

# University Learning and Teaching Course

---



## Unit 2

### Learning through Teaching Project Handbook

2009

---

# University Learning and Teaching

## Unit 2

### Learning through Teaching Project Handbook

Version history

Previously Introduction to Tertiary Teaching (ITT)

---

Intake 1, 2009		Revision – Maureen Bell
Intake 1, 2008		Revision – Maureen Bell
Intake 3, 2007		Revision – Maureen Bell
Intake 2, 2007		Revision – Maureen Bell
Intake 1, 2007		Reprint
Intake 3, 2006	University Learning and Teaching (ULT)	1st Edition

---

© University of Wollongong 2007. All rights reserved.

This handbook was written by Maureen Bell

Centre for Educational Development and Interactive Resources (CEDIR)

University of Wollongong

NSW, 2522

AUSTRALIA.

Phone: (61 2) 4221 3140

### Print Copyright

No part of this work may be reproduced without the prior written consent of the University of Wollongong. All requests and enquiries should be directed to the Vice-Principal (Administration), University of Wollongong, Northfields Avenue, Wollongong NSW 2522 Australia. Within Australia telephone (02) 4221 3920; international +61 2 4221 3920.

### Print Disclaimer

The University attempts to ensure that the information herein is up to date at the time of production, however we reserve the right to amend without notice in response to changing circumstances.

### Web Disclaimer

The University makes every effort to ensure that the information on the Web server is correct. Prospective students should make their own enquiries by email to the contact person listed on each document. The University reserves the right to amend policies without notice in response to changing circumstances, or for any other reason.

# Contents

---

University Learning and Teaching Course ..... i

**Contents ..... iii**

- Introduction ..... 4
- Choosing your support colleague ..... 4
- LTTP requirements..... 5
- The students ..... 5
- Summary of LTTP process..... 5
- LTTP assessment tasks ..... 6
- Assessment task 1: LTTP Interim Report..... 6
- Assessment task 2: LTTP Final Report..... 6
- ULT Self and Peer Assessment sheet - Final report ..... 12
- LTTP learning outcomes ..... 13
- Some ideas to support your LTTP ..... 13
- Feedback meetings ..... 13
- The observations..... 13
- The video ..... 14
- Observing your colleague..... 14
- Student feedback on your teaching..... 14
- If you need help ..... 14
- Example 1: Report on teaching practice session..... 15
- Example 2: Reflection on cycle 2..... 16
- Example 3: Teaching Philosophy summary ..... 19
- Resources and references – texts and videos..... 21

## Introduction

How are our students experiencing our teaching? Are these experiences helping them to learn effectively? What evidence do we have that our teaching is effective? How can we teach more effectively? The Learning Through Teaching Program (LTTP) provides the opportunity to explore these and other questions about practice, to find answers, and to act.

You work with a colleague through three cycles of observation, feedback and reflection on teaching.

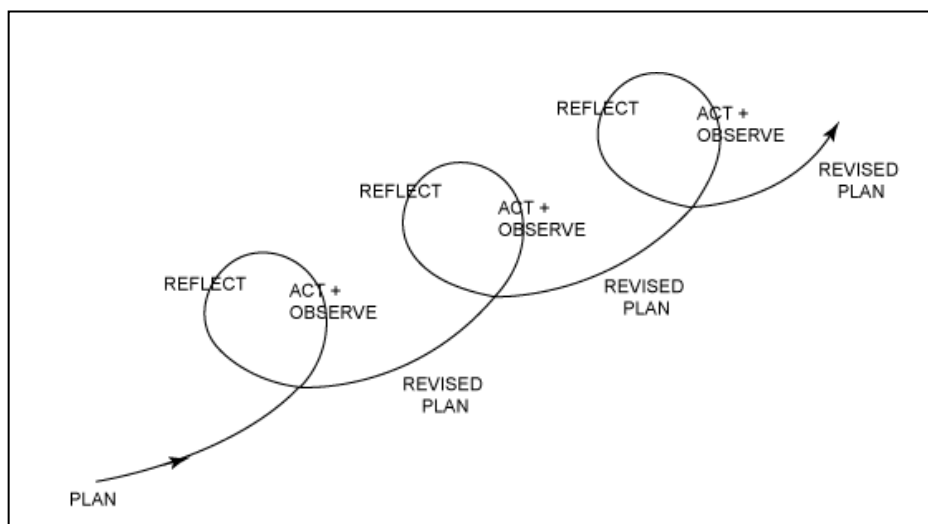


Figure 1 LTTP cycles

Your colleague observes your teaching twice, and provides feedback. You observe one of your colleague's classes and discuss the teaching methods you have observed.

