

Research informing teaching *content* or *pedagogy*

Amanda Richardson, Sharron King,
David Birbeck, Kerry Thoires

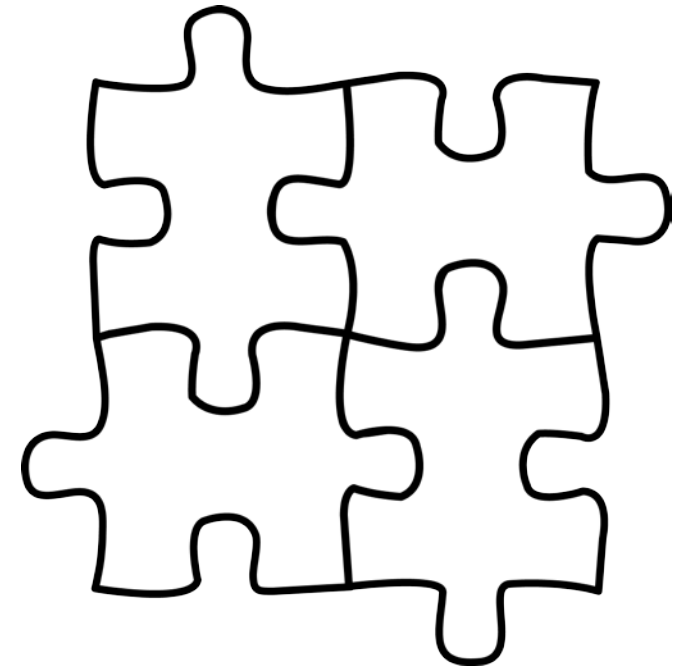


University of
South Australia



Outline

- Background
- What we did and what we found
- Feedback from staff on some ideas...
 - Captured everything? Anything to add?
 - What would you like to see?



Background

- PhD Student – Student led grant scheme
- Teaching in HE – past 7 years
- Conversations with colleagues → this project



What we did

- Anonymous survey – $n = 22$
- Focus Groups – $n = 5$
- Aims:
 1. Explore current levels of **awareness** of T&L research
 2. **Barriers** and **enablers** to engaging with/doing T&L research



Results – Survey



- **Content or pedagogy?**
 - 40% both, 30% content only, 30% pedagogy only
- **High interest** in knowing more about T&L research for informing pedagogy (96%),
 - 23% regularly **read literature**
 - 14% **belong** to T&L group, committee or organisation

Results – Survey

- **Barriers** were time/workload (95.5%) and inability to find good research (32%)
- **Enablers** included support from academic developers (46%), and having more time (36%)



Results – Focus Groups

Barriers

Discipline specific language/terminology

“I have to do that pedagogy word thing...”

“trying to understand the lingo, I just don't understand it...”

“we have so few people that have formal teaching qualifications that can provide the support to develop those areas, and turn it into the teaching speak cos every space has its own language”



Results – Focus Groups

Barriers

Discipline specific methods/evidence

“it's very hard to get funding for a big RCT”

“I think the other issue ... in terms of how you teach ... it's not a strong evidence based approach...”

“the quality of the evidence in the process stuff for teaching is not there”



Results – Focus Groups

Enablers

Face-to-face support

“the lunchtime teaching and learning sessions have really helped... make those a bit more visible that you **can actually see someone using it** in practice and go ‘oh I could do that in my course’ ...”

“decisions about **how that might apply to your own teaching** seems to occur when you’re sitting in the **face to face**, not when you’re looking at the list of online courses that are available...”



Results – Focus Groups

Enablers

Face-to-face support

“you know will often flip through those emails and think oh I can't, can't, can't, you know that's not applicable ... and **then you see somebody else use it** and you go, you know, brilliant.”



Staff feedback

Common observation – teaching experiences are **context specific**;
one size does not fit all...

