

SOLSTICE & CLT Conference 2017

'It really made me think about teaching and learning!' The Positive Impact of the EHU Accredited CPD Scheme on Staff

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The CPD scheme at Edge Hill University

- ▶ Increases engagement of staff with dialogue around teaching
- ▶ Emphasises the developmental, supportive and transparent process
- ▶ Inculcates a culture of aspiration for using the UKPSF as a framework for development
- ▶ Consists of a written application and a development viva component (optional for D1 and D2 and mandatory for D3 and D4)

Engaging the applicant in dialogue about teaching and learning

- ▶ Exploring Content Knowledge (CK) and Pedagogical Content Knowledge (PCK)
- ▶ Enabling a thorough understanding of the interdependent relationship of content knowledge (CK) and pedagogical content knowledge (PCK)
- ▶ Enabling an innovative reconceptualisation of teaching and learning driven by Subjektdidaktik
- ▶ Subjektdidaktik refers to the theoretical relationship between subject matter/content and subject related pedagogical practice



In the UK teacher education and development typically consisted of three parts;

- ▶ Learning and teaching theory i.e. generic pedagogy or the nuts and bolts
- ▶ Subject-focused learning and teaching
- ▶ Workplace practice overseen by a subject specialist mentor (Robson 2006)

Developing PCK in HE

- ▶ The opportunities to explore CK and develop PCK in HE are under-researched and any practical solution is overshadowed by its 'subtlety and its complexity where academics continue to claim differing pedagogical practices according to discipline' (Robson, 2006:58-59)
- ▶ A pivotal feature of Subjektdidaktik is dialogue and the enhancement of PCK
- ▶ The Scheme provides dialogic opportunities for improving understanding and engagement with the theories of teaching and learning and their distinct professional or specialism application.

Robson, J. (2006) *Teacher Professionalism in Further and Higher Education: Challenges to Culture and Practice*, London: Routledge.

Thinking about Teaching and Learning

- ▶ Engagement with the Scheme as an explorative, problem solving activity designed to influence and enhance potential teaching styles and approaches.
- ▶ Opportunities to explore and discuss professional subject knowledge and its distinct pedagogical application.
- ▶ The reasoning behind subject specific pedagogy relies on the argument that different models of learning may be employed for different subjects.
- ▶ The Scheme allows for discussion of commonalities and differences in academic practice

Achievement Data

- ▶ Since its inception in December 2014 66 colleagues have gained HEA Fellowships across all categories and a further 75 are currently registered to submit applications in

It has also had cross-institutional impact:

- ▶ *“There has been increased engagement of staff with dialogue around teaching and a renewed emphasis on the developmental, supportive and transparent process, pivotal in encouraging staff to articulate and reflect deeply on their professional activity”* (Dean of Teaching and Learning)

Positive Outcomes of Engaging with the CPD Scheme

- ▶ *'The whole process, meeting with the CLT team, reflecting, discussing with others and writing the personal statements and case studies has been a journey for me and certainly has made me think deeply about how I and the team go about teaching and learning and supporting our students.'*
- ▶ *'I was inclined to write a lot about WHAT I do and sometimes not to say HOW and WHY what I do is significant to the student experience. For example attending a conference is fine but How and Why is this significant is also required as part of the application.'*
- ▶ *'My application was returned for further work to address the criteria- I am so glad it was as this really made me think about my teaching!'*
- ▶ *'It is often highly qualified, research focused staff who need to engage in dialogue around teaching and learning. High level content knowledge is not necessarily an effective determinant of high level pedagogical content knowledge.'* (PGCTHE student)