

Title: "The Punishment"? Teacher Training for Academics: useful professional learning or a waste of time?

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Abstract:

Session Learning Outcomes

The aim of this session is to heighten participants' awareness of the process of professional development as it is experienced by university teachers. Participants will be able to relate the outcomes of the research outlined in the paper to their own efforts to facilitate professional development. The session will provide a theoretical framework for the critical analysis of current standards and frameworks for professional development in university teaching.

Session Outline

The session is based on the preliminary results of a partially completed comparative study of two teacher training courses for university teachers, one in England and one in Sweden. Three theoretical frameworks will be discussed: first, Eraut's work on professional knowledge and competence (Eraut, 1994); second, Fuller's work on teachers and their concerns during development (Fuller, 1970); and third Reischmann's development of Knowles' notion of andragogy (Reischmann, 2000). The theoretical background will be illustrated by quotations from research interviews.

The main question to be addressed is: how far do current standards and frameworks for professional development take account of theories of teachers' professional knowledge, teachers' concerns, and central issues related to adult learning and motivation? If these areas are not always foregrounded, is it because of the necessity to adhere to standards and frameworks? Do standards and frameworks sometimes hamper creativity and innovation? If so, how can we solve this problem, so that excellent student learning can be better promoted?

Activities

The research will be presented quite briefly, and groups of participants will be invited to select one or two of the theories, and consider their relevance to their own work with professional learning. A general discussion of the issue of tensions between creativity and innovation on the one hand and standards and frameworks on the other will follow.

References

Eraut, M. (1994). *Developing professional knowledge and competence*. London and Washington D.C.: The Falmer Press.

Fuller, F. (1970). *Personalized education for teachers: one application of the teacher concerns model*. Austin, Texas: University of Texas, R & D Centre for Teacher Education.

Reischmann, J. (2000). *Lifewide learning of adults*. Retrieved on 7 July 2005 from the World Wide Web: <http://www.andragogy.net>