallisissa korkeakoulujärjestelmissä ja verkostoissa nähdään haasteina tasapuoliselle vuorovaikutukselle. Neuvoston jäsenten keskuudessa on erilaisia ajatuksia verkoston tulevaisuudesta. Yleisin esille tullut ajatus on, että verkoston tulisi kehittyä muodollisemmaksi ja sen tulisi tarjota enemmän aktiviteetteja.

Tutkimuksen tulokset hahmottelevat kansainvälisen verkostoitumisen merkitystä opetuksen kehittämisen edistäjänä. Kansainvälinen verkostoituminen tukee opetuksen kehittäjien ammatillistumista, mutta kansalliset järjestelmät toimivat yhä pääasiallisina opetuksen kehittäjien toimintaympäristöinä. Erot kansainvälisen yhteisön hyödyntämiskyvyissä, kuten kielitaidossa ja kansallisten järjestelmien erilaisuudessa, tekevät kansainvälisestä toiminnasta haasteellista. Mikäli ICED tahtoo kehittyä muodollisemmaksi, aktiivisemmaksi ja vaikuttavammaksi organisaatioksi, tämän kehityksen etuja ja haittoja tulisi harkita. Muodollisempi organisaatio voi edistää opetuksen kehittämistä tehokkaammin, mutta toisaalta tällöin menetetään joitakin epämuodollisen verkostoitumisen eduista, kuten joustavuus ja vähäinen resurssien tarve.

Avainsanat: akateeminen maailma, opetus, opetuksen kehittäminen, verkostoituminen, professionalismi

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1 Introduction

Educational development is an emerging field in academia. It concentrates on improving teaching and learning in higher education. The background of educational development is founded on the dichotomy between teaching and research, the two traditional tasks of university. During the past 50 years, academia has often given priority to research, because it brings more reputation as well as financial resources. Teaching, though seen as important, has been considered as a secondary activity. Educational development has intended to raise tha status of teaching. In the contemporary world, where demands of effectivness and competitiveness have also become part of academia's steering, the position of teaching is changing. High-quality teaching can be seen as an asset in the global education markets and therefore more and more activities aiming at improving the quality take place. This also creates a demand for educational development. The state and nature of educational development varies from one country to another and differences even inside one country are common. Still it seems to be an international trend that educational development gains more and more ground. Even a new group of professionals, educational developers, has been born.

The research subject in this study is an international network called The International Consortium for Educational Development (ICED). It is a network of networks, which aims at sharing information and enhancing educational development in higher education internationally. It was founded in 1993. ICED consists of over 20 national networks, which have similar aims and goals as ICED has. The aim of this study is to examine what kind of actor ICED is and how international networking benefits the emerging profession of educational developers. ICED brings together different kinds of national networks and organisations that differ in structure, influence and culture. Therefore, the focus of this study is also on the communication and interrelationships inside the network.

This study approaches the research subject from three theoretical perspectives. The first one is academia, its spirit and contemporary trends. Theories of academia and higher education help in seeing the wider context of educational development. The second perspective is the professionalism and especially the professionalisation of educational developers. Since ICED is a forum for educational developers, ideas of professionalism offer viewpoints for examining their emergence. The third approach is networking and its related phenomena. Network theories help in analysing ICED's structure and its inner communication and interrelationships.

This report consists of 13 main chapters. The chapter after the introduction introduces the research subject, ICED, in general level. Third chapter introduces the objectives of the study and their ground. The following chapter concerns the methodological ground of the study and researcher's preassumptions of the subject researched. Chapters from five to seven deal the theoretical framework that is based on the three perspectives introduced in the previous paragraph. When the fourth chapter concerned the general methodological approach, the eighth chapter introduces the practical methods of the study. The essential findings can be found from chapters nine to twelve as well as their interpretation. Findings have been devided into chapters accroding to the main themes of the study. The last chapter evaluates the research and concludes the central findings of the study.

2 The International Consortium for Educational Development

In this chapter, I aim at introducing ICED on general level to give some overall perspective what kind of network it is. The introduction is based on the information available from different sources like web pages of ICED and its member networks, annual reports of member networks, conference handbooks, council meeting minutes and other written material. I have used these partly miscellaneous sources mainly, because there is no official written material about ICED except some brochures. This part is meant to be descriptive and to offer some basic knowledge of ICED. I analyse the network more in-depth in the result part.

The International Consortium for Educational Development (ICED) was established in year 1993 in purpose to promote educational development[1] worldwide. The convener of the first ICED meeting in 1993 in Oxford, England was Graham Gibbs. Now he is working for Centre for Higher Education Practice (CeHEP) in the Open University. ("Council". The web page of ICED. 18.08.2007.)

The word consortium refers to association and partnership. In ICED's case the consortium is formed from national networks or organisations concerned with good practise in higher education. In this case consortium is often paralleled to network and ICED is also defined to be an international network of national networks. At the moment there are 22 member networks from 21 countries (list of members see appendix 1). The member networks are mainly from Europe, but also from other parts of the world, for example, from the USA, India, Canada, Australia and Sri Lanka. ("Member Organisations". The web page of ICED. 18.08.2007.) The Anglo-American and English speaking countries have strong representation whereas, for example, hardly any French speaking networks participate. There are also five other emerging networks from new countries that are applying for the membership. The new countries are Ethiopia, Estonia, Hungary, Saudi Arabia and Iceland.

2.1 Aims and activities

ICED has five official aims:

- To help partner organisations develop their capacity for educational development in higher education through the sharing of good practice, problems and solutions
- To increase the number of partner organisations of ICED

[1] See definitions of the concept, chapter 6.1, in this study

- To help educational developers in countries where no national network exists to form such a network
- To support educational development in higher education in developing countries
- To link with other national and international organisations

("Aims". The Web page of ICED. 18.08.2007.)

The core of ICED is the council that is formed by the presidents of the member networks or their representatives. The council is the administrative body and it sets the frames for ICED's work. Council also acts as a forum for information sharing. In the meetings, the situation of the member networks is discussed based on the written reports. Council meetings are organised once a year. The work of the council is lead by the president. Every second year the council elects president among the member network representatives.

Main forms of activities within ICED are the conferences related to the development of higher education. Conferences are organised bi-annually in combination with the council meetings. Conferences are meant for everybody interested in the actual theme. In 2006 the conference theme was "Enhancing Academic Development Practice: International perspectives". ("The ICED Conference 2006". The web page of Sheffield Hallam University. 05.10.2006.) In 2004 the theme was "Defining a profession, re-defining actions". Alternate year, when there is no conference, workshops in combination with council meeting are organised. In the workshops there are also themes such as "The Bologna process and educational development" in year 2003 and "Problem-based learning" in 1999. (ICED conferences, The web page of ICED, 18.08.2007.)

The cooperation between ICED member networks does not limit only into council meetings or conferences. Unofficial sharing of experiences between the networks and the council members is common also outside the council meetings. For example, if some representative or member network wishes to hear experiences of other networks in some actual topic they are phasing at the moment, he/she might ask other networks to share their experiences.

ICED has also a journal the International Journal of Academic Development (IJAD) that enables educational developers and academic staff to debate and extend the theory and practise of academic development. Taylor and Francis Group publishes IJAD twice a year since the year 1996. ("The International Journal of Academic Development". The web page of ICED. 18.08.2007.) IJAD's circulation is at the moment quite small, under 500. Nevertheless IJAD is refereed journal so the

quality of the articles published is high. During years 2004- 2006 IJAD has been under a revising process. Earlier in the editorial staff and most of the referees came from English speaking countries and also most of the articles came from the United States, the United Kingdom or Australia. The language was seen as a problem, because authors, who were not native English speakers, could not write fluent and correct text in English and the editors sometimes needed to correct the articles. During the past years IJAD has tried to get authors also from other than English speaking countries and that way to become a more international journal. Also the new body, the editorial council, has members from other than English speaking and Anglo-American countries. The biggest problems are still that enough articles are not offered to be published and the circulation of the journal is so small. (Ihonen 2004, 18-19; 2005, 33-35; 2006.)

It has been discussed that ICED does not need much money to run its activities. Organising the council meetings and conferences, supporting their journal IJAD and supporting the representatives coming from developing countries by participating to the travel costs for council meetings and conferences, are the biggest expenses at the moment. Currently the only sources of income are the conferences that are organised with sponsors. In conferences, there are also fees for the participants that are covering the costs. In the latest council meetings also other possibilities to finance the work of ICED has been discussed, but no practical steps has been taken yet.

2.2 Member networks

The member networks of ICED form a diverse group of different kind of organisations. Some are more informal where as others have established statuses in their countries. ICED's aim is that there is only one member network from each country. Bi-lingual countries are exceptions; they can have two networks, if there are separate networks for different language groups. (Ihonen 2004, 18.) Although usually member networks represent one country, inside one member network there can be members from several countries, for example, The professional and Organisational Development Networks in Higher Education (POD) from the USA (See "The POD network" The web page of POD. 18.08.2007).

One thing that unifies the member networks is usually the lack of resources. There are not many full time employees if any, but there are also exceptions. The member network from the USA The professional and Organisational Development Network in Higher Education (POD) has 1600 members,

it was founded more than 30 years ago and it is very active in publishing researches. Also POD's financial resources are remarkable compared to the resources of other networks. (Ihonen 2005, 33.) An example from a looser member network could be Finnish Peda-forum The Finnish Network for Developing University Teaching. Peda-forum was founded in 1994 and the Ministry of Education supports the network. Peda-forum has no individual members, but every university in Finland has a contact person in Peda-forum and they meet regularly. The network activities are open for every one interested and no official membership is required. As the name tells, it is more like a forum where everybody interested can participate. This means that, for example, students interested in teaching and learning can participate the activities. ("Pf -idea". The web page of Peda-forum. 18.08.2007.)

3 Objectives of the study

After getting to know ICED, three fields of study seemed to be related to it. Theories of academia and the position of teaching are relevant, because ICED is concerned of teaching and learning in higher education. Educational developers are a new field of profession inside the university and therefore the study of professions and professionalism offer perspectives on the work of ICED. Third field of study are the networking theories, which analyse organisations' work and structure as networks. ICED defines itself as a networks of networks and therefore network theories offer tools for analysing its structure and interaction. The research questions lean into this theoretical framework.

Although ICED has explicit aims and to somewhat defined structure (see chapter 2), still it seems to be a network that cannot be strictly defined. The fact, that it is an international network formed by networks and people coming from different countries and academic cultures, probably means that people involved have different ideas about ICED and they have also different reasons for joining the activities. Especially for me, who am not part of the network, it is challenging to form a comprehensive picture what this network is about. Therefore the objective and main research question in this study is to examine *what kind of an actor ICED is.*

Educational development is relatively new field in academia. The ideas, ways of activities and the resources can vary remarkable even inside one country (Fraser 2001; Gosling 2001; Ihonen & Niemi 2004)[2]. In Anglo-American countries the traditions are strongest where as in other parts of the world educational development is not yet so strongly discipline oriented and professionalised area. The position of educational developers in the university is even somecases contradict, because they are not clearly academics working in the faculties, but on the other hand their task is not only to support and to offer service for academics, but also to conceptualise the phenomenon of teaching. (Rowland 2001; 2003 ;Bath & Smith 2004.)[3] Being this heterogenious field, the national networks taking part in international cooperation can be very different. This brings its own special characteristics to the international network of networks. Based on this background the sub-research questions are 1. *How representatives of an emerging profession, educational developers, benefit from international networking?* 2. *What kind of interrelationships there are between different actors in an international network of networks?*

[2] See also this study chapter 6.3
[3] See also this study chapter 6.3

4 Hermeneutical approach to research

In this study, I aim at approaching the research from hermeneutical perspective. Hermeneutics is a philosophy of science emphasising the conditions of understanding and interpretation (Kusch 1989, 11). I see that my ideas about the phenomena and the knowledge in general are similar to hermeneutical philosophy. Hermeneutics is not a method in this study, but more like a philosophical approach to whole research process, which guides the other methodological choices. Especially I am leaning in this study to moderate direction of hermeneutics. The basis of this direction is that perfect understanding cannot be gained and researcher always analyses the phenomena from his own perspective. Historical and societal situation always affects the research process. (See Gallagher 1992, 179-191.)

4.1 Philosophical ground of hermeneutics

With the help of some central concepts, I will open the essential ideas in hermeneutics and examine how they affect in this study. The *relationship between researcher and research subject* is not seen as a matter of course as objective. Researcher is always confined to his own experiences and history. His own values and conceptions of the phenomenon guide his research. Therefore, totally objective information and knowledge cannot be gained. (Gallagher 1992, 13-15.) I also find this to be the case in my study. Already in the beginning of the research process, I had some kind of idea about ICED and about educational development. These ideas affect the research process, although they can be changed during the process. This is the second important conception in hermeneutics: *preconception*. Researcher always has some kind of idea, which arises from the experiences and history of the researcher, about the phenomenon he is researching. The preconception directs his study. It can be shaped and even be repealed during the research process. To be able to gain better level of understanding and also to make the research process reliable and transparent, a researcher should be able to recognise his preconception and evaluate how it affects his research process. (Ibid. 89-91.)

The dialogue between the research subject and researcher is something where hermeneutical research process aims. Because researcher's ideas and conceptions of the research subject guide the research process, researcher should all the time evaluate his own conceptions and reflect them in

relation to his research subject and the new knowledge he is gaining in research process. This aims at constantly deepening understanding of the research subject. This spiral-like process is called *hermeneutical circle.* This is seen as a never-ending process. Perfect understanding can never be gained. (Kusch 1989, 39; Gallagher 1992, 58-59.) This idea reveals the hermeneutical concept of knowledge. Absolute knowledge can never be gained and knowledge is never ready. The knowledge and truth change constantly and the understanding of some phenomenon require continuous process. (Gallagher 1992, 65-68.)

What this means to my study then? First of all, I should understand that I cannot gain the perfect knowledge of ICED, because there is no such thing. ICED consist of certain structure and activities, but also of people's conceptions and meanings they give to ICED. My conception is being one of these ideas of ICED. During the whole research process, I should evaluate my own conceptions and try to reflect how they affect my research process. Only this can make my research as reliable as possible.

I see that hermeneutical approach consists of certain idea on knowledge, research and the phenomenon researched and researcher's position. Hermeneutics is therefore a philosophy of science that guides all those decisions researcher makes and all those actions he decides to take during the research process. I understand that hermeneutical approach means for research process that everything researcher makes during the research, aims at better understanding of research subject. Therefore, hermeneutical approach is not just something that is applied in the empirical part of research, but it means that it is present in all the phases. In this study, for example, introducing and describing the research subject are already part of the process, where I aim at understanding what kind of actor ICED is. Also getting to know the theory and examination how my research subject looks in relation to theories help me in understanding ICED's phenomenon better.

4.2 Language as tool for understanding

Hermeneutical philosophy can help not only in recognising my own concepts of knowledge and observing my preconceptions, but also in phasing those challenges that arose when studying something unfamiliar. In this case, ICED and educational development are unfamiliar to me before the research. I am making one kind of study of culture, which in this case has a two-fold meaning. On the other hand I have to take into consideration that ICED brings together people coming from

many countries and cultural backgrounds. This affects of course the whole work of ICED, but also this study, since I have to take into consideration that the culture, where people come from, can affect their thinking. It affects also my thinking since I am coming from certain country, Finland, and its cultural background. On the other hand ICED as a unique actor forms an own culture. I am not familiar with this culture nor necessarily with the cultures where these people come from. This naturally affects the process of understanding, for example, due to a different language.

Hans-Georg Gadamer has analysed the meaning of language in the understanding process. Gadamer (2005, 67-68) sees that there can be no mutual understanding without the language that can be used in communication. The experience as such does exist without language, but it cannot be shared and nobody else can understand it without language as a transmitter. Gadamer also sees that all phenomena of mutual understanding that are examined in hermeneutics are phenomena of language (ibid. 90). This gives an interesting perspective to ICED both from the perspective of its' inner communication and from that communication relationship I have with it. It is interesting to examine what it means to ICED's work that English, although it is agreed to be the language used in ICED, is not the native language of all the actors involved in ICED.

There are certain lingual challenges also in my relationship towards ICED. How can I understand my research subject if we do not speak the same language or the language is limited? In addition to language differences, there are of course cultural differences. Each individual can interpret, for example, my questions in my research data questionnaire in different way and of course, I might interpret his answers in some other way that he meant. Gadamer has also thought about this problem especially in translating the foreign language. Sentences cannot be translated word by word, because then you often loose something important that was born in the mutual interaction between the different words in that original language. Therefore, it would be important to concentrate on the holistic delivery of the message instead of direct translation. (Ibid. 107-109.) I think this applies also, for example, to the collection of research data. If I want to ask certain questions from the people involved in ICED I should concentrate on making the message understandable to everyone instead of directly translating the questions from Finnish to English. I also find that the central concepts of hermeneutics: preconception and self-awareness help in this case as well. If I am aware of these things while collecting and analysing research data, it might help in considering these challenges.

4.3 Researcher's preconception of ICED

Before starting the research, I only knew that ICED was an international forum of cooperation and that it had something to do with the development of higher education. At first my information about ICED was based on the ICED website, discussions with the Finnish representative of Peda-forum in the ICED council, emails with the president of ICED and some ICED documents such as council meeting minutes and conference booklets. With the help of these sources, I have already a picture of ICED. This has affected on my preconception of ICED and in that sense, what I am writing now is not my very first impression of ICED. However, I feel that before my knowledge of ICED was so thin and superficial that I could not have evaluated it. In this chapter, I will bring out my preconception of ICED and ideas, what I expect to find in my study.

I find ICED to be rather informal network that officially consists of national networks and associations, but probably it is very dependent on the individuals representing these networks. I have come into this conclusion, because there does not seem to be much frequent activities taking place. The main activities are the annual council meetings and bi-annual conferences. In the council meetings there is only one person per network participating. I assume that his/her personal conceptions and ideas have greater impact on ICED's work that what the whole national network as such has. Also the fact that there is only one person per network participating the operative council meetings might cause that ICED is not very well known otherwise among the national networks.

The Anglo-American countries such as the UK, the USA and Australia may have more influence than other countries in the ICED. In Anglo-American countries, the traditions in educational development are longer, so probably these countries also might be some kind of forerunners in ICED. They also have the advantage of language, since English is the language used within ICED. I also assume that there are different roles in how different networks behave within ICED. Due to the fact of mentioned above, I would imagine that some networks are more sharing and others receiving information. This might be one of the challenges for ICED. However, due to the voluntary nature of ICED, national networks would not be part of it unless they find it somehow beneficial.

At first glance ICED's ways of action do not seem very intensive. The council meets once a year to discuss about the topical matters. Between the council meetings, the representatives of each network might change, because each network can freely decide who will be their representative and how long this person will represent the national network. Also when ICED grows, new networks

and representatives come along. This causes that each year there might be new persons participating in the council meetings. This must be taken into account in ICED's work since it might cause that the work is not necessarily so affective or long-term oriented if representatives change often. In addition to the council meetings, ICED's bi-annual conferences form the most important activity. The role of the conferences is to enhance the development of educational and academic development in practise by sharing the latest information and experiences. This probably strengthens the development and formulation of the scholarship called educational development.

This was shortly my idea of ICED and my assumption of the results before analysing the research data. These ideas might prove to be wrong during the process, but that is also the idea of the hermeneutical approach. The researcher should constantly evaluate her preconception; deepen it and change it, if it proves to be insufficient or even wrong. The difficulty is how the researcher can assure that her preconception does not guide too much her analysis and interpretation. Making the preconception explicit can also cause, that the researcher tries to find things that fit her preconception. There is no simple answer for this problem. It depends on researcher's understanding of the purpose of making preconception visible and of her ability to evaluate critically her own actions. Already becoming aware about this can help in analysing one's preconception and its meaning for research process.

5 Academia

The context of my study is the world of academia and higher education. In purpose to understand in what kind of area ICED and educational developers operate, it is relevant to contemplate the contemporary academic world and challenges it is facing. The main emphasis of this chapter is on the tasks of the university and academics, especially discussing the position of teaching in purpose to illustrate the field where educational developers work. In the two latest sub-chapters, the trends in the contemporary academia are discussed.

5.1 Academic culture and the traditional position of teaching

In this chapter, I examine the typical features of academic cultures and the position of teaching in academia. University institution is a worldwide phenomenon. This does not, however, mean that academia would be same everywhere. Higher education institutions in different countries have their own history, traditions and position in the society, which reflects into the academic culture. I have considered this by examining ideas from Finnish as well as international research. I have also chosen both older as well as recent works to establish the changes in academia. According to Barnett (1990, 97-98), academic cultures are often more similar discipline than institution wide. For example, social science lecturers around the country and even around the world have often more in common than they do have in common with law lecturers from the same institution. Every discipline has its culture, which appears as tacit rules and values. The differences between the national systems as well as between the disciplines are acknowledged here and I have tried to avoid strict generalisations. However, generalisations cannot be avoided completely.

