



Short-term research fellow at the
Deusto International Tuning
Academy

Anna Serbati

November 27th, 2015

Who I am



Padova (PD)

Ph.D. in Educational and Training Sciences (adult education, experiential learning)

Post-doc research on faculty professional development and academic innovation

Experience in research, teaching and project management

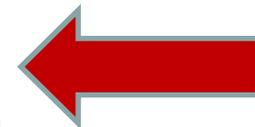
Collaboration with Tuning Academy since 2010: Tuning Russia (2010-13), Tuning EU-US Study (2013-15)

Outline



1. Purpose of the research
2. Theoretical framework
3. Methodology: multiple case studies
4. Preliminary results and emerging needs
5. Possible answers to the needs from international practices and literature
6. Suggestions and modeling for Tuning Academy
7. Strengths and weaknesses of the research

Replication of
1° study



Purpose of the research



This research aims at investigating methods and tools to implement successful and innovative approaches to **learning, teaching, and assessment** appropriate for competence-based learning.

It aims also at stimulating reflection on the **Tuning contribution** to the teachers' practices and academic innovation through the collection of case studies among some Tuning projects

Leading research questions:

- 1. What is the level of implementation of competence-based approach in the teaching practices?*
- 2. What has been so far and what can be for the future the contribution of Tuning to support academic innovation in this perspective?*

Theoretical framework on competence-based approach



Competence-based education (CBE) is an umbrella that includes teaching approaches which use competences as a starting point for determining the goals and contents of education.

Competences are related to **constructivist** and **active learning**, consisting of components such as self-regulation, intrinsic motivation, deep approach to learning (Biggs & Tang, 2007), social interaction.

New pedagogical *methods* are emerging in order to reply to new challenges of higher education and new reflections

A culture of excellence in learning is not something that is created overnight. It is the product of sustained efforts to change the attitudes and repertoires of individuals, and to change the operating rules of an institution (Frankman, p. 166, 2004).

Challenges in a post-2015 agenda for teaching and learning

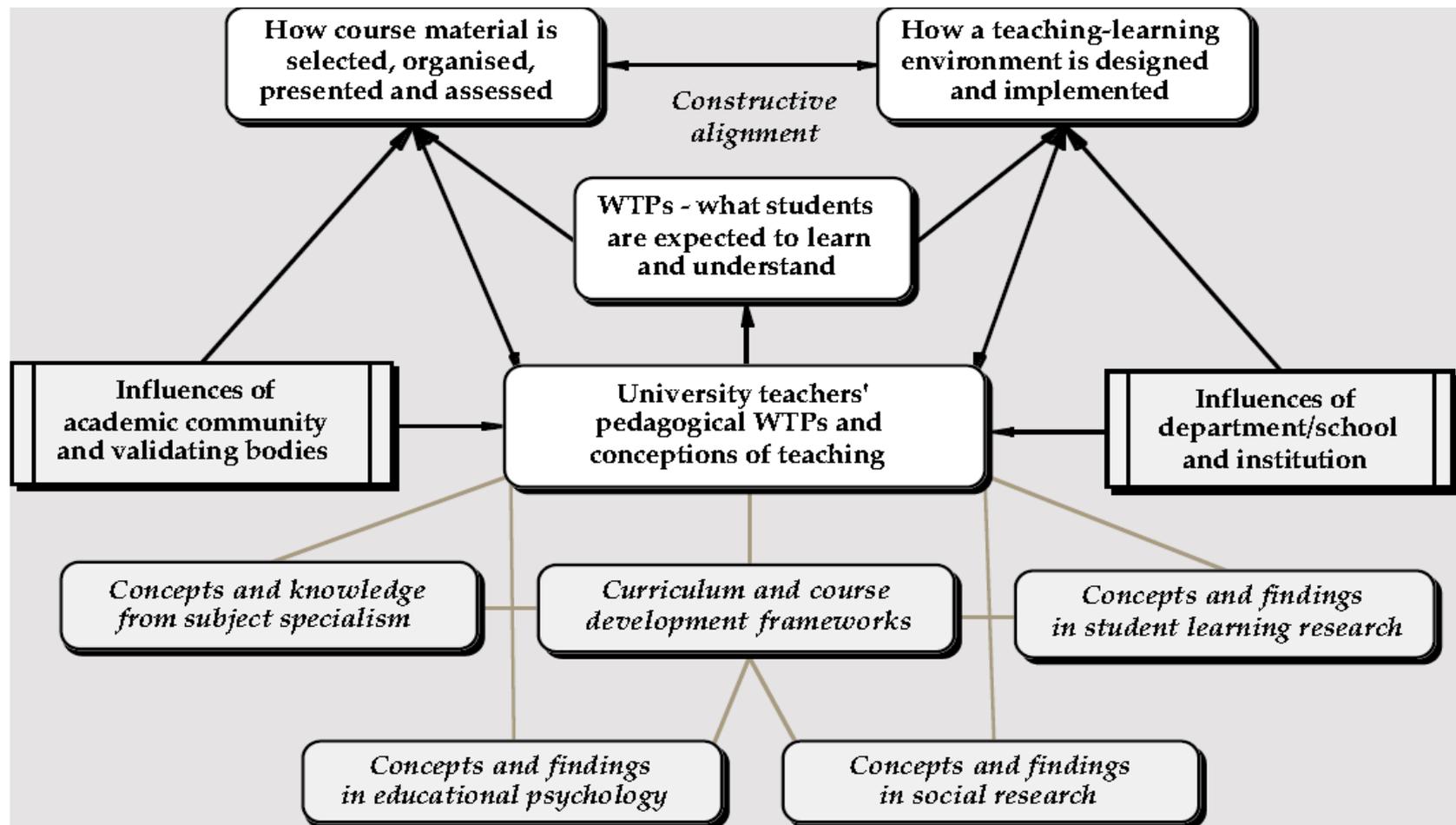
(Schweisfurth, 2015)



- The **reform process** itself is often highly **ambitious** in terms of what is to be achieved, in what timeframe, and with what support
- learning and physical **resources**
- teacher capacity for LCE is limited by their **training and lack of personal experience** of these kinds of practices, and sometimes by their professional motivation generally (Coultas and Lewin, 2002)
- national, institutional and professional **cultures** are not necessarily supportive of LCE
- **examination regimes** remain intact, testing a fixed curriculum and carrying high stakes for learners.



Influences on teaching and pedagogical ways of teaching and practicing in the subject (Entwistle, 2003)



Methodology: multiple case studies



Qualitative research is based on a view that social phenomena, human dilemmas and the nature of cases are situational. The study of situations reveals experiential knowledge (Guba and Lincoln, 1984).

A **multiple case study** enables the researcher to explore differences within and between cases. The goal is to replicate findings across cases (Yin, 2003).

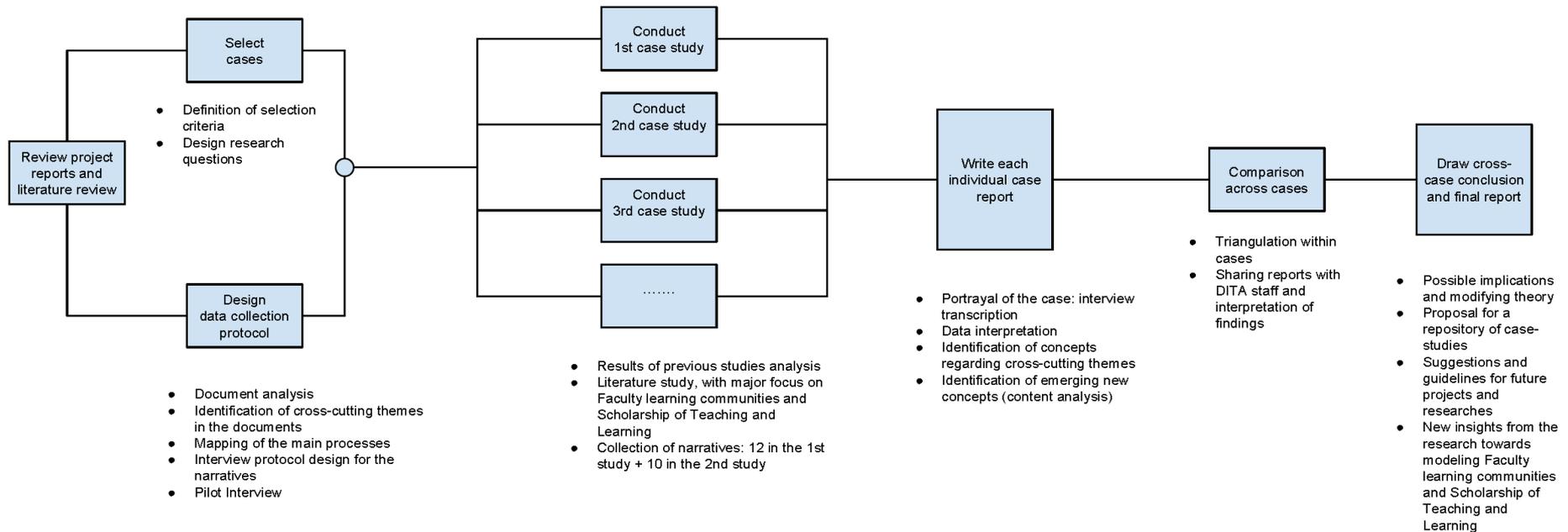
12 + 11 case studies have been conducted through *preliminary document analysis and semi-structured interview*.

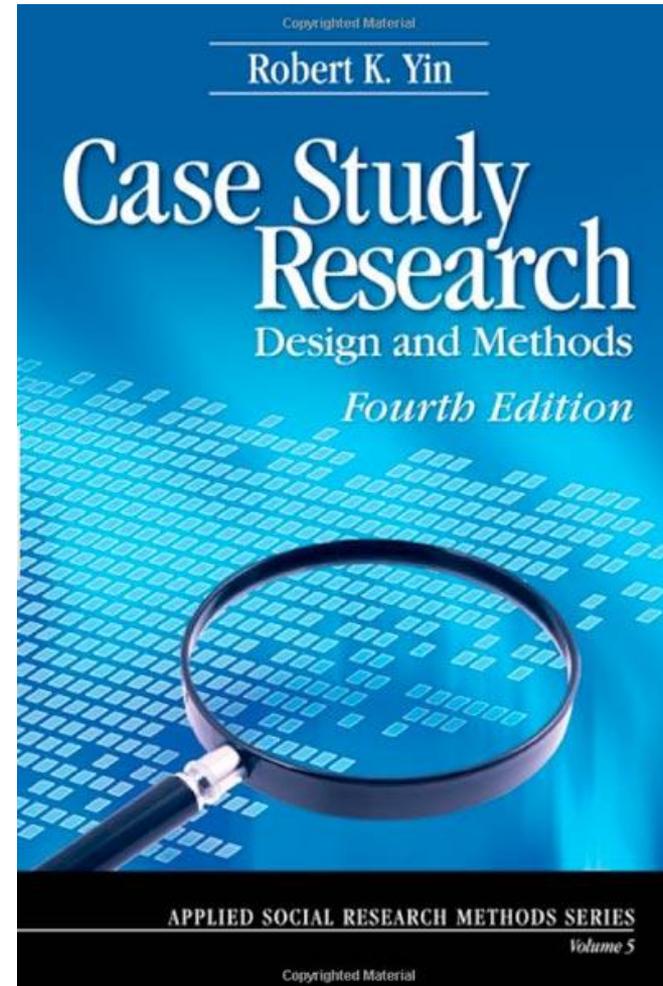
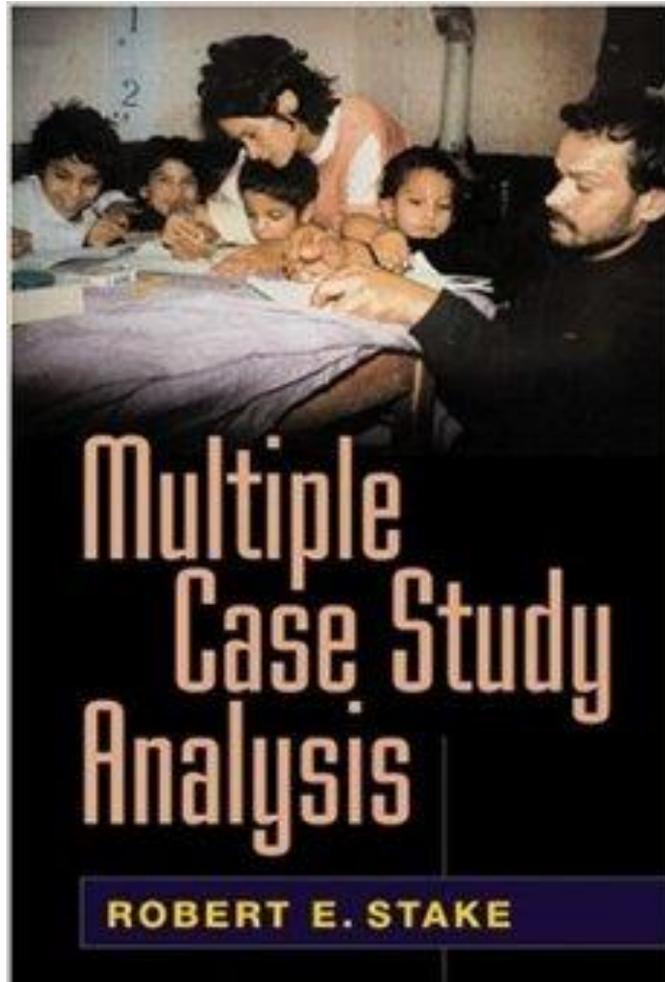
All the narratives are recorded, transcribed and categorised; all the results will be derived by conducting a content-analysis of the interviews' transcriptions

Design

Single-case data collection and analysis

Cross-case analysis





Methodology: multiple case studies and sample



SAMPLE

An effective understanding of the competence based approach implementation in class depends on choosing **appropriate cases** (Stake, 2006; Miles and Huberman, 1984).

A mixed sample was chosen for this study, and the researcher developed an *initial list of potential participants* in the study by including faculty members who matched the criteria, who have been contacted by email. The total number of participants was limited to 12 + 11 so that the qualitative data for the study would be manageable.

The data on each case were first processed via a '*within-site*' (some people shared further materials or references) and then a '*cross-site*' analysis to find similarities and differences between the different cases

Sample criteria*



- **Study 1:** teachers from SAG “**education**” (belonging to different universities) involved in previous Tuning projects
- **Study 2:** teachers from scientific SAG such as **civil engineering, ICT, physics** (belonging to different universities) involved in previous Tuning projects
- previous or current experience in **teaching and/or designing curricula**
- people who have possibly contributed to project publications or reports (which requires further reflection and analysis on the project findings)
- availability for a distance interview in the research periods
- preferably English speaking people or at least Spanish

* Convenience Non-representative sample

University	Academic role	Previous experience (years)	Project attended
Tver State University (Russia)	Rector	20+	Tuning Russia
University College Dublin (Ireland)	Emeritus professor	30	Tuning Europe
University of Deusto (Spain)	Professor	20	Tuning Europe
Novgorod State University (Russia)	Professor	18	Tuning Russia
Eduardo Mondlane University (Mozambique)	Dean of Faculty	21	Tuning Africa
University of Namibia (Namibia)	Dean of Faculty	18	Tuning Africa
Mogadishu University (Somalia)	Chief registrar	11	Tuning Africa
Tula State Lev Tolstoy Pedagogical University (Russia)	Dean of Faculty	23	Tuning Russia
Universidad Pedagógica Nacional Francisco Morazan (Honduras)	Professor	25	Tuning Latin America
University of Genova (Italy)	Former professor, former Bologna expert	40	Tuning Europe
Universidad Nacional de Cuyo (Argentina)	Dean of Faculty	25	Tuning Latin America
Universidad Núr (Bolivia)	Dean of Faculty	24	Tuning Latin America

uning
Sample: part 1 (Education)

University	Academic role	Previous experience (years)	Project attended
Ethiopian Institute of Architecture, Building Construction and City Development, Addis Ababa University (Ethiopia)	Professor (Civil engineering)	10 years +	Tuning Africa
Embassy of France in Turkey (France, Turkey)	International Director, Bologna expert (scientific fields)	28 years	Tuning Europe
University of Botswana (Botswana)	Professor (civil engineering)	10 years +	Tuning Africa
Tonji University (China)	Professor (civil engineering)	7 years	Tuning China
Moi University (Kenya)	Professor, Deputy Director	30 years	Tuning Africa
University of Deusto (Spain)	Professor (ICT)		Tuning Russia
Universidad Industrial de Santander (Colombia)	Professor, Head of Department (civil engineering)	23	Tuning Latin America
University of Ghent (Netherlands)	Former professor	40	Tuning Europe
Lobachevsky State University of Nizhni Novgorod (Russia)	Dean of the faculty of Mechanics and Mathematics	30 years	Tuning Russia
Moscow State University of Railway Engineering			Tuning Russia
Novgorod State University	Director of the Center for New Information Technologies		Tuning Russia

Sample: part 2

Interview protocol



- To what extent do you use learning outcomes and competences in designing a programme or a module?
- How do you choose the most appropriate teaching, learning and assessment strategies to allow your students to achieve the intended learning outcomes?
- What are the best methods to involve students as active actors of the learning process?
- Do you think that competence-based approach – and in particular the development of generic and subject-specific competences - improves students' performance and better prepare them to find a suitable job?
- Do you find it useful to have international common descriptors in the same subject areas across different universities?
- Have you been in contact with other colleagues from your own institution or other institutions to discuss and share your current problems concerning competence based learning and teaching/learning/assessment approaches? To what extent faculty learning communities might be useful in that sense?

Interview protocol



- What tool/concept/experience did you find more useful to enhance your real teaching practice during and after the participation in a Tuning project? (reflection and transfer from beliefs to practice)
- What are the major problems you have encountered in using the Tuning conceptual framework and methodological approach? How can the methodology be improved?
- How did you share the Tuning methodology with your colleagues in your University? What was their feedback?
- Do you believe that the chance of doing research on teaching practices (SoTL Scholarship of Teaching and Learning) may increase your awareness and reflection on students learning as well as enrich your teaching performance? How do you see possible research based ventures in your teaching experience and/or in your field?

Preliminary results*



1. What is the level of implementation of competence-based approach in the teaching practices?

Competence-based learning implementation concept map

Teaching, learning and assessment methods concept map

2. What has been so far and what can be for the future the contribution of Tuning to support academic innovation in this perspective?

Tuning contribution concept map

* Maps present an summary of the 1° and 2° study. 1° Study results are summarised in the final article accepted by TJHE (forthcoming: www.tuningjournal.org)

Emerging needs of:

PROJECTS

Practical guidelines and Indications (i.e. developing levels of competences and relation with LO)

Focus on implementation in class:
practical labs on interaction with students,
active learning

Training, i.e. for new academics (face-to-face and online):

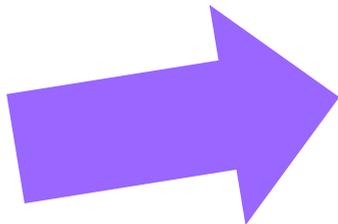
- TