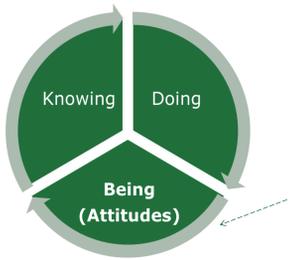# TRAINING HIGHER EDUCATION FACULTY WITH THE FOCUS ON STUDENT-CENTERED CONCEPTIONS OF TEACHING

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1. Relevance & Purpose

«Conceptions of Teaching» *influence* «Approaches to Teaching»

Knowing — Doing — Being (Attitudes)

Euler & Hahn, 2007; Kember, 1997, p. 225; Ho, Watkins & Kelly, 2001, p. 147

- Traditional course settings are **rarely effective** regarding the development of teaching competence BUT coherent certificate programs are effective (Fendler et al., 2013, p. 28; Postareff et al., 2007; Gibbs & Coffey, 2004)

- Coherent faculty development programs addressing **teaching competence in a comprehensive way** are widely **missing** (Becker, Wild, Tadsen & Stegmüller, 2011, p. 236)

- The study builds a bridge between research on **attitude development** towards one's own teaching and research about the **effectiveness of instruments for faculty development**

2. Research Questions

- How should a certificate program be designed in order to address Conceptions of Teaching?

- What influences the transfer of attitudes towards teaching into teaching practice (Approaches to Teaching)?

- What does good teaching mean for my research?

3. Key Concepts
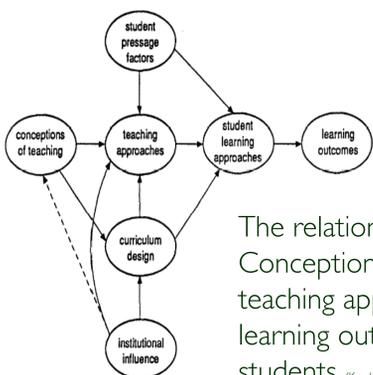
The relationship between Conceptions of Teaching, teaching approaches and learning outcomes of students (Kember, 1997, S. 269)
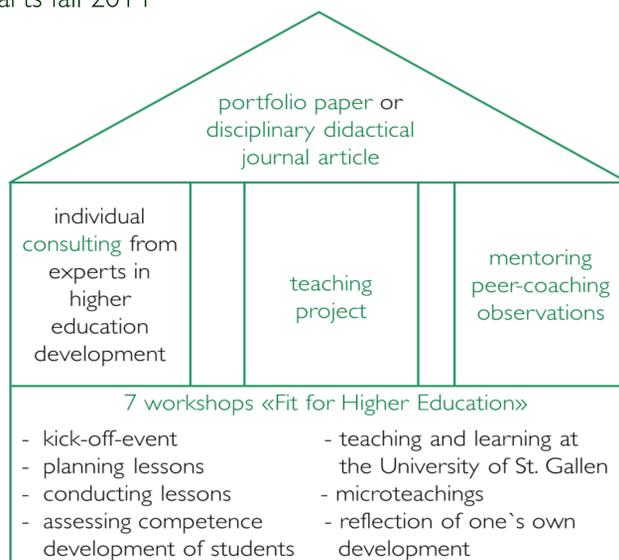
4. Certificate Program at the University of St. Gallen

Iterative development process

theory-based concept → exchange with our team and stakeholders inside the university → 3 expert interviews with pedagogical experts from other institutions → adapted concept

Certificate program of teacher training

- 1.5 years duration (10 ECTS)
- starts fall 2014

portfolio paper or disciplinary didactical journal article

| individual consulting from experts in higher education development | teaching project | mentoring peer-coaching observations |

7 workshops «Fit for Higher Education»

- kick-off-event
- planning lessons
- conducting lessons
- assessing competence development of students
- teaching and learning at the University of St. Gallen
- microteachings
- reflection of one`s own development

5. Normative Framework and Assumptions

- Systematic literature review in order to define the **normative goal** of good teaching in general and for the University of St. Gallen (focus group conducted with seven students from different levels at University for validation purposes