At the end of your program you will have produced a report that you can use as a basis for a broader teaching portfolio for promotion and/or tenure applications.

## Choosing your support colleague

Choose someone who is an experienced teacher (at least two years of full time teaching at UOW) and who has the personal skills to be a 'critical friend'. You should feel that this person will be able to offer you useful feedback on what they have observed about your teaching, help you to reflect on your teaching and offer ideas for you to consider rather than giving advice or judging your teaching skills. They should also be willing to have you observe one of their classes and discuss their teaching ideas and strategies with you. If you are unable to locate a Support Colleague, please discuss this with the LTTP Coordinator.

**Please provide your colleague with a copy of the LTTP Guidelines for Support Colleagues.**

## LTPP requirements

In order to undertake this unit you will need to be engaged concurrently in teaching within a University of Wollongong academic course.

## The students

Please make sure you explain to the students why the observer and/or videocamera is in the room – to observe your teaching as part of your own professional development. Tell them the video will only be used for this purpose and will not be seen by anyone other than those involved in your professional development program. If for some reason a student objects to being seen on video you will need to ensure that student is placed out of camera range or with their back to the camera.

## Summary of LTPP process

<p><b>Cycle 1</b>          You and Support Colleague meet with LTPP Coordinator.          Plan your first class – discuss the class and the first observation with your Support Colleague.          Support Colleague comes to your class and observes.          Meet with Support Colleague, receive feedback and discuss the class.          Write your Interim Report and give to LTPP coordinator.          Receive written feedback on the report from the coordinator.</p>	<p>Complete Teaching Plan Sections 1 &amp; 2 pp.57, 58, pop.1          Complete Observation Plan pp.56 pop.<sup>1</sup>          Support Colleague provides written feedback notes          Complete Interim Report</p>
<p><b>Cycle 2</b>          Observe Support Colleague’s class.          Meet with Support Colleague and discuss the class.          Write a reflection (but don’t hand it in)</p>	<p>Complete reflection</p>
<p><b>Cycle 3</b>          Plan another class – discuss the class and the observation with your Support Colleague.          Arrange to have this class (or approximately one hour) videotaped.          Your Support Colleague comes to your class and observes.          Meet with Support Colleague, receive feedback and discuss the class.</p>	<p>Complete Teaching Plan Sections 1 &amp; 2 pp.57, 58, pop.1          Complete Observation Plan pp.56 pop.          Support Colleague provides written feedback notes</p>
<p><b>Student feedback</b>          Arrange to get student feedback at some stage during the program (eg, CEDIR survey, online survey, informal questionnaire, discussion)</p>	<p>Complete Final Report</p>

---

<sup>1</sup> Peer Observation Partnerships in Higher Education  
*ULT Unit 2 Handbook, Bell, 2009, page 5*

## **LTPP assessment tasks**

**Completion dates negotiated**

**Unsatisfactory work may be resubmitted.**

### **Assessment task 1: LTPP Interim Report**

**Word length: 800–1200 words not including appendices.**

Completion by the negotiated date of an interim report on the first of your peer observation cycles during the LTPP.

Your LTPP Interim Report is assessed according to the following criteria:

- A statement of your teaching context (one paragraph explaining where and what you teach and how you got to be there)
- a clear teaching plan indicating active involvement by students in the learning experience and achievable student learning outcomes;
- a description of feedback received from your Support Colleague;
- critical reflection on the teaching session and the feedback received from your Support Colleague; and
- clearly presented and appropriate slides and handouts.