Usually it has been thought that the universities and academics working in the universities have two main duties: teaching and research. In later research, also other tasks have been found, for example, service meaning off-campus activities like lectures, conference presentations or consulting. (See Kreber 2000 in Bath & Smith 2004, 11.) Usually the characteristic of academics is that they belong to some discipline like education or medicine and in this area, they teach or do research and can as well be considered as professionals of this field (Bath & Smith 2004, 11). In addition to academic staff, there is naturally a group of other people in the universities mainly working with administrative and supportive tasks, but they are not considered as academics.

Barnett (1990) distinguishes 12 different values behind the higher education that guide the work of academics and especially teaching in university. These values are the following:

1. The pursuit of truth and objective knowledge
2. Research
3. Liberal education
4. Institutional Autonomy
5. Academic freedom
6. A neutral and open forum for debate
7. Rationality
8. The development of the student's critical abilities
9. The development of the student's autonomy
10. The student's character formation
11. Providing a critical centre within society
12. Preserving society's intellectual culture

Barnett acknowledges that the list is neither complete nor universal. The values are changing and evolving. Many would add, for example, the need to meet the needs of labour markets as one of the values of the modern university. The purpose of the list is to show the value-based nature of higher education and distinguish it from other businesses. (Ibid. 8-10.) Though Barnett criticises that in the contemporary world the idea and values of higher education are lost. This is due to the multiple competitive ideas, missions of service and the demand of effectiveness. There is no single sense of direction. (Ibid. 25-26.) The idea of academic freedom and the contradiction between the traditional tasks of the university, teaching and research, are examined next. It is worth noticing that the following paragraphs deal with the situation in 1990s and as such cannot be considered as describing the current situation. However, they offer perspectives in understanding, what has been the situation where educational development activities have been born.

Ylijoki (1998), while researching Finnish university teachers, confirmed that typical feature for academic culture was the idea of academic freedom. Academic freedom was seen as a way to be distinguished from other communities. What academic freedom meant concretely varied depending who was answering. For academics, it meant ideal to do research and teach as freely as possible. However, the ideal of freedom did not come true in every aspect of academic life. Pressures for accountability and effectiveness limited the freedom according to the teachers interviewed. On the other hand it was seen that the concept of freedom includes also the respect of privacy especially when it comes to teaching. The research was seen as public, but teaching was seen as private matter of each teacher. On the other hand, it was seen as relief that one could teach whatever one liked, but teachers found this to be also source of a low motivation. When none of the colleagues is interested what you teach and how, so the temptation not to develop your own teaching skills grows. (Ibid. 40-44.)

The latter remark on the privacy of teaching is also related to the high status of research, which was the second typical feature for those disciplinary cultures Ylijoki researched. All the teachers interviewed saw research to be more important than teaching. When there are not enough resources for both teaching and research, research is thought to be the primary concern. There are at least two reasons for that. When selecting the people for regular posts, the research merit is emphasised more. Teachers thought that although officially, the significance of teaching was admitted, but in true life it did not matter. A prerequisite for the academic career was to do and publish research. (Ylijoki 1998, 40-47.) Also other sources, for example, Wilshire (1990, 33-34, 36-37, 46-47, 73-74) report same kind of observations. Wilshire criticises the way how in the academic world research task is valued at teaching tasks expense. Usually also finances and salaries are bound to research achievements. This is due to the system that research brings more money and fame to the university than any teaching activity ever. According to Wilshire, this leads to the situation where the teaching part is not properly taken care and university is no longer an education institute.

Also in Ylijoki's (1998, 47-55) research the possibility to gain honour through research was seen as reason to emphasise research at the expense of teaching. Research can bring even international fame to the researcher and his department, but reputation gained in teaching is often only local. This effects also to teachers' interest in pedagogical training. Although there is often some pedagogical training available and some teachers even consider it as important, still the pressure for research doing in the academic culture is so high that teachers prefer spending their limited amount of time concentrating on research doing. The idea of research as a primary task of academics also affect those academics that prefer teaching to research. They often had feeling of inferiority and they felt even guilty while not sharing the same values as other colleagues.

The foregoing examined the idea of higher education and academia. On the other hand it brought out that the reality doesn't always go hand in hand with the ideal situation. Wilshire's (1990) and Ylijoki's (1998) criticism towards the marginal role of the teaching reflect also the situation where educational development activities emerged. Currently the the position of teaching is not as black and white as Wilshire (1990) and Ylijoki (1998) put it. In the next chapter reasons for the status of teaching are looked and also how contemporary trends in academia change it.

5.2 Massification and the demand of effectivness in academia

Barnett (2000, 75) describes the current society to live in an age of supercomplexity. By supercomplexity he means a situtation where there are several competing models and frameworks to stucture the world and ourselves. Everything is disputable and uncertain. Universities live in the center of this supercomplexity and meet different contradictory demands. On the other hand university should fulfill it's traditional tasks of objective knowledge and source of intellectual discussion, but at the same time the demands for direct gain and effectivness challenge the traditional way of realising the university.

Rowland (1998, 134) criticises the pressure of accountability in both research and teaching, which leads to increasing separation between research and teaching: "Attempts to raise the status of university teaching is seen as being at the expense of research". One reason for the division of teaching and research in the contemporary university is the massification of the higher education system. Ever since the 1960, the university has opened up for larger part of age groups instead of being for elites as it was before. The increase of the amount of students has given new tasks for the university. The emphasis of higher education has moved into producing experts for the labour markets. Only small amounts of students have interest in scholarly matters. (Scott 1998, 113-114; Becher and Trowler 2001, 4-5.) In the Finnish discussion, the massification process has been related to the poor quality of teaching. The concept of massification has been used as an explanation to the problems of teaching caused by or related to the increase in student numbers. Due to the increase in student numbers, academics do not have adequate resources to handle with such mass. (Välimaa 2001, 58-59.) Becher and Trowler (2001, 5) describe the consequences of massification for academia in the following way: "This has meant the de-emphasizing of its [university's] other roles, those concerned with the general development of individuals' minds and capabilities, contributing culturally to the community and enhancing knowledge and understanding for their own sakes rather than for utilitarian ends."

In this situation, it is understandable to see the lack of motivation of academics to put effort on teaching if its ultimate purpose is far from their own primary interests, which is doing research. When the idea is no longer to educate students to be come scholars, but the academics' expertise is the scholarship and doing research, the conflict is obvious. On the other hand, the massification of universities has forced universities to pay more attention on teaching. In Finland, the competition

for students between universities and polytechnics and the growth of academic unemployment has forced the universities to put effort on the quality of teaching. (Honkimäki 2001, 99-100.) The growing student numbers create pressures within the university to make teaching more effective. This causes that the teaching is no longer the private matter of each teacher as it was before, but more and more attention is paid on the teaching activities and the quality of teaching has risen on the centre of discussion. (Aittola 2001, 121.)

Becher & Trowler (2001) also analyse other general trends affecting universities and higher education. There have been many changes taken place in the society where also universities operate. This has affected on universities often on structural level and has made them to change their ways of actions. One trend was the massification mentioned earlier, but globalisation also touches universities in a way they cannot avoid. Due to the globalisation, the market-oriented approach has gained ground also in higher education. Universities should be able to respond better the needs of the labour markets and also to research in order to serve markets and economy. This has caused that also universities have become a part of global market competing with each other of students, research and resources. This means that effectiveness has become a guiding value also in the universities. Academics are often expected to do more, but often there are no more resources than there was before. The ideology of new management doctrines has become the guiding policy. This has caused that the pressures for results are increasing and different ways of measuring these results has become part of the new academic life. (Ibid. 8-14.) According to Aittola (2001, 118) traditional culture in academia is changing. Many academics describe the current university as a production plant where the traditional values of autonomy and freedom are endangered.

All these trends, which affect on the work of university, help to explain why traditionally teaching has been left in marginal role in the universities. The demand of effectiveness, the funding system and probably the massification of higher education caused that the role of teaching in the universities is no longer same that it was before and there for teaching has suffered from serious troubles. On the other hand, the competition in national and global markets of higher education causes that the good quality teaching is considered as an asset. This helps to raise the status of teaching and the importance of teaching development activities. Issues discussed in this chapter offer an idea of the background and situation where educational developers' profession has emerged and where they work.

5.3 Internationalisation and globalisation in academia

The university has often thought to be an international and even universal institution through its history. Scott (1998, 109-113) however sees that until recent days this has partly been a myth. Instead of being universal in all levels: ideological, institutional and scholarly wise, he sees that after the Middle Ages, the case has not been so. He sees that most of the current universities have been created mainly to serve national interests i.e. development of the national economy and social mobility. Since national governments mainly fund universities, this forces them to serve national interests. Internationalisation has been seen as a way to enhance the competitiveness of the nation so it has been serving as an instrumental value. Scott overrules as well the idea that among academic staff and researchers, there has always existed universal science community. According to him, there exists no universal science or disciplines, but there are many perspectives and different ideas inside the same discipline. Often the scholars tend to research the features of that particular society where they work. (Scott 1998, 109-113.) Teichler (2004, 8-9) on the other hand sees that universities have often been considered as one of the society's most international institutions. The knowledge that universities stores, generates and transmits is often universal or at least not so systematically bound by national borders. Academics are often holding border-crossing communication and reputation in high esteem. However, Teichler acknowledges that during the nation state dominance of the 19th and the 20th century the international aspect has not been present as much as it was earlier.

The internationalisation of higher education became a key issue in Europe in 1990s. In the internationalisation discuss the internationalisation process is often described in three terms: internationalisation, Europeanization and globalisation. The terms often have a slightly different content although sometimes they are used as synonyms. *Internationalisation* is used describing the increase of border-crossing activities where national systems still play a central role. Internationalisation is often discussed in relation to mobility questions, academic cooperation and international education. *Globalisation* is described as the blurring of national borders and systems. It is also often associated with competition, market-steering and trans-national education. To some extend globalisation is used as synonym of internationalisation and sometimes it is already replacing the term internationalisation. Term *Europeanizatio*n refers to regional version of internationalisation and is often related to the discussion of mobility and cooperation. (Ibid. 6-7.) Teichler criticises the current globalisation discussion in higher education as too narrow. According to him it is not often analysed properly whether the global dimension and increasing of market-forces in higher education actually

means the blurring of national borders. According to him nations and national policies are still playing a major role in setting conditions for international communication, cooperation and mobility. The globalisation discussion is also too focused on markets, competition and management in higher education rather than knowledge society, global learning or global understanding that are also aspects of globalisation. (Ibid. 21-23.)

Good examples from globalisation discussions in higher education can be found from Becher and Trowler (2001) and Scott (1998). Becher & Trowler (2001, 2) see that the global flow of information and flow of resources along networks outstrip the influence of nationally steered systems, also higher education. These networks connect effectively the local and the global and they might have physical, social and economic characteristics. Becher and Trowler describe the global communities of academics as an example of social globalisation taking place in the academic world. ICED might be a good example of this kind of global network. It brings together people devoted and interested in same kind of issues: the development of teaching and learning in higher education.

Scott (1998) sees that in global world internationalisation can no longer serve national interests as much as before, since the power and influence of nation states is decreasing. Education becomes market driven as well as other aspects of the society. Also the development of technology has made the internationalisation more flexible. Cooperation and mobilisation have become easier. What this means to the universities? Scott sees that it has affect on four levels: the students, the academic staff, institutional level and the flow of ideas. Especially student flows have increased and have new forms and directions. For academic staff there are also more possibilities to keep in touch with colleagues around the world and cheap air travelling makes it easy also to go abroad. Ideas and information spread around the world faster than before and this has made the science more international. (Ibid. 116-120.) Also Teichler (2004, 13-16) sees that border-crossing knowledge flows among academics have increased. The most common ways of knowledge transfer are knowledge media, physical mobility of academics and students, collaborative research and joint teaching/learning projects and trans-national education. Especially the mobility of students and academic staff has gained importance in Europe. For example, the creation of European Higher Education Area (HEA) aims at the increasing mobility of students and academics.

Interesting features from the perspective of this study are those opportunities the globalisation offers for academic staff. I see that this is also the background where ICED was born. The free flow of ideas has spread the idea of educational development further and the new information technology

has probably helped in forming this kind of network as ICED is in practise. For example, Hofgaard Lycke (2004) mentions that Internet has furthered remarkably networking among educational developers. Especially exchange of experiences has become easier, but also collaboration in research projects is another feature where Internet has affected. Hofgaard Lycke finds that since educational development is relatively new field where practical experiences merge with research and values, both national and international networks' contribution to the development of this field is significant. Especially the changing of experiences and collaboration in the area of research have great importance. (Hofgaard Lycke 2004, 32-33.)

The internationalisation is gaining ground not only at individual level, but also at institutional level. The collaboration between universities in different countries has increased not only in research, but also in teaching, which is less traditional area of cooperation. Here as well the regionality has important meaning. (Scott 1998, 119) A good example is the creation of joint European Higher Education Area mentioned already earlier. Teichler (2004) sees that despite the current trend in internationalisation, the institutional cooperation is still phasing some challenges. Structural differences are potential barriers because there is a risk that cooperating partners can find that they are too different to be able to engage in fruitful exchange, cooperation or mobility. On the other hand, differences can be seen as an asset, which allows the cooperating partners to learn from an environment different from that at home. In Europe, the differences between countries have not turn out to be barriers for international cooperation, but more the diversity inside the country is seen as a barrier. To be able to negotiate with partners, for example, about the equivalences and recognition of studies, the diversity inside the country is seen as an obstacle for effective working, since in that case the equivalences and recognitions have to be resolved at the level of individual higher-education institutions or study programmes. (Ibid. 18-19.)

It is worth noticing that only very few of the sources talking about the internationalisation or globalisation in higher education mention networks. The internationalisation and globalisation are discussed as flows of ideas, as institutional cooperation and student and academic staff mobility, but not so much as informal and voluntary cooperation and networking like ICED is. Still these kinds of networks might play a crucial role in developing one's work and sharing ideas. What makes ICED special is that it is not really cooperation on institutional level nor individual level of academics, but a cooperation of networks that have arisen around the university systems.

6 Educational development and professionalism

Educational developer can be conceived as a profession and ICED is one forum for them to develop their work and to promote the importance of their work. I pass the general professionalism theories with superficial examination. The emphasis is more on the debate about educational development and educational developers' role, because my purpose is to research particularly the professionalism of educational developers. The idea of professionalism affects more on the background assuring the critical and reflective examination on educational development. This chapter is extensive, but I find it to be reasoned, because it reflects the background where ICED operates. An in-depth examination of the phenomenon helps in understanding ICED's work better.

6.1 Defining academic and educational development

There is a huge variety in concepts describing the development work taking place in the academic world or better say the development of the academic world: *academic development*, *educational development*, *staff development* and *faculty development* are used in describing these activities. Staff and faculty development are usually seen as synonyms, but the concept of faculty development is more common in North America whereas staff development is more often used in the UK (MacDonald 2003, 3). There are also several ways to understand the concepts and their mutual hierarchy.

Academic development can be seen as an umbrella concept, which includes the ideas of staff development and educational development. Baume (2004) defines these concepts in the following way. Educational development is defined "as work to enhance academic practices and processes of all kinds" (ibid.1). Staff or faculty development is "work to help staff to increase their capabilities and performance in academic practice, again of all kinds" (ibid. 1). Academic development according to Baume embraces both, i.e. educational development and faculty or staff development. Candy (1996, in MacDonald 2003, 2) also sees that academic development is embracing the concepts of educational development and staff development. Candy defines academic development as practices designed to enhance the academic performance in higher education. Candy's definition of staff development is similar to Baume's (2004): staff development focuses on the professional competence of academic faculty members. Educational development according to Candy (1996, in MacDonald 2003, 2) refers more to "curriculum development and instructional design, as well as input to policies governing the design, evaluation and recognition of teaching".

Fraser (2001, 61) sees that academic development means development work specific to academic staff, but staff development work with both academics and non-academics, thus staff development contains academic development. She sees educational development as focused on teaching, but taking place at individual, department, faculty and institutional level. When it takes place at individual level, she sees it is as part of academic development, but when it occurs at non-individual level, it is not necessarily academic development, but education development. Fraser finds academic development work as developing academics as individuals, not as developing academic processes like Baume and Candy. MacDonald (2003, 3-4), after studying the variation of concepts used by different authors suggests that academic development encompasses activities concerned with developing learning and teaching at individual, departmental, faculty, institutional and even national and international level. He also finds that academic development should not be defined too tightly because it continuously evolves.

	Academic development	**Educational development**	**Staff Development (UK) / Faculty Development (USA)**
MacDonald (2003)	encompasses activities concerned with developing learning and teaching at individual, departmental, faculty, institutional and even national and international level		
Baume (2004)	embraces educational development and faculty or staff development	work to enhance academic practices and processes of all kinds	work to help staff to increase their capabilities and performance in academic practice of all kinds
Candy (1996 in MacDonald 2003)	practices designed to enhance the academic performance in higher education	curriculum development and instructional design, input to policies governing the design, evaluation and recognition of teaching	focuses on the professional competence of academic faculty members
Fraser (2001)	development work of academic staff as individuals	focused on teaching, taking place at individual, department, faculty and institutional level	work with both academics and non-academics, staff development contains academic development

Table 1: The use of concepts academic development, educational development, staff development and faculty development by different authors

The variation of concepts is indeed disconcerting. It seems that no clear and absolute definitions can be made and every academic developer and author has a bit different definition. Because the concepts are essential and often come up with texts related to the debate of academic and educational developers, I have to decide what concepts I use in this study and what I primarily mean with them. Still I must acknowledge the fact that somebody else might have different idea of what these concepts mean. I use academic development as an umbrella concept, as Candy and Baume do, describing the development of all academic practices. With educational development, I refer specifically to the development of teaching and learning in higher education. I understand that educational development means development at all levels, both institutional and individual. Educational development is not only about developing pedagogical competencies at individual level, but also improving the teaching and learning in higher education as a whole. In this report, I mainly use the concept educational development whenever it is meaningful.

Within ICED both academic development and educational development are in use. It is understandable when considered that the actors of ICED come from different backgrounds. However, the use of several concepts is problematic. While defining what ICED actually does, it would be important to define these concepts in a unanimous way, but since there are so many actors inside ICED coming from different academic cultures, it seems an impossible task, because every actor might use them in a bit different meaning. Key question is whether ICED is a forum for academic development in a broader sense or is it primarily a forum for development of teaching in higher education. In my understanding, International Consortium of Educational Development refers to teaching and learning. On the other hand, ICED's journal International Journal for Academic Development refers academic development in a wider perspective. It seems that in some cases academic development is used as a synonym of educational development. I suggest that this is mainly the case in ICED. At least based on examination of ICED activities and its different documents it seems that its activities mainly concentrate on teaching and learning questions in higher education.

What do these people called academic or educational developers then do? MacDonald (2003, 4) says that usually the task of academic developers is the improvement of the quality of teaching and learning in higher education. Fraser (2001) in her study of academic developers and their conceptions of their work defines academic developer as a person who "has a role in which they are explicitly expected to work with academics to assist them to reflect upon their academic role in relation to teaching, research, scholarship, leadership, funding applications and supervision of students. An academic developer may also work at a departmental/institutional level in a

deveplopmental role" [4] (Fraser 2001, 55). Gosling for his part sees that educational development includes the following:

1. Improvement of teaching and assessment practices, curriculum design, and learning support – including the place of information technology in learning and teaching.
2. Professional development of academic staff, or staff development.
3. Organisational and policy development within the context of higher education.
4. Learning development of students – supporting and improving effective student learning.
5. Informed debate about learning, teaching, assessment, curriculum design, and the goals of higher education.
6. Promotion of the scholarship of teaching and learning and research into higher education goals and practices.

(Gosling 2001, 75)

6.2 Professionalism

In this chapter, I examine the professionalism theories in purpose to understand the wider context behind the development and professionalisation process of educational development. First, I define what is meant by professionalism and after that, I look at the field of research of professionalism.

According to Wilshire (1990, 48) professionalism is

> – a way of life which provides a livelihood through the practice of a skill valued by society; this requires a cognitive base of expert knowledge which can be acquired only through protracted training in a special field. The term also connotes the discipline necessary to exercise the skill whenever required. Since the skill is valued by society, there is public service aspect in professionalism. A profession may or may not have an official code of ethics.