Good Teaching
- organisational dimension*
- pedagogic-interactional dimension*
- individual dimension*
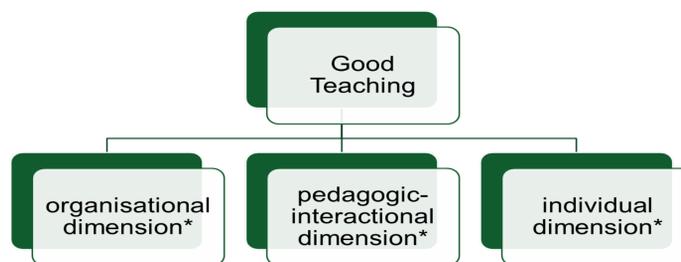
*Dimensions adapted from the learning culture framework of Jenert et al., 2009

- Key success factors for the development of Conceptions of Teaching by means of a certificate program
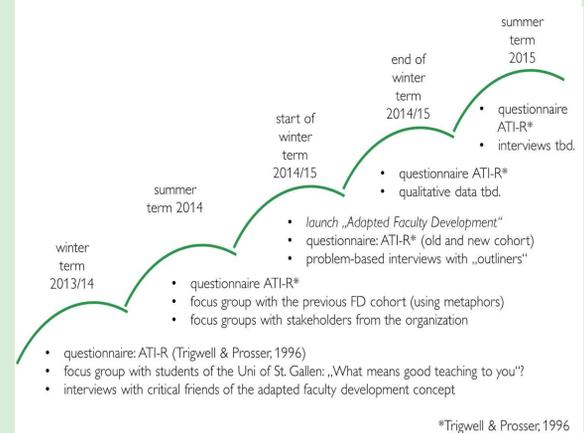
- (Interdisciplinary) networking of faculty
- Coherence & connection to study programmes
- Personal responsibility for development
- Interplay of didactical and professional competence

→ informal learning as centerpiece of the new concept

Barlow, 1995; Butcher & Di Stoncel, 2012; Dempster, Benfield & Francis, 2012; Ginns, Kitay & Prosser, 2008; Hezemans & Ritzen, 2005; Ho, Watkins & Kelly, 2001; Kandlbinder & Pesela, 2009; Kember, 1997; Kreber, Brook & Policy, 2001; Webler, 2011

6. Research Design

Mixed Methods//Intervention Study

- control group: last cohort of the previous (course based) faculty development at the University of St. Gallen (N = 16)
- experimental group: new cohort starting in the fall of 2014 with the advanced faculty development at the University of St. Gallen (N = 20)

Data Collection Waves

winter term 2013/14
- questionnaire ATI-R (Trigwell & Prosser, 1996)
- focus group with students of the Uni of St. Gallen: „What means good teaching to you"?
- interviews with critical friends of the adapted faculty development concept

- questionnaire ATI-R*
- focus group with the previous FD cohort (using metaphors)
- focus groups with stakeholders from the organization

summer term 2014
- launch „Adapted Faculty Development"
- questionnaire: ATI-R* (old and new cohort)
- problem-based interviews with „outliners"

start of winter term 2014/15
- questionnaire ATI-R*
- qualitative data tbd.

end of winter term 2014/15
- questionnaire ATI-R*
- interviews tbd.

summer term 2015

*Trigwell & Prosser, 1996

7. Metaphors as Impulses

- Oolbekkink-Marchand et al. (2004) used metaphors to **evoke utterances about teaching beliefs and attitudes** from secondary school teachers.

- My research: By using metaphors, the focus groups are given prompts to support…
  - **explicating** their teaching conceptions
  - **contrasting** different Conceptions of Teaching
  - **reflecting** their own teaching philosophies.

8. Initial Findings

- Focus group discussions with control cohort show that metaphors foster reflection about own Conception of Teaching
- Rich variety of metaphors for teaching triggers lively debates; examples of mentioned metaphors are:

Teaching is like being a Gondoliere in Venice

Teaching as managing a cooking class