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How to disseminate good practice in teaching and learning

But first a question ...

What is 'good' teaching ?

What is 'good' teaching ?

But

Is 'good' 'good enough' ?

What is ~~'good'~~

'very good' teaching ?

What is ~~'good'~~

~~'very good'~~

'exceptional' teaching ?

What is ~~'good'~~

~~'very good'~~

~~'exceptional'~~

'inspirational' teaching ?

What is ~~'good'~~

~~'very good'~~

~~'exceptional'~~

'inspirational' teaching ?

But: What is 'good enough' teaching ?

and Is 'good' 'good enough' ?

And is teaching what it is all about ...
where is the learner in this process ?



Why does high quality teaching and learning matter?

- Teaching Excellence Framework
- Key Performance Indicators
- Learners as Consumers / marketisation of HE
- National Student Survey / League tables
- Staff feel valued / Learners are more engaged
- It makes our life easier
- It's probably why we do the job we do

And how do we judge it ...

We have all known people who give highly structured, heavily resourced lectures, with extensive quotes on their slides which students can then use in their assignments, for instance:

“ ... in 2015 the UK Government’s Department for Business, Innovation and Skills published proposals for a Teaching Excellence Framework TEF to mirror research assessment. The new Framework ‘will identify and incentivise the highest quality teaching to drive up standards in higher education’ (p. 18). So the delivery of excellent university teaching assumes blah, blah, blah, blah, blah, blah ... Derounian (2017)

And we also know people who’s lectures seem unplanned and chaotic, but in some way they engage students and ask them to think differently.

Group Tasks – at your table

- Who do you remember as a ‘good’ (or inspirational) teacher, what made them ‘good / inspirational’ ?
- Think of one of your classes / lectures that you believe exemplifies ‘good / inspirational’ teaching, what made it ‘good / inspirational’ ?
- How do the two lists compare ?

And what about the learners?

- Teaching and learning is a 2-way process, we must become co-producers, sharing the journey together
- How do we engage students, what do we do that creates the environment for learning – do we welcome their participation, or police their non-participation?
- Do we limit their excitement through professional expectations from Day 1 and forget they are students on a journey?

Sharing the responsibility and successes

Derounian (2017) suggests there are three clear elements to inspirational teaching:

- Undergraduates believe it to be motivating
- It is / feels encouraging
- It flows from the teachers' passion for their subject

Is that enough - or should we add our own?

Let's take it a stage further ...

How could you make the everyday 'good' (or inspirational) – and what stops you ?

- What are the obstacles and barriers that are within your control to overcome
- What can be changed immediately and in the future
- What help and support do you need to do it

And finally

I mentioned Paulo Freire, so here are some of his ideas...

“education can never be neutral ... the process of education either creates critical, autonomous thinkers or it renders people passive and unquestioning”

and

[the] “... educator with a democratic vision or posture cannot avoid in their teaching praxis insisting on the critical capacity, curiosity, and autonomy of the learner”