Sheffield Hallam University

Identifying group perspectives on good teaching

HEIR network conference 2015

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Purpose of our project

- To define good, inspirational teaching, from an institutional perspective.

- To share findings with staff and students, to establish principles and expectations, and inform the professional development of our teachers.

Context

- Sector emphasis on 'good' / high quality teaching (e.g. TEF)

- Confusing messages within the sector about the value of the teacher and the act of teaching (Gunn & Fisk, 2013).

- Do we understand our *own* student and staff perspectives on the characteristics of good teaching?

Our methodology

Phase 1 (2013/14):

- The literature
- Student NSS comments
- Survey of award winning inspirational teachers

Phase 2 (2014/15):

- Workshops with students and staff to explore key themes emerging from our findings.

Findings - Phase 1 (literature)

- UKPSF - teaching should be continually improved.
- The all-rounder, and the specialist (Parker, 2008).
- The question of 'charisma' (Smith and Lyne, 2014)
- Qualifications and culture (Gibbs, 2010)
- Consumerist learning and the teacher-learner relationship (Tomlinson, 2014)
- Principles for undergraduate education (Chickering & Gamson, 1987).

Findings - Phase 1 (students)

Findings - Phase 1 (Staff)

Practice:	Values:
• Clarity • Challenge • Context • Contribution	• Community • Communication • Confidence • Caring

Findings - Phase 1 conclusions

Challenge

Clarity

Consistency

Confidence

Course

Phase 2 - the workshops

- 4 undergraduate subject areas

- Students - 1 workshop per level of study

- Staff - 1 workshop per subject area

- Key words - prioritisation, definitions, examples of practice

Phase 2 - **workshop materials**

No.	Why it matters:

Definition of
_____

Your experience…

No.	Key word	No.	Key word
	Creativity		Expectation
	Competence		Communication
	Support		Context
	Change		Experience
	Knowledge		Community
	Consistency		Environment
	Challenge		Caring
	Engagement		Inspiration
	Clarity		Confidence
	Content		Enthusiasm

Phase 2 - considerations

- Workshop environment (room layout etc.)
- Staff (and student) engagement
- Our role as facilitators
- Defining 'inspirational', 'good', excellent'
- Variation in individual and group perspectives
- Encouraging reflection on teaching in practice
- 'Good' teaching and student engagement
- Teaching includes planning, support, evaluation and assessment etc. as well as delivery.

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Phase 2 - workshop findings

Key words - all levels (individuals)

Key words - all levels (groups)

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Key words - Level 4 (individuals)

Competence
Engagement
Consistency
Inspiration
Knowledge
Support
Clarity
Challenge
Creativity
Confidence
Change
Enthusiasm
Communication
Content
Experience

Key words - Level 5 (individuals)

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Key words - Level 6 (individuals)

Clarity
Competence
Enthusiasm Knowledge
Experience
Communication Content
Engagement Consistency Confidence
Reliable
Caring
Support Inspiration

Goleman (1998) - good teachers are people who are self-confident are able to present themselves with self-assurance, and have 'presence'.

References

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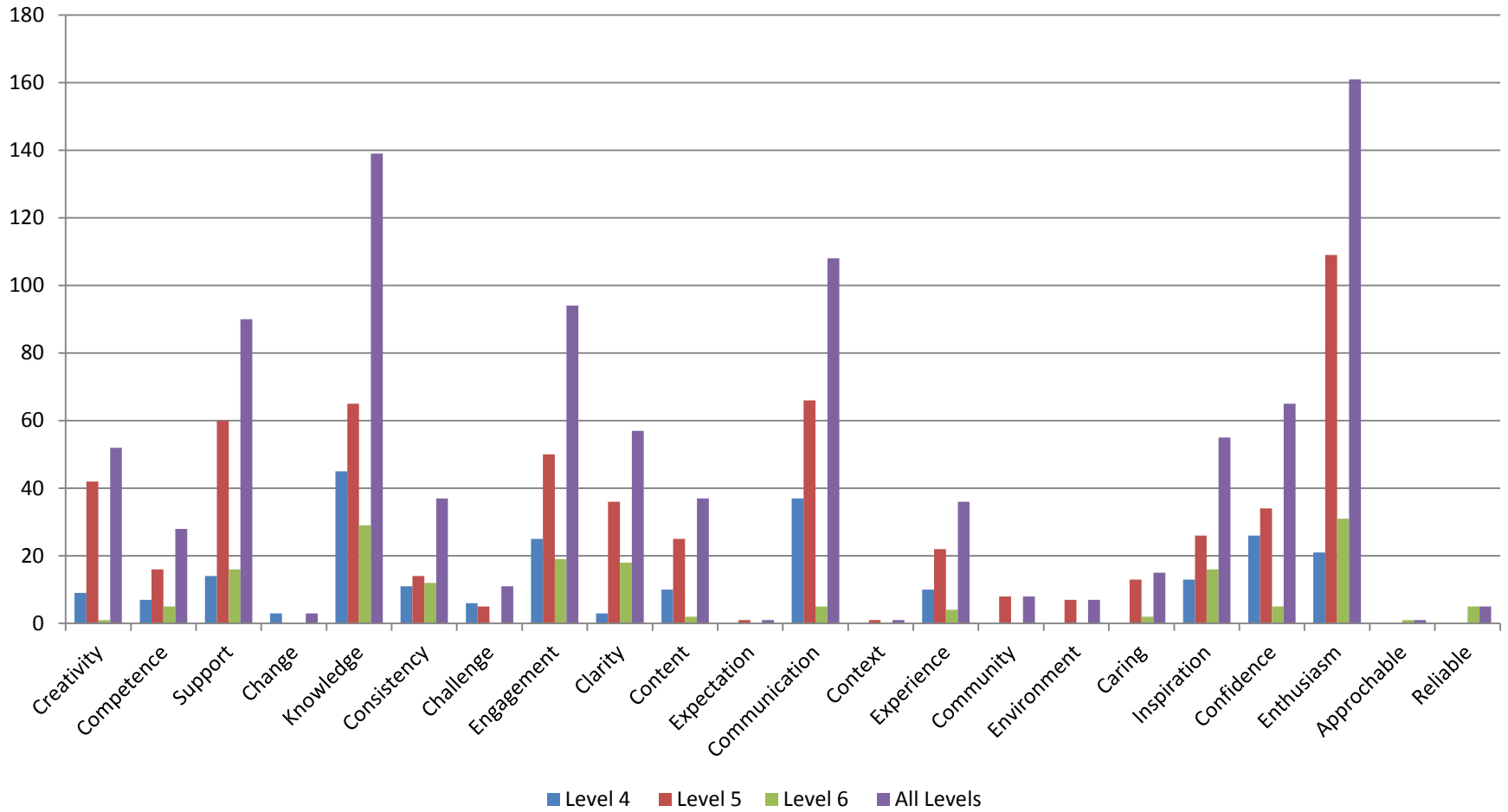UKPSF (2011). UK Professional Standards Framework (UKPSF). [Online] http://www.heacademy.ac.uk/ukpsf

Discussion

- Did we get our methodology right?

- How might we have done things differently?

- Is the question 'what is good teaching' one that we can answer?

Word Scores - Individual

Legend: Level 4, Level 5, Level 6, All Levels

Categories: Creativity, Competence, Support, Change, Knowledge, Consistency, Challenge, Engagement, Clarity, Content, Expectation, Communication, Context, Experience, Community, Environment, Caring, Inspiration, Confidence, Enthusiasm, Approchable, Reliable

Word Scores - Group

Legend: All Levels, Level 4, Level 5, Level 6

Categories: Creativity, Competence, Support, Change, Knowledge, Consistency, Challenge, Engagement, Clarity, Content, Expectation, Communication, Context, Experience, Community, Environment, Caring, Inspiration, Confidence, Enthusiasm, Approachable, Reliable, Passionate