# A network approach to developing teaching and learning

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Educational development rests in the lair of academic freedom. Academics as university teachers are the most pivotal actors if teaching and learning is to develop. But they don´t do this in isolation – they are part of local, collegial contexts in which their teaching takes place; and where norms and traditions guide what is considered good or bad ways to teach.

This keynote uses a sociocultural perspective to explore what motivates academic teachers to develop teaching and learning. The presentation will draw mainly on three studies:

* Roxå & Mårtensson (2009) showed that university teachers have a *significant network*, where private, trusted conversations about teaching take place.
* Roxå, Mårtensson & Alveteg (2010) conceptualised the ways in which such local networks might have the potential to relate to and influence each other if viewed as a cultural system.
* Finally Roxå & Mårtensson (2011) explored successful academic microcultures in a research-intensive university, looking particularly at how quality in teaching was achieved at the practice-level.

The keynote will give the participants an opportunity to reflect upon who and what motivates them to develop their teaching and assessment practices; and how local conversations can be transformed into broader engagement in learning, teaching and assessment enhancement as lived out through disciplinary situations.

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