Teaching Excellence: UK (and Global) Experience

Dr Julie Baldry Currens, PFHEA, Higher Education Consultant
Ian Hall, AFHEA, Head of International Membership, Advance HE
Why Develop Lecturers (Teachers)?
Nature or Nurture?

• “Excellent teachers are made, not born; they become excellent through investment in their teaching abilities”

(European Science Foundation, 2012, p.vii)
Teacher training: is it worth it?

• Teachers who have teaching qualifications have been found to be rated more highly by their students than teachers who have no such qualification (Nasr et al., 1996).

Gibbs, G (2010)
However…

- In most countries it is not compulsory to have training to teach in universities.
- In the UK, training for school teachers has been a requirement for decades, but university level teachers have received training relatively recently (last 20 years)...and it is still not compulsory.
- The European Universities Association (2018) recently noted that across Europe compulsory training for teachers was uncommon, and varied country to country.
Global Challenges for Higher Education

Identified from research with Higher Education Leaders from UK, US, Australia, Hong Kong, Singapore, Japan, Israel, South Africa and the Netherlands.

1. Technological Change
2. Teaching & Learning
3. Interdisciplinarity
4. What are Universities for?
5. Academic workforce

Global Challenges for Higher Education (2)

2019 Report following interviews with HE providers across the world

1. Technology
2. Student Learning and the Learning Environment
3. Unbundling of degrees
4. Access, Diversity and Inclusion
5. Academic Workforce
6. Leadership and Innovation
7. Safety Zones

UK Experience – Teaching Excellence
Driving Teaching Excellence in the UK

• Government Policy
  – Higher Education Reviews
  – Teaching Excellence and Student Outcomes Framework (TEF)

• Student Expectations and Fees
  – National Student Survey
  – League Tables

• Quality Assurance Agency
What does this mean for staff and universities?

• Most universities require lecturers to complete a teaching qualification or achieve Fellowship within 2 years
• Development programmes offered for experienced staff
• Programmes underpinned by Professional Standards
• Around 51% of staff now have a recognised teaching qualification
What does this mean for staff and universities?

- National level teaching awards for teachers and institutions
- Professorships, promotion and reward based on teaching

A Little Bit of History

“We recommend that institutions of higher education begin immediately to develop or seek access to programmes for teacher training of their staff, if they do not have them, and that all institutions seek national accreditation of such programmes from the Institute for Learning and Teaching in Higher Education.

Dearing Report, 1997
A Little Bit of History

• “The Future of Higher Education” (2003) paper in the UK said:
  “from 2006 all new teaching staff should obtain a teaching qualification that incorporates agreed professional teaching standards”.

• In response to this the UK HE funding bodies invited the Higher Education Academy to consult/develop these standards
The Professional Standards Framework for teaching and supporting learning (UKPSF)

- Framework describing teaching and learning support in higher education
- Describes four categories of Fellowship for different teaching roles and experience
Three Dimensions of UKPSF

Areas of Activity (A)

Core Knowledge (K)  Professional Values (V)
What the UKPSF is used for

- Designing staff development programmes
- Recognising staff (as Fellows)
- Accrediting staff development programmes
- Appraisal/Promotion
- Self assessment/development
Fellows – growth year on year
What approaches are used for staff development?
Active, Engaged Learning
An instructor generally says 100-200 words a minute and a student only hears 50-100—half.

Students retain about 70% of what they hear in the first 10 minutes of class—and just 20% during the last 10 minutes.

Worse yet, in a typical lecture class, students are attentive just 40 percent of the time.

Adding visual aids increased retention from 14% to 38%.

Engaging the active learner.

A picture may not be worth a thousand words, but it helps.

Source: Columbia University
How many Chemistry lecturers approach their teaching in the same way they address their research? … do they consult literature to establish best practice?

How many academics would seek out the same dated instruments and techniques they used as students?

Do they then believe that teaching the way they were taught is ‘state of the art’?

(Lancaster, 2015)
Contemporary Pedagogies

• Priority: **ACTIVE, ENGAGED** learners
• **STUDENT-CENTERED**, empowered, independent learners
• **CONSTRUCTIVIST** approaches
  • Eg experiential, learning-by doing, student-led discovery, problem-based/ solution-focused projects, peer collaboration
• Teacher as **FACILITATOR** – different paradigm!

