

**Title:** Ideas for learning and teaching: Follow up of graduates from Higher Education teacher education programmes

**Presenter:** Jayne Tidd, Peter Gossman, Steven Powell, Rachel Forsyth, John Bostock and Claire Moscrop.  
Teesside University, University of Worcester, Manchester Metropolitan University, Edge Hill University

### Session Learning Outcomes

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

- Explore issue around what ideas are reported to be retained by recent graduates of HE teacher education programmes.
- Consider how the ideas relate to what they perceive to be purposeful on such programmes.

### Session Outline

Taught programmes for teachers in higher education have been embedded in UK universities since the Dearing report recommended that all staff should be “trained on accredited programmes” (Dearing 1997, recommendation 47). UK universities now usually require staff who are new to teaching to achieve professional recognition of their teaching abilities as part of their induction requirements. This may be done through a PostGraduate Certificate (PGCert) programme, which is designed within specific to the university where the teacher is employed, but often have national accreditation as they are usually linked to Fellowship of the Higher Education Academy.

The overall aims of such courses have been to embed a culture of professional development around teaching and to improve the quality of higher education teaching. Several authors have explored engagement with teacher education programmes in universities (see, for instance, Gibbs, Knapper et al. 2008; Quinn 2012; Deaker, Stein et al. 2016), and some work has been done on short-term effects (Butcher and Stoncel 2012) and longer-term effects (Stewart 2014) on the individual. These studies have been relatively small in scale and we decided to explore participants’ perceptions of what is learned on these programmes.

In this paper, we present the main findings from one aspect of the project which surveyed successful graduates from PGCert programmes in four different UK universities. Requests to complete an online questionnaire were sent out to 495 teachers who had graduated from the four universities in the previous three years, asking a range of questions about their experiences of the courses and their perceptions of its impact on their practice and

on their subsequent careers. 174 responses were received (34% response rate). This session will discuss the responses to one question on the survey that asked about the ideas that the graduates reported to apply to their teaching.

## Session Activities and Approximate Timings

This session will consist of an initial 15 minute presentation, which will present the main findings from one aspect of the questionnaire where participants were asked what ideas they took away with them from the programme and consequently used in their own practice. These ideas ranged from practicalities to enhance work in the classroom, through applying theory to learning and teaching, to engaging with their own professional development and gaining and understanding of the higher education landscape.

Subsequent group discussions will focus on whether the clusters of ideas reported by participants can be developed further on PGCert courses and how/whether we should be widening these ideas to incorporate more of the agendas that are currently driving higher education learning and teaching. We will also consider how the findings can inform the curricula of PGCert programmes to contribute more effectively to TEF criteria e.g. teaching that provides effective stimulation, challenge and contact time that encourages students to engage and actively commit to their studies. Comments from each group discussion will be recorded by the presenters and made available after the session. This will last no more than 20 minutes.

## References

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- Stewart, M. (2014) Making sense of a teaching programme for university academics: Exploring the longer-term effects. *Teaching and Teacher Education* 38: 89-98. <http://www.sciencedirect.com/science/article/pii/S0742051X13001789>