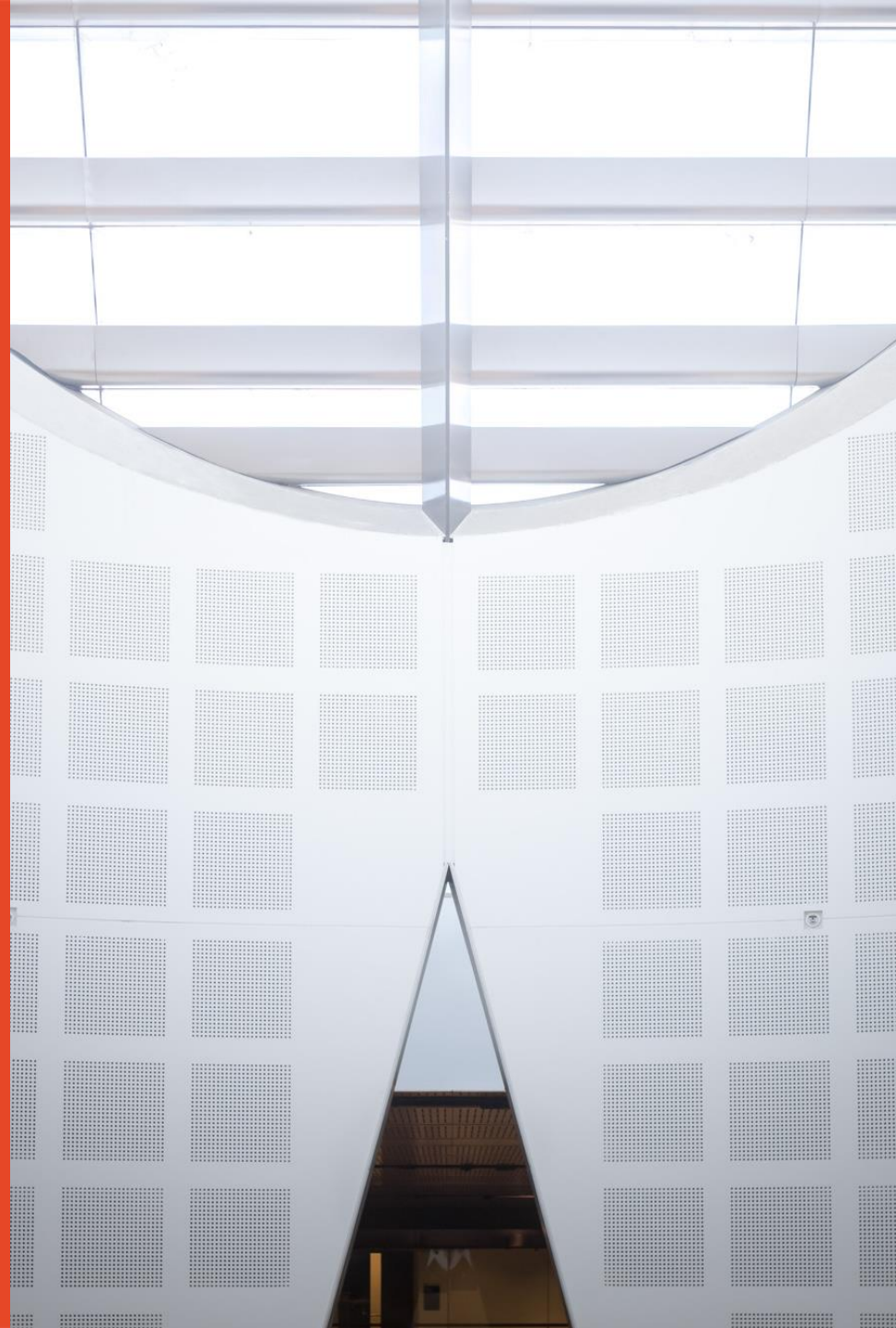


How might research-led universities acknowledge the role of teaching in student learning?

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SYDNEY



Teaching in research-led universities

In order to better recognise the role of teaching, research-led universities need to consider at least two points:

1. An acknowledgment that teaching is mainly a means to achieving student learning, not an end in itself.
2. That the status of teaching be raised relative to research.

It is my aim in this presentation to address each of these two points.

Presentation structure

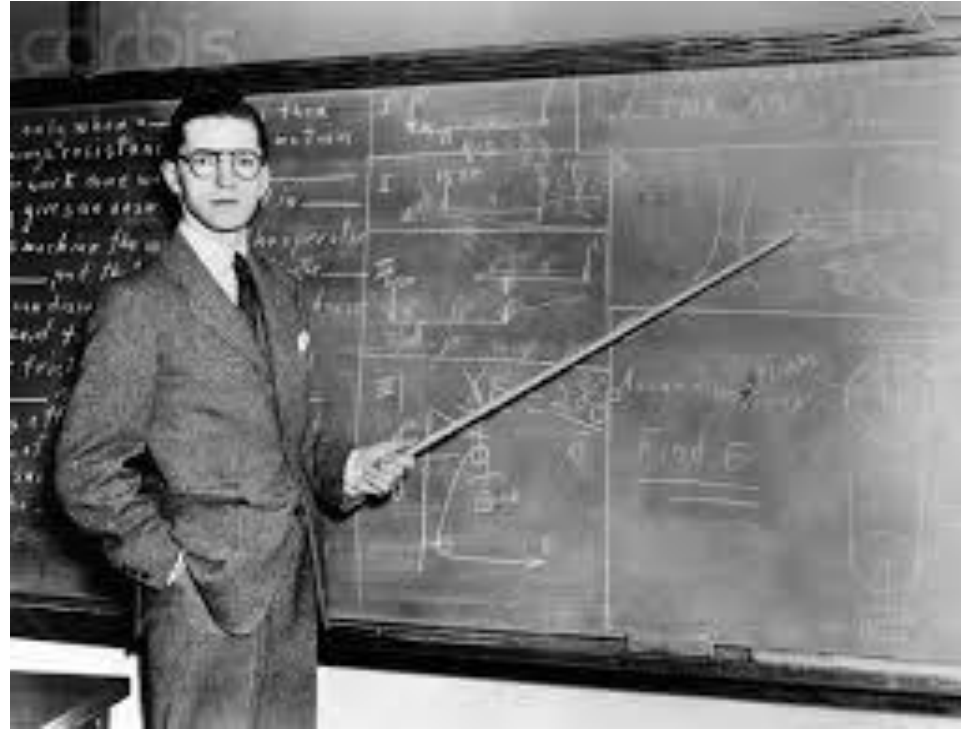
For each of the two points, I will:

- 1: Introduce some underpinning research;
- 2: Draw conclusions from that research;
- 3: Give examples of how these ideas have been implemented in research-led universities;
- 4: Ask you to discuss whether you already have something like this, and if not, would it work in your institution;
- 5: Provide time at the end for clarification questions.

A presentation of two halves - First half !

Point 1:

Seeing teaching as the facilitation of student learning, not as an end in itself.



Broadening the focus of rewards for “teaching”

Many institutions reward the *act* of teaching

While the act of teaching is an important part of teaching, this act is usually a small part of the contribution to learning.

Two summaries of relevant research show why.

First – (1990s) research on good teaching.

Second – a 2012 meta-analysis of factors associated with student learning performance.

What research tells us about good teaching

The following list includes those qualities that researchers generally agree are essential to good teaching at all levels of education:

Good teachers set clear goals, use valid and appropriate assessment methods, and provide high quality feedback to their students (HERDSA, 1992, Ramsden, 1992, 1994).

Good teachers show respect for their students; they are interested in both their professional and their personal growth, encourage their independence, and sustain high expectations of them (HERDSA, 1992, Ramsden, 1992, 1994; Robinson, 1993; Shulman, 1988).

Good teachers demonstrate an ability to transform and extend knowledge, rather than merely transmitting it; they draw on their knowledge of their subject, their knowledge of their learners, and their general pedagogical knowledge to transform the concepts of the discipline into terms that are understandable to their students. In other words they display what Shulman has termed “pedagogic content knowledge” (Boyer, 1990; Collins, 1991; Edgerton, 1990a, 1990b; Edgerton *et al*, 1991; Elton & Partington, 1991; King, 1991b; Lee, 1992; Robinson, 1993; Shore *et al*, 1990; Shulman, 1987, 1988; Wolf, 1994).

Good teachers display enthusiasm for their subject, and a desire to share it with their students (HERDSA, 1992; McFadden & Perlman, 1989; Ramsden, 1992; Tollefson & Tracy, 1983).

Good teachers recognise the importance of context, and adapt their teaching accordingly; they know how to modify their teaching strategies according to the particular students, subject matter, and learning environment (Athanases, 1993; Collins, 1991; Edgerton, 1990a, 1990b; Edgerton *et al*, 1991; Graham, 1993; King, 1991b; Lee, 1992; Menges, 1990; Shore *et al*, 1990; Shulman, 1987, 1988; Wolf, 1994).

Good teachers encourage deep learning approaches, rather than surface approaches, and are concerned with developing their students’ critical thinking skills, problem solving skills, and problem approach behaviours (HERDSA, 1992; Ramsden, 1992; Robinson, 1993; Trigwell *et al.*, 1999).

Good teachers are also good learners; for example they learn through their own reading, by participating in a variety of professional development activities, by listening to their students, by sharing ideas with colleagues, and by reflecting on classroom interactions and students’ achievements. Good teaching is therefore dynamic, reflective and constantly evolving (Athanases, 1993; Boyer, 1990; Cushing *et al*, 1992; Edgerton *et al*, 1991; Graham, 1993; HERDSA, 1992; McFadden & Perlman, 1989; Prosser, 1980; Ramsden, 1992, 1994; Robinson, 1993).

Research on good teaching

Good teachers ...

Set clear goals, assessment, feedback, ...

Show respect, are interested, ...

Demonstrate ability to transform, ...

Display enthusiasm for their subject, ...

Recognise importance of context and adapt, ...

Encourage deep approaches to learning, ...

Are good learners, ...

What about research on student learning?

There are different ways of thinking and practising teaching that are associated with different outcomes of student learning (Prosser & Trigwell, 1999).

In 2012, Richardson, Abrahams & Bond reported on a meta-analysis of the known psychological correlates of university student performance ...

... Their results suggest that we need to look beyond teaching to encourage better student learning.

Research on learning outcomes

Richardson, Abraham & Bond, 2012
Psychological correlates of performance.

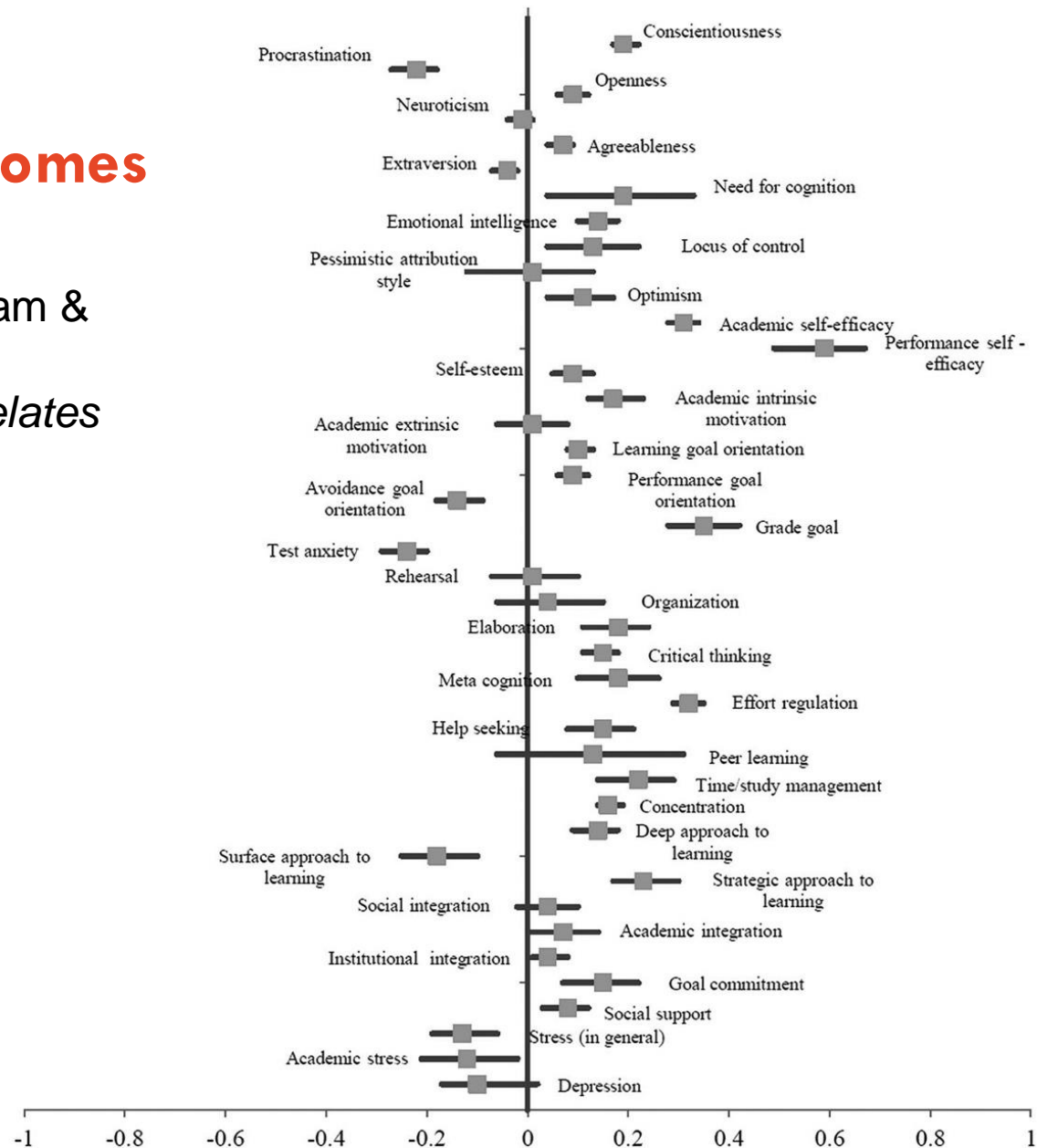


Figure 1. Results of the primary meta-analyses for the non-intellective correlates of GPA: r^+ and 95% confidence intervals.

Conclusions reached on point 1

The teaching act should be rewarded ...

... but other factors also need to be included.

They include, e.g. context, motivation, intentions.

Individual teachers should be rewarded ...

... but other players also need to be included.

They include, e.g. teams, admin support systems.

Conclusion: research suggests that rewards should include whole systems - teams of teachers and researchers, infrastructure developers, systems administrators, and others who facilitate learning.

Examples of awards

The University of Sydney has a suite of four awards.

All recipients receive AUS\$10,000 (DKR 47.000)

- Individual teacher or teams of teachers (up to 6 pa)
- Systems that support student learning (up to 2 pa)
- Administrative teams supporting learning (up to 2 pa)
- Research supervision (up to 2 pa).

Similar array at many other universities, e.g. National University of Singapore

Your context

How does your institution recognise and reward teaching?

Would a broad system based on student learning work in your institution? If not, why not?

Discuss your response to these questions with someone sitting near to you [3 minutes]

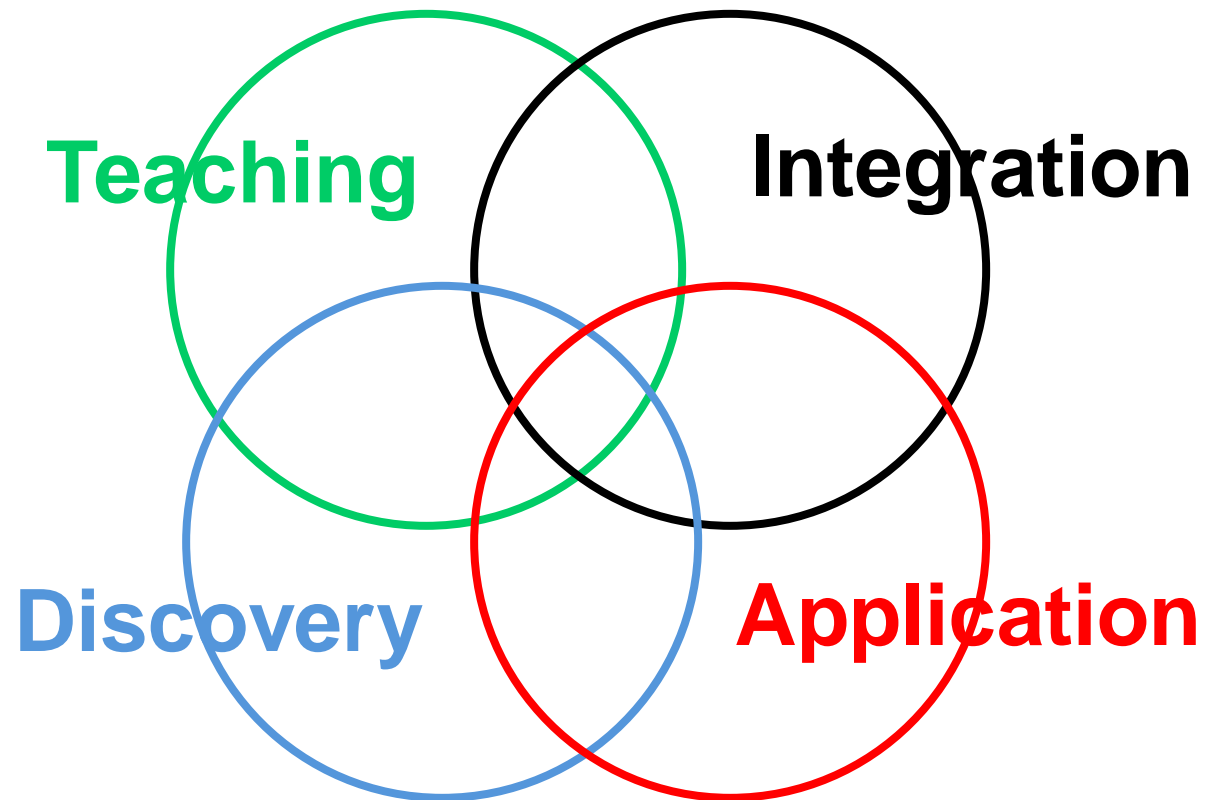
Second half !

Point 2:

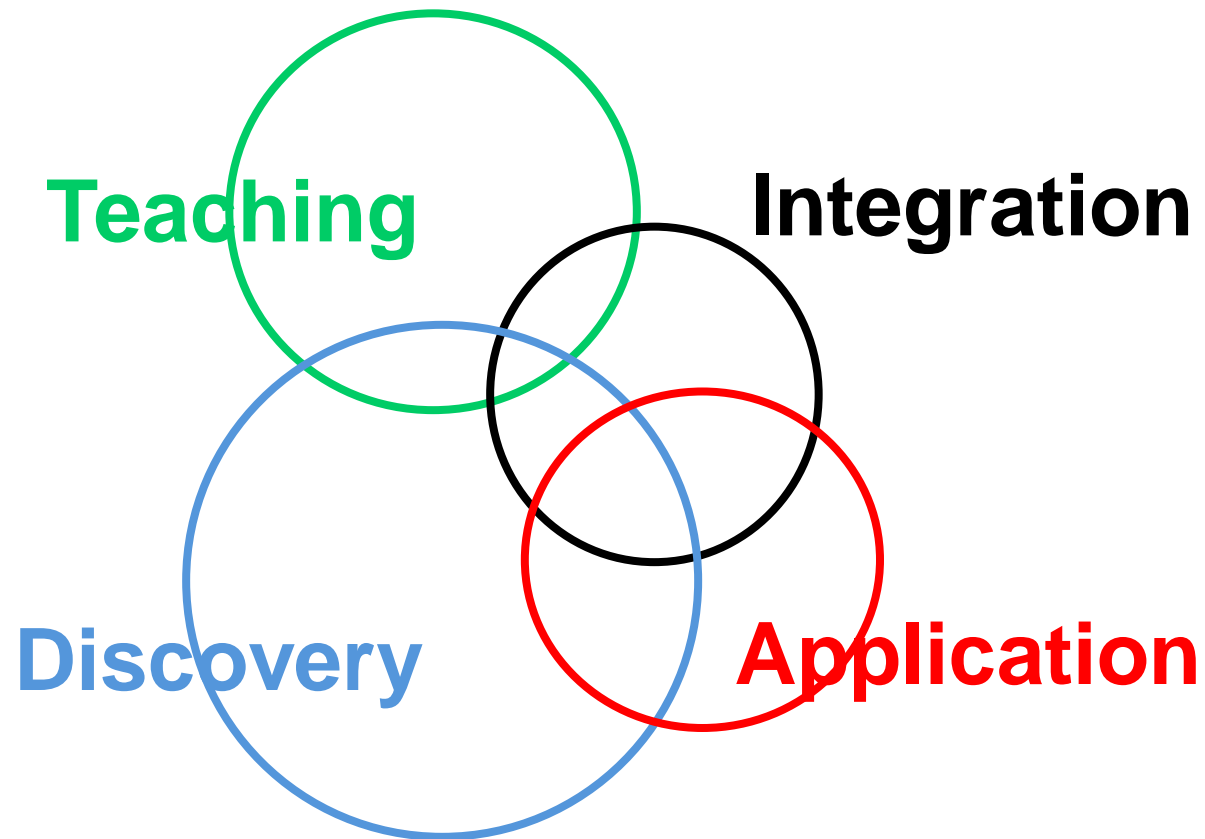
Using the
Scholarship of
Teaching and
Learning (SoTL) to
raise the status of
teaching