*** Engage learners not ‘present’ to learners ***
<table>
<thead>
<tr>
<th></th>
<th>TRADITIONAL Teacher centred Passive / Surface Learners</th>
<th>CONTEMPORARY Student centred Active /Deep Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Power base</strong></td>
<td>Teacher in control, gate-keeper Learner - passive recipient</td>
<td>Tutor as facilitator, guide Learner active, responsible participant</td>
</tr>
<tr>
<td><strong>Knowledge &amp; skills</strong></td>
<td>Reproduction, acquisition</td>
<td>Learning, development, growth</td>
</tr>
<tr>
<td><strong>Teaching methods</strong></td>
<td>Didactic instruction, memorisation, tutor-led</td>
<td>Independent, cooperative, collaborative, competitive (self, peer, groups), flipped</td>
</tr>
<tr>
<td><strong>Learning</strong></td>
<td>Being told, listening, reading, reproducing, answering set questions</td>
<td>Active, experiential, creative, learning-by doing, student-led discovery, problem-based, peer-assisted learning</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Exams, essays, performance</td>
<td>Projects, create resources &amp; artefacts, presentations, choice</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td>Lectures, text-books, essays</td>
<td>Project work, research, digital/on-line/AV resources, problems to solve</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Emphasize correct information and knowledge</td>
<td>Understanding, application, evaluation, criticality, problem-solving</td>
</tr>
<tr>
<td><strong>Topics</strong></td>
<td>Individualise, separate</td>
<td>Integrated, thematic</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td>Individual</td>
<td>Individual &amp; interpersonal, group/teams</td>
</tr>
</tbody>
</table>

See e.g. Mazur 2013; Houghton 2004; Biggs 1999; Entwistle 1988
High Impact Pedagogies
Professor Carol Evans, Professor Muijs, Dr Tomlinson (2015)

1. Visual representations
   (concept maps, mind maps, time lines)
2. Simulations/ Inquiry based learning
3. Problem based/project based learning
4. Games/gamification
5. Team-based learning
6. Just in Time Teaching (JiTT)
7. Flipped Learning
8. Narrative pedagogies

‘Engaged student learning: high impact strategies to enhance student achievement’
High Impact - Key approaches
(Evans et al, 2015)

**Essentials**
- Active
- Collaborative
- Experiential
- Critically reflective
- Strong emphasis on assessment

**Using**
- Visual representations
- Collaborative learning
- Enquiry / Problem project-based learning
- Students as partners/producers/co- and self-assessors.
- Technology including Simulation
Assessment defines what the students regard as important, how they spend their time and how they come to see themselves …

*if you want to change student’s learning then change the method of assessment*

Brown & Pendlebury, 1997

**Nothing** that we do to, or for, our students is more important than our assessment of their work and the **feedback** we give them on it.

Race *et al.*, 2005

Students can escape bad teaching; they can't escape bad assessment  Boud, 1995

Students are more dissatisfied with assessment than any other aspect of HE  (NSS, 2005-2018)
ASSESSMENT - Student Concerns

Frequently reveal poor assessment practices that:

- **Lack authenticity and relevance** to real world tasks/employment
- Are **narrow** in scope
- Have little long-term benefit
- Fail to reward genuine effort
- Have **unclear expectations** and assessment criteria
- **Fail to provide adequate feedback** to students
- **Rely heavily on factual recall** rather than on higher-order thinking and problem-solving skills

(Flint and Johnson, 2011, p2 cited in Race, 2015)
Enhancing Assessment

- Fundamental to EXCELLENCE agendas
- Yet many academics struggle to change their practice
- Academics need support to create new assessment approaches:
  - Diverse, creative methods beyond essay, exam, presentation
  - Formative, developmental activities, Feedback, self & peer
  - Inclusive approaches
  - Greater transparency- clearer links to ILOs, use of Rubrics
  - Designing ‘in’ Academic Integrity
  - Assessment FOR learning > Assessment of learning

New skills, knowledge, attitudes & institutional policies

(See work of Race; Brown; Boud… )
Institutional approaches to Academic Development for Teaching Excellence
7 days ago in a leading UK university…

You mean that to teach I need to know about my discipline and pedagogy?!!

