

## **A tale of three cities – transfer of learning from CPD workshop to workplace**

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As a community of faculty developers, we are very aware that university teachers benefit from training on their teaching skills. There is increasing requirement for new University teachers to take formal educational training, though non-credit-bearing approaches still dominate most institutions in the UK. However, there is a paucity in work assessing change and transfer to practice over time of such activities, as highlighted by Steinert et al's 2016 systematic review on faculty development (FD) in medical education.

A short anonymous exploratory online survey was sent in 2019 to participants from three institutions in three different countries (Germany, Iceland & Scotland) by the project team. These participants had attended educational CPD workshops in their relevant institutions within the last two years. Both overall participation and individual questions were voluntary, and the responses were anonymised. We are seeking to explore what it is about faculty development that is likely to bring about change in educators' practice, the features of the conditions in which the learning from faculty development is applied to the workplace (i.e. where the practitioner will be delivering teaching), and the intended and unintended consequences of that faculty development. The survey included both quantitative questions, with Likert scale response options and the opportunity for participants to provide free-text comments.

We drew upon the work of Bronfenbrenner (1994) & Rutter (2012) in the development of a new framework to aid analysis of the survey participants' free-text comments. This allowed us to group responses into either 'risk factors' or 'protective factors' and then also to consider whether the factors expressed were associated with 'self', 'others' or 'environment'.

Unsurprisingly, participants reported that time was a barrier in making changes to their teaching practice after accessing CPD. Additionally, students could be unwilling to engage with new teaching approaches which could be discouraging. Several participants reported prioritising finding time to plan their educational activities after attending CPD workshops. A number of participants reported making changes to their approach to feedback with learners, actively reflecting and adapting their teaching practice and developing new teaching sessions/resources.

In answer to our research question 'what is about faculty development that is likely to bring about change in educators' practice?', thus far we have discovered that exposure to and awareness of networking, peer observation of teaching practice, reflection, team teaching, using student evaluation, using the physical space, enabled faculty to make changes to their practice in the workplace.

### Next steps

- We plan to further develop this framework as a tool to be used within institutions to allow them to explore their own protective and risk factors. This may aid faculty developers and curriculum developers in their planning and allow hidden factors to come to the fore.
- We plan to test the framework with those teaching in a blended learning capacity, to capture the specific factors influencing practice in this sphere.

## References:

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