Identifying the effectiveness and impact of university teacher development programs: An Australian perspective

Denise Chalmers
Centre for the Advancement of Teaching & Learning (CATL)
University of Western Australia
Where are there connection gaps?

Between ....

- Research and practice?
- Centres and leadership?
- Centres and disciplines/faculties?
- Centres and participants?
- Centres and administration?
- Centres and policy?
- Centres and students?
- Centres and Centres
- Within Centres?
- Other?
Who cares about these gaps?

- Funding bodies?
- Sector?
- Leadership?
- Administration?
- Centres?
- Faculties?
- Teachers?

Are there consequences from these gaps?
Questions of ...

- Impact of Centres on the quality of teaching and learning
- Value for money, value proposition
- Evidence of change, improvement
- Traditional, outdated models of professional development
- Central, distributed, dispersed, closed models
- E-learning relationship
So – let’s begin the story of what we did to start to look at some of these issues, to close some of these gaps and build connections…….
Chapter 1

National Teaching quality Indicators project (2007-10)
Aims

- To provide the Australian higher education sector the opportunity to proactively engage with recognising and rewarding quality teaching and teachers,
- lead institutions and the sector in defining and developing indicators and outcomes of quality teaching.
- To contribute to enhancing the quality of teaching and teachers in institutions of higher education by providing tools and metrics to measure their performance and enable institutions to respond to issues identified by the evidence.
Chapter 2

Eight Domains of Practice

1. Strategy, policy and governance
2. Quality of learning and teaching
3. Scholarship of learning and teaching
4. Professional development
5. Credit-bearing programs in higher education
6. Curriculum development
7. Engagement
8. ADU effectiveness
Benchmarking Performance of ADU’s in Australia

Downloadable PDF document
- full text
- Parts A, B, C

Expandable Word document - Part C

Code of Conduct template

www.cadad.edu.au
Chapter 3

Australian Learning and Teaching Council (ALTC)* calls for submissions for a Strategic Priority Project (2011-2)

*(now Office of Learning and Teaching (OLT)
Strategic Priority Project commissioned in response to key issues in the Australian higher education sector

Topic: Evidence of outcomes from higher education teaching preparation programs

Focus: Examine the evidence of outcomes for the quality of teaching from the range of approaches currently used in the higher education sector for tertiary teaching preparation, i.e. formal qualifications such as Graduate Certificates in higher education, foundation or introduction to teaching programs, and continuing professional development, or combinations of these pathways

Duration: 1-2 years
Key features

- Submission from a team from 3 Western Australian universities: UWA, Curtin and ECU
- Support from the Council of Australian Directors of Academic Development (CADAD), representing 32 (of 37) Australian universities
- Link to the *CADAD Benchmarking Performance of Academic Development Units Guidelines* – Dimension 4 – Professional development
- Australia wide audit of university practices
- Trials in team and other universities
- Engaged dissemination throughout the project
Intended Outcomes

- Develop a Framework of indicators of effectiveness of teacher preparation activities for academics in Australian universities
- Relevant to the range of type and purpose of teacher preparation programs
- Take into account context: learning architectures and enhancement cultures
- Provide a theoretical, evidenced-based model
- Trial in different universities
### Types of teacher development programs

<table>
<thead>
<tr>
<th>Formal Programs</th>
<th>Outcomes Focus</th>
</tr>
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</table>
| accredited or mandated, intensive or extended e.g. Grad Certs in HE, FULT | • Pedagogy  
• Curriculum Design  
• Reflective practice  
• Assessment  
• Scholarship of teaching |

<table>
<thead>
<tr>
<th>Informal Programs</th>
<th>Outcomes Focus</th>
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</table>
| optional, short, ad hoc e.g. workshops, seminars, visiting scholars, on-line resources | • Teaching tips  
• Inclusivity  
• Engaging students  
• Cooperative/PB  
• Large/small group teaching | • Tutoring  
• Supervision skills  
• E-learning etc,  
• Sessional teaching  
• Institutional policies/practices etc |