I feel like a dinosaur…
I changed my lectures because the research has become more complex, but now the students are different too – they don’t respond to my teaching and don’t want to come to my lectures. I know I need to do things differently, but I don’t know how…
Professional Development: Beyond conference attendance  Allen Williams (2019)

• Disciplinary Conferences - traditionally support research, scholarship and collaboration, but **limited impact on student learning**

• Academics make poor choices in how to support their teaching / service, with limited options

• **Need greater emphasis on teaching excellence**

• Faculty need innovative, diverse, cost-effective and results-driven professional development activities
Teaching Excellence: Development Themes

TEACHING & LEARNING
Innovative pedagogies
• Active engaged learning
• Interactive quiz, games, voting, presentations
• Flipped teaching
• Applying learning theories
• Micro-teaching & review

ASSESSMENT
• Formative, summative, feedback
• Rubrics
• Academic Integrity/ plagiarism

CURRICULUM DESIGN
• Constructive Alignment
• ILOs, Bloom’s Taxonomy
• Approaches eg spiral, PBL

LEADERSHIP
• Module & Programme Leadership
• Student Partnership
• QA & QE
• Evaluating effectiveness
• Action Research
Teaching Excellence: Development Formats

**FORMAT - consider**

- Who is it for: early career &/or experienced staff
- On-line, f2f &/or blended approach
- Block or Weekly or Sessional
- Structured or ad hoc
- Staff to coordinate & deliver…?
e.g. Australian National University, Canberra Deca-module design for new staff

1. What makes a quality educator
2. Teaching for Learning
3. Small Group learning
4. Course Design
5. Assessment & Feedback
6. Inclusive Design
7. Evaluating Teaching & Learning
8. Curriculum Design
10. Teaching Philosophy
11. Post-grad Supervision
12. Fellowship

https://services.anu.edu.au/training/teaching-and-learning-at-anu-foundations
I was initially focussed on being a better teacher but I then moved my focus to being a better designer of learning activities and assessment tasks that facilitated students being independent, thinking learners... a fundamental change...

...academics [need to] understand and accept that their responsibility is about more effective student learning - and this may not be directly related to their individual charismatic performances in a classroom...

(Principal Fellow, ANU)
Exemplary programme of professional development

Incorporates planned, structured sessions delivered by Centre, on-line and f2f

AND

C@N-DO programme has ad hoc sessions presented according to Fellows’ and Mentors’ expertise and staff requests e.g.

- Learner Analytics
- Blackboard – Skills for Active Blended Learning
- Design for 21st century students etc
e.g. of PCLTHe / PCAP (bespoke design)
Active, Engaged Learning – small group collaboration
Technology Enhanced Learning

e.g.
- Kahoot Quiz
- Padlet
- Poll Everywhere
Evaluation of Post-Course Application

CONFIDENCE ‘I now know…’
• New ways to help students learn
• How to motivate and engage students
• How to improve/innovate teaching
• Connect learning theories with teaching
• ‘Now I know my ILOs and curriculum design are right!’

REPERTOIRE ‘I now use…’
• Loads of ways to get students to join in
• More interactive learning
• Peer Work/Group discussions & projects
• Gaming, Quizzes, Voting, Padlet presentations, Apps…
• New formative assessments

PEDAGOGIC CHANGE
• Use learning theories to engage students
• Became facilitator not provider of facts
• Interactive approaches for learning
• Recognising students as partners

EVALUATION
• Peer Review helped me improve my practice
• Action Research – I can test my effectiveness
• Time to reflect on my practice

_Baldry, Currens & Deane, 2016, ISSOTL_
Developing Communication and Dialogue Skills: A Case for Active Learning

Mustafa Omar Halabi, PhD
Department of Orientalism, Taibah University
Action Research
Posters: Taif University
1. Effective micro-learning of lecture content - WhatsApp & Telegram

2. Games & Puzzles – helpful support for Programming

3. Virtual Classroom valued highly by students

4. Virtual labs & video experiments suitable alternative to f2f
1. Kahoot! Quiz supports active engaged learning
2. Blackboard: on-line learning content & homework
3. Open Book exams enhance critical thinking
4. Virtual Communities of Practice
Impact of Teaching Development Programmes
Teaching Excellence, Student Engagement and Fellowship

- TEF Gold and Silver rated providers more likely to mention Fellowship than Bronze rated.
- Zaitseva (2016) found institutions with more Fellows have greater student engagement.
Impact – Institutions

• In Kazakhstan we discovered that over 94% of participants had changed their teaching practices, or intended to in future following a short intervention

• Following 3 cohorts of a Certificate programme delivered in Thailand, student retention at the University improved by 30%
For more information
www.advance-he.ac.uk
@AdvanceHE