

Guide to turning theory into practice with Academic Teachership

Empowering Your Teaching Practice and Fostering Continuous Development

Duration

20-30 minutes

Purpose

To react and respond to student and peer feedback. To enhance the student feedback process, create engagement and active learning, and design learning activities that turn theory into practice.

Process

I. Reflect on Current Practices

Start with a reflective practice to understand what is working and what needs improvement in your current teaching methods. Regular reflection helps in identifying both strengths and areas for enhancement.

Self-reflection (5 minutes)

- Review recent teaching experiences.
- Analyse what went well, and the challenges faced.
- Consider feedback from students, colleagues, and self-assessments.

Student feedback

- Regularly collect and review student feedback through multiple channels to get continuous insights. What channels do you use? Is SunetSurvey enough?
- Create mid-course or mid-semester surveys, quick exit tickets at the end of classes, and anonymous suggestion boxes to increase instant feedback.
- Integrate technology tools like Microsoft Forms and Power Automate to gather real-time feedback and use Copilot as an assistant to analyse it.



2. Explore New Pedagogical Ideas

Exploration involves seeking out innovative teaching methods and resources that can improve the learning experience. Educate is happy to help if you need us.

Research and brainstorming (10 minutes)

- Stay updated on the latest research in education and your specific discipline.
- Explore new technologies and teaching methodologies.
- Find one new way of teaching.

Professional development:

- Engage in workshops, seminars, and courses related to teaching and learning.
- Consider mentorship opportunities to learn from experienced educators (Stigmar, 2010).

3. Enhance Your Teaching Methods

Enhancement involves setting specific, achievable goals to improve your teaching practices based on reflections and explorations.

Goal setting (5 minutes)

- Identify one or two specific aspects of your teaching to improve.
- Develop an action plan with clear steps to achieve these goals.

Action plan

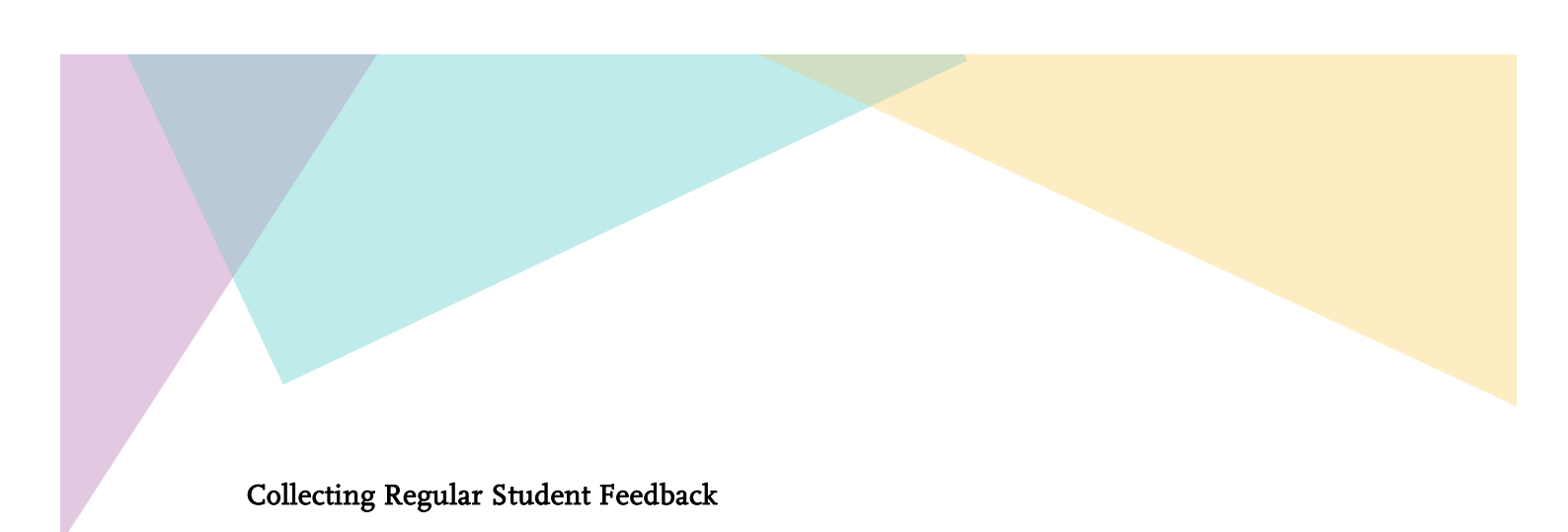
- Document your goals and the steps needed to reach them.
- Include timelines and resources required.

4. Collaborate with Colleagues

Collaboration with peers can provide new insights and foster a supportive teaching community.

Peer interaction (5 minutes)

- Share your reflections and goals with a colleague.
- Seek advice and feedback on your action plan.



Collecting Regular Student Feedback

To continuously improve teaching methods, it's essential to collect student feedback more frequently than just at the end of the semester. Design the practice so you work less for more feedback.

Mid-course surveys

- Conduct surveys halfway through the semester to gather feedback on the course's progress.
- Use tools like Microsoft Forms or esMaker to create and distribute these surveys easily. Forms might be a better option considering automation possibilities.

Quick exit tickets

- At the end of each class or teaching activity, ask students to complete a brief feedback form on what they learned and any areas of confusion.
- This can be done digitally via tools like Forms, and Copilot can help automate the collection and analysis of responses.

Anonymous suggestion boxes

- Provide an online anonymous suggestion box where students can continuously leave feedback and suggestions.
- Utilize Microsoft Copilot to summarize and highlight key trends from the suggestions.

Interactive feedback tools

- Use interactive tools like Forms or Mentimeter during lectures to get instant feedback on specific questions or topics.

Using Microsoft Copilot for feedback

- Microsoft Copilot can enhance the process of collecting and reviewing student feedback by automating data collection, analysis, and reporting. You can design prompts that you use in the same way every time.
- Generate concise summaries of feedback data, highlighting key insights and actionable items to improve teaching practices.



References

Engberg, M. (2022). Research-Based Learning Activities.

Erfors, B. (2023). Clinical Education Presentation.

Roxå, T., Olsson, T., & Mårtensson, K. (2008). Appropriate Use of Theory in the Scholarship of Teaching and Learning as a Strategy for Institutional Development. *Arts and Humanities in Higher Education*, 7(3), 276-294. <https://doi.org/10.1177/1474022208094412>

Stigmar, M. (2010). Bridging the Theory-Practice Gap in Higher Education. Växjö University, Sweden.

Recommended reading

Kathleen McKinney's "The Scholarship of Teaching and Learning: Past Lessons, Current Challenges, and Future Visions", Creative Commons License.

<http://dx.doi.org/10.3998/tia.17063888.0022.003>

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