In summary 1) possessing a skill valued by society, 2) cognitive knowledge achieved through training and 3) ability to exercise these special skills are Wilshire's conditions for a profession. Also Wilensky's (1964 in Baume 2004, 1) has defined some typical characteristics. They are similar to Wilshire's definition although the ways of expressing it are a bit different. Wilensky (1964 in Baume 2004, 1) has six qualities for professions:

1. The activity becomes a full-time job
2. Formal training is instituted for the job
3. The job becomes a subject of University study
4. Professional association are established

[4] Notice the broader context where Fraser uses the word academic development compared to MacDonald

5. Lobbying leads to practioner licensing
6. A formal code of ethical practice is developed.

These two definitions of professionalism and professions include the idea of formal training being part of a profession or becoming a professional. Also ethical codes are mentioned, although Wilshire does not think that every profession has an ethical code. Third, and probably the most important feature for profession, is the possession of some special skill. In the case of educational developers, it could be the skill of understanding theories of teaching and learning, and understanding the system of higher education and its meaning in the society and also applying these skills in practise. Baume (2004, 1-14) finds that the work of teachers and educational developers include the features and therefore they can be considered as a profession.

Professions and expertise have been studied both in psychology and in sociology. In psychology, the perspective has been more on the development of expertise and knowledge whereas in sociology the perspective has been on the mergence of professions. (Lehtinen & Palonen 1997, 13.) In this study I approach educational developers from a more sociological perspective and will shortly introduce the general debate on professions before moving to discussing academic developers as a profession.

In sociology, professions and professionalism have been studied a lot. The emergence of professions has been related to the process of industrialisation and the division of labour. (Johnson 1972, 9-10; Crompton 1990, 147-148.) It has been typical for sociological research to emphasise either the positive or the negative features of professions and professionalism. Especially Marxist theories have emphasised the negative sides. According to them, the division of labour is related to power and the control of productive resources. On the other hand, Durkheim sees the division of labour as a source of organic solidarity and moral order in industrialised societies. (Johnson 1972, 9-18; Crompton 1990, 149-151.) Crompton suggests that professionalism is both a process of conflicts as well as a process of cooperation. This means that in the research of profession both sides should be taken into consideration. (Ibid. 148-163.)

An example for consideration of both positive and negative perspectives is Evetts's (2003) article on the appeal of professionalism. In current context, Evetts sees relevant to debate why professions and professionalism seem so appealing to many occupational groups. While analysing this, Evetts distinguishes two ways of interpreting professionalism. First way is to see professions as a norma-

tive value system and the second way is to see them as a controlling ideology. Normative value system emphasises the positive features of professionalism to the social order whereas controlling ideology perspective sees professionalism more as a negative hegemonic belief system and mechanism of social control. According to Evetts, the appeal of professionalism can be grounded with the ownership of expertise and knowledge with the power to define the nature of problems and the control of access to potential solutions. Professionalism also contains the image of collegial work relations and mutual support instead of hierarchical and managerial control. Autonomy in decision-making and in some cases self-regulation or the occupational control of the work, like in case of the doctors, in addition makes the idea of professionalism tentative for many occupational groups. (Ibid. 309-311.)

6.3 The development of activities and current trends in educational development

At the moment the Anglo-American countries such as the USA and the UK have the strongest traditions in educational development. This can be also seen from the literature related to educational development. Researches and authors coming from these countries mainly dominate the area. However, educational development work is not a new phenomenon in other countries either. Kirsten Hofgaard Lycke (1999) describes how educational development has developed from scattered activities into a more systematic action in Norway. Although she mainly writes about Norway, also more general development process is described.

Educational development activities started already in the 1960s in the United States. First activities were reaction to criticism coming from the students about the quality of teaching. In the beginning, the focus was on learning to teach. Activities like pedagogical seminars were organised. By the 1980's, faculty development had already gained an established position in many institutions of higher education. Interventions such as grants for faculty development projects, workshops and seminars, feedback on student ratings and practise-based feedback were used in purpose to improve the teaching in higher education. In the beginning of 1990s, due to the increasing demand of effectiveness and accountability, there has been a growing interest towards educational development activities in many countries. Workshops continue playing an important role, but it is being challenged by tailored activities for individual teachers. Teachers seem to benefit from the development work most if it is tied up for the practical context. Exchanging experiences and reflection with other

teachers are important support for the daily work, but they should also be taken into account in systematic ways of development work. (Hofgaard Lycke 1999, 124-127.)

In the beginning, the development activities were more concentrated on individual level, on pedagogical workshops and training courses, but currently the meaning of institutional level is also seen as meaningful (Ibid. 130.) For example, Healey and Jenkins (2003) see that it is important that educational development takes place within the discipline, otherwise it will be seen as control and surveillance coming from outside. They also see that while working within the discipline, it is possible to take into consideration the special features of each discipline. They see that more generic forms of educational development are also needed, but that discipline-based educational development complements them and enables change to happen in the teaching. Only working together with discipline specialists, educational developers can raise the status of university teaching. (Healey and Jenkins 2003, 50-51.) Also other authors acknowledge that more systematic and institution -based approach is seen as more effective way for developing the teaching. For example, Gosling (2001) says that

> There is an important sense in which educational development must occur throughout the institution if it is to impact on organisational change. The function of EDU's (Educational Development Units) is to promote, support, create, facilitate and inform the goals, which constitute educational development. If the achievement of those goals is successful it will be because they are demonstrated throughout the institution (76).

From Finnish perspective Levander & Repo-Kaarento (2004, 2) see that teaching and learning should be developed at the departmental and institutional levels as a shared exercise. Pedagogical training courses and workshops are developing teaching skills, but without touching the organisational practises, they will remain as ineffective (Levander & Repo-Kaarento 2004, 2; Hofgaard Lycke 1999, 125). It is not only the teacher's responsibility to assure the quality of teaching: willingness from the institutional level is also needed. There is an increasing awareness that the good learning possibilities are a sum of many factors and quarters. Parties at all levels, national as well as university institutions, are responsible for developing strategies, which enable the quality of learning environments in higher education. (Hofgaard Lycke 1999, 125.) To summarise about the role of educational developers, it seems that they would like to see themselves more as facilitators helping the faculties to develop their teaching than being responsible for development themselves.

Rowland (2001) suggests that challenge for educational development would be to see teaching in a broader context, not only as a technical matter. With this Rowland means the purpose of teaching, its underlying values and the community and society, which academics and teachers are creating. Professionalism requires teachers to be aware of these things. Rowland sees that the task of educational developers is "to stimulate a questioning approach amongs academic staff not only to teaching, but the very purposes of higher eduation itself, how it is managed and the wider social context in which research and student learning takes place" (Ibid.165). Also other writers such as Gosling (2003) and Mann (2003) see the need of philosophical approach to educational development. Unless the underlying values, aims and concepts of education and educational development are made explicit, the development work will remain as technical activity or as tool for implementing decicions made by others, like government policy or institutional managers. The clear articulation of educational philosophy and values is required if educational developers wish to maintain their capacity of professional autonomy and of critical thinking. (Gosling 2003, 70-79; Mann 2003, 80-90.)

6.4 The debate about the role and nature of educational development

As illustrated in the previous chapter, educational development is a developing field of study. Still its role, character and tasks are not unequivocal. The current debate about educational development is not so much about whether it is needed or not, but rather about what kind of role it should have, and whether it can be considered as an academic fied of study and profession. Discussion has two aspects. Firstly it is about, whether the development activities can be separated from faculties into a academic units or centres, and if they can, what kind of role can they have. The second aspect is, whether educational development can be considered as an academic scholarship. These two aspects are closely related and therefore they are discussed in the same chapter. This debate is also related to the professionalisation of educational development, since one of its conditions is being a target of university study (See Wilensky 1964 in Baume 2004).

Rowland (1998; 2002) analyses the position of educational development from the United Kingdom perspective. He sees especially the fragmentation of the development work as a problem. He criticises the situation where these units concentrating on the development of teaching have been born. He sees that pressure of accountability in the universities has made an artificial dichotomy between teaching and research. This has created a situation where research is valued over teaching, because

it brings more money to the university. Rowland sees that educational development units were born to defend the quality of teaching. According to him, the most serious fault of these units is that they separate teaching from the substance and research. He sees teaching of a subject to be closely related to research of that discipline. Teaching cannot be thought as generic matter so its development cannot be separated from the discipline. (Rowland 1998, 133-135; 2002, 52-63.)

Other fallacy that follows from separating the development of education into development units is related to the position of educational developers. The academic staff in the faculties often considers the management of the university as something external that does not understand academic values. Academic development or corresponding units fall into this category, while they are seen as part of the university management. Rowland assumes that educational developers in separate units are often seen as service providers and not as real academics. The current politics that engourage universities to be effective, audited and surveilled make academics in the faculties and departments see educational development only as one way of controlling them. (Rowland 1998, 133-135; 2001, 163-164.)

What comes to the viewpoint that educational developers should be considered as academics as well as other academic staff, Rowland disagrees. Educational developers are not academics at all, because they are lacking knowledge of any subject. (Ibid. 133-135.) He says that for an academic love for the subject itself should come first and the interest in teaching methods is a tool for communicating the knowledge of the subject for the students. Bath & Smith (2004, 9-27) disagree with Rowland. Their argumentation about educational developers as academics is based on the tasks of the university and academics. Teaching and research have traditionally been the two tasks of academics, but lately also service aspect has become part of academic work. In this context, service means off-campus activities like lectures, conference presentations or consulting (See Kreber 2000 in Bath & Smith 2004, 11). Bath and Smith (2004) argue that all these three aspects i.e. teaching, research and service, are present at the work of educational developers so therefore they can be called academics. Teaching is the core of educational developers work if it is understood in wider perspective as facilitating the learning of others. In this case it might be, for example, facilitating the teachers to learn about how to improve they own teaching. These days also many educational developers do research. Some educational developers who have background in other disciplines continue researching in that discipline, but more often they research teaching and learning in higher education. (Bath & Smith 2004, 9-27.)

By actively doing research in their own area, teaching and learning in higher education, it is assured that educational developers can better meet the needs that the changing university environment sets to them. For example, Gibbs (2003, 140) sees that using theoretical frameworks and empirical evidence will help educational developers to recognise the needs and problems that educational developers face in their work. The service aspect of the work of educational developers' is also recognised by Rowland (1998; 2001; 2002; 2003), who acknowledges and even finds as the main function of educational developers to provide service for university departments and teachers.

According to Rowland, other problem related to educational development is that although the evaluation of academic teaching can be seen as the scholarship of educational developers, teaching is not a generic issue that can be evaluated regardless of the subject being taught. (Rowland 2001, 163-164.) Andresen (2000) replies to Rowland's claims that although some scholarship is examining other scholarships it does not mean that it is not a scholarship at all. He parallels teaching development with criticism of arts. Critics don't need to be good painters, singers or actors to be able to evaluate those arts. Teaching developers don't need to be good historians to be able to evaluate the way how historians teach. Andresen sees that the knowledge of academic and teaching developers is how to study and evaluate other academic practise and that is their scholarship. He finds teaching development to be young but fast developing scholarship with its own history and literature. He acknowledges that not every developer is automatically an academic, but there is nothing to prevent these developers from doing research and practising scholarship. The study of others practise is their area of expertise. (Andresen 2000, 27-30.)

According to Bath & Smith (2004, 11-21) educational developers' field of study is higher education. Educational development and study of higher education fill the definition of a maturing discipline. Although varieties of epistemological, methodological and theoretical perspectives are applied in the field, educational development is clearly developing into a full-blown discipline. Bath & Smith admit that it still can be described as fragmented, as Rowland (2001, 162-167; 2002, 52-63) in his texts claims, but so are other disciplines as well. Bath & Smith (2004, 11-21) see that that is actually inevitable, because when a new discipline is born it usually examines first more general questions, but bit-by-bit new specialisation areas are found inside the discipline and in the end there are several sub-disciplines. This should not be seen as a problem, but instead as an enriching feature.

In this discussion especially between Rowland (1998; 2001; 2002) and Bath & Smith (2004) the practises of educational development were left in a marginal role. Rowland seem to claim that educational development is too practical to be a discipline. Bath & Smith on the other hand seem to forget the practise while proving that educational development is a discipline. It seems that these authors ignore that probably it is both: practices guided by research and research guided by practices. At this point it is interesting to return to those ides represented in this study in the beginning of this chapter. There several people devoted to educational development argued that educational development work should be tighted into the faculty and department level in purpose to make the development work more effective. This in my opinion discredits Rowland's argument that educational developers wish to separate teaching from the discipline and research. Also Andresen (2000) disagrees about the managerial and monopolizing interests of teaching of which Rowland seems to blame educational developers. According to Andresen this is what educational developers, on the contrary, try to avoid (ibid. 27). If the development work is primarily taking place inside the department and educational developers are only facilitating the process, teaching is not strongly separated from the subject matter.

6.5 Researches and surveys on educational developers

In this chapter the ideas, tasks and resources of educational development work are examined based on the researhes and surveys from Australasia, the United Kingdom and Finland. Joint feature for the researches is that educational developers' work descriptions as well as the concepts used in describing the work of educational developers vary from each other. There is no one defined thing what are they doing and they can be interested in different educational topics and issues. Academic development, educational development and staff development are the most common concepts, but also instructional designer, professional developer and academic staff developer are used. There are also differences how people understood and define these concepts. Similar trend was found while researching educational development units in the United Kingdom. The names and institutional location of these units vary. Most of the units describe themselves with terms learning and teaching, but also terms like academic development units are used. The large variety of terms seems to be general trend in the area of educational development.[5] Most of the units researched are independent central units meaning that they are somehow related to the management of the universities. Some are related to personal and human resources and in this case they often describe themselves to be

[5] See this study, chapter 6.1

staff development unit. Also small amount of the units are working within school or faculty of education. (Gosling 2001, 74-90.)

According to Fraser's (1999, 89-97) research about educational developers in Australasia, people usually entered this field after getting first experience in teaching in some other field. Usually this was teaching and researching in higher education, but some had previous experience from primary or secondary education. They had moved into the development work due to their post-graduate studies.

Most of the educational developers interviewed consider their role to be a facilitative and supportive one and they considered the term developer as problematic, because that sounds patronising as if the developer would be someone outsider coming to tell what teachers should do. Mostly educational developers seem to describe that their work is to help individual academics in professional development, but some also recognise that there is an institutional level in their work as well. (Fraser 2001, 54-64; Hofgaard Lycke 1999, 33.) This is also related to the question whether educational development should be practised within the disciplines or university wide. Many think that there are same issues with what different departments face such as quality assurance, student motivation and transition problems. This means that educational development in this nature is generic and the same principles can be applied across the university. They still acknowledge that every discipline and academic department has their own special features, which must be taken into account to make the development work effective. Other part of educational developers express that they feel much more comfortable working with academics coming from the same discipline from where they originally have they own education or in which they have previously been working, because they speak the same language. It is easier to understand the special features of each discipline when one has background there and therefore these educational developers prefer working within one discipline. (Fraser 2001, 54-64.)

Gosling (2001) mapped out educational development unit's area of working in the United Kingdom. Many tasks were mentioned, but Gosling gathered the seven most central ones. The main responsibility areas were described as follows: 1. improving teaching and learning methods across the institution 2. providing staff development relating to teaching and learning 3. encouraging innovation and change in teaching and learning 4. promoting the use of educational technologies 5. carrying out and encouraging research into teaching and learning 6. facilitating the design and development of the curriculum and 7. encouraging the development of open and distance learning. (Ibid., 74-90.)

Fraser (2001, 63) found similar tasks to be the most important ones for individual educational developers. Especially facilitating the development of academics and institutions in relation to teaching and research and engaging in research of teaching and learning were similar tasks. In relation to Rowland's (1998; 2001; 2002; 2003) idea about the service role of educational developers, it is interesting to see how much the research is emphasised as one of the most important tasks of educational development. According to Gosling (2001, 74-90) many development units see that research is an important for the development work and actually could not take place without it. 66% of the development units had undertaken research in teaching and learning. The most popular area of research is related to information technology and its use in teaching.

In Gosling's profile study it turned out that the amount of units whose mission was educational or academic development had increased notably in the 1990s. There is also more staff working with the issues of educational development although most of the development units were still quite small and the staff was mainly temporary or part-time. (Ibid. 74-90.) According to Fraser (1999, 89-97) also in Australasia many of educational developers work as part-time. The situation is also similar outside the Anglo-American countries. For example, Ihonen & Niemi (2004) compared educational development in Finnish universities. Only a few universities have a separate educational development centre, but remarkable amount have some other kind of permanent organisation, often together with other educational support functions. Still in many universities, educational development work is project-based. In some cases, it is difficult to define who are actually educational developers, because there is no consistent practice how educational development is done and who are educational developers. Educational development work is often done along with other job and only a few people do it as full time job or in office. Mostly educational development work is based on temporary employment. In addition to the ways of organising the development work, the financial resources vary remarkably between the universities in Finland. Most of the money seems to come from the universities own budget funding, but remarkable sums came also from the Ministry of Education. Although the current resources are scattered, compared to the situation in 1990s, the resources in use for centralised educational development had been increasing. (Ihonen & Niemi 2004, 45-51.)

Gosling (2001, 85) has researched the challenges of the development work. The low status of teaching and learning is often mentioned. The strong emphasis on research work is often seen as obstacle for developing teaching, because it takes away resources from teaching and teaching was not simply seen as important. Interestingly this is the reason why educational development activities actually started: the purpose was to raise the status of learning and teaching. Other reasons mentioned were

the conservative culture and the resistance of the staff for the development work. Also lack of resources was seen as a remarkable obstacle. The researches of Fraser (1999; 2001) and Gosling (2001) and the survey of Ihonen & Niemi (2004) reveal similarities about educational developers. Although the amount and volume of educational developers and development units are increasing still the field is very diverse and even scattered. The different concepts used in describing the activities and the different ways of organising and realising the work refer to the fact that profession is still evolving.

The trend seems to be that educational development is evolving to be a discipline. It is seen as special field of activity that can better be implemented if it is based on explicit philosophical and value based actions and evidence-based research. However, one might wonder how much the willingness to see educational development as an emerging discipline is due to the current contradictory position of educational developers. If educational development and the study of higher education was considered as a legitimate discipline of its own, would other discipline-based academics appreciate it more and instead of seeing it as a way of control.

7 Networks and networking

ICED is said to be a network of networks. In order to understand what this means and how it affects the work of ICED, it is important to analyse what lies under the networking phenomena. Currently the network perspective on organisations is often applied in the analysis of business organisations and markets, although network theories have strong roots in the study of social structures. Here I mainly lean on the network theories presented in organisation sociology and the analysis of social structures. Network perspective in researching academic world and educational environments has not been widely applied, therefore I here partly lean on theories based on the economic and business sector. These theories have to be applied carefully to the academic environment, since the contexts are different. However, I feel that to some extend network theories offer explanation models to academic world as well, especially when the competition of resources is also part of the contemporary academia, as seen in the chapter 5.3.

7.1 Behind the networking phenomenon

Different kinds of networks have always existed. Barabasí (2002, 3-5), for example, describes how Christianity spread through effective connections and networking in the early first millennium, though by that time it was not called networking. However, the idea of researching the networks is somewhat newer. According to Barabasí (2002, 9-14) the roots of network theories can be found from mathematics and the ideas of trying to analyse the random universe. However more generally it is seen that the idea of understanding social structures as networks was born in sociology and social psychology (see Mainela 2002, 34-36). Especially in the 1960s and 1970's a lot of interpersonal and inter-group research was done (See for example Granovetter 1972, 1360-1380) which can be seen as a start for networking theories.

Networking theories are used to analyse many kinds of phenomena like interpersonal relationships, economic markets, organisations or even the world system (Nohria 1992, 4-5). Borgatti and Foster (2003, 991-992) have examined the contemporary research done in the area. They noticed that since the 1970's there has been an extensive growth in the amount of publications dealing organisations from the network perspective. The foundation for my approach to networks is also in the organisation theories.

What then can be the reason behind the growing interest of networks or why it seems that the role of networks is emphasised in contemporary research? One explanation is the rise of information age and the accelerated globalisation. Castells (2000, 500-501) sees that the rise of new information technologies has affected on the dominant functions and processes in our society to become organised around networks. The networks can be seen as a new social morphology of our society and they affect on every aspect of life. Castells also acknowledges that networking form of social organisations has existed always, but the information technology has made it possible to expand to the entire social structure. Urry (1998, 6-7) also sees that the development of new information technology has helped the rise of global networks. New technology offers opportunities for making connections in a way that would have not been possible earlier. This includes, for example, the opportunity to interact with people via Internet.