Boyer's overlapping scholarships



Reality of Boyer's scholarships



Purposes of SoTL

A way to raise the status of teaching

A means through which teachers may come to teach more knowledgeably

A means through which the quality of teaching may be assessed

A way to enhance students' experience of learning

Carnegie Foundation and scholarship

Six characteristics of scholarship

Clear goals: Does the scholar state the basic purpose of the work?

Adequate preparation: Does the scholar show an understanding of existing scholarship in the field?

Appropriate methods: Does the scholar use methods appropriate to the goals?

Significant results: Does the scholar achieve the goals/add to the field?

Effective presentation: Does the scholar use a suitable approach to the work?

Reflective critique: Does the scholar critically evaluate the work?

What is Scholarship?

To be **scholarly** is to be engaged in personal, but rigorous intellectual inquiry/investigation and development involving values such as honesty, integrity, open-mindedness, scepticism and intellectual humility.

To be engaged in **scholarship** is to take that process, for scrutiny, into the public arena.

It is to make transparent the processes and outcomes of scholarly activities.

What is scholarship of teaching/learning?

If teaching is about making learning possible ...

... then the scholarship of teaching is about making transparent how learning is being made possible.

If teaching is about collaborative meaning-making ...

... then the scholarship of teaching is about making transparent how collaborative meaning-making is happening.

Scholarship of Teaching

Making transparent how learning has been made possible. Discussing, reflecting, describing, in an informed and literature-based scholarly way, what happened and why.

Example: A discussion between two teachers about a successful trial that one conducted of a teaching idea from the literature, that leads to a formal departmental teaching tip.

Who should be engaged with SoTL?

Levels of teaching/learning inquiry by university teachers

Level	Purposes	Verified by	Knowledge	SoTL	Who should do it?	
					0%	100%
1	To inform self	Self	For self	No		
2	To inform local context	Those in local context, peers students ...	Local, to improve learning	Yes		
3	To inform the world	International peers	Inter-national	Yes (o/l)		

Conclusions reached regarding Point 2

SoTL is a way to raise the status of teaching.

All teachers should be involved.

SoTL does not necessarily mean publishing research into teaching and/or learning.

Publishing research into teaching and learning does not necessarily lead to improved local student learning.

Encouraging (rewarding) SoTL may raise the status of teaching *and* lead to improved teaching and learning.

An example of rewarding teaching using SoTL

Scholarship Index (SI) University of Sydney (deceased)

“While at Sydney we would want all teachers to ‘step back and reflect systematically on their teaching’ in ways that are consistent with a commitment to openness and mutual accountability, we do not expect every teacher to be publishing higher education research. Indeed, if the aim is for their peers within the University to build upon this communication, there are far more effective dissemination strategies than journal articles which academics at Sydney might be encouraged to use to communicate about their teaching ... The [SI] scheme is not intended to reward every form of SoTL, rather it seeks to support strategic SoTL activities that deliver the greatest benefit to the University.”

(Institute for Teaching and Learning 2012)

Rewards (\$) via Scholarship Index points

Scholarship Index points are accumulated through:

- Preparing a teaching award application for a local or national award;
- Preparing a teaching grant application at a local or national level;
- Completing a qualification in university teaching;
- Completing a program on research supervision;
- Formally mentoring a teaching colleague;
- Producing a full length SoTL article for a house journal or equivalent;
- Running a department-wide SoTL forum, of at least half a day's duration, which engages a significant number of staff in what is evaluated by participants to be a scholarly discussion about teaching and learning.

Your context

How does your institution define SoTL?

Would a reward system based on SoTL be effective in your institution? If not, why not?

Discuss your response to these questions with someone sitting near to you [3 minutes].

Engaging in SoTL is most likely to be a personally rewarding experience if it is seen as an integral part of teaching, and engaged in, with others, as questions about teaching arise during practice.