BLASST Summit

Key principle addressed:
Quality Learning and Teaching

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good practice example
for promoting quality learning and teaching

Leadership role in inducting sessional staff into teaching for effective student learning

by providing

faculty-specific induction and development workshops and

self-access online modules covering topics of:
  goals and objectives, how students learn, learning environments, curriculum, diversity; lectures, tutorials, practicals and fieldwork; online, assessment, evaluation

http://education.adelaide.edu.au/higher-education/sessional/stp/
what it is

Two 3-hour demonstrator (DDT) workshops in 2007, developed collaboratively with the Faculty of Sciences.

These formed the basis for further systems of faculty-specific tutor workshops.
how it works
Support for sessional staff is three-fold:

- Initial school-based induction into responsibilities of their employment status complemented by interactive workshops for quality learning and teaching
- online self-access modules
- where needed, workshops on spoken language for NESB sessional staff
critical success factors

• collaboration between academic developer and discipline-based staff: by pooling expertise, discipline-specific scenarios were devised

• workshop method: interactivity: probing participants’ issues discussion of scenarios ‘modelling’ active learning strategies for participants to use in their own teaching.
positive outcomes

Staff demand

Transferability of program to Faculties / Schools

Participant satisfaction

evaluation questionnaires: broad agreement in high 90% on usefulness, confidence, understanding ‘how students learn’, linking learning objective with assessment criteria

Participant comments
participant comments (selection)

USEFUL ASPECTS
• ‘real life’ scenarios for problem solving
• own fears and hopes are common to others
• group activities & insights from others in (my) discipline
• website resources
• interactive sharing
• a practical demonstration of what was being taught

FOR IMPROVEMENT
• how to develop assessment criteria
• involve some students (or role play by participants)
• hear about problems that experienced tutors had and solved
• have regular (once a year) follow-up session
resourcing needed

early collaborative design with Science Faculty staff (2007) was funded

funding is needed to pay tutors and demonstrators for attendance

continuing evaluation and adaptation has not required additional resourcing

but as it’s expanding, it will require lecturer funding / workload adjustments
challenges and areas for improvement

• standardise sessional staff induction requirement and payment

• increase reach through publicity, incentives, mandating;

• modify online modules for greater sessional staff interactivity

• ‘train the trainer’ – more facilitators in Faculties
evidence of impact/ success

the original jointly developed Sciences-based program

✓ has been delivered in Faculties of Sciences and Schools of Engineering, and has been well attended each semester since 2007

✓ has consistently received affirming participant evaluations

✓ became a model
  o for Health Sciences program (Becoming Excellent Supervisors and Teachers 2009)

  o and for comprehensive Program for the Faculty of the Professions (pilot 2012 and full implementation 2013).