NB: Please append your Teaching Plan; Observation Plan; Support Colleague's observation notes; and examples of teaching materials such as handouts and slides you used during the class.

### **Assessment task 2: LTPP Final Report**

**Word length: 2500-3000 words not including appendices.**

Your LTPP Final Report is assessed according to the following criteria:

#### **Your introduction**

- A summary statement indicating what teaching means for you and the context in which you practice (where and what you teach).

#### **Your teaching platform**

- Your conception of teaching; how that relates to what you know about student learning; and how you put it into practice. If your Teaching Platform has developed since you began teaching, or even since you began the course, explain these changes and the reasons you think it has changed. (This might be related to feedback, observation, reflection, reading etc). Refer to the higher education literature to support your statements about teaching and learning.

## **Extensive, critical report on your LTTP**

- Explain what you intended to achieve and how effectively you achieved it.
- Describe the feedback you received from your colleague, LTTP coordinator, students and the videotape of your lesson.
- Critically reflect on the feedback – what you think it means; what it might suggest about your teaching; what you did well; what you might do differently; refer to the literature and video case studies (eg from ULT resource collection) you have watched.
- Use the reflection you wrote after watching your Support Colleague and describe what you have learned from your colleague.
- Explain changes you have made to your practice and reasons for the changes (or for not changing) supported by reference to higher education theory and practice, in particular the set texts and recommended readings;
- Using all of the feedback received and what you know from the literature, appraise your present competence as a teacher – explain your strengths and what you think you might need to work on to improve as an educator;
- Summarise your thoughts about LTTP as a professional development experience.

## **Appendices must include the following**

Please give your report to ULT or other colleague and ask them for some feedback on your report before you submit. **Self Assessment and Peer Assessment columns should be ticked by you and peer (see ULT Self and Peer Assessment sheet - Final report, below).**

### **From Cycle 1**

- Teaching Plan
- Observation Plan
- teaching materials (handouts, slides etc)
- feedback observation notes from your support colleague
- interim report
- written feedback you received from the LTTP coordinator

### **From Cycle 2**

- the reflection you wrote after watching and discussing your colleague's class

### **From Cycle 3**

- Teaching Plan
- Observation Plan
- teaching materials (handouts, slides etc)
- feedback observation notes from your support colleague
- feedback data from students



**ULT Teaching plan Section 1 (page 1 of 2)**

Participant \_\_\_\_\_ Support colleague \_\_\_\_\_

<b>Subject and year:</b>	<b>Date:</b>	<b>Time of class:</b>
<b>Topic:</b>	<b>Room:</b>	<b>Number of students:</b>

**Description of students:** (prior experience, work, skills, knowledge, characteristics, language, needs etc.)

**Teaching aim/s:** (what you, the *teacher*, intend to achieve)

**Learning outcomes for the students:** (As a result of their involvement in the planned activities of this class the *students* will be able to:)

**Graduate quality addressed:** (Choose the main graduate quality addressed)

**Anticipated problems:** (Related to: equipment, student prior knowledge, diversity, your skills etc)

**Strategies for dealing with any anticipated problems:**

**Equipment and materials checklist:**

**ULT Teaching Plan Section 2 (page 2 of 2)**

<b>Time</b>	<b>Purpose</b>	<b>Lecturer Activity</b>	<b>Student Activity</b>
-------------	----------------	--------------------------	-------------------------