- Course content
- Personal teaching style
- 1st, 2nd, 3rd year
- Specific cohort
- And more



Staff feedback

Extending capability – pedagogy

- Building up your 'teaching toolbox'
- Unpacking **why** things might work – introducing Learning theories



Staff feedback

Extending research

- Developing research questions?
- Getting funding?
- Dissemination



“The biggest hurdle would be **finding a group of like-minded, interested academics.**”

Making changes

Groups of staff

Successful curriculum change **requires staff** on board

Level of engagement – link to **academic identity**

Engagers → leading the change

Consumers → active in changes

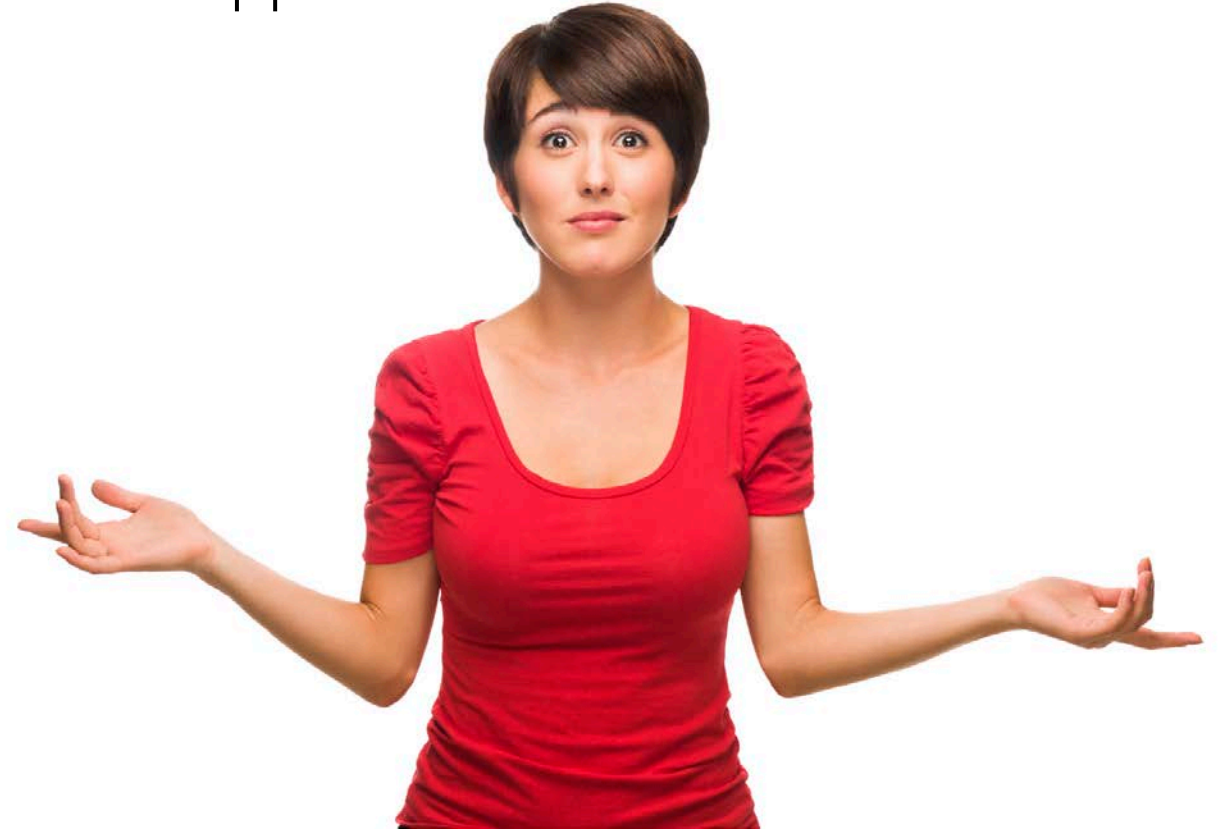
Non-engagers → last to adopt



Where to next?

Partnership with Academic Developers at university

- guide/inform future partnerships and support activities
- starting conversations



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