There are several ways to define what a network is and the idea can change according the context where network is being used. The common key idea seems to be that networking is about connections and connecting. Castells (2000, 501) sees networks as a set of interconnected nodes. A node is the point where a curve crosses itself. What node concretely is depends on the network. They can be, for example, the national councils of ministers in the political network that governs European Union. Castells describes networks as open structures, which are able to expand and integrate new nodes as long as they are able to communicate within the network. Borgatti and Foster (2003, 992) define network as a set of actors connected by a set of ties. These actors can be persons, teams, organisations, concepts etc. Ties connecting pairs of actors can be, for example, information change between actors or a friendship between two or several actors.

Lehtinen and Palonen (1997) see that networks are solving some of those problems that traditional and hierarchical organisations have. They summarise the typical features of networks in a following way. Networks are formed by autonomous actors, which can be either organisations or individuals. The power of networks is exchange of information and ideas. The exchange is usually multilateral. This means that since there are many actors in the network, for example, the information exchange process is not necessarily reciprocal between two actors. The information you receive from the network does not necessarily come from the same actor you are giving some information. This means that networks help in gaining decentralised information, which is needed in solving complex problems. Lehtinen & Palonen find that the functions of networks differ from the functions of organisation by being voluntary. This is also important condition for effective networking. Since networks are often voluntary, one must be self active creating new connections and utilising the existing net-

works, to be able to benefit from networking. Though not only activeness is enough, also resources such as adequate infrastructure or common language are important factors in ability to network. It seems that like many other things networking and benefiting from the networks is easier for the strong and powerful actors. Although information technology has brought the possibility to form connections also for smaller actors, not all individuals or organisations have similar opportunities for using it for their own benefit. Lehtinen & Palonen (1997, 36-39) continue that networks are structurally looser and weaker than traditional organisations and this makes networks more flexible, which is needed in the competitive world. It is characteristics to network that they are constantly changing and shaped by their actors.

7.2 Perspectives on structure, interaction and information flows in networks

In this chapter, I analyse theories related to the structure, interaction and information flows in networks. I mainly lean on classics such as Granovetter (1973) and Burt (1992; 2005) that have examined how information flows in networks and how network's structure and actor's position in the network affect on sharing and controlling the information. In the end, I analyse Mayntz's (1993) theory about the interorganisational networks and the interaction between different actors in them. One should notice that Burt, Mayntz and to some extend Granovetter are theorising the network situation in markets and business sector. Therefore, these theories are not directly transferable in the context of ICED and academic world. Though in the contemporary academia, for example, competition of resources is everyday life, still it does not operate as the open markets. ICED as an organisation is not a competitive. Though within ICED there might be different ideas of educational development or ICED itself. However, I find that these theories can offer perspectives on understanding the network structure of ICED. Especially the social nature of the network and the importance of personal contacts are present also within ICED.

Weak ties and structural holes

Granovetter's key idea in his network theory is the significance of weak ties for effective networking. The original article was published in 1973 and after that it has awaken discussion and researches about the emergence of networks and connections (see for example Burt 1992; 2005 ; Ruuskanen 2003). I find that this idea still has something to offer for understanding the networking phenomena despite the fact that it was created more than 30 years ago. Granovetter's ideas are pre-

sented here in a simplified form to give an example of one way of analysing networks. The key idea is to find the link that connects small groups with more large-scale social structures. According to Granovetter the problem in the networking analysis of that time was that it ignored the analysis between micro and macro level of networks. With his theory Granovetter tried to form the bridge between these two.

Key concepts of his theory are ties and the strength of the ties. A tie means simply a connection between two individuals. The strength of the tie can be defined as a combination of the amount of time, the emotional intensity, intimacy (mutual confiding) and reciprocal services. Granovetter sees that ties can be strong, weak or absent. To give some concrete examples, the relationship between two close friends can be described as a strong tie. The connection between two acquaintances can be defined as a weak tie. It is characteristic for strong ties between close friends that strong ties are formed inside the group of friends. Close friends tend to have the same circle of friends. In a way, it forms a clique. For information flow this means that the same information is usually circulating between the strong ties. Through the weak ties usually more information and more people can be reached, because they are sort of a way out from the circle formed by strong ties. (Ibid.1363-1369). While analysing the meaning of weak ties in communities Granovetter found out that individuals with few weak ties were unlikely to be able to mobilize effectively for collective action in their community. In larger-scale this means that if inside some community there is several different circles formed by strong ties, but very few people with several weak ties, the community in that case won't be able to work effectively together. (Ibid. 1373-1375.)

Burt (1992; 2005) explains the information flows in a similar way to Granovetter (1973). Burt as well sees the connections, which he calls as bridges, between actors to be essential for sharing and receiving information. Burt (1992, 26-30) actually sees that his theory can be considered as a complement of Granovetter's ideas of weak ties. What Burt brings more to the Granovetter's theory, is the idea of social capital in the competitive arena. Burt finds that there are different kinds of capitals that actors can posses. Social capital forms of the network of contacts that each actor has. These contacts can be friends, colleagues or other contacts through which one receives information and opportunities that help in using other kind of capitals. These other forms of capitals are, for example, financial capital such as money and human capital, meaning those personal qualities such as intelligence and knowledge gained in education, to name a few. (Burt 1992, 8-9; 2005, 17-18.)

The differences in how the people gain social capital Burt explains by structural holes. A structural hole is a hole or a gap in a structure of information flow. What it means concretely is that there is no connection between actors or groups, through which the information could flow. (Burt 1992, 18; 2005, 16.) For example, two different groups of friends might be aware of each other, but there is no connection between any members of the two groups. The non-existing connection between these two groups is a structural hole. When there are many structural holes in a social structure, the information is not flowing very effectively either. What makes the structural hole theory interesting that with the help of it, one can also understand how hierarchies are build and how information flows can be controlled by controlling structural holes. In a figure 1 this situation is reflected.

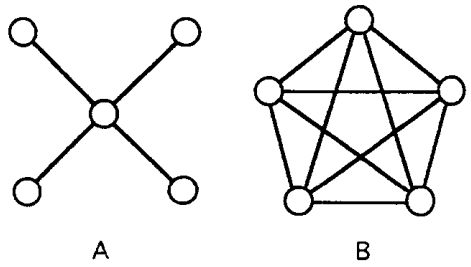

Figure 1: Hierarchical (A) and clique (B) structure in networks. (Adapted from Burt 1992, 39.)

In the situation A, the only actor that does not have structural holes is the central one. Other actors are only connected to the central actor and therefore there are structural holes between the other actors. The central actor is the only one receiving information from all the actors and other actors receive the information only from the central actor. This means that the central actor can control the information flows. In a competitive situation, the central actor could benefit from not sharing the information with all the actors. The B reflects situation where there are no structural holes in the social structure. This means that all actors are equally connected with each other and the information flows equally. Everybody have the same opportunity to gain social capital. (Burt 1992, 39-40.)

Both Granovetter's (1973) as well as Burt's (1992; 2005) theories are simplifications of the social reality. Granovetter (1973, 1378) self acknowledges that his theory is a limited way of understanding the linkage between different levels of interaction and it ignores, for example, the contents of the ties totally, but anyhow it offers one perspective for understanding networks. The purpose of Granovetter is not to see strong ties as meaningless either, but in some cases he sees that weak ties can be more important. Ruuskanen (2003, 69) criticises Burt's theory about its unrealistic way of

conceptualising networks. According to Ruuskanen, Burt sees the social structure as static and does not take into consideration that the social structure can change and new actors can join it. It also ignores the dynamics of social connections. Connections are not always similar and the amount of trust, which according to Ruuskanen is important in networks, is not stabile. Ruuskanen also criticises Burt's ideas about lacking the cultural context. It is not certain whether networks work in a similar way in every culture.

Interorganisational networks

Network perspective was applied first time about 30 years ago in sociology of organisations. First the perspective was on examining the networks inside organisations. Later the idea of examining also interorganisational relationships as networks, but it has gained less attention than understanding organisations as networks. (Mayntz 1993, 3-4.) I find the interorganisational perspective especially interesting, because I consider ICED primarily interorganisational network. ICED as such is only a "roof" or forum of cooperation for national networks.

While analysing the logic of interorganisational networks Mayntz (1993, 8-9) sees that "interorganisational networks are composed of autonomous, but interdependent actors who have different, but mutually contingent interests". Simply put there is something that all this actors want and where they aim and they can best gain it by working together. Mayntz describes the logic of interorganisational networks as negotiation, because they are able to intentionally produce collective outputs, despite the sometimes different interests of their members. Usually the negotiation process aims at some joint product like problem solution or technical innovation, to mention few examples. Mayntz sees that the birth of this joint product is a reason for entering into a negotiation with other actors. Although Mayntz mainly describes business networks, I think her ideas make sense also in ICED's case. This joint product where ICED's member networks aim could be the promotion of educational development and exchanging experiences and information. In the end, this benefits all the participants in the network or at least that is the purpose. How well it works in reality it is another question.

Negotiation process described above does not emerge automatically and not all interorganisational networks are able to put themselves in this kind of negotiation. Mayntz (1993) mentions four conditions for emergence of the negotiation. I think these reasons can be also conditions for the rise of interorganisational networks, because I do not see that network can really exist if it is not capable

for negotiating and through that for forming new branches. The first condition is *readiness to compromise*. One must take into considerations interests and opinions of the interaction partners. Although the primarily aim for stepping into to the network might be assuring one's own interests, but the negotiation process cannot succeed unless actors are ready to compromise and bend. Second condition is *a restricted number of autonomous agents* to be able to keep the work effective. If the network has too many actors, it will be difficult to coordinate and the effectiveness is loosed. Third condition is closely related to the second one. *The low likelihood of hierarchy* is also required to keep the work meaningful for all actors. None of the actors should have superior power, otherwise the autonomy of the actors is threatened and negotiation is not even. Then the network ends up having the same problems as the hierarchical organisations have. I think this problem is faced also with too big networks. To be able to coordinate a wide network somehow, some hierarchy is needed and that might lead into loosing the flexibility. On the other hand, Mayntz sees that networks also need *some rules* to be able to define acceptable compromises. These rules might refer to fair exchange, reciprocity or maybe distributing costs. Following the rules as such is not the purpose, but a voluntary limitation of one's own freedom in negotiation process is needed if actors want to form compromises. (Mayntz 1993, 7-10.)

Compared to Burt (1992; 2005), Mayntz (1993) emphasises more the meaning of cooperation in networking than the control in network structure as Burt does. Burt sees that when controlling the structural holes, individual actors can benefit. Mayntz on the other hand finds ideal situation to be such where all the actors influence equally. The perspectives of these two theories are though different. Mayntz describes the win-win situation, where as Burt sees that for individual actor in competitive situation the control of structural holes might be beneficial. It still does not mean that he would think it to be the ideal situation in general. The risk for this kind of actions is not so probable in less competitive forums like ICED is. Only if the actors in the network are disagreeing about what is the right kind of information or knowledge that should be shared through the network, the risk of building hierarchical networks rises. For example, in ICED's case hypothetically this could be the situation where there are several ideas of what academic or educational development is and how it should be. If some actors feel strongly that their view is the correct one, they might, if not intentionally but maybe unconsciously, try to dominate the discussion and control the flows of information.

7.3 Networking and organising in academia

To be able to understand better ICED's nature, I find it relevant to introduce also other ways how academic staff identifies itself and how it organises and forms networks. Though educational developers are not always considered as academics, in this case I compare them, because academia is also their working environment. There are several professional groups, networks and organisations for academic staff. Usually, I assume, they academics can be members in many different groups and networks at the same time. Here I have chosen some examples of networks in where they might belong. Each of these networks has different reasons for existing. One thing that unites all these networks is the fact that they are somehow international or have some international connections. The introductions are short and superficial, but the idea is only to give some kind of point of comparison to ICED.

Organising on the basis of academic status and work

Very traditional way of organising is the labour union into where also academic staff can belong based on their academic status. Example from this kind of union could be the Finnish Union of University Researchers and Teachers (FUURT). As the name tells, the members of this union are university researches, teachers and experts of other areas in Finnish universities. The goals of the Union of University Researchers and Teachers are typical for a labour union: "FUURT watches over the interests of its members at the national level as well as locally in the universities in matters relating to economic, social and professional issues" ("FUURT at a glance". The web page of FUURT. 18.08.2007).

Through its parent association, AKAVA this union has also access to the international field of labour unions. For example, AKAVA is a member of EUROCADRES, which is the Council of European Professional and Managerial Staff. EUROCADRES "supports professional and managerial organisations, which operate in a variety of structures through Europe. It conducts surveys and studies, organises exchanges of information and conferences, which facilitate the development of European perspective. EUROCADRES convenes its Congress, which is the policy-making body, every four years. It is managed by an Executive Committee with representatives of all European countries and industry federations" ("Who we are". The web page of EUROCADRES. 18.08.2007).

Scientific associations

Scientific associations or societies offer one way for academic staff, especially for researchers, to network and share information. Scientific associations are usually formed inside some discipline or field of study. The main purpose of these associations is usually to support the advancement of their discipline and the professional development of their members. Scientific associations often have journals of their own and a large amount of research is published in these journals. They also organise conferences related to the discipline. The conferences and other activities organised by scientific associations offer a good opportunity for sharing latest research and meeting with colleagues who are working or doing research in the same field. (See Anderson & Shultz 2003, 269-270.)

Examples of scientific associations are educational research associations like European Educational Research Association (EERA) and American Educational Research Association (AERA). EERA is a parent association for national educational research associations so it does not have individual members unlike AERA, but the both associations have very similar aims. The purpose is to enhance the research done in the area of education and encourage the cooperation between the researches. The forms of activities include, for example, journals, conferences and awards. ("The European Educational Research Association". The web page of EERA. 18.08.2007.; "About AERA". The web page of AERA. 18.08.2007.)

One example from an association that cannot be clearly defined as scientific association, but anyway offers a way to network for people working in the management of universities, is The European Higher Education Society (EAIR). EAIR is meant for professionals working in the management of higher education and for academics researching this area. Also policy makers in governmental ministries and policy units are welcome to join. Also educational developers which in some cases can be defined to work in the management of higher education is one potential group for EAIR activities. ("What is the EAIR?". The web page of EAIR. 18.08.2007.) The activities of EAIR are diverse. For example, EAIR organises annual forums around some current themes like in 2006 the theme was "Who runs higher education in a competitive world?". Also journals, newsletters and seminars are activities that EAIR offers for its members. ("Activities". The web page of EAIR. 18.08.2007.)

University level: European University Association

Networking and internationalisation of higher education takes place naturally also at institutional level. Unlike ICED or other networking and organising opportunities presented earlier that act more on individual level, the example chosen here, the European University Association (EUA) enhances networking on institutional level. The members of EUA are mainly individual universities or other higher education institutions. Also national rectors' conferences can become members in EUA. EUA's purpose is to be the main representative of the higher education community including European universities and national rectors' conferences in Europe. EUA's main mission is to promote the coherent higher education and research system in Europe. It tries to achieve this by supporting and serving its members in diverse ways. ("EUA at a glance". The web page of EUA. 18.08.2007.)

One concrete example of EUA's work is its role in Bologna Process. EUA has strongly promoted the Bologna Process by supporting its member in enforcing it. EUA is also the representative of Europe's universities in the different bodies that follow-up and manage the Bologna Process. ("Bologna Process. EUA involvement". The web page of EUA. 18.08.2007.) EUA also networks with other international organisations in purpose to further the cooperation in development of higher education and research and to enhance the attractiveness of European universities. For example, the Academic Cooperation Association (ACA) and the Association of Commonwealth Universities (ACU) are partners of EUA. EUA also cooperates with similar kind of association as EUA itself from other parts of the world, for example, with the American Council on Education (ACE) and the Association of Universities and the Consejo Universitario Iberoamericano (CUIB), which is association for universities of Latin America and the Caribbean area. ("International relations". The EUA web page. 18.08.2007.)

Networking through projects

Academic staff often makes cooperation with colleagues from other countries and universities trough different kind of projects. These can be research projects or some other kind of joint projects. For example, the European Union reinforces through the Socrates program and especially its subprogram Erasmus the European dimension of higher education. The Socrates/Erasmus program is probably most famous for its student and teacher exchange activities (Teichler 1998, 88-99), but it also organises and supports other project and networking activities in the area of higher education like joint study programs and modules. ("Socrates – Erasmus". The web page of European Com-

mission. 18.08.2007.) The Socrates/Erasmus program is an example of a very large –scale program, but there are also others less formal and massive, good example of these can be the international research projects.

ICED compared to other networking and organising possibilities

All these associations and forms of networking are very different, especially their aims. It seems that ICED is a distinctive association and cannot be included to any of these other organising forms. There are similarities in structure and in forms of activities, but the missions and aims are unique. For example, the European Educational Research Association has a similar structure: it is formed by national research associations. The aims and forms of activities are similar, except that the field of work is different: EERA promotes research in the area of education, ICED wants to promote the teaching and learning in higher education. In addition, EAIR, The European Higher Education Society, has some similar issues in focus, but ICED is more clearly identified in teaching and learning in higher education, whereas EAIR examines the management in wider perspective. Many of these other organisations are also more extensive and more large-scale and formal than ICED, for example, the EUA and Socrates/Erasmus programs. The purpose of this chapter was to offer concrete examples of networks and to compare ICED with other networks. It is though worth noticing that not all networks are official and structured like most of these examples. However, informal networks are often invisible for outsiders and no official information is available. Therefore, I introduced here more formal networks.

8 Methods

The methodological ground of this study was introduced already in chapter four. This chapter concentrates more on the practical realisation of the empirical part. However, I find it difficult and even unnecessary to separate the phases of research doing from each other. For example, already by introducing ICED and comparing it to other ways how academic staff can identify and organise itself is examining, what kind of network ICED is. In a way this can already be called analysis. In addition to this kind of defining, I will collect research data from the ICED council in purpose to find out how they see what motivates their national network to be involved in ICED and how the national network benefits from ICED.

8.1 Collecting research data

In this chapter, the ways of collecting research data are explained and reasoned. In the first part I introduce the target group of the study and in the second part the data collection techniques. I have also considered the advantages and disadvantages of the data collection techniques used.

Target group

The amount of people being actively involved in ICED activities is rather small. The national network representatives, who form the council, can be defined as the key group of people who are actively in touch with both the ICED member organisations and the ICED activities. Of course there is a large amount of people who are indirectly involved in ICED through, for example, participating the ICED conferences or writing articles to ICED's journal International Journal for Academic Development (IJAD). The council members, however, are those people who have the best knowledge and idea about ICED and also from their own national networks. At the same time they are also producing ICED by setting direction to ICED's work. For these reasons, they are the best key informants for my study.

There are also other people, who can be paralleled to the member network representatives. Other groups, who are closely in touch with ICED's council, are the editors of International Journal for Academic Development and the representatives of the emerging networks. They are both participating the council meetings. It would be interesting to see what the new emerging networks think

about ICED and why do they want to join. Because these two groups are closely related to the council, I will include them to my target group.

Including all the council members to the target group makes it relatively large. People belonging to it live in different parts of the world and they all meet only once a year. It is also possible that not everyone can be present in the annual meeting. Since the research target will also use the findings of this study, it is important that everybody involved will have opportunity to bring out their opinions. This makes it important to collect research data from all those people belonging to the target group defined earlier. This directs into that at least part of the research data must be collected in a written form. Järvinen and Järvinen (2004, 147) find a questionnaire to be a good option when there are relatively few things to be asked and there are many respondents. I find this to be the case in this study.

Questionnaire

Questions in the questionnaire can be open if the research subject is not widely researched or it is not yet very organised. In this case, researcher expects the respondents to express those ways the phenomenon is perceived. Later researcher must categorise the answers for analysing the questionnaire. There is difference between the ready-made answers options and open answers in that that they represent different ways of researching. Ready-made survey questionnaires can often be classified as testing the already existing theories and open answers often represent a method that creates new theories. (Järvinen & Järvinen 2004, 148.) The open questionnaire suits the research subject well, because ICED as phenomenon is unique and therefore there has not been done much research about the similar subjects. This way I am also creating theory of ICED.

Questionnaire is better than interview in that sense that respondents can fill in the questionnaire whenever it best suits them. Questionnaire send by email is also an economical way for collecting research data. On the other hand, the disadvantage of the questionnaire is that it is usually done only once. In that case, the researcher cannot check whether the respondent understood the question correctly and in how researcher meant it. (Ibid. 147.) I find this is the most serious problem of a questionnaire. Also the fact that people might not analyse their answers as much as they would in interviews, since the researcher cannot ask any further questions, is challenging. Probably this cannot be avoided totally, but by forming the questions carefully and asking explanations and reasoning in every question, might help in this. When the questionnaire is half-structured I can form questions

where I want to get an answer, but it still leaves opportunity for the respondent to bring up those things that he/she feels relevant and important. One serious disadvantage of email questionnaire is that not necessarily everyone will answer it. Also cultural differences will make forming the questions challenging, but this problem is present with every form of collecting research data when people from different cultures and countries form the target group.

The questionnaire used for collecting the research data can be found from appendix 2. The questions were planned keeping in mind the research questions and the theoretical background. The first section of the questionnaire (I Personal information and experience in ICED) aims at mapping what kind of people are involved in ICED and how much experience they have. The section is based on the main aim of the research and the main research question *What kind of actor ICED is*. Since there is not any information available about the council members from other sources, it is important to map in the questionnaire the background of the target group.

The second part (II National networks) aims deepening the understanding of ICED at the national network level. The idea is to get ideas what kind of networks are involved in ICED and what are those reasons why national networks take part in ICED. The idea is also to get the conceptions from the network representatives of what kind of role their national network has in ICED. This part of questionnaire, in addition to the main research question, aims at finding the answer for how national networks benefit from ICED and what motivates them to form this kind of network. The questions of this part were also related to the second sub-question *What kind of interrelationships there are between different actors in an international network of networks?* In this part I was particularly interested in what kind of connections and interaction there is between the national networks and ICED. Granovetter's (1973) and Burt's (1992) network theories affected on the background.

Third part of the questionnaire (III Personal level) contains questions of how people got interested in educational development and what they see that ICED means for them personally. This part as well as the previous one aims at finding answers for all the research questions. In this part especially the theoretical background affects behind many questions. For example, the questions 12 and 13 are based on the Fraser's research about the Australian educational developers. It turned out that people working as educational developers often ended up into the profession later in their careers, after first gaining work experience in other areas of education, often as teachers in some discipline. (Fraser 1999, 89-97.) I want to find out whether this is the trend internationally as well. Question 13 is based on networks theories such as Granovetter's (1973) weak ties and Burt's (1992; 2005) struc-

tural holes. The idea of this question is to find out what kind of role the representatives of national networks feel that they have in the network between their national network and ICED. Questions 14-16 are related to the first sub-research question of the benefits of international networking for representatives of an emerging profession. Theoretically, these questions lean into the professionalism ideas. My idea is that for an evolving profession such as educational developers the international contacts and forums can further the strengthening of the professional status. As Evetts (2003, 309-311) said in her article, professionalism is tempting for many occupational groups, because it among others assures autonomous position.

The last part of the questionnaire (IV ICED's ways of working) aims for clarifying what kind of actor ICED is and also mapping those central challenges related to the work of ICED. These questions are based on network theories and on these challenges, there are in informal networks. Especially I had in mind Burt's (1992; 2005) ideas for information flows and structural holes in networks and the conditions for effective networking that Mayntz (1993) suggested.

Before sending, the questionnaire out it was tested by one of the persons belonging to the target group. Based on this test answer, some of the questions were revised to be more accurate, but the set of questions remained as same. The questionnaire was sent by email with the covering note from the president of ICED council in purpose to raise the answer rate. It was sent through ICED email contact list to all the network representatives and other contact persons of the national networks, to three IJAD editors and to five representatives of emerging networks. Approximately 30 persons received the questionnaire. The exact amount of people who received the questionnaire cannot be defined, because the national network representatives change constantly and there might be several contacts for one network although they are not all involved anymore. The idea was however, that at least one person per member network would answer the questionnaire.

Observation data

The certain weaknesses of an open email questionnaire presented earlier in this chapter caused that the research data was complemented by observation data. According to Marshall and Rossmann (1995, 79-80), through observation, the researcher learns about behaviours and the meanings attached to those behaviours. Observation method assumes that behaviour is purposive and expressive of deeper values and beliefs. Observation is used to discover complex interactions in natural social settings. Observation data helped in gaining deeper understanding of ICED and in understanding

and interpreting the responses of the questionnaire. I had the opportunity to participate in the council meeting of ICED in April 2007. The fourteenth council meeting lasted for two days and the emerging network of Estonia organised it. There is a habit in ICED that the council meeting in those years when there is no conference takes place in the county of some new or recently joined network. The purpose is to support the emerging network. Before the council meeting, the older member network representatives held workshops for the Estonian educational developers. The purpose was to provide them useful information of the topical matters in educational development worldwide.

My role as an observer in the council meeting was mainly unobtrusive. I followed the discussion as an outsider. Only when introducing the findings based on the questionnaire I had more active role and I tried to form a discussion connection with the participants to hear their ideas and comments about the findings. This is related to the hermeneutic approach to research. In purpose to gain deeper understanding about the research subject the researcher can continue the dialogue with the informants to assure that researcher has interpreted correctly the original answers of the informants. Researcher can ask for more explanation to things he finds to be interesting in informant's answers. This helped in taking the hermeneutical circle further.

The observation in the council meeting was focused. As an observer, I paid attention in the issues that arose from the analysis of the questionnaire. The important aspects were the actors who participated the council meeting, the issues discussed and approaches to them and the interaction between the participants. The second theme, the benefits and motivation, was not taken into consideration since the observation could not produce information about it. Before the meeting, I had listed the issues from where I wanted to gain more information by observing. In the meeting, I tried to pay attention especially to these issues and to make notes simultaneously while following the meeting.

8.2 Analysis

The answers for the questionnaire were very diverse. Some of the answers were more reflecting and analysing where as some were shallow and brief. Despite the diversity, many interesting things came up from each answer. Still I think that based on this data I have to be careful not to overinterpret since not all the answers were well reasoned and grounded. Therefore, the most fruitful way of analysing this data was to form theme areas based on the research questions and those things

that seem to be central in the data. Under these theme areas, I classified the data by type trying to understand the different ways of perceiving ICED. With the observation data, I tried to gain confirmation for the findings of the questionnaire and look for possible differences.

Describing the data

The questionnaire was answered by 13 people. The answer rate was relatively low, which was to be expected due to the voluntary nature of the questionnaire. Eight of the people who answered were representatives of the national networks. One had a double role as a network representative and as the president of ICED. One of the respondents was the editor of IJAD. One respondent was currently part of the ICED treasury group, but previous to this position she had been representing one of the national networks. One of the respondents was member in the board of IJAD and also had been representing her national network once in ICED council meeting. One of the respondents was the coordinator of one national network, but had not self been participating in ICED activities. She evaluated ICED's role from the perspective how she saw it benefited the national network. Seven of the respondents were females and six were males.

Two of the respondents represented national networks that had joined ICED recently. Therefore, they did not have yet much experience in ICED and they also brought it out in their answers. The other respondents came from networks that had been involved in ICED for a longer period. However, one of them had just became the representative of his national network in the ICED council, so this person was not very familiar with ICED either, which he also brought out in his answer. The rest of the respondents had an experience of several years in ICED. Most of them also had a long experience in their national networks as well. Two of the national networks were recently founded so representatives coming from these networks did not naturally have so much experience from their national network.

It is relevant to know from which networks answered this questionnaire, if we think it in relation to the background who are active in this network. In purpose to protect the anonymity of the respondents I will not however tell in which position the respondents are in their network or in ICED. The answers came from 11 different networks: Germany -AHD, the USA -POD, Spain -RED-U, Belgium -CgHo and -AIPU, Finland -Peda-forum, Israel -IOCATHE, the UK -SEDA, Netherlands -CRWO, South Africa -HELTASA and Australia and New Zealand -HERDSA. From some national networks there were two answers so altogether the amount of responses received was 13.

The observation data consisted of notes made during the meeting and the comments based on the discussion about the findings of the questionnaire. There was no structured formula for the observation, but I made free-formed notes based on the findings from the questionnaire, the data gained was not systematic. It was related to aims and activities of ICED as well as to the interrelationships and communication between the different actors in the council.

Describing the analysis

Analysing the questionnaire as well as the observation data was a multi-phased process. The questionnaire was analysed first. While analysing the questionnaire, the data was first read through respondent by respondent. At this point, I made observations and notes about answers that I found to be interesting based on the research questions. After this, the data was put together question by question so that answers of all the respondents were in the same document under each question. At this phase, the data was read through carefully several times keeping in mind the research questions and the theoretical framework.

Based on the research questions and the theoretical framework the data was divided into central themes that seemed relevant. Four theme areas were formed. At stage four the data was analysed theme by theme. Under each theme, I tried to find the most typical ways of describing things related to this theme. I categorised the different types and these formed the types under the themes. In some cases like in theme three (Communication and interrelationships within the network) it came up that the theme had to be divided still into two sub-categories, because there were clearly two different areas where the theme related. After preliminary forming the categories and types, the answers were grouped under these types and were once more analysed whether the types were really describing the data.

In the last phase, the observation data from the ICED council meeting was added to fulfil the analysis of the written data. I evaluated the findings of the questionnaire again after observing at the council meeting to see whether the observation data confirmed or changed the original findings. There were no major deviations from the original findings. Mainly the observation data confirmed them, but also offered focusing and deepening the knowledge gained from the questionnaire.

9 Actors within ICED

The first theme area describes the actors involved with ICED. By actors, in this context, I mean both the national networks, which officially are the members of ICED and also the core people of ICED i.e. the network representatives, IJAD editors and other people who participate in the council meetings. When analysing what kind of actor ICED is, it is important to analyse those actors who take part in to be able to form a comprehensive idea of ICED. It also offers perspective on the professionalisation of educational developers when seeing what kind of actors operate at international level. The first part, the individual actors within ICED, is mainly based on the responses of the questionnaire and therefore only those people who answered the questionnaire are included. In the other part, where I analyse ICED more from the perspective of the national networks, in addition to the questionnaire I have also used other material such as the minutes from ICED council, annual national networks reports and the web pages of the national networks.

9.1 Individuals

In this part I analyse the 13 respondents who answered the questionnaire. Answers were received from about one third of the people who can be defined as key people in ICED. Every one has of course their own stories and history, but similarities were found among these 13 respondents already. Therefore, I assume that others have also similar backgrounds how they become interested in educational development questions.

Four aspects were taken into consideration while forming this theme: 1) what was respondents' role in their national network and how much experience they had in their national network, 2) what was their full-time post, 3) how they have got interested in the questions of academic or educational development and 4) what was their path, how they got involved in their national network and ICED.

The backgrounds of these individuals and how they got interested in educational development are similar. The most typical story behind a respondent is that they have always been fascinated by the questions of educational development and higher education. They have actively searched for opportunities to work with these things and through that interest they job had developed into that direction that currently all respondents as their full-time job are involved with the questions of educational development like the respondent #2:

> I have had a lifelong interest in teaching and learning and gradually was asked to share my expertise with colleagues. This led to the invitation to start a teaching and learning center 15 years ago and I have pursued this professional course ever since. (Respondent #2)

Other very typical story was that respondents had been representatives of a totally other discipline than educational development and often they had been teachers or their work had included teaching. In their work, they had become more and more interested about the learning of their students and how teaching effected on the learning results. Some of them had backgrounds as different level school teachers where as some had taught in universities. Respondent #7 describes the way how he got interested in the questions of educational development in a following way:

> I was a chemist, teaching my students how to set up laboratory experiments. They made mistakes. I explained better, they still made mistakes. After a few more cycles I started to wonder, started to do educational research on questions of the relationship between teaching and learning. -- I found some answers to my questions, but found out that my colleagues hadn't learned the same lessons as I had, and that they were not very interested in changing. Good quality learning demands good quality materials, but also qualified teachers, and these need to work in educationally sound surroundings. Otherwise good ideas are lost and do not result in any better student learning. (Respondent #7)

Fraser (1999, 93) found similar results in her study while researching the Australasian educational developers. Fraser noticed that many of her interviewees had a background in primary or secondary schools. Through post-graduate studies, they became researchers, which led them in into lecturing in specific disciplines and from there they eventually moved into the development field of higher education. This path seemed to be common also for the respondents in my study who originally had background in teaching, although my research data was a small sample of educational developers.

When asked about the current full-time jobs the respondents occupied, it came up that most of them were in the leadership positions related to the development of teaching and learning in higher education. Many of them were directors of educational development units or some similar centre devoted to the development of teaching and learning at their own university. Often their work included management work tasks related to quality assurance, guidance and support of the academic staff and faculties, as well as some research. The other typical background the respondents had was that they were more clearly academics working in the faculties as professors or researchers, mostly professors of education or of teaching and learning. They had strong emphasis in their work on

questions of teaching and pedagogic. The first of the following quotations represents the director type respondent and the second one the faculty academic one.

> I am the director of the centre for teaching and learning, hence I am involved in managing the centre, giving guidance, overseeing work, doing some research and project management – on various aspects of support for teaching and learning. (Respondent #4)

> I am Associate Professor in the Institute for Teaching and Learning at the University of XXX. I teach on the Masters in Education (Higher Education) and Graduate Certificate in Educational Studies (Higher Education) programs, supervise PhD students and am responsible for the Research-enhanced Learning and Teaching Strategic project and the Research Higher Degree Supervision Development Program. (Respondent #11)

Only one of the respondents was a regular educational developer working in educational development unit. Most of the respondents, eight altogether, worked in a leadership position and five as professors or researchers. One of the respondents worked as both director as well as professor.

The work descriptions of the respondents of my study were similar to the tasks that came up in Gosling's (2001, 74-90) and Fraser's (2001, 63) researches. Especially the tasks of the council members working in the director positions were similar to the list Gosling presented about the most important tasks of the educational development units. Tasks mentioned were related, for example, to improving teaching methods in the institution, providing services for staff to support their role as academics and managing different projects related to teaching.

Worth noticing was that the respondents working in the faculties as well the ones working in the educational development units, mentioned researching different phenomena of higher education to be an important part of their work. When comparing this to Rowland's (1998; 2001) ideas about the non-generic nature of teaching that cannot be considered as a discipline of its own, it seems that this is exactly, what is happening among educational developers. Research of teaching and learning in higher education form an own field of study as, for example, Andresen (2000, 27-30) and Bath & Smith (2004, 9-27) claim. In the academic world, where research is valued, this also raises the status of educational developers. Doing research separates educational development from the management and support functions, which academics can see as intrusive and as a thread to the academic freedom as Rowland (1998, 133-135; 2002, 52-63) puts it. Research also strengthens the professional status of educational developers. For example, Wilensky (1964 in Baume 2004, 1) defines that one of the qualities of a profession is that it becomes a subject of university study.

The tasks of educational developers in my study were similar although they were coming from different countries. Gosling's (2001) and Fraser's (1999; 2001) researches handled the situation in the United Kingdom and Australasia. Though my research data was a small sample of educational developers world wide, there were still similarities.

In my research, the respondents were typically very experienced in their national networks. They had often been members for more than 10 years and some of the respondents were even founders of their national networks. The respondents had often had several leadership positions in their national networks like this respondent:

> [I] began in educational development in 1989 and attended every conference [of a national network] since 1990. I have been on the board of directors twice, chaired the annual national. conference twice, been membership chair twice, and served on these additional committees: planning, research, publications, conference planning. I have 3 times been on the editorial board of reviewers for the annual journal and 6 times on the board of reviewers for the proposals for the annual conference. (Respondent #10)

Often respondents had involved in their national networks through their work. In some cases where national networks have institutional members, getting involved in the national network can even be necessary for them if they are in such position in their work that they represent their institution. For others it might be a natural thing to do, if the national network is the only professional forum for educational developers in their country. Interesting detail was that many people mentioned conferences as being one of those things that inspired them to participate in their national network. Even in some cases people got more actively involved in ICED because they found the conferences to be so relevant for their professional development.

The representative position in the ICED council often came along with the presidency in their national network. In those networks where somebody else than the president represents the national network, respondents said that they had felt interest towards other countries and cultures and how things were done elsewhere and that way got interested in ICED. The following quotation describes a very typical way how people got involved in their national network and through that in ICED.

> The -- ICED conference was presented in conjunction with the - - conference [of the national network] so it was convenient to attend both. Since that time I have continued to participate in ICED. This participation is

> also influenced by my interest in cross cultural behaviour. I have taught Cross Cultural Psychology on the university level, have travel extensively, including a sabbatical in Nottingham, England. (Respondent # 2)

9.2 Networks

While analysing the national networks, it turned out to be impossible to form any types of the national networks. In some way they all seemed to be very different having their own national characteristics, but at the same time, for example, the aims and activities were very similar as well as the target groups. Almost all inform that their aim is to improve teaching and learning in higher education. This is said in different ways and also different concepts are used, but the main message seems to be similar. Most of the member organisations organise conferences and workshops in purpose to offer a forum for their members and other people interested in development of higher education to share their experiences and to get new ideas for the practical work (See for example "About Herdsa". The web page of HERDSA. 02.02.2007 or "Conferences". The web page of POD. 18.08.2007). Also different kind of online discussion forums and email lists are common forms of activities. For example, Finnish Peda-forum has an online discussion forum where people can discuss about those themes they are interested in related to teaching and learning in higher-education ("Pf-idea". The web page of Peda-forum. 18.08.2007). Many member organisations have also publications of their own. These can be journals like Education Research and Development of HERDSA (Higher Education Research and Development Society of Australasia). ("HERDSA's refereed journal". The web page of HERDSA. 18.08.2007.) Other good example of publications is AISHE readings which is an occasional series of scholarly publications related to teaching and learning in higher education published by All Ireland Society for Higher Education (AISHE) ("AISHE Readings: Index". The web page of AISHE. 18.08.2007).

The members of member networks also form a diverse group. To some organisations the whole idea of explicit members is unfamiliar (Ihonen 2005, 33) where as others have a large group of different kind of members, both individual and institutional. Institutional members are mainly universities or other higher education institutions. For example, Belgian network CgHO (Contactgroep Academisch Onderwijs) has 17 institutional members, Flemish universities and colleges. The communication mainly happens through these institutional members, although there are approximately 25 individual members as well.

Individual members within ICED's member networks, if there are any individual members, are usually academics working in different positions in their universities. Members can be academic or educational developers, teaching staff, other academic staff interested in educational development and, in some networks, even students can join the activities. What combines those people who are somehow involved in ICED's member networks' activities is that they at some level are interested in developing teaching and learning in higher education or developing the university system as whole. They do not necessarily have the status of academic or educational developers, but they are usually people in whose work educational development is somehow related. Respondent #13 describes the members of his national network in the following way, which was typical also for other respondents:

> The [respondent's network] is a mixed organisation. Members are as well individuals (ca 80%) as institutions. Most of the members are engaged in the field of academic development. But there also are "normal" members of the Universities which are critical friends or supporters of academic development. The network supports the community of practice in innovation in Higher education, organises the exchange of ideas, practices, and knowledge and supports cooperation. (Respondent #13)

Similarities in national networks´ aims and ways of working also confirm the fact that the field of educational development is developing internationally. Naturally, there are national differences and probably local challenges that dominate the field, but the similarities are remarkable. Though based on examining how ICED expands and taking into consideration that one of its aims is to help such countries where no network for educational developers exist to form such a network, I find it probable that a model for the network is looked from the other already existing networks. Although the national network would not be formed with the assistance of other ICED networks, the model can be searched from the international field. This furthers the emergence of internationally coherent field. For example, Hofgaard Lycke (1999, 124-125) describes how the educational development activities started in the United States and gradually have been diffusing internationally. In the contemporary world, the information technology among other things furthers new ideas spreading around the world. This is also the case with educational development.

In addition to the nature of the national networks, I also analysed how actively these networks had been participating in ICED. As an indicator, I used the information about the national networks present in each ICED council meeting. This is not the only way to measure the activity of the networks, but it can tell something if one takes into consideration that the ICED council is the forum that sets guidelines for ICED's work. At least it tells who are the ones leading the organisation. I gathered

the information concerning years 1995-2001 from the web page of ICED ("History". The web page of ICED. 21.04.2007.) and the information concerning 2003-2004 and 2005-2006 from the ICED council meeting minutes. 2007 information was gathered in the council meeting where I participated as an observer. Concerning the year 2002 there was no information available. The table about the participation in the council meetings can be found from the appendix 3.

It turned out that although the amount of ICED member organisations has been in growth during the history of ICED, still the most active member networks in terms of participating the council meetings have remained the same almost since the beginning. The networks that I define as active have participated in almost all the council meetings since they joined ICED, only with some exceptions. As participation, I have counted if somebody from the national network has been present in council meetings. Usually it has been the president of the national network or some other appointed representative.

There are approximately 10 active networks and they come from Australia and New Zealand, Germany, the Flemish part of Belgium, the Netherlands, Norway, the USA, Spain, U.K and Canada. If one takes into consideration the three latest council meetings, also Finland and Ireland can be considered as active networks. Five networks have not been participating in any council meetings during past few years although they still are officially members. These networks come from India, Russia, Slovenia, Switzerland and Sweden. The rest of the networks are something that can be defined as semi-active ones. They are either new networks that have been in council meetings maybe once or twice or older networks that participate in council meetings and conferences irregularly.

It is worth noticing that when a network cannot participate the council meeting, it might send an apology and some news about itself. For example, in the fourteenth council meeting apologies were received from Norway, South Africa and Israel. Therefore, the network participation is not the only way to measure the activeness of each network. Due to practical matters such as finances, it is not always possible for the network representatives to be present in each ICED council meeting. However, when comparing the long-term participation in the council meetings the differences become clear. If a network misses many meetings in a row or attends very irregularly, it is difficult to stay very well aware what is going on within the ICED community. The amount of active networks also matches with the amount of answers received for the questionnaire realised in this study. Out of 13 respondents, nine came from the networks defined as active ones. This also confirms that there are certain networks that have more active role within ICED than others do. The Anglo-American

countries are active in ICED. This is natural in that sense that they have the longest history in educational development. ICED as an organisation also has background in the United Kingdom so this partly explains SEDA's active role in ICED. Other group actively present are the Western European countries.

It is worth noticing that although officially the amount of the national networks has been increasing the amount of networks present in each council meeting has not changed radically. The amount of networks participating has been about 10-15 networks per council meeting. It seems that although there are new networks joining all the time, they do not stay long in very active contact with ICED. They might participate in few council meetings, but after that they some how seem to drop out.

To conclude, the ICED network as an international network wants to grow. It is also one of its official aims to enhance educational development worldwide and to increase the number of partner organisations. Officially, the number of member organisations has increased, but in reality, the active networks have remained the same. What can be the reason behind this? One explanation model can be searched from the network theories. Mayntz (1993, 7-10), who described the conditions of inter-organisational networking, claims that one of the conditions is the restricted number of agents. When the network grows too much, it is not possible to work effectively anymore. The coordination work will demand more time and resources, which often in informal networks is not possible. This is probable situation within ICED. It has been a loose consortium with little hierarchy and without any administration. When the network is growing, more administrative resources are needed to co-ordinate its work.

Other explanation can be found from cultural issues. As it came out in the theoretical framework the Anglo-American countries, which are also active in ICED, have the longest traditions in educational development. In addition to these countries, other Western Countries are well represented. Although the higher education systems between Anglo-American and Western European countries are often conceived as very different, generally the culture is probably more similar than in developing countries, for example. English is often spoken relatively well in the Western Countries, which can help participation in international activities where English is used. These similarities can make the cooperation and agenda planning easier. Often also, universities of Western Countries have better resources to support participation in international activities.

Also Granovetter's (1973) and Burt's (1992; 2005) ideas of ties in the networks can offer an explanation model for ICED's situation. In general, I find that ICED offers possibilities for to form these weak ties between different national networks for educational developers. Through the weak ties, contacts gained within ICED, the information can be exchanged between the national networks. This way the national networks gain new knowledge and ideas, which can help them in developing their work. However, in the council also strong ties can be formed between the council members. When the same representatives from the national networks participate in the meeting year after year, which is the case in some networks, the personal tie between these network representatives can attract them to come also the following year. If the participation and activeness within ICED is much personified into one person, the whole network might drop out of the consortium when the national network representative changes.

10 Benefits of international networking for educational developers

This theme describes how different actors involved in ICED feel that they benefit from it. The theme was formed from questions about the benefits of ICED and what are those reasons why the actors have joined this international network. The original idea was to see whether there are differences between the member networks and the individuals who represent these networks, but there was no difference in the benefits of networks and the benefits of individual representatives. Therefore, these two aspects are presented here together.

I found that there were four types of answers describing the benefits different actors gain from ICED. To some extend these answer types are related to each other and some times the difference was not clear into which type the answer belonged. However, the typing can offer some perspective on those things seen as important reasons to join this kind of international network. The different types are not excluding each other. The most typical respondent saw many types of reasons for being part of the ICED network.

10.1 Gaining contacts for sharing information, ideas and experiences

The type of answer described the networking possibilities to be one of the main benefits the actors gain from ICED. The professional aspect was often emphasised. Through ICED one can gain valuable contacts with other professionals and experts on educational development. Contacts often resulted in cooperation also outside official ICED activities. The forms of cooperation mentioned were, for example, excursions to other countries and universities and cooperation in publishing. Almost all the respondents mentioned this aspect of gaining contacts. I assume that it is one of the most important things the actors gain through ICED. The following quotation shows one example of contacts lead into cooperation with other countries:

> It is like driving a car with an international dealer network. Most of the time your drive around in your own city, supported by the local dealer. But it is nice to know that these guys have colleagues at other place which they can consult. And, as we often go on holiday abroad, it is nice that there you can find other dealers. Another language but the pieces fit. As a matter of fact, we often go to the UK to visit universities where interesting things are happening; quite often our acquaintance with SEDA is helpful. Next Thursday we in our turn host a Swedish group doing a study tour in higher education; the contact was established during the last ICED

> conference. On the other hand, when you stay in your own country most of the time, you tend to ignore the international perspective. (Respondent #7)

For people participating in the council meeting this aspect of making contacts might even be more meaningful than for those people who only participate the conferences. The council representatives might meet each other during several years in the council meeting, which might help them in forming abiding contacts with each other.

The ultimate reason for getting the contacts is the information sharing and receiving within ICED. Hearing about the situation of other countries and their current trends in educational development was seen as one of the most valuable aspects of ICED. Through sharing of experiences, one could take ideas back home. However, respondents often mentioned that since the higher education systems and the national networks were different from one country to another, the information gained within ICED was not often directly transferable. Still the respondents felt they gained relevant information and ideas for their own work. There was some difference between answers, which emphasised the importance of getting ideas, and which expressed that they would like to share more their knowledge and experience in educational development. The following two quotations show these two different types. The first one emphasises learning from others and receiving information where as the second quotation mentions both these aspects.

> It [ICED] is a group of colleagues working in the same field all over the world and dealing with the same problems. They are highly valued experts. I learned a lot of them. (Respondent #5)

> [The national network joined ICED] To be come knowledgeable about current trends in faculty/educational development worldwide and to be able to learn from colleagues representing different perspectives and educational environments. Also, to be able to share [his network's] experiences and knowledge about enhancing teaching and learning with an international audience. (Respondent #2)

Gaining contacts and sharing information was the most typical way of seeing the benefits of ICED. All 13 respondents mentioned this aspect. It came out clearly that ICED member networks are keen to share their knowledge and gain new information. There seems to be no competitive setting within ICED in this sense.

This type describes well the essential characteristics of networking. Several authors, for example, Castells (2000) and Lehtinen & Palonen (1997) see that making connections and sharing informa-

tion through them form the body of networking phenomena. A network like ICED where several national networks are involved also brings many advantages compared to bilateral cooperation between networks. According to Lehtinen & Palonen (1997, 37) one benefit of networks is that the information exchange can be multilateral. For example, a national network can find out about some interesting development project going on in another member network of ICED. At the same time, some third network might be interested in hearing about the latest activities in the first network. The information is flowing in many directions. A network that is formed around the idea of educational development helps in sharing ideas and information among people devoted to enhancing educational development. Getting contacts around the world and sharing information supports the professional group of educational developers to get stronger and internationally more coherent.

10.2 Gaining credibility at national level

The answers categorised into this type described the benefits of ICED to be partly instrumental. The respondents saw that participating in this kind of international network helps in gaining credibility and making educational development activities more appreciated in their home countries. This was seen as important to be able to develop the higher education teaching and learning and make other quarters to invest resources in it. This was the case with the respondent #6 in his answer how ICED benefits him and his national network.

> I desire to advance the recognition in importance of quality of teaching in HE in my country and I hope that heads of universities/colleges will be more inclined to participate if they know that this is an international venture and that other countries invest a lot of effort and resources to advance teaching in HE. (Respondent #6)

Being part of international community also helps in attracting and convincing the members of national networks. Some respondents also saw that personally it gives some authority for their work as educational developers, when they can show that they are part of the international community and they know what is going on in the other parts of the world in the area of educational development. The following quotation is a good example of the personal credibility that ICED helps in gaining.

> Being a member of ICED means a kind of continual benchmarking: where are we going in XX [in his country] compared with the most advanced universities elsewhere? I think that this is a privilege for academic development in University of XX [respondent's university] as well. -- This position undoubtedly gives me a special role and status among academic developers [in his country]. At least I am among the best-known ones. I really

> hope that this would not make me high and mighty but liable and disposed to serve my national network and all universities [in his country]. (Respondent # 12)

Altogether six respondents brought out the credibility aspect. Especially the new member networks found this aspect of gaining credibility through ICED as important. This is natural when taken into consideration that educational development in those countries might not have yet an established position. The new networks, however, were not the only ones finding this aspect to be one of the benefits of ICED. I tentatively suggest that the representatives of older networks where often educational development has longer history, saw ICED to be more important for their personal credibility among educational developers in their country where as the newer networks saw ICED membership to be important to promote the importance of educational development in their countries. Respondents found that international aspect had become more valuable during the past 5-10 years and it was appreciated more and more.

The importance of credibility aspect is partly related to the contradict position of educational developers. As was seen in chapter 6.3 the position and role of educational developers is problematic. Rowland (1998,133-135; 2002,52-63) criticised strongly that educational developers and especially the development work in the independent educational development units separate the teaching from the discipline and research. This discussion can work as an example of what kind of challenges and resistance educational developers might phase in their work. If they are able to show that educational development is internationally significant field in other countries and regions as well, it might convince some of the doubters. According to Teichler (2004, 6) academics often hold international contacts and communication in high esteem. Also in general the internationalisation of higher education and academia has become a key issue in the 1990s. This might explain why international cooperation and contacts are seen so valuable also among educational developers. The esteeming of internationality also explains, why ICED brings credibility for the national networks and individuals involved. As academia is also getting more and more competitive (see e.g. Becher & Trowler 2001, 8-14), it probably also touches the field of educational development. Gaining credibility and reputation internationally is hardly disadvantageous for anybody working in academia.

10.3 Personal interest in international and intercultural activities

Third type of responses were the ones seeing the general interest towards internationalisation as a motivator for them to join the network activities. This type of answer was not often directly men-

tioned. However, from other answers I interpreted that also this kind of personal pleasure of getting in contact with people from other countries was one of the reasons for people to participate. Not only the content issues and the issues of educational development connects these people, but that they just enjoy when they can be in contact with colleagues from other countries and to meet people coming from other cultures and they can "gain cross cultural understanding" as one of the respondents described. Six out of 13 respondents mentioned this aspect someway. The best example of this type of an answer was that of respondent # 10.

> I'm glad you used the word, "inspire." Because that is exactly how I feel. I feel a very strong sense of kinship of all peoples of the world. I value learning of others' cultures, and I value higher education. ICED brings these together. – (Respondent # 10).

The personal interest in international aspects of higher education and intercultural communication did not bound only to ICED. Many respondents took part also in other international activities.

> -- My activities in ICED are in accordance with a variety of other international activities. For instance I am involved in the process of innovation in Russian universities since 1990 or at the moment in cooperation with the Chinese Association for Studies in Higher Education. ICED offers a lot of international connections to academic developers. (Respondent #13)

Information technology has made the internationalisation more flexible. Cooperation and mobility are easier and this creates ideal conditions for networking. For a person who feels personal interest in international aspects, the possibilities to communicate and make connection are extensive. I wanted to bring up this aspect of personal interest towards international cooperation and intercultural communication, because I feel that it is one of the ultimate reasons people are joining the international activities, not only that they wish to promote e.g. the professional interests. In the contemporary world where also higher education becomes partly guided by the global markets (See e.g. Becher & Trowler 2001, 8-14), the international aspect cannot be ignored. However, for many people personal interest towards internationalisation is important reason to join the international community.

10.4 Enhancing educational development internationally

The fourth typical answer was more related to those reasons motivating the actors to be part of international network than the actual benefits. This type of respondents were very keen on enhancing educational development worldwide. They mentioned the possibility to enhance educational devel-

opment to be one the reasons what inspires them to participate in ICED activities. They said that they self see the development of higher education important and therefore they want to help colleagues from other countries to form a network for the enhancement of teaching and learning in the higher education. They often mentioned that they feel it of concern that they can use their expertise on educational development to help others in forming a national network and enhancing the development of higher education in those countries, where the development activities and resources are still scarce. Respondent #10 represents this type:

> I feel it is important to help others new to academic development (because so many of them do not have mentors nor an internship as I did). I also want to help emerging networks grow in various countries/regions because I know how valuable a network can be to forward the cause of teaching and learning and to support those charged with carrying that "banner." I also know how valuable my national network has been to me, and I want to help others to have a similar network experience. (Respondent #10)

Five of the respondents mentioned their willingness to enhance educational development worldwide to be one of the reasons they are part of ICED. Especially the networks coming from the English speaking countries found this as one of the factors motivating them to network internationally. This was to be expected if one takes into consideration that these countries have the longest history in educational development and their resources are often the most extensive as well. However, also some other member networks saw the enhancement of educational development in new networks and countries as a matter of concern, but all these were the oldest and most active networks.

This type of an answer can also be seen related to the professionalisation process of educational developers. Those networks, where educational development is already a well-established field of study, want to support the new networks and countries where such network does not exist yet. The wider spread the idea of educational development as a valuable and necessary activity, the stronger the profession of educational developers gets. Developing the activities internationally makes the field also more coherent and that way stronger. Based on the research data it seems that educational developers personally find and believe educational development to be important. The professionalism does not only mean that educational developers want as much influence as possible and they want to dominate the field of development of higher education. At this point is good to remember the two ways of seeing professionalism. Evetts (2003, 309-311) distinguishes approaches to professionalism into a controlling ideology, which sees professions as mechanisms of social control and into normative value system, which emphasises the positive features such as collegial work and mutual support. Enhancing the field of educational development worldwide can be seen as an at-

tempt to monopolise the knowledge of teaching and learning in higher education to educational developers and as a way to control the field. On the other hand, the professionalism can be seen as a way to promote cooperation and collegial support internationally. Educational developers participating in ICED, for example, are likely to see the professionalism and the benefits of ICED in the latter way. However, the first approach has been discussed also in ICED council. In 2006 council meeting it was noticed that ICED can be conceived as colonising if the Western models of educational development are promoted in developing countries through ICED.

Based on the findings of this study, it seems that this kind of networking helps much in developing the profession and the field of educational development. It gives credibility, encourages into cooperation and strengthens the development into same direction internationally. A good summary about this is the answer of respondent #7 when asked about how ICED differs from other networking possibilities:

> ICED helps in establishing educational development as an academic profession, with its own conferences, journals, networks. Not just educational research, but research & development in educational development. To establish our identity not in the supportive, administrative staff but into the academic core. #7

In this answer integrates all essential in this theme. ICED benefits the actors in multiple ways, but the core behind the benefits and the motivating actors is that ICED helps in establishing the professionalism of educational development worldwide.

11 Communication and interrelationships within the network

The third theme describes interrelationships and interaction within ICED and respondent's approaches to them. Both, the interrelationship between ICED and the national networks and the interaction inside ICED i.e. between the national networks, are taken into consideration. This theme was gathered from questions concerning the role of council representatives between the national networks and ICED, what role ICED had for regular national network members and how known it is among regular members. Also those questions that tried to map out the possibilities of national network to have influence in ICED and how the respondents experience the interaction within ICED were taking into consideration when building this theme.

Under this theme, the type answers are classified in two. The first category describes the approach types that describe the ways, how the respondents saw the relationship between the ICED council and each national network. The second category describes approaches to interrelationships and interaction within ICED council and other forums inside ICED. I decided to have these two different categories since, although it is all about the relationship between different actors within ICED, the relationship between ICED and the national networks seemed to be to somewhat different from the relationship between the national networks.

11.1 ICED and the national networks

Inside the category, there were two types of answers describing the relationship between the national networks and ICED. There were many similarities in these types, but the ways to explain, why the relationships between ICED and the national networks are as they are, varied. The original idea was to analyse the relationship in general between ICED and the national networks. However, partially due to deficient question setting in the questionnaire, some of the respondents described mainly the relationship between ICED council and the national network, where as others examined ICED more as a whole, not only ICED council. This can be seen from the following type answers as well. The first type analyses more the relationship between the council and the national networks, where as the second one examines ICED more as an entity.

ICED council as a forum for leaders of the national networks

When asked how well-known ICED is in the national network, this type of respondents described that ICED is not very well known in the national network or if it is known it is usually by the ones who are in leadership positions in the national networks. The other group who might know ICED relatively well are those people who have some interest in international aspect of educational development. Information of ICED was mainly offered to regular members through the network representative. They described themselves as "communication officers" or as "go-betweens" between the national networks and ICED council. They saw their role as to inform the other council members about the current issues about educational development in their country and national network and on the other hand, to bring ideas and news from other countries and networks back home. Respondents mentioned that quite often they reported about ICED activities in the journal or review of the national network so that the members or the target group of the national network had the possibility to hear about ICED. However, it was often defined that ICED is not very well known in the national network and most of the members have not participated in the conferences.

Respondents belonging to this type explained the reason, why regular members of national networks were not so familiar with ICED by saying that it was not even the idea of ICED. They described that the idea of ICED is to be the forum for people in leadership positions in their national networks and countries. 8 respondents out of 13 explained the relationship of ICED and the members of the member networks in this way. According to them ICED does not offer so much for the regular members of the national networks or regular educational developers or teachers. The conferences form an exception, where also regular members can participate. The next two quotations are examples from this type of responses.

> ICED doesn't offer things to members of networks. It's greatest value is the sharing of ideas in ICED council by the people who are present. (Respondent #11)

> I think that ICED as a network of networks is bound to be rather far from average teachers and those called academic developers. The fact is that some of the last-mentioned do basic facility work, not downright very advanced developmental work. (Respondent #12)

The first quotation sees that the greatest value is sharing the ideas in ICED council. The second respondent sees that the ICED activities are rather far from an average educational developer. At least when thinking about the activities ICED offers, this makes sense. Although ICED conferences and

the International Journal for Academic Development (IJAD) are available for everybody, the conferences take place only every second year and maybe reading the journal cannot be defined as an activity. The council meetings, which play quite crucial role in ICED activities, are not open for everybody, only for the leaders of the national networks. The structures of the national networks vary remarkably, but in general it seems that the average members and educational developer are rather far from ICED and especially the council. It is also good to notice that although the members of national networks might participate in the conferences or subscribe to the IJAD, it necessarily is not meaningful that ICED is behind these activities.

ICED's ultimate purpose is not to promote ICED, but educational development, and ICED serves as a tool for this. Considering this, it is natural to see ICED as a forum for leaders of the national networks. They are using the tool for promoting educational development. Granovetter's (1973) idea of weak ties offers a theoretical perspective on this. The council representatives can be seen as these weak ties between the national networks and the ICED council. As they described themselves, they are the communication-officers that transmit information between the council and the national network. As Granovetter described, weak ties are essential for the new information to reach the community (ibid. 1373-1375). Without the weak ties outside the community, in this case the national network, information and new ideas reach the community less often. I do not want exaggerate the meaning of the ICED for the national networks. Most likely, the national networks have also other weak ties, than the tie between them and ICED, but ICED is one of the forums where the national networks gain new ideas and hear about experiences about educational development worldwide.

ICED isn't relevant for the target group of national networks

The other type respondents described the relationship between ICED and national networks in similar way than the first type respondents. They characterised that ICED was not well known in their national networks or it was known only by the most experienced members. They also saw their own role as similar between the national networks and ICED as the first type respondents. However, the ways of explaining why ICED is not so known or why not so many national network members do not participate in ICED activities was explained differently from the first type answer. When the first type described ICED as a forum for management level and that regular members are not even supposed to act through it, the second type answer saw that one way or another ICED cannot offer enough relevant things for the national networks. Four of the respondents found this to be the case.

The reasons mentioned were that often the national networks and higher education systems were too different so that the information or knowledge gained in ICED about the other countries cannot be transferred in other systems. Also the locality of the problems in educational development limited the amount of people participating in international activities. Another often-mentioned reason was that because of the Anglo-based roots and orientation in the consortium, ICED felt distant from their point of view. The first of the following quotations emphasises the transferability and the Anglo- based orientation and the second one the transferability problems.