## Example - Teaching Plan Section 2

Time	Purpose	Lecturer Activity	Student Activity
9:35 - 9:45	<p>INTRODUCTION TO TOPIC</p> <p>First Lecture on topic so:</p> <ul style="list-style-type: none"> <li>Motivate</li> <li>Arouse interest</li> <li>Link to student 'real world' experience</li> </ul>	<ul style="list-style-type: none"> <li>Tell anecdote that indicates how the principles of heat transfer are relevant to everyone's life as well as all areas of mechanics.</li> <li>Ask students to give other examples where heat transfer is operating in 'hidden' ways.</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Look at photos on slide</li> <li>Think about their everyday contact with heat transfer</li> <li>Laugh (hopefully)</li> </ul>
9:45 - 10:05	<p>MINI LECTURE</p> <ul style="list-style-type: none"> <li>Examples of heat transfer situations in popular mechanics</li> </ul>	<ul style="list-style-type: none"> <li>Present examples using OHT and video</li> <li>Give out handout</li> </ul>	<ul style="list-style-type: none"> <li>Listen</li> <li>Take notes on skeleton handout</li> <li>Watch</li> </ul>
10:05 - 10:15	<p>PROBLEM SOLVING IN BUZZ GROUPS</p> <ul style="list-style-type: none"> <li>A problem in heat transfer to be solved</li> </ul>	<ul style="list-style-type: none"> <li>Directions for Buzz</li> <li>Tell them what we are doing next, why.</li> <li>Show them the flash lights signal to stop.</li> <li>Present problem</li> <li>Provide 'clues'</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ideas for solutions with another student</li> <li>Make notes</li> </ul>
10:15 - 10:25	<p>SUMMARY</p>	<ul style="list-style-type: none"> <li>Ask for three different responses</li> <li>Congratulate on creativity, link engineering and creativity</li> <li>Provide correct solution</li> <li>Summarise key points</li> </ul>	<ul style="list-style-type: none"> <li>Provide responses</li> <li>Listen</li> <li>Take notes</li> <li>Feel positive (hopefully)</li> </ul>

# ULT Self and Peer Assessment sheet - Final report

Name:

Support Colleague:

Peer Assessor:

		Self	Peer
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• A summary statement indicating what teaching means for you and the context in which you practice</li> </ul>		
<b>Teaching Platform</b>	<ul style="list-style-type: none"> <li>• Your conception of teaching; how it relates to what you know about student learning; how you put what you know into practice.</li> <li>• Ways in which your Teaching Platform has developed and what has caused the changes.</li> <li>• Reference to higher education literature to support your statements</li> </ul>		
<b>Extensive, critical report on LTTP</b>	<ul style="list-style-type: none"> <li>• Describe feedback from colleague, LTTP coordinator, students, video.</li> <li>• Critically reflect on the feedback. Support this by reference to higher education literature and video case studies.</li> <li>• Reflect on what you observed when you watched your support colleague teach and explain what you have learned.</li> <li>• Explain changes you have made to your practice. Justify this by reference to higher education literature and video case studies.</li> <li>• Appraise your present competence as a teacher – explain your teaching strengths and areas for development.</li> </ul>		
<b>A summary of your views about LTTP as a professional development process</b>	<ul style="list-style-type: none"> <li>• In what ways did the LTTP assist you to further develop your teaching?</li> <li>• Appraise the LTTP as a method for professional skills development?</li> <li>• What was it like personally to participate in LTTP?</li> </ul>		
<b>Appendices</b>	<ul style="list-style-type: none"> <li>• All teaching plans</li> <li>• All observation plans</li> <li>• All teaching materials (handouts, slides etc)</li> <li>• All feedback observation notes from support colleague</li> <li>• interim report</li> <li>• feedback received on interim report from coordinator.</li> <li>• written reflection on colleague's class</li> <li>• feedback data from students</li> <li>• summary of reflection on video</li> <li>• completed self/ peer assessment sheet</li> </ul>		

**Participant Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **LTTTP learning outcomes**

The LTTTP supports you in achieving the following ULT learning outcomes:

- articulate your own beliefs about student learning and explain your teaching practices as supported by educational theory;
- appreciate the diversity of the student population;
- value and share your own and others' experiences and knowledge of teaching;
- design effective learning experiences for your students
- reflect upon feedback from students and colleagues in order to evaluate and improve your teaching practice.

## **Some ideas to support your LTTTP**

You might begin your LTTTP by asking yourself some broad questions about learning and teaching, for example:

- What is a key question about how students learn that I would like to answer?
- How do students learn in my discipline?
- What might be the impact of my own teaching on student learning?
- What evidence would I need to answer these questions?

## **Feedback meetings**

After each observation, meet with your Support Colleague and discuss their observations. Start by talking about your own feelings on the teaching experience, how well you met your aims etc. Then listen carefully to their observations – there is no need to try to justify what you did. Explore together any ideas about what you will try out in the next cycle.

