

**Title:**                    **Convincing Academics That it's Important to Engage with Teaching and Learning Theory**

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### **Abstract:**

#### **Session Learning Outcomes**

- Understanding of the academic's perspective
- Understanding of the issues involved with moving subject focused academics to be reflective practitioners
- Ability to identify solutions to the issues raised

#### **Session Outline**

The importance of linking practice to teaching and learning theory is obvious to SEDA attendees (Brew, 2003; Ramsden, 1992). However many academics are still far from convinced – they know they teach well, they can prove this with reference to student feedback, QAA teaching review scores, employer satisfaction and professional body endorsement etcetera (Loughborough University, 2004). So why should they engage with the theory?

From their point of view there's plenty of "good reasons" not to: workload related time pressures, an imperative to prioritise subject-based research, unwillingness to change teaching that's working, innovation fatigue, etcetera.

However our job at engCETL is to "embed a cultural change that promotes a reflective and evidence based-based approach to teaching" (Loughborough University, 2004). The challenge is to find a theoretically grounded way forward that will **work for and with all** the stakeholders (academics, students, learning technologists, researchers, management and future employers). This will be based on an inclusive action research approach.

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

This session will begin with a mock meeting between an academic and a pedagogic researcher; these parts will be taken by two team members from engCETL, which has a focus on industry linked engineering related disciplines at Loughborough University. The researcher attempts to convince the academic to engage with teaching and learning theory relevant to engineering (Baillie & Moore, 2004; Overton, 2003). (10 mins)

Participants will then work in small groups in order to share their best practice to help the researcher convince the academic (20 mins).

The group will then agree a final approach / strategy (10 mins).

## References

- Baillie, C., & Moore, I. (2004). *Effective learning and teaching in engineering*. London: RoutledgeFalmer.
- Brew, A. (2003). *Theory, research and scholarship in relation to teaching: Issues and challenges*. Paper presented at the Improving Student Learning: Theory, Research and Scholarship, Hinkley, Leics. Loughborough University. (2004). *Cetl stage 2 proposal: Industry and employer linked engineering centre for excellence in teaching and learning*.
- Overton, T. (2003). Key aspects of teaching and learning in experimental sciences and engineering. In H. Fry, S. Ketteridge & S. Marshall (Eds.), *A handbook for teaching and learning in higher education* (2 ed., pp. 255-277): RoutledgeFalmer.
- Ramsden, P. (1992). *Learning to teach in higher education*. London: Routledge.