

What does it mean to be an inspirational teacher?

Andrew Middleton, Caroline Heaton, Nathaniel Pickering

What is excellent teaching?

Dimensions of excellence

Dimensions of excellence 3: Excellence in teaching practice (Gunn & Fisk, 2013 - HEA report)

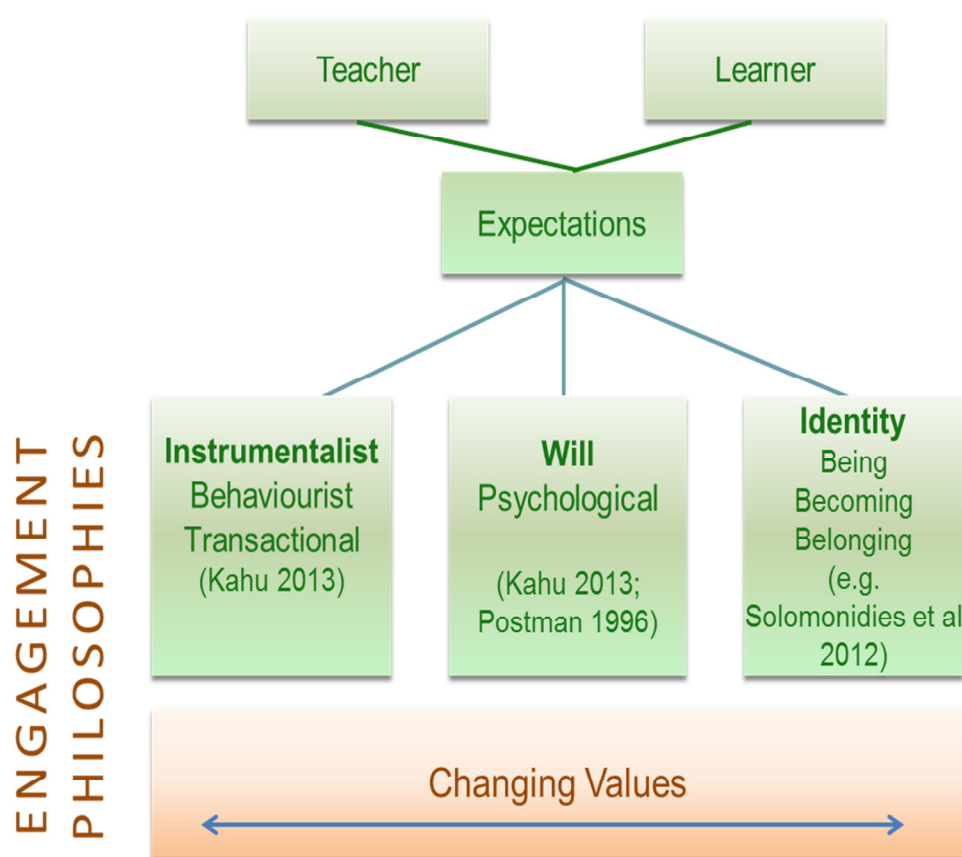
Planning and delivery <ul style="list-style-type: none">• Curriculum design• Knowledge of the subject• Ability to inspire and motivate• Respect, care and kindness for students as individuals• Active and group learning• Critical and scholarly	Assessment <ul style="list-style-type: none">• Conscientious use of formative feedback• Creative and innovative approaches to feedback• Offering students a range of assessments to assess their mastery
Contributing to the profession <ul style="list-style-type: none">• Innovation in delivery, assessment, feedback, evaluation, technology• Significant contribution to curriculum renewal and reform• SoTL• Participation in formal networks focused on teaching excellence• Broader leadership in teaching	Reflection and evaluation <ul style="list-style-type: none">• Reflecting on inadequacies of own teaching• Degree of diligence in actively engaging with and responding to student and peer feedback and evaluations

Student Engagement

Kahu 2012

Ways of thinking about engaging students to promote learning

- what people do - **behavioural perspectives**
- how students think and think about themselves - **psychological perspectives**
- how we value each other - **socio-cultural perspectives**
- Or, all of these: taking care of different perspectives in an holistic way



Conflicting Expectations for Engagement and Teaching

drawing on Kahu 2013, Postman 1996; Solomonides et al 2012

How teaching engages learners

e.g. Chickering & Gamson 1987

Good Practice...

1. Encourages Student-Staff Contact
2. Encourages Co-operation among Students
3. Encourages Active Learning
4. Gives Prompt Feedback
5. Emphasises Time on Task
6. Communicates High Expectations
7. Respects Diverse Talents and Ways of Learning

Inspirational Teachers Survey 2013

Method

- Online survey, administered in November 2013
- Total of 39 questions (26 quantitative and 13 qualitative)
- Sample size 47 (members of staff with Inspirational Teaching Awards in 2011, 2012 and 2013)
- Response rate 57.4% (n 27)

What matters to inspirational teachers?

Results

Teaching practice:

- Placing the module in context
- Setting clear expectations for engagement and assessment
- Facilitating independent learning
- Providing challenge
- Strategies to engage students
- Strategies to encourage students to work together
- Facilitating varying levels of engagement and achievement
- Assessment for learning
- Real-world application of learning

Embedding personal values into practice:

- Personalised interaction with students
- Sense of team and shared experience
- Continual dialogue with students
- Fostering belonging and ensuring students feel welcomed
- Being supportive and encouraging
- Success that's defined by students

Inspirational teachers want to spend more time on:

- Scholarship

Inspirational teachers are:

- Genuinely enthusiastic about their subject, their students and their teaching
- Confident about their ability to facilitate a positive learning experience

"Focus on team work and building relationships"

"Try to make each trip they make to university really worthwhile"

"Encourage them to feel ... safe to speak up, safe to get it wrong and try again"

References

- Chickering, A. W., and Gamson, Z. F. (Eds.). (1987). Seven Principles for Good Practice in Undergraduate Education. AAHE Bulletin: March: 3-7
- Gunn, V. and Fisk, A (2013). Considering teaching excellence in higher education: 2007 - 2013. York: Higher Education Academy.
- Kahu, E.R. (2013). Framing student engagement in higher education, *Studies in Higher Education*, 38(5), 758-773.
- Mann, S. (2001) Alternative perspectives on the student experience: alienation and engagement. *Studies in Higher Education*, 26(1), pp7-19
- Postman, N. (1996). *The End of Education: Redefining the Value of School*. First Vintage Books.
- Solomonides, I., Reid, A. and Petocz, P. (2012) 'A relational model of student engagement'. In: Solomonides, I., Reid, A. and Petocz, P. *Engaging with learning in higher education*. Faringdon: Libri Publishing
- Tomlinson, M. (2014). Exploring the impacts of policy changes on student approaches and attitudes to learning in contemporary higher education: implications for student learning engagement. Higher Education Academy. Online at: http://www.heacademy.ac.uk/resources/detail/Research/policy_change_student_attitudes