The usefulness of this program for you depends largely on the feedback you receive. If your Support Colleague does not provide much information you may need to take ask them for more details about specific skills you are interested in getting feedback on. By the way, you are not required to show your interim report or your final report to your Support Colleague however some people find this generates very useful discussion. Your Support Colleague is not required to write anything other than feedback for you.

## **The observations**

It is impossible to cover all aspects of your teaching in a short program. Some people use a wide lens approach for the first cycle. This means the Support Colleague observes the class and notes down what they observe you doing and what they observe the students doing. When you meet after the class you discuss what was observed and decide if there are particular skills you would like to focus on for the second observation.

Some ideas for recording different types of observation are included in the appendices to the text *Peer Observation Partnerships in Higher Education*.

## **The video**

Consider which class you would like to video and arrange to borrow a dvd camera and tripod from the CEDIR audiovisual section on the ground floor in building 20. Instructions for ordering are in your report template.

If you don't know how to set up the camera the audiovisual technician may have time to show you if you ask in advance. Some departments have technicians who can help you.

## **Observing your colleague**

For this observation you do not need to do any planning. Simply arrange with your support colleague to observe one of their classes. Remember to make notes on what you observe. It will be useful to try to think yourself into the position of a student to 'get a feel' for the learning activities. As soon as possible, talk with your colleague about the class.

After this meeting you need to write a reflection on the class – what you observed, what your colleague said, what you have learned. From this reflection you will be able to distil some of the teaching ideas you cover in your final report.

## **Student feedback on your teaching**

Choose from the variety of methods such as CEDIR survey, questionnaire, minute paper or group discussion. Angelo and Cross (1993) *Classroom Assessment Techniques*; Gibbs, Habeshaw and Habeshaw (1988) *53 Interesting Ways to Appraise your Teaching*; and Brown and Atkins (1990) *Effective Teaching in Higher Education* have a variety of checklists.

### **Minute Paper (see Angelo and Cross)**

Hand out a Minute Paper at the end of a class with two questions for students to respond to, for example:

1. What is the most effective thing this teacher does to help you learn?
2. What can this teacher improve?

### **Group discussion (see Gibbs, Habeshaw and Habeshaw)**

Get a group of volunteers together to discuss your teaching in an open group discussion. Ask a tutor or colleague to facilitate the discussion in your absence. One of the students will need to note down the key points.

## **If you need help**

The LTTP is not an appraisal. It should feel like a collegial process and be a collegial process. If for any reason you are not comfortable with feedback received or you need help, support or guidance with any aspect of your LTTP, please discuss this with the Coordinator.

# Examples of written work

## **Example 1: Report on teaching practice session**

What follows is an informal reflection on a 15 minute Teaching Practice session in ULT. It is provided not as an exemplar but as an example of how a reflective report on feedback and practice might be structured. Under normal circumstances the feedback sheets should be attached as an appendix.

### **My own reflection on the session**

Effective learning occurs when people are actively involved in exploring experiences (theirs and others); developing practice and constructing theory. Teaching should be a process of guiding this learning through structuring activities and providing input. Experiential learning is a key – the experience can however be ‘vicarious’, for example, through a story. So my plan attempted to put this into practice through a process of: Experience: Focus on experience through my story and brief reflection on theirs; Reflection: ask them to decide what the ‘problems’ and ‘solutions’ were; Theorise: indicate they had just come up with some ideas that fitted the adult/adult model; Action: (hopefully they might consider it again if relevant).

I was quite pleased that I was able to stick to my plan and come in under time. Perhaps that’s because I had rehearsed and timed the session. I was going to suggest further reading at the end but I had put those on my first OHT and forgot to return to it – I have altered OHTs for next time.

I felt the session flowed well and that the participants were able to easily take part and come up with their own ideas – the main thing I was not happy about was the question time – I allowed a question about nervousness to take up the question time that should have been devoted to the topic. My facilitation skills are variable – when I am really focused I can be an effective and inclusive facilitator – I am perhaps getting a bit too ‘relaxed’ about facilitation which in my view requires self-monitoring as much as group-monitoring – I need to be focusing on more control; where required and bringing in all participants a bit more. (This was also noted by one participant during the student panel.)