> ICED is known but relatively few members [of the national network] have participated in ICED activities. This may be due to parochialism or lack of understanding of how work in very different higher education systems can be translated into our context. The X [country] higher education system is much less centrally controlled or influence, with each institution acting more independently than our international counterparts. -- I also believe that members have not engaged with ICED as much as they could because of a perceived Anglo based orientation of the organisation. To some members, SEDA and the other commonwealth nation networks have set the agenda for ICED, and this orientation differs somewhat from that in the X [respondents country]. (Respondent #2)

> Most of the urgent problems in our university are local, only a few are national, hardly any is international. The same holds with the other institutions in our network. ICED is known by some, not by many, and mainly by those who are part of the 'establishment' of our network (e.g. representatives in our national Board) and by the few who have a personal interest in the international perspective. #7

This type of answers confirms the fact that educational development isn't yet very coherent field internationally or even nationally. The same results came out in the researches made about educational developers in different countries. The resources are scarce, terminology variable and the challenges of educational development are though similar in many countries, but still have their own special features. (Fraser 2001: Gosling 2001 and Ihonen & Niemi 2004.) Though the direction is towards more internationally coherent framework, the local and national problems to some extend make the international work challenging. According to Teichler (2004) this is typical for international cooperation in higher education also in general. Especially at the institutional level, the national differences can be seen as too serious obstacles to be able to co-operate effectively. Although, sometimes the differences at international level are not seen as problematic for cooperation as the differences at national level. Differences within the national system make it difficult for the system as an entity to commit into international cooperation. (Teichler 2004, 18-19.) However, in ICED's case this situation is not probable because it is not about institutional cooperation or any extensive projects where the national networks should commit to. The conferences, which are hosted by the

national networks, form an exception. If the national network is not very formal or strong, it might be difficult to organise such a big international conference in cooperation with ICED. However, based on the research data it seems that the respondents find differences internationally to be greater issue why the members of the national network do not feel ICED as relevant.

11.2 Interrelationships between the national networks within ICED

This category describes different types of answers and approaches towards the interaction between the national networks within ICED. This category was mainly formed based on the questions mapping the possibilities of national networks to have influence in ICED. There were three different kinds of answer types to be found from the research data. Unlike with the other themes, with this category there were some major differences between the respondents. Where as in the other themes all the respondents often had similar views and the ideas were rather unanimous, in this category there were clearly different ideas how interaction between the different national networks worked.

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Interaction is unproblematic

This type of respondents saw no problem in the communication inside ICED. They felt that they had good possibilities to bring their voices and opinions out within ICED. This type of respondents saw that there were no remarkable differences between the national networks in how they act within ICED. They acknowledged that there were differences between countries and academic cultures, but they only saw them as a positive feature and felt that comparing the differences was actually the purpose and aim of ICED's work.

> Many countries and academic cultures but also a lot of communalities. I do not have the feeling that the differences have an influence; on the contrary. If we would have a substantial Asian or African representation this could be different. -- The networks do not act really different. There is a difference in size and organisation but smaller and more informal networks participate equally. (Respondent #5)

Five respondents found interaction to be unproblematic within ICED community. The networks whose representatives gave this type of answer formed rather large group among respondents and in that group there were representatives of many kinds of networks. There were both older and newer networks as well as Anglo-American and other networks. Many respondents also mentioned that they feel the academic culture to be similar everywhere or although the cultures are different, aca-

demics are similar everywhere and this makes the cooperation easier. Also the interest towards educational development combines and helps in overcoming differences. This was also seen in the literature dealing with academia. The same features and ideals of academic culture were mentioned in the research coming from different countries. The idea of academic freedom, the discussion of the dichotomy between teaching and research and the criticism towards the current culture of effectiveness were themes that came up in the theory (see e.g. Becher & Trowler 2001; Barnett 1992; Ylijoki 1998; Aittola 2001). Although the systems and contexts might be different, as can be seen from the next chapter, the idea of academia is something that combines these people. However, for example, Scott (1998, 109-113) has criticised the idea of universal science community. According to him, the disciplines are often more local and national than international or universal. This however does not mean that the features of academic culture or the idea of the university could not be similar.

System differences cause challenges for interaction

Respondents representing this type saw that there are differences between countries and national networks that sometimes affect the possibilities to act within ICED. Differences between the higher education systems make understanding and transferring information difficult. As respondent #3 describes:

> The main differences in my opinion are based on the way the HE institutions are ruled in different cultures. Contexts, status, agency capacities, are very different from one country to another. So, one important rule here – of the representatives, as well as the participants on ICED activities – is the ability of becoming a clever "translators" of initiatives, experiences from one context to another. (Respondent #3)

As in the first type the similarity between the academic cultures was emphasised, in this second type the differences between the systems were seen as challenges for the work of ICED. As can be seen from the quotation of respondent three, it is important that representatives as well as other people participating the ICED activities posses the skill of interpreting and translating the information from one context to another.

Because the national networks are so different, sometimes participating in ICED is difficult due to practical reasons. One of these differences is the representation system in the ICED council. If the president of a national network changes every year, the representative in the council is also new every year. New representatives do not often have the knowledge about ICED that would be required in ICED council meetings. Those countries, which have the same representative year after

year, have better-established position within ICED than the ones who have a new representative every year. A good example of this is the respondent # 10.

> Because of how my network assigns who will be the official delegate, no one person is ever at the Council more than once. Because it almost takes once through to understand how things work, I feel our network is somewhat at a disadvantage. Those individuals from other networks/countries who have been on the Council for years have a better understanding and also more influence on all the delegates. (Respondent #10)

However, this type respondent often also said that mostly the likeness between the networks and academic cultures are greater than differences. Therefore, problems are not seen as very dominating. Three out of 13 respondents fell into this category.

According to Lehtinen & Palonen (1997, 36-39) one of the conditions for networking is that the participants have adequate resources to participate in the network activities. This understanding of different contexts and transferability problems can be considered as one the resources. Participation in the international activities can develop this resource. However ICED, as well as other international activities, has its special features, which can be adopted by participating them. As the answer of respondent 10 reveals, in the ICED council those people, who have been there for years have better position than the ones who are taking part the first time. This is also a potential thread for the equality of the member networks. Those networks, whose representative in the ICED council changes every year, do not have as good understanding of the work of ICED. Although the previous representative would familiarise the new one, without a personal experience, the information cannot be adapted as easily. According to Mayntz (1993, 9), if some of the actors in an interorganisational network have more power than others, the negotiation process is not even for all the actors. Mayntz finds that the even negotiation process is one of the conditions for the work of interorganisational networks. Especially this is important in such networks that are not competitive ones as ICED is.

The domination of English

This type of an answer was similar to the previous type of answer in the sense that it saw that there were some differences between the networks, when it comes to the possibilities to have influence in ICED. This type of respondent saw the language as a biggest challenge for equal communication. This concerns especially the ICED council meetings. Since English is the language used in ICED, non-native English speakers saw it sometimes difficult to participate in the discussion and express their opinions in the council meetings. This leads into that their felt that the native English speakers sometimes dominated the discussion and that they understood each other better. Five of the respondents found that the domination of English language and networks affect the interaction within ICED. As in the second type of answers, in these answers the similarities of the countries and networks were emphasised and many respondents saw that the language problems were not very dominating in the end. This can be seen from the answers of respondents #3 and #12:

> From my point of view, there is a large hidden cultural understanding among participants from English-speaking cultures, which is not the case of the people from other cultures. So, it tends to shape the different issues from a hegemonic point of view. But, once known, it is not a great problem for us. (Respondent #3)

> -- it is important to note that as far as we speak English in our meeting, those people speaking English as they native language have more important role than they would have otherwise. By the way, I want to point out that a good amount of our kernel terminology in English, concerning Higher Education and academic development, differ from a country to another. (Respondent #12)

In the fourteenth council meeting, there were altogether 18 people present including the member network representatives, president, three IJAD editors from Australia, Canada and Belgium, the conference convener of the 2008 conference, the treasurer and the administrator. Nine of them were from English speaking countries and nine from non-English speaking. The amount of native English speakers is remarkable if one takes into consideration that out of 22 official member networks 5 are English speaking. What increased the amount of the native-English speakers in the council meeting is that two of the IJAD editors, the treasurer, the administrator and the conference convener were from English speaking countries. The conference convener changes according to the country where the next conference will be held. Since the next conference will be in the United States, the conference convener came this time from there. The administrator and treasurer will probably come from the United Kingdom in the future as well, since ICED receives administrative support from an organisation from the UK. It has been agreed that at least one of the IJAD editors is a non-native

English speaker, but also English speakers are needed as editors because of they edit and evaluate the language.

The native English speakers addressed the council meeting most compared to other participants, but non-native speakers also took part in the discussion actively and expressed their opinions. In the discussion many different opinions were usually expressed. It was interesting to notice that although the native English speakers were very active in discussion, they were not unanimous. The opinions and ideas spread among different people and, based on the observations, there seemed to be no political camps formed by the networks. The opinions expressed seemed mostly to be personal opinions of each participant, not the member network's opinions. The discussion in the council meeting was active and unlimited. It was not clearly facilitated and it could be characterized as exchanging views on the topical issues. The president, based on the issues agreed in the previous council meeting, had planned the agenda of the meeting.

Here, as well as with the second type of seeing the interaction between ICED, the differences between the actors are seen as challenges to the interaction. In the first type, it was the differences of higher educations systems and national networks. With the second type, it is the language. Lehtinen & Palonen (1997, 36-39) see the common language as one of the important aspects for networks work. In the contemporary world, the language most often used in international forums is English. I find that this sets the people in different positions what comes to the possibilities to have influence in ICED, but language problem cannot be solved finally. In international activities it is impossible, that everyone would have exactly the same level of the language skills. The native speakers always have better position no matter what language is used. Also the differences of language skills between the non-native speakers can vary remarkably. Essential is that this is taken into consideration. The possibilities for equal interaction should be facilitated as much as possible. The first thing is to acknowledge that there are differences. At worst, if these differences between the national networks within ICED are not taken into consideration, the benefits of the network are lost.

Burt (1992, 39-40; 2005, 16) sees that when for one reason or another some of the actors in the network are better positioned, for example, in ICED's case those networks who have the same representative year after year or the ones speaking English as their native language, they might dominate the discussion and the agenda. This can cause structural holes between the actors, which mean that the information does not flow between all the actors in the network. Those actors, who are in the middle of the network and who are capable of benefiting and understanding most of the infor-

mation, can control the information flows. What in ICED's case is important to notice is that if the national networks are able to participate the ICED activities, it is unlikely that there would be too many structural holes in the sense Burt describes them. Although a network would not be in a best position what comes to these features, it still has some kind of connection with the other networks. However, if a network for one reason or another lacks these resources (participation in the activities regularly, the same representative during several years and excellent English skills), it can be in a poor position compared to other networks.

What balances the interrelationships within ICED is that these features listed, which affect the networks' possibilities to have influence in ICED, are distributed between the networks. In the English networks, the representative might change annually, where as in some smaller networks the same person can be the representative in a row. However, what according to the respondents sometimes causes challenges is that the English speaking countries also have the longest traditions in educational development and the most powerful networks in terms of resources and activities. This already gives them a special status among the networks. They are appreciated and the contacts with them are seen as valuable, but on the other hand, it is seen that they are sometimes dominating the discussion. Based on the observation in the council meeting, these networks did not form any unanimous camps so this also balances the situation in the council.

12 Approaches to the work and the future prospects of ICED

This theme consists of those ideas and conceptions the respondents had about ICED's ways of working, how are they serving the national networks and in what direction ICED should develop in the future. This theme is comprised of questionnaire's fourth part and the questions mapping the conceptions of the ICED's format of working. In this theme, I have also gathered ideas of the future prospects of ICED and where this network of networks should head in the future. At some level, the ideas of the ways of working and the ideas of the future of ICED are different things. However, in the responses these two issues often appeared together so I ended up in building one theme out of them.

In general, it can be said that the respondents seem to be satisfied with the ways of working and the structure of ICED. Almost all the respondents expressed that once the purpose of the network and resources available are taken into consideration, ICED as a rather informal organisation works well. It was admitted that it was serving the national networks in a limited way, but that was enough and filled the ultimate purpose of ICED. Especially the conferences were seen as purposeful and beneficial since they were the only international conferences merely for educational developers. Also the fact that the conferences are workshop oriented brings them close to the practise. The journal IJAD was not mentioned often in the responses. Few respondents found it to be under-utilised and few commented it to be one of the strong points of ICED. However, this theme discusses more about the general ways of working rather than any specific activities such as conferences or IJAD. The council meetings form an exception since the respondents often brought them out. This might be because the target group was the council members or the question setting in the questionnaire guided the respondents into this direction.

When analysing the conceptions of ICED's organisation and the future prospects, two types of answers came up. What combines them is the idea that in general ICED is doing fine taken into consideration its nature and resources as stated above. The first type of answers sees that ICED should in the future develop its organisation more formal and stronger. The other approach was that ICED should develop its aims and contents of the activities. These types of answers, however, are not excluding each other. An answer of one respondent might have included both types.

12.1 Developing structure and administration

This type of an answer emphasised the need of developing ICED's work in terms of organisation, structure and administration. It was seen that to be able to work more effectively, ICED should have a more formal organisation and there should be more continuity in the activities. The organisation should be formalised by sorting out the finances and establishing the constitution and administration. This way ICED could act more as an independent financial actor and not be so dependent on national networks' resources and willingness. Actually this has been the direction where ICED has been heading. During the last year a treasury group has been founded and ICED is now receiving also administrative support from an external quarter. However, this type sees it important to continue the development into this direction as can be seen from the answer of the respondent #7:

> Since we are expanding, we could do with some more formal organisation. An informal network like ICED cannot act as a (business) partner, for example when it comes to applying for EU-money. (Respondent #7)

In addition to formalising the organisation, this type of responses saw that ICED should be promoted more through the national networks and that the role of the council representatives would also need development in some networks. It was seen as challenging that the representatives sometimes changed annually so in these networks the continuity was not the best possible, since often it takes one year to get into the organisation. It was also seen as a challenge for continuity that usually there is no action between the annual council meetings and bi-annual conferences. It is hard to think long-term when the next meeting is in a year and usually no official activities take place in between. As a one small solution, a revised web page and database were seen as important. In the web members could share materials as well as discuss virtually about the topical matters.

One development area that came up from the responses was the council meetings. They were seen as very rewarding, but on the other hand also as ineffective, since there were so many national network representatives and other people present that the discussion was difficult to control. Also when there were the situations of many national networks to discuss about, it is difficult to be effective. The next quotation summarises well the ideas respondents presented:

> Council meetings are rather heavy because of many reasons. First, there is always a huge amount of issues to discuss. Second, as we meet each other only once a year, it is important not to restrict discussion with too heavy hand. As far as I understand, many members of Council feel this kind of open discussion extremely rewarding. Third, the president acts part-time which seems to mean that she/he seldom has enough time to pre-

> pare meetings. Fourth, the current president is very good at allowing discussion but not so skilful at recapitulating discussion and making decisions. (Respondent #12).

Six respondents represented this kind of viewpoint. Especially the representatives of the older and active networks expressed that the development of ICED's organisation would be important in the future. This is natural in that sense that they probably as more experienced members have more perspective on the organisation than the ones recently joined or recently taken the role as ICED representative in their national network.

12.2 Developing aims and contents

Where the first type wanted ICED to be developed in terms of organisation and administration, the second type would like to see the ICED activities to be developed content-wise. This means that, according to this type of responses, ICED as organisation should change its nature to somewhat and the contents of the activities should be developed.

Respondents thinking this way saw that ICED could and should develop into organisation for all educational developers, especially the ones working at grass-roots on educational development, not only researching it. Currently ICED as a network of networks is rather far from the ordinary educational developers, as it came up when analysing the relationship between ICED and the national networks. The respondent #7 represents this view.

> ICED should develop into the international organisation for staff & educational development workers. Not just a network of network. I myself am taking part in or have knowledge of three completely different and separate international projects on qualifications for teachers in university in the EU: this is a waste of time and opportunity. ICED is not a project, it has a solid foundation in very many national networks and local universities. (Respondent #7)

Also other respondents who saw ICED should developed into this direction thought that ICED should offer more activities for regular educational developers and that way promote their academic expertise. However, one should take into consideration that already now the conferences and IJAD are activities directed also for regular educational developers. It seems that respondents representing this type would like ICED to be even strongly profiling to be an international forum for all educational developers and university teachers.

In addition to opening ICED more for regular educational developers, this type of answer also saw that ICED might concentrate more on supporting the member networks and the activities of member networks in purpose to help them to grow and to work more efficiently. The following two quotations are examples of this kind of approach to the future prospects.

> [The main issues where ICED should concentrate in the future are] Helping to establish and support networks in developing countries and creating opportunities for experienced ed developers to offer their professional services to Universities in poor countries. (Respondent #1)

> I am interested in how the networks operate and what is useful for them to be doing, possibly more about research in what works in academic development. (Respondent #4)

Both of these respondents see that ICED could concentrate more on supporting and producing information relevant for making the national networks to work more effectively. This is related to the idea of making ICED a forum for all educational developers in the sense that all this aims at enhancing educational development, the profession of educational developers and the organisations of educational development. Seven respondents out of thirteen found that ICED should develop its aims and activities.

The main topics during the fourteenth council meeting were related to the future of ICED. Mainly the discussion was about administration and finances of the organisation. This was exceptional, because, according to the council members, previous years the main emphasis has been on the national networks and what have been the actual issues in them during the past year. Many council members found discussion of administration and finances as necessary, but on the other hand frustrating since they would have been more interested in discussing the matters of educational development. In the previous council meeting it was however agreed that it is necessary to formalise the organisation, because the work is not effective otherwise and ICED cannot act as a business partner, for example, when it comes to applying the European Union support or sponsorships with other organisations.

Planning the future of the organisation was not officially in the agenda in the council meeting, but the need to take it into consideration came up while handling other issues. For example, while discussing about the financial situation it came out that to be able to plan the financial strategy, there should be some idea where the organisation wants to spend money in the future. Currently ICED does not have a clear strategy how to fulfil its aims and what is its vision for the future. It was quite

unanimously seen that the current ways of working only reproduce the organisation, but does not really lead it into anywhere. It was decided that in the next conference the council will evaluate the nature of ICED and will make some kind of future plan for it.

It seems that ICED as is changing quite a lot by its nature due to the formalising of the organisation. This far it has been an informal network of networks that has mainly concentrated on information exchange and organising conferences around educational development. Now the organisation is getting more formal. Also this research revealed the need to make more strategic planning and deciding the common direction. As was seen from the second type of this theme, there were different ideas into which direction ICED should develop. Should the forms of activity stay like this and should ICED grow in terms of member organisation? Should it become a professional organisation for all educational developers? Should it expand its activities in purpose to reach more volume and continuity? These were at least one of the ideas there were for the future of ICED among the respondents.

Making the organisation more formal by having constitution and administrative support and possibly expanding the activities can increase the importance of ICED in enhancing educational development. In its part, it promotes the professionalism process of educational developers by offering an international forum where ideas and experiences can be changed. It also helps the field of educational development to develop into same direction internationally, which also strengthens the professional status of educational developers. This is probably a welcomed trend among educational developers. According to Evetts (2003, 309-311) the positive outcomes of professionalism for occupational groups include autonomy in decision-making and ownership of expertise among other things. These benefits probably sound tentative also for educational developers especially because their position in the university can be seen as contradictory. [6]

Formalising the organisation and making it more planned has also other side. Although it might make the work more effective, but it will also increase the bureaucracy and make the organisation heavier. The nature as an informal network is in this case lost, which might mean that some of the benefits of networks are also lost. When the network grows and more actors join it, it becomes more and more difficult to coordinate without administration and bureaucracy. Also if the activities are expanding the same situation is phased. Formalising the organisation and expanding the activities

[6] See chapter 6.4 Debating the role of educational developers

requires more resources and effort from the actors. This means often that the flexibility and ability to adapt into new situations, which are the advantages of networks compared to traditional organisations, are partly lost. (Lehtinen & Palonen 1997, 36-39; Mayntz 1993, 7-10.) When planning future of the organisation it is good to consider, which are the advantages versus disadvantages if a network of networks such as ICED is growing, getting more formal and the amount of activities is increased.

13 Discussion

The discussion chapter consists of two parts. In the first part, the research process and its reliability is evaluated. In the second, part the major findings and conclusions are examined and compared to the original aims of the study.

13.1 Evaluating the research process

In this chapter, I evaluate the reliability and trustworthiness of this study. Among other things, the transparency, the consistency and the ethicality of the study are aspects taken into consideration. The aim is to evaluate the study as a whole not only the empirical part.