<table>
<thead>
<tr>
<th>Institutional Climate</th>
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| architecture and culture | • Learning Architecture (review processes, principles of practice, T & L policies)  
• Enhancement Culture (transfer of learning)  
• Joined-up policies (appt, promotion, reward, recognition) |
<table>
<thead>
<tr>
<th>Category of TPP</th>
<th>Types of indicators</th>
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<tbody>
<tr>
<td></td>
<td>Formal TPPs</td>
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<table>
<thead>
<tr>
<th>Program</th>
<th>Input</th>
<th>Process</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers: knowledge, skills and practice</td>
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<tr>
<td>Teachers: reflective practice and scholarship of teaching</td>
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<tr>
<td>Students: engagement and enhancement of learning</td>
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<tr>
<td>Students: approaches to learning</td>
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<thead>
<tr>
<th>Institution</th>
<th>Input</th>
<th>Process</th>
<th>Output</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>Policy</td>
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<tr>
<td>Resourcing</td>
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<td>Culture</td>
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</tbody>
</table>
## Formal program

<table>
<thead>
<tr>
<th>Your program</th>
<th>Input</th>
<th>Process</th>
<th>Output</th>
<th>Outcome</th>
</tr>
</thead>
</table>
| **Focus and intended outcomes** | Previous program, funding
New plan, funding | Policies database to track progress
Review of program (4 year overview)
Policy on training | Number of trained teachers who complete the program | Annual reports
Review report
Publication of the program and its evaluation in journal, reports
External recognition of program through invitations, visits.
Planning documents |
| **Planning and evaluation** | | | | |
| **Developing teacher knowledge and skills** | Number of trained teachers prior to program
Number of teachers target by program | Training programs
Basic, Advanced
Teacher portfolios (including journal/recording of teaching activities
Sample observation teachers use of targeted teaching initiatives/technology | Attendance per module
Number completed program
Proportion of trained vs untrained teachers | Practice inventory, ATI (Pre/Post)
Teacher satisfaction with modules
Overall satisfaction with program
Assessment of teacher portfolios |
How the Framework and evidence has been used

- Demonstrate the effectiveness of teaching development programs for the university community
- Inform internal review, evaluation of program
- Curriculum development
- Prepare an Annual Report on the Centre’s activities and outcomes
- Prepare a submission for further funding of programs, centres
- Prepare a report for a formal Review of the Centre
- Determine future directions
- Inform Benchmarking exercises
- Publication, conference presentation
- .....
Measuring the effectiveness of academic professional development

[Identification and implementation of the indicators and measures of the impact of teaching preparation programs in higher education SP10-1840]

Context

Professional development programs and activities to enhance teaching and learning have been undertaken for more than 50 years in some higher education institutions.

Notwithstanding that, whether these programs, and less formal development activities, have had an impact on enhancing teaching understanding of practice, student satisfaction or learning, and/or the institutional climate that rewards and recognises teaching, remains difficult to ascertain.

With greater attention being paid to the quality of teaching in recent years, it is not surprising that greater attention also has been focused on the quality and impact of teaching preparation programs for academics in Australian universities.

This project responded to the challenges of determining the effectiveness of teaching preparation programs for academics in higher education by developing the Academic Professional Development Effectiveness Framework designed to assist academic developers in evidencing the achievement of the intended outcomes of their programs.

Two key features of the project contributed to the quality and value of the Framework:

- A design principle which committed the project team to delivering a highly relevant yet flexible framework which would be appropriate to all the teaching preparation programs for academics in their varied forms, modes of delivery and diverse contexts, and
- The high level of engagement with the academic development community throughout the project.

Important, this project did not privilege any particular type of teaching preparation program, and did not presume the purpose and impact that various types of programs may have. Rather it was informed by current practice and a comprehensive review of the relevant literature.

This project was unanimously endorsed by the members of the Council of Australian Academic Developers (CADAID) and funded by the OLT.