I was also fairly pleased with the presentation – I felt I was clear and to the point. I stood in front of the screen at times – it is difficult to find a place to go sometimes.

## Example 2: Reflection on cycle 2

**This is an example of a reflection by a previous participant who had completed the second cycle of a four cycle program.**

I felt this lesson went better than the last one, and that most of the students achieved the learning objectives. This was the second part of a two hour lesson on listening and note taking leading up to writing a summary. After the initial listening and exercises, the students were ready to listen again and take notes. As my SC suggested after the last lesson, I put the main topic headings on an OHT which I showed whilst they were listening. This helped the students to organize their notes. As SC noted, the students were focused on the task and worked hard at it. After taking notes, the students compared their notes with each other.

I intended this to be quick comparison which would allow them to improve their notes, but it turned into a discussion about the lecture with the students talking through what they had heard instead of just looking at each others' notes. .... thought this approach was encouraged by the students comparing with those behind of, or front of them, rather than by their side (making it harder to read the notes).

I asked the students to compare with each other assuming they would join with those sitting next to them, but in fact they tended to turn around, so I should have been a bit more explicit in my instructions. As I walked around the room listening to the students' discussions and looking at their notes, I was pleased to see that they had recognized the main points of the lecture, although they still had a lot of irrelevant detail. I felt this was an improvement on their previous note taking. I allowed more time for this activity than I had planned because the students were clearly getting a lot out of it, although I felt I had to stop them before some were finished.

Next the students wrote their summaries. I showed them some notes I had made on the OHP and suggested they used a combination of their own and my notes. SC wondered why I did this, but it was because I felt they needed the extra support my outline gave them. I have used this lecture with a higher level group of students who found it a little difficult, so I felt that this class needed something in addition to their notes. The notes I showed them contained abbreviations and some vocabulary which they were not familiar with. I gave a little explanation, but some of the students did not understand, which became clear as they began to write. SC suggested that I could have gone through my notes in more detail with them, and I agree that this would have been better. She also asked why I did not show them my notes earlier. I had thought about showing my notes while they listened to the lecture and asking them to expand them for their own notes, but I decided not to because I thought they might not bother to make their own notes and just rely on mine. ... joined in the note taking and summary writing and she made the point that her notes were quite different to mine. So, she wondered if showing the students my notes might be confusing for them, if they were very different from their own. I agreed that this could have happened, but in actual fact most of the students had similar points to me, just more detail.

During the summary writing I allowed more time because I could see that no one (not even ...) had finished after fifteen minutes. I forgot to elicit the marking criteria before the writing, but I decided to leave it until after they had finished the summary. Once the students had written their summaries I collected them and we had a brief discussion about marking. I wrote their ideas on the board, and, fortunately, they got all the things I wanted. SC thought I needed to add more detail, like a grading scheme, or even a peer editing checklist. I think this

is a good idea, but I wasn't sure how often they had done peer editing (quite often in fact, and they are used to a checklist), and there wasn't a lot of time for this activity. I really only wanted them to be exposed to someone else's work, and get used to their own work being judged by their peers. I was not too concerned with the actual grades they awarded.

On reflection, I could have made more of this activity. It would have been a good idea to make the marking more formal and then collected the papers to add my own comments. I originally intended to collect the papers at the end of the lesson, but I'm afraid to say I was just too tired after a long and stressful day to face the thought of marking them all, and the peer comments, having spent several hours marking the summaries they did the week before. If I had been aware that they were used to peer marking I could have made more of this activity.

The lesson ended in a bit of a rush. The students were eager to leave as they, too, were tired at the end of their day (they had had a test immediately before this lesson), but I waited until they were all quiet and then quickly reviewed what we had done and why.

I often do this on the board, but I felt that if I turned to the board I would lose their attention again, so I just did it orally. SC agreed that it was difficult to their attention back at the end, but she felt I handled it well.