Transparency

One of important aspects in improving the quality of the research is to make the research process public and transparent, so it can be evaluated by other researches (Berg 2001, 36). Giving reasons for all the choices and describing the research process as detailed way as possible has been the aim in this study. Especially the preconception has been taken into consideration. According to the hermeneutic ideas a researcher should always analyse and evaluate the meaning of her ideas and expectations. Their influence cannot be removed; they always guide the research, but when acknowledging it, their effect can be understood. (Gallagher 1992, 91.)

My presumptions about the results[7] guided the question setting, collecting the data and analysing it. I got confirmation for some of the presumptions, for example, the English speaking networks position in the ICED network compared to other networks. However, I also got some results I did not expect, for example, the strong consensus among the national networks. Getting also unexpected results tells that a researcher is able to see beyond her presumptions and take into consideration also other issues that those she expects to find. This does not mean that some of the results would not be affected by the researcher's presumptions, but it tells that the researcher is aware of them and also open to find things that don't fit her preconception. In addition to reflection of the preconception and its meaning the transparency was sought in this study by explaining all methodological choices

[7] See chapter 4.4 Researcher's preconception

as detailed way as was meaningful. Special attention was paid on explaining how the questionnaire was build, how the data was gathered and how it was analysed.

Although I paid attention in transparency questions, sometimes it is difficult to self evaluate how well and clear the reasoning behind every choice and conclusion is. Feedback received from other people during the research process has been useful and has helped in finding argumentation for most of the choices. Therefore, I find that the transparency of the research is if not perfect at least reasonable.

Reliability of collecting and analysing the data

In addition to making the research as transparent as possible, the credibility was assured in methodological ways. The affect of researcher's presumptions on the results was tried to be minimized by using member checking. This means that the informants were asked to evaluate the accurateness of the preliminary results. (See Tynjälä 1991, 395.) In the ICED council meeting, in addition to the observation, the results from the analysis of the questionnaire were explained to the target group of the research. Based on their comments I evaluated the results again. The comments mainly confirmed the results, but with some results, like the relationship between ICED and the national networks, I got some new ideas how to interpret the results and what respondents meant by their answers.

Another way, in which the reliability of the results was aimed to improve, was the diverse research data. The questionnaire was the primary research data, but the different documents of ICED such as web pages, council meeting minutes and annual network reports and the observation data served as an important source, when analysing what kind of actor ICED is. These sources also helped in confirming the results of the questionnaire. Combining research data can be defined as a small-scale triangulation. According to Berg (2001, 4-6) by using triangulation, researchers obtain a better picture of reality. Triangulation can happen in multiple ways such as using different kind of research data, different theoretical approaches or even different researchers. In my research, triangulation meant combining different ways of data collection. Therefore, I define it as small-scale. One problem was that I gained lots of tacit knowledge by observing and going through written materials that I always could not visibly integrate into the results. Also discussions with the Finnish Peda-forum representative and email discussions with the president of ICED affected my thinking and especially in the beginning helped in setting the direction for my study. Often this knowledge affected

more on the background. This is problematic in a sense that some times the reasoning of the results can seem as vague for a reader, since it not always clearly how the result was concluded. This is also related to the transparency of the research process.

The data collection and the analysis should be taken into consideration in evaluating the reliability of the results. In this study the main source was the questionnaire send to the key people of ICED. 13 people representing 11 different member networks, which is half of the members, answered it. At first it seemed that it was too little to be able to make any comprehensive analysis, but taking into consideration that the amount of networks responded matches with the amount of active networks within ICED, 13 responses is satisfactory.

Critically evaluating the questionnaire and the analysis, there are some points I would now do differently. The aim was to build as good instrument as possible, but when constructing the questionnaire, my knowledge of ICED was at that point limited. In the end part of the questions turned out to be inutile. Also many questions were asking the same thing despite the fact that I had assumed them to map different things. One of these were the questions related to the benefits and the motivation. I assumed them to be separate things. However, they were so closely related that the answer to the questions mapping the benefits of the ICED and the motivation to participate were identical by contents. I also assumed that the motivation and benefits of the individual council representatives would differ from the motivation and benefits of the national networks. Based on the questionnaire this is not the case. This might also be because the same person analysed the personal benefits as well as the benefits of the national network.

Related to the interpretation of the questionnaire, a problem is that not all the respondents analysed or gave profound reasons for their responses. This causes the risk of over-interpretation. This was known as one of the disadvantages of email questionnaire in before hand so partially that was the reason why member checking and the observation were used in purpose to get confirmation for the results.

Compatibility and adequacy of methodological choices

Howe and Eisenhart (1990 in Tynjälä 1991) find that one of the evaluation criteria of qualitative research is how well the methodological choices are compatible with each other i.e. how well the chosen methodological approach, theoretical framework, data collection techniques and analysing

methods work together. This has also been a challenging question in this research. The hermeneutical approach suits well for my own conceptions of knowledge and the research process. The hermeneutical idea of understanding has affected on the background strongly. Still the theoretical approach, data collection and analysing methods applied in this study are used also in other qualitative approaches. What in this study makes them hermeneutical is that they are consistent with the hermeneutical idea of knowledge and research process. (See Gallagher 1992, 179-191.) According to hermeneutics perfect understanding and knowledge can never be gained. Using different theoretical frameworks and data collection techniques helped in analysing ICED from different perspectives and that way to get more holistic idea of it. Afterwards reviewing the theoretical background seems very extensive, but in this research, I find it to be reasoned. The research topic was rare and not widely researched. To be able to understand it, it was important to familiarise also with its related phenomena.

Hermeneutic approach also gave tools for phasing the language question. The fact that English was not my or many of the informants' native language, caused some challenges in understanding, but Gadamer's (2005) ideas of language's importance in transmitting experiences helped in preparing into this. Sometimes there were challenges in interpreting respondent's ideas, but if the message was not clear, I left it outside of the analysis. This minimized the risk of over interpretation and misunderstanding. There was only a few of these cases and they were divided between different respondents, so the meaning of this was insignificant in the whole research data.

Ethicality

One of the aspects in evaluating the research process is the ethicality. Berg (2001, 35-59) sees that ethicality in research means human subjects' protection and fair treatment. This includes that no harm is caused to subjects of the study and that the research process is as confidential as possible. According to my conception, ethicality means also honesty during the whole research process. A researcher should not distort the results or any other phase in the research.

Making the research process as transparent as possible is one way of avoiding the ethical problems. This part of the study was discussed in the previous paragraphs, so at this point only the ethical treatment of the informants is discussed. The biggest challenge related to the ethics is the confidentiality of the questionnaire. Since the council of ICED is formed from relatively small amount of people and I have revealed from which networks the responses have been received, it is easy to

conclude, who are the respondents. However, when writing the analysis and results to the report, I assured that any information that could help in recognising the respondent was not revealed. This way was assured that respondents cannot be connected with the responses. This of course does not remove the fact that at general level it can be concluded, who responded the questionnaire. In the questionnaire it was already explained that total anonymity cannot be guaranteed. That is to say that the respondents were aware of this and this partly reduces the confidentiality problem. Telling, who were the member networks whose representative responded the questionnaire, can be reasoned, because it brought transparency to the study and also partly confirmed the active networks within ICED community.

13.2 Conclusions

The purpose of this study was to gain knowledge about international networking and professionalism among educational developers by analysing, what kind of actor educational developers' own network ICED is. More exact research questions were: 1. How representatives of an emerging profession, educational developers, benefit from international networking? and 2. What kind of interrelationships there are between different actors in an international network of networks? Any final answers could not be found, but research offered new perspectives and information for the questions. How well the research benefits the actors of ICED, should be evaluated by them, but the researcher gained lots of information about the topic researched.

Next the most central results and conclusions will be summarised shortly. ICED is a rather loose network of educational developers. Educational development means in this context the development of teaching and learning in higher education. Other concepts such academic development and faculty development are also used in ICED, but based on the research data, they are used mainly as synonyms for educational development. ICED activities are much concentrated around the council. For the members of the member networks ICED is rather distant, although they might participate its conferences and read its journal. Currently the idea of ICED is not to offer more. Council is a forum for leaders of the member networks to share their experiences and to set the guidelines for ICED's work. Conferences and the journal IJAD serve as a tool for promoting educational development and especially the research in higher education. Among the council members there were some, who wanted to see ICED to be developed to be an international professional organisation for all educational developers. The network has not reshaped or extended the amount of its activities lately, but

has concentrated in getting more member networks from new countries to join. The forms of activities have remained same from almost the beginning of the network. In general, the council members were satisfied with the activities, though hoping for more.

Based on the research data, it seems that ICED has not planned much how it will fulfil its aims, but rather how to maintain the activities as such as they are now. Now when there is pressure to make to network more formal and some steps have already been taken into that direction, it becomes important to plan whether the aims are accurate and how ICED tries to reach them. Increasing the amount of activities would also require more systematic planning and strategic thinking. What are the benefits of getting more formal and systematic, how it affects ICED's nature as a network and where are the resources found if this step is taken, are questions related to the future of the organisation. Although mainly the council representatives and member networks seemed to be unanimous about most of the issues mapped in the questionnaire, there seemed to be different ideas about the future of the network. To be able to work effectively, it would however be important that the actors involved share the same ideas and ambitions. What makes this challenging in ICED, is that the council meets only once a year and that while the member network representatives and other officers might change, the commitment to the long-term thinking might be difficult.

It turned out that despite the loose nature of ICED, it benefited the member networks and council members in multiple ways. Contacts for cooperation, information exchange, gaining credibility at national and personal level as well as the possibility to enhance educational development worldwide were the benefits and sources of motivation. All these benefits listed referred to the fact that international networking like ICED helps educational developers' professionalisation. ICED for its part helps educational development in developing into internationally coherent field. Educational developers form an interesting new professional group inside academia. Though their position varies in different countries, the general tendency seems to be that educational developers are gaining more ground. What makes them special is that they are a mixture of academics and support functions. How well this kind of new professional group fits in the university is an interesting question. However, now when globalisation and the demand of effectiveness (Becher & Trowler 2001, 8-14) are part of every day work in most of the universities, the meaning of international and horizontal networking among professions might become more and more important. No longer is enough to know the national system and to work primary in that context. Knowing what happens in other parts of the world is important if not necessary. The national system might still stay as the primary context, but globalisation and the competitiveness can develop a ground for such networking as ICED.

What makes ICED a special form of networking is its nature as network of networks, whose operational environment is close to the universities, but is not officially part of any university. Voluntariness describes its work well.

The second sub-question was about the inner communication and the interrelationships between different actors in the ICED network. It turned out that there were certain active networks that had remained the same almost the entire history of ICED. This might be due to a fact that these countries have the adequate resources to participate this kind of network. In this context, adequate resources mean in addition to financial resources, for example, the fluent language skills, enough similar higher education systems and similar ideas of educational development. Due to these similar resources and situations, also the communication and interrelationships were experienced as equal and open. Sometimes the differences in language skills and the national networks and higher education systems were seen as challenges, which confirm that these are the node points in international communication. However, they were not seen as insuperable. For the countries and networks, which are both culturally as well structurally more different, participation in the network like ICED might be challenging. Currently ICED member networks are mainly coming from Western countries and this makes them to some level enough similar.

Another noticeable thing related to the communication and interrelationships between the actors, was the strong consensus between the actors. Although there were differences in the opinions, in general there seemed to be no significant differences in viewpoints. This might be also due to the relative similarity of member networks, academic cultures and the higher education systems. This assures that the information can flow freely and benefit all the actors, when they have the capability to interpret it. However, it must be acknowledged that the question setting in the questionnaire can partially explain the consensus tendency. Possibly the questions could not sufficiently bring out the differences between the networks. However, the observation data confirmed that although in some issues there seemed to be slight differences, in the main issues, the consensus was reached and no major camps were formed inside ICED. The findings were partly expected and in line with the presumptions, but also new ideas and knowledge were gained that deepened the understanding of the phenomena researched. Nothing surprising emerged from the findings, though, for example, the credibility gained through ICED or the strong consensus between the member networks were findings that I had not expected.

This research was a small-scale. It handled only one network and the data was not very extensive, therefore the results cannot be widely generalised. Still the study can have a practical meaning for the network researched, ICED. This study offers information, how ICED benefits its members and what in the future could be done in purpose to improve its work and activities. Other benefit of this study is that it deals area that has not been studied much, international networking of an emerging profession in academia. Therefore, it can offer interesting perspectives and starting points for further study.

One idea is to continue this study and repeat it every few years to see the development of the network. Currently ICED is in a turning point. It is changing into more formal organisation. How this affects its nature, its benefits for the member networks and the development of the profession of educational developers, are interesting questions. The instruments such as the questionnaire and the tools for observing should in this case be improved, but the idea and research questions could be the similar only that it would examine the changes taking place in the ICED network.

Another idea for further study would be to compare the work of this network with other international networks possibly working in the academic world. This would offer more comparison point to understand and evaluate the work of ICED. It has been is challenging to analyse ICED's way of working, its meaning for the member networks as well as its role as an enhancer of educational development when there is no comparison point. Researching different networks could offer valuable information about networks of different quarters inside academia.

In the end of this study, I will compare my research process into hermeneutical circle because it describes the process well. In the beginning, my understanding of ICED and the phenomena of educational development and networking were minimal. Bit by bit the understanding deepened. First, I familiarised myself with ICED by going through documents and articles and by discussing with people part of ICED community. Reading researches and articles related in academia, educational development and networking phenomenon helped in seeing ICED in wider context and helped in forming the exact research questions. Carrying out the questionnaire for the key people of ICED deepened my ideas, but also offered new perspectives that I had not imagined based on the other sources. Eventually participating in the council meeting, observing the work there and hearing the comments of the council members about the findings of the analysis helped in forming more comprehensive idea of the phenomenon researched. After comparing the results with the theory, the understanding process has reached the point where it is now. Although the circle was not always a

straightforward circle, but also contained many side paths, those also served in gaining the point where I am now. The perfect understanding has not been reached, but according to the hermeneutic philosophy that is not possible, because no absolute knowledge exists.

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Appendixes

Appendix 1: ICED Member networks (confirmed in June 2006)

Australia and New Zealand: Higher Education Research and Development Society of Australasia (HERDSA)
Belgium: Association Internationale de Pédagogie Universitaire (AIPU) and Contactgroep Hoger Onderwijs (CgHO)
Canada: Society for Teaching and Learning in Higher Education (STLHE)
Croatia: UNIVERSITAS – Society for Development in Higher Education
Denmark: Dansk Universitetspædagogisk Nerværk (DUN)
Finland: PEDA-forum – Finnish Network for Developing University Teaching
Germany: Arbeitsgemeinschaft für Hochschuldidaktik (AHD)
India: Network for Staff and Educational Development (NetSED)
Ireland: All Ireland Society for Higher Education (AISHE)
Israel: Israeli Organisation of Centres for the Advancement of Teaching in Higher Education (IOCATHE)
The Netherlands: Contactgroep Research Wetenschappelijk Onderwijs (CRWO)
Norway: PEDNETT – Norwegian Network for Higher Education
Russia: Russian Association of Higher Education Development (RAHED)
Slovenia: Slovenian Association for Teaching in Higher Education (SATHE)
South Africa: Higher Education Learning and Teaching Association of Southern Africa (HELTASA)
Spain: Red Estatal de Docencia Universitaria (RED-U)
Sri Lanka: Sri Lanka Association for Improving Higher Education Effectiveness (SLAIHEE)
Sweden: SwED-Net – Swedish Network for Educational Development in Higher Education
Switzerland: Swiss Faculty Development Network (SFDN)
UK: Staff and Educational Development Association (SEDA)
US: Professional and Organisational Development Network (POD)

Emergent networks applying for membership

Ethiopia
Estonia
Hungary
Saudi Arabia
Iceland

Appendix 2: A questionnaire for the key actors of ICED

This questionnaire is a part of my Master's Thesis of Education. I am studying at the University of Tampere, Finland. The aim of my study is to analyse what kind of an actor ICED is, what inspires national networks and individual people to be involved in it and how do they feel they benefit from being part of ICED.

All responses will be treated as confidentially and anonymously as possible. However, total anonymity cannot be guaranteed.

Please try to answer the questions as comprehensively as possible. Explain and give reasons for your answers. Some questions are meant mainly for the representatives of the national networks. If you are not a representative, answer those questions as far as they feel meaningful from your point of view. If you are not actively involved in ICED anymore, you may answer the questions based on your previous experiences.

I Personal information and experience in ICED

This section aims at mapping out what kind of actors are involved and how much experience they have in ICED

1. Your current/previous role in ICED? During which years have you been involved?

2. Your national network and your role in it? How long have you been involved?

3. How long has the national network you are representing been a member of ICED?

4. Your full-time post/job? Describe your job profile/description, e.g. your most important tasks.

II National Networks

The purpose of this section is to understand what kind of actors the national networks are, to find out why national networks find it important to be involved in ICED and how they benefit from being a part of it.

5. Describe shortly your national network. For example, what are its main aims, what kind of a network or an organisation it is, who are mainly participating in its activities?

6. In your experience, what are the reasons why the national network you are representing joined ICED? What are the current reasons for taking part in ICED activities if they have changed from the original reasons?

7. How active is your national network in ICED? For example, which activities of ICED is your national network participating in and who is participating?

8. According to your impression, what kind of a meaning does ICED have for your national network? How do you feel your national network benefits from being part of ICED?

9. Evaluate how well is ICED known in your national network. Why is it known well/not known so well?

10. Is there something else you would like to say about this topic?

III Personal level

This section aims at understanding why and how individual people became interested in academic and educational development and what inspires them to participate in this kind of international activities that ICED offers.

11. Why and how did you become interested in the questions of academic and educational development?

12. Why and how did you join in your national network? How about ICED activities?

13. How would you describe your own role in between your national network and ICED?

14. What inspires you personally to be involved in this kind of an international network like ICED? Please give reasons.

15. What is your conception - what kind of an actor ICED is compared to the other networking possibilities there are for academic staff?

16. How do you feel you personally and professionally benefit from being involved in ICED?

17. Is there something else you would like to bring up?

IV ICED's ways of working

The purpose of this section is to gather experiences of how ICED works and what are the possible development areas.

18. What, in your opinion, is the purpose of ICED and what are its most important tasks? Why?

19. What do you think about the ICED's ways of working (council meetings, conferences, IJAD)? How are they serving the national networks and individuals participating in the activities? Give reasons.

20. How do you find ICED's organisation? Are the structure and the ways of working, for example, effective and purposeful? If there are some problems, what do you think are the biggest bottlenecks and why?

21. ICED, as an international network, brings together people from many countries and academic cultures. How do you find this affects ICED's work?

22. Do you think there are differences between the national networks and the academic cultures in how they act in ICED? If so, what are the differences and why?

23. Do you feel that you can sufficiently bring out your and your networks opinions and ideas in the different forums of ICED? If not, why?

24. What in your opinion should be the main issues on which ICED should concentrate in the future? Why are these issues important?
(You may mention things related to the development of ICED, but also topical matters related to academic development and developers that in your opinion should be taken up.)

25. Anything else you would like to say?

Thank you very much for your cooperation! Please email the questionnaire directly to Eveliina Saarinen (a.eveliina.saarinen@uta.fi) by 21st of February 2007.

Appendix 3: Participation in the council meetings 1995-2007

Participation in council meetings 1995-2007

Country	Member	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Australia and New Zealand*	HERDSA	R	R		R	R	R	R		R	R	R	R	R
Germany*	AHD	R	R	R	R	R	R	R		R	R	R	R, S	R,S
Belgium*	AIPU					R	R							
Belgium*	CgHO		R	R	R	R	R	R		R	R	R	R	R
The Netherlands*	CRWO	R	R	R	R	R	R	R		R		R	R	R
Denmark	DUN	R		R	R		R	R			R	R		
Israel*	IOCATHE												R	
India	NetSED					R								
Finland*	Peda-forum	R	R			R	R				R	R	R	R
Russia	RAHED													
Norway	PEDNETT	R	R	R	R	R	R	R		R	R	R	R	
USA*	POD	R	R	R	R	R	R				R	R	R	R, S
Spain*	RED-U					R	R	R		R		R	R	R
Slovenia	SATHE													
U.K*	SEDA	R	R	R	R	R	R	R		R	R	R	R, S	R, S
Switzerland	SFDN		R											
Sri Lanka	SLAIHEE						R	R		R	R,S		R, S	
Canada	STLHE	R		R	R	R	R	R		R	R		R	
Sweden	SwED-Net		R	R		R	R	R						
South-Africa*	HELTASA	R	R										R	
Croatia	UNIVERSITAS					R	R					R		
Ireland	AISHE									R		R	R	R
Emerging														
Estonia													S	S
Dropped out														
Singpore					R									
France						R								
Networks present in total		10	11	9	10	15	15	11		10	10	12	15	10

R=represenative

S= somebody else

active network

*= responded the questionnaire