

**Title:**                   **The Influence of Interactions With Students for the Development of New Academics as Teachers in Higher Education**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

1. Identify how new teachers in higher education describe their development
2. Draw out some of the issues in relation to more actively involving students in learning and teaching
3. Consider the impact of interactions with students for the development of teachers

#### **Session Outline**

Key issues to be addressed are:

The aim of the current investigation was to provide an insight into how new lecturers in higher education develop as teachers and to identify some of the main influences upon this development. A qualitative, longitudinal design with three semi-structured interviews over a two-year period was employed with eleven new teachers from a range of higher education institutions and settings. The analysis used case studies, alongside a thematic analysis, to provide fine-grained and idiosyncratic insights into the teachers' development. The principal finding from the current study was the identification of *instances of interactions with students*, which acted as a core influence upon the new teachers' development. These instances appeared to provide the teachers with richer and fuller feedback about their teaching. This feedback supported their reflection and influenced the way in which they thought about teaching. Based on these findings it is suggested that teacher development could be enhanced by focussing upon specific instances of interactions with students as these instances provide specific and tangible moments that allow the conceptual aspects of teaching to be discussed.

#### **Related Literature**

Devlin, M. (2006). Challenging accepted wisdom about the place of conceptions of teaching in university teaching improvement. *International Journal of Teaching and Learning in Higher Education*, 18, 112-119.

Eisenhardt, K. M. (2002). Building theories from case study research. In Huberman, M. A. and Miles, M. B. (2002). *The qualitative researcher's companion*. London, Sage.

Entwistle, N. and Walker, P (2000). Strategic alertness and expanded awareness within sophisticated conceptions of teaching. *Instructional Science*, 28, 335-361.

- Hounsell, D. (2009). Evaluating Courses and Teaching. In Fry, H., Ketteridge, S. and Marshall S., Eds. A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice. 3rd Edition. London: Routledge. P198-213
- Kember, D. (1997). A reconceptualisation of the research into university academics' conceptions of teaching. *Learning and Instruction*, 7, 255-275.
- McAlpine, L. and Weston, C. (2000). Reflection: Issues related to improving professors' teaching and students' learning. *Instructional Science*, 28, 363-385.
- McKenzie, J. (2002). Variation and relevance structures for university teachers' learning: Bringing about change in ways of experiencing teaching, research and development. *Higher Education Research and Development*, 234-241.
- Martin, E. and Lueckenhausen, G. (2005). How university teaching changes teachers: Affective as well as cognitive challenges. *Higher Education*, 49, 389-412.
- Nyquist, J.D. and Wulff, D. H. (1996). *Working effectively with graduate assistants*. Thousand Oaks, Sage.
- Pickering, A. (2006). Learning about university teaching: reflections on a research study investigating influences for change. *Teaching in Higher Education*, 11, 319-335.
- Trigwell, K. and Shale, S. (2004). Student learning and the scholarship of university teaching. *Studies in Higher Education*, 29, 523-536.

### **Session Activities and Approximate Timings**

0-5min - Theoretical Framework and methods.

5-10min - Delegates given the opportunity to see data illustrating how the new teachers developed with associated discussion.

10-15min - Outline of data regarding the challenges of actively involving students

15-25min - Delegates to consider the following questions with associated discussion:

- Try and think of a specific instance where there has been interaction between you and a student / group of students. What was the nature of this interaction?
- Did the instance give you any feedback? If so what did it tell you?
- Have you or what might you change about your teaching / role as a result of the feedback?

25-40min - Presentation of case study to illustrate the influence of *instances of interactions with students*. Delegates given chance to read extracts with discussion in relation to their experiences and implication for teacher development.

40-45min - Conclusions and additional questions.