What makes inspirational teachers inspirational?

'The future is now'

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What do we mean by 'excellent teaching'?  

What do principles for learner engagement tell us?  
Chickering & Gamson 1987, Mann 2002, Solomonides et al 2012, etc

What do inspirational teachers do?  
our survey of Inspirational Teachers

What do students say is important?  
our NSS analysis

Comparing like with like? Is there correlation?
What is good, inspirational teaching?

Activity

a. On your own, create a definition of good, inspirational teaching

then,

b. Working in pairs, compare and improve your definitions
What is excellent teaching? 

External context

- Teaching excellence understood through definition, practice, evaluation and reward systems (Gunn & Fisk, 2013, HEA):
  - sector-wide,
  - institutionally
  - disciplinary
  - students

- A reality? - 'contractual engagement' e.g. (Tomlinson, 2014)
### Dimensions of excellence 3: Excellence in teaching practice

<table>
<thead>
<tr>
<th>Planning and delivery</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>- Curriculum design</td>
<td>- Conscientious use of formative feedback</td>
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<tr>
<td>- Knowledge of the subject</td>
<td>- Creative and innovative approaches to feedback</td>
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<tr>
<td>- Ability to inspire and motivate</td>
<td>- Offering students a range of assessments to assess their mastery</td>
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<td>- Respect, care and kindness for students as individuals</td>
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<tr>
<td>- Active and group learning</td>
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<td>- Critical and scholarly</td>
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<table>
<thead>
<tr>
<th>Contributing to the profession</th>
<th>Reflection and evaluation</th>
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<tr>
<td>- Innovation in delivery, assessment, feedback, evaluation, technology</td>
<td>- Reflecting on inadequacies of own teaching</td>
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<tr>
<td>- Significant contribution to curriculum renewal and reform</td>
<td>- Degree of diligence in actively engaging with and responding to student</td>
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<tr>
<td>- SoTL</td>
<td>and peer feedback and evaluations</td>
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<td>- Participation in formal networks focused on teaching excellence</td>
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<td>- Broader leadership in teaching</td>
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(Gunn & Fisk, 2013 - HEA report)
What is excellent teaching?

Current and emerging themes

- Research Informed Teaching
- Research Informed Learning (e.g. co-production, EBL, group work, PAL, authentic learning,...)
- Assessment for Learning
- Flexibility
- Course-wide
- SoTL - being evidence-based
- Teaching leadership - hierarchical and distributed

(Gunn & Fisk, 2013 - HEA report)
Role of the HE teacher

UKPSF

Dimensions of the Framework

**Areas of Activity**

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
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<tbody>
<tr>
<td>A1</td>
<td>Design and plan learning activities and/or programmes of study</td>
</tr>
<tr>
<td>A2</td>
<td>Teach and/or support learning</td>
</tr>
<tr>
<td>A3</td>
<td>Assess and give feedback to learners</td>
</tr>
<tr>
<td>A4</td>
<td>Develop effective learning environments and approaches to student support and guidance</td>
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<tr>
<td>A5</td>
<td>Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices</td>
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**Core Knowledge**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Description</th>
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<tbody>
<tr>
<td>K1</td>
<td>The subject material</td>
</tr>
<tr>
<td>K2</td>
<td>Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme</td>
</tr>
<tr>
<td>K3</td>
<td>How students learn, both generally and within their subject/disciplinary area(s)</td>
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<tr>
<td>K4</td>
<td>The use and value of appropriate learning technologies</td>
</tr>
<tr>
<td>K5</td>
<td>Methods for evaluating the effectiveness of teaching</td>
</tr>
<tr>
<td>K6</td>
<td>The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching</td>
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**Professional Values**

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<thead>
<tr>
<th>Value</th>
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<tbody>
<tr>
<td>V1</td>
<td>Respect individual learners and diverse learning communities</td>
</tr>
<tr>
<td>V2</td>
<td>Promote participation in higher education and equality of opportunity for learners</td>
</tr>
<tr>
<td>V3</td>
<td>Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development</td>
</tr>
<tr>
<td>V4</td>
<td>Acknowledge the wider context in which higher education operates recognising the implications for professional practice</td>
</tr>
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Ways of thinking about engaging students to promote learning

- what people do - **behavioural perspectives**
- how students think and think about themselves - **psychological perspectives**
- how we value each other - **socio-cultural perspectives**
- Or, all of these: taking care of different perspectives in an holistic way
How teaching engages learners
e.g. Chickering & Gamson 1987

Good Practice Encourages...

1. Encourages Student-Staff Contact
2. Encourages Co-operation among Students
3. Encourages Active Learning
4. Gives Prompt Feedback
5. Emphasises Time on Task
6. Communicates High Expectations
7. Respects Diverse Talents and Ways of Learning
A Relational Model of Student Engagement

Sense of Being a Professional

Sense of Being
- Confidence
- Happiness
- Imaginative Self Knowledge

Sense of Transformation
- Learning
- Understanding
- Thinking

Sense of Discipline Knowledge

Sense of Engagement

Solomonides, Reid & Petocz (2012)
UK Quality Code for Higher Education
QAA, Chapter B5

"Create and maintain an environment within which students and staff engage in discussions that aim to bring about demonstrable enhancement of the educational experience"
Practice:  
• Clarity  
• Challenge  
• Context  
• Contribution  

Values:  
• Community  
• Communication  
• Confidence  
• Caring
Good Teaching

Staff Attitude &Attributes
- Staff that are friendly, personable, approachable, helpful, and professional who are inspiring, engaged, and enthusiastic about their roles and subject.

Support & Guidance
- Staff that offer a personalised and supportive experience who provide students with guidance and positive feedback that develop their understanding and confidence in their own ability and knowledge.

Staff Expertise &Knowledge
- Staff with high quality, up to date subject knowledge and expertise that they have gained through practice or research that they can apply in their teaching, along with real world application and examples.

Content Delivery & Assessment
- Staff that are confident, consistent and clear in their delivery of course content and assessment information. Challenging content and assessments that have clear expectations and outcomes.

Learning Environments
- Effective and appropriate use of learning environments, tools and materials both physical and virtual.
What Sheffield Hallam's students say (NSS 2013)

Positive Learning Experiences

- Students need to feel confident in staff members' knowledge, and abilities.

- Students need to develop confidence in their own abilities and knowledge, so they can develop and take risks.
c. Make further improvements to your definition

As a group, compare your definitions of good teaching

d. Improve your definition and prepare to present it back.
How can principles for good teaching be communicated to staff and students, in order to develop and promote approaches that meet the needs of our future curriculum now.
The secret of good and inspirational teaching?

Common factors to ensure teaching is inspirational, informing and fosters a sense of engagement

Course Context

Consistency

Clarity

Challenge

Confidence

Confusion
References