The Academic Professional Development Effectiveness Frameworks and related materials are all available on this site.

Detailed information

- Aims of the project
- Academic Professional Development Effectiveness Framework
- Report and Guide
- Office for Learning and Teaching (OLT) website and Project Final Report
- Resources
CATL

Measuring the effectiveness of academic professional development

Resources

A number of resources have been developed to assist academic developers in understanding the structure, content and use of the Academic Professional Development Effectiveness Framework.

Literature Review

The Literature Review reports on a wide range of studies relating the evaluation of teaching preparation programs for academics.

Formal Framework Glossary

This glossary provides clarification of the terms used in the indicators in the Academic Professional Development Effectiveness Framework (Formal Programs) and also includes a set of focus questions which elaborate the indicators.

Informal Framework Glossary

This glossary provides clarification of the terms used in the indicators in the Academic Professional Development Effectiveness Framework (Informal Programs) and also includes a set of focus questions which elaborate the indicators.

An Introduction to the Academic Professional Development Effectiveness Framework

These notes provide a brief overview of the project, the development, structure and content of the Academic Professional Development Effectiveness Framework and how the Framework can be used to evidence the effectiveness of teaching preparation programs for academics.

Narrative Guidelines

One way to use the Academic Professional development Effectiveness Framework is to develop a narrative which integrates the indicators from the Framework with relevant data in creating a comprehensive picture of the effectiveness of the design and delivery of teaching preparation programs and the consequential changes in teaching and learning. These Guidelines, which include a list of indicative questions to be considered, the related effectiveness indicator and possible evidence sources, provide the basis for developing the narrative and can be adapted to particular contexts or concerns.

Narrative Exemplars

The three exemplars provided are based on programs offered by the centre for the Advancement of Teaching and Learning (CATL) at UWA and illustrate how the Academic Professional Development Effectiveness Framework can be used for both formal and informal programs and for both detailed and brief assessment of the evaluation of programs.

Exemplar A: Overall provision and quality of programs

This evaluation reviews the design, delivery and diversity of programs offered and the extent to which this provision reflects the indicators of effectiveness of practice, primarily input and process indicators, of the APD Effectiveness Indicator Framework. The analysis of the effectiveness of practice is an important foundation to the next step of evaluating the achievement of the intended outcomes of specific programs.

Exemplar B: Evaluation of Formal Program

This review is focused on the teacher knowledge, skills and practice outcomes of the Postgraduate Teaching Internship Scheme (PTIS)
Documents available on website

- Notes for Trial Teams
- Narrative Guidelines
- Blank Narrative Templates
- 3 Sample Narratives
- Reporting Template
Chapter 4

Going international - Chile
2012- 2014

- Presentation and workshop for MECESUP – to 100 academic development leaders and staff from across Chile
- Universidad Técnica Federico Santa María, Valparaíso
- Universidad Católica de Temuco
- Universidad de Chile’s Faculty of Economics and Business
<table>
<thead>
<tr>
<th><strong>Colegio de Ayudantes</strong></th>
<th><strong>Input</strong></th>
<th><strong>Process</strong></th>
<th><strong>Output</strong></th>
<th><strong>Outcome</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intended outcomes</strong></td>
<td>Previous program, funding. New plan, funding</td>
<td>LA policies LA database to track LAs Review of LA program (4 year overview)</td>
<td>Number of trained LAs who complete the program Number LAs employed in faculties</td>
<td>Annual reports 2010, 2011, 2012, 2013 &gt; Review report 2014 Reports to Program Directors Publication of the LA program and its evaluation in journal, reports External recognition of program through invitations, visits.</td>
</tr>
<tr>
<td><strong>Planning and evaluation</strong></td>
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Moving from program to centre to institution

- Develop indicators for each program
- Review and map against 5 Levels of Impact (Guskey)
- Cross check with strategic plan and university indicators and expectations and map to these
- Plan data and evidence collection
- Plan reporting and communication plan
Guskey’s 5 Levels of Impact of Teacher Development