I felt this lesson was an improvement on the last one, and SC agreed with me. The instructions were clearer and the students were more focused. The task and the material were still a little difficult for most of them, but I am limited by the curriculum to some extent. I need to think of different ways of using the material – “grade the task not the material”. Timing was still a bit of a problem. I am still trying to do too many tasks. Part of the reason for that is that I teach different levels, and I sometimes forget these students need more time than other classes.

## **Action plan**

- Reduce the number of tasks
- Give more time to really getting to grips with the material
- Think seriously in the planning about exactly what the students will be doing at each stage of the lesson
- Make sure the purpose of tasks are clear to the students (peer marking)

## **My reflection on the 13 feedback sheets I received from my colleagues**

### **Presentation**

- Most said this was reasonably clear and simple.
- The process – some participants said they appreciated the process and variety of methods This was pleasing as this is part of my teaching philosophy – and I am trying to demonstrate this approach – that students can understand theory better if they are presented with it after the context – if they are able to ‘construct’ or help ‘construct’ the theory themselves through discussing practice first.
- A bit more natural – I agree – however it is a bit weird putting yourself up as a ‘model’ to be criticised.

### **Individual suggestions for improvement included the following:**

- not much interaction – as all the others indicated they thought the session was interactive I am not sure what to make of this comment.
- could take more control over class questioning – yes – see above.
- to many ‘ums’ – yes – from videoing I am aware that sometimes I use um far too much – I have asked others to monitor this and they have said I do it but didn’t think it was a problem. I have to decide if I need/want to do something about this as it is one of the hard things to stop.

### **Organisation**

- Several commented that I should have had the handouts ready – Organisation is one of the areas I have been working on – sometimes there are competing demands  $\pi$  still a way to go here.

### **PowerPoint**

- Several mentioned I should use PowerPoint – that I appeared nervous, was a bit clumsy with the Over Head Transparencies (OHT)s. I think PowerPoint is a terrific tool – I used to use PowerPoint all the time until last year when I realised I was allowing PowerPoint to turn my workshops into a linear lecture style situation. I find it much less flexible than OHTs. So I chose OHT because I didn’t believe such a simple concept required any more than OHT and I wanted to keep it really simple. (I also wanted to show people it was OK to use OHP for the session if they wanted to). I know some people hate OHP – and some people hate PowerPoint. I have been reading some stuff that really criticises PowerPoint as a learning tool in certain situations. Some companies have actually banned it from their boardrooms. I think I should try to ensure I suit the technology to the purpose. I think this is an ongoing debate.

### **The topic**

- One said I should drop the T/A, another that the session lacked depth. I think both have some truth. T/A is very old psychology, however I have used this model a lot in conflict resolution and people have found it helpful – perhaps I can leave out the reference to T/A and just refer to behaviours and attitudes. I agree the session lacked theoretical depth and I didn’t give a lot of content – what I wanted to do was make people think about effective ways of interacting with students and from most comments that was achieved.

### **What to work on:**

- Need to work harder on preparation and sorting out time management.
- Be more focused on facilitation
- What to do about umm?
- Need to go to Sarah’s ppt workshop again.

## **Example 3: Teaching Philosophy summary**

### **Context**

The University as a place of learning and scholarship supports the development of global understandings. Teaching is a collegial activity that takes place in a collaborative and scholarly environment of ‘critical friends’. Below are the keystones of my teaching philosophy.

### **Teaching**

Teaching may be formal or informal. Formal teaching is an interactive, purposeful process in which curricula are designed and implemented to support the development of the learner (Biggs, 1999; Laurillard, 2002; Ramsden, 1992). I therefore need to be expert in integrating all curriculum design elements (frameworks, objectives, assessment, evaluation, methods, materials, technologies). Informal teaching is like a conversation – a process where goals and processes might not be specified.

### **Professional frameworks**

I locate my own theoretical and value positions in a framework drawn from various theorists, in particular critical adult education theory including the emancipatory education of Paulo Freire (1972); and Jack Mezirow’s (1991) vision of “perspective transformation”. My practice rests on the experiential learning theory of David Kolb (1984) and Donald Schon’s (1983) concept of the reflective practitioner. Theory and practice are inter-dependent so my teaching comprises cycles of scholarly action, reflection and theorising. The focus on learning in the work of writers such as Biggs (1999) and Ramsden (1992) is fundamental to my work.

### **Focus on learning**

Teaching is not much use without learning, so to be an effective teacher I need to consider the many forms and purposes of learning. Learning is complex – it is a process, an idea, a dialogue (with self or other) an outcome, a goal. Equally there are many purposes for learning – technical, communicative or emancipatory (Habermas, see Mezirow, 1991) – or for pleasure. In educational development I see the main purpose of learning as the ongoing development of high level professional skills and knowledge and as purposeful change.

### **Active and interactive engagement**

A key question proposed by Ramsden (1992) is – “How will my teaching help the learners to learn?” If I am to be an effective teacher I need to support critical inquiry, dialogue, reflection, collaboration and theorising linked to practice. Yet it is not enough to encourage these processes and hope they occur. I need to design learning experiences that engender these actions. Learning may take place outside the ‘classroom’ so I utilise reflective and collegial practice and learner designed projects in my courses.

## **Authenticity**

It is my desire to assist learners to develop, and equally to learn from them. The learners I work with are often 'reluctant' learners, required to engage in professional development as a condition of appointment. They operate within various paradigms. I try to acknowledge this and support them in working on professionally relevant and intellectually challenging activities. I hope I am an 'authentic' teacher in that I teach with my own personality and a sense of humour.

## **Clear purpose and structure**

Effective teachers plan carefully and purposefully. I follow the fundamental questions articulated by Ramsden (1992), "What do I want my students to learn?" and "How should I design learning activity to help them achieve this?" I try to articulate a well-structured knowledge base, often through concept mapping and to strategically align aims, learning outcomes, activities and assessment tasks.

## **Teaching is learning**

I trust my colleagues and students to provide honest feedback in a variety of ways, both formal and informal and what I learn helps me improve as a teacher. I am a reflective practitioner in the sense outlined by Schon (1983) using feedback to support continuous professional improvement.

## **Appropriate assessment and feedback**

Assessment is part of the learning cycle so I ensure assessment tasks meet learning objectives, are formative, valid and, where possible, negotiated. I purposefully spend a lot of my time providing constructive feedback on assessment tasks which is a requirement for effective learning (Brookfield, 1990). Assessment tasks are as authentic as I can make them (Nightingale et al, 1996), being either individual projects with specific professional outcomes; skills-based, developmental tasks; or developmental processes (peer observation, feedback, reflection, linking theory and practice) culminating in portfolio.

## Resources and references – texts and videos

University of Wollongong library catalogue numbers are given below.

### Set text Unit 2

Bell, M. (2005). *Peer Observation Partnerships in Higher Education*. Sydney: Higher Education Research and Development Society of Australasia. 371.102/241

### References

Kolb, D. A. (1984) *Experiential Learning: experience as the source of learning and development*. Englewood Cliffs, New Jersey, Prentice-Hall. 370.152/45

Schon, D.A. (1987) *Educating the Reflective Practitioner*, San Francisco: Jossey-Bass. 378.013/2

Schon, D.A. (1983) *The reflective practitioner: How professionals think in action*. New York, Basic Books.

### Further reading (from ULT resource collection and library)

Bell, M. (2001) Supported reflective practice: a program of peer observation and feedback for academic teaching development. *The International Journal for Academic Development*, 6 (1), 29–39.

Handal, G. (1999) Consultation using critical friends. *New Directions for Teaching and Learning*, 79, Fall, 59–70.

Hatton, N. & Smith, D. (1994) Reflection in teacher education: towards definition and implementation. *Teaching and Teacher Education*, 11 (1), 33– 49.

Schönwetter D. J., Sokal, L., Friesen, M., and Taylor, K.L. (2002) Teaching philosophies reconsidered: A conceptual model for the development and evaluation of teaching philosophy statements. *The International Journal for Academic Development*, 7 (1), 83–97.