1. Teachers’ reactions to the development program

2. Conceptual changes in teachers’ thinking. Changes in:
   a. Attitudes
   b. Conceptions
   c. Teacher knowledge of concepts
   d. Teacher knowledge of skills, strategies

3. Changes in teaching behaviours - use the knowledge to demonstrate new skills, teaching practices

4. Changes in organisational culture, practices and support

5. Changes in student learning
   a. Student engagement
   b. Perceptions
   c. Study approaches

Chalmers, D. & Gardiner, D (in press). The measurement and impact of university teacher development programs.
<table>
<thead>
<tr>
<th>Impact category</th>
<th>CEDID (leadership and management)</th>
<th>Learning Assistants (LA)</th>
<th>Teaching &amp; technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Teacher reaction</td>
<td>Program and aggregated satisfaction ratings from common CEDID survey/questions</td>
<td>LA satisfaction ratings with training</td>
<td>Teacher satisfaction ratings with workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher satisfaction with trained LAs and program</td>
<td>Teacher satisfaction with blended learning module</td>
</tr>
<tr>
<td>2 Teacher thinking</td>
<td>Number and range of programs offered on knowledge, skills, strategies</td>
<td>Number of teachers with trained LAs, Trend over time</td>
<td>Number at workshops</td>
</tr>
<tr>
<td></td>
<td>Range of programs and activities mapped to the teacher excellence competencies</td>
<td>Number of Science teachers with LAs (trend over time)</td>
<td>Number of Basic Science teachers at workshops and taking modules</td>
</tr>
<tr>
<td></td>
<td>Number of programs involving national/international experts</td>
<td>Number of Science teachers with trained LAs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Number of trained Science LAs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Number of indigenous students trained as LAs</td>
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</tbody>
</table>
## CEDID programs mapped to five levels of impact and effectiveness using indicative indicators (2)

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</thead>
<tbody>
<tr>
<td>Teachers Attitudes</td>
<td>Numbers attended, participation (trend)</td>
<td>Approaches to Teaching Inventory (ATI)</td>
<td>Number who take additional/advanced workshops</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attendance per module</td>
<td>Attitude to technology survey (Crumley) pre/post</td>
</tr>
<tr>
<td>Teacher Conceptions</td>
<td>Periodic use of ATI for Master’s and extended programs</td>
<td>Approaches to Teaching Inventory (ATI)</td>
<td></td>
</tr>
<tr>
<td>Teacher Knowledge</td>
<td>Number of teachers enrolled and completing Master’s modules and program</td>
<td>LAs successful completion of modules, classes, assessment tasks</td>
<td>Survey question for teachers on their knowledge acquisition</td>
</tr>
<tr>
<td></td>
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<td>LA portfolios and assessment of outcomes</td>
<td></td>
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<tr>
<td>Teacher Skills</td>
<td></td>
<td>Teacher reporting/observation of expanded use of teaching skills</td>
<td>Teacher Self report confidence in skills to use technology</td>
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<tr>
<td></td>
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<td></td>
<td>Science teacher self report confidence in use of technology</td>
</tr>
</tbody>
</table>
Chapter 5

Application and relevance to the UK?
Discuss for a moment …

What impact/effects do you think teacher development programs should be able to show
Is benchmarking of interest? Of what? With whom?
Chapter 6

Teaching criteria and standards framework

www.uniteachingcriteria.edu.au
Chapter 7

Closing connection gaps?
Which gaps have been narrowed?

- Research and practice
- Centres and leadership
- Centres and disciplines/faculties
- Centres and participants
- Centres and administration
- Centres and policy
- Centres and students
- Centres and Centres
- Within Centres
- Other???
More information:

Denise Chalmers - denise.chalmers@uwa.edu.au

Project website

CADAD and benchmarking website
www.cadad.edu.au

Teaching criteria and standards framework
www.uniteachingcriteria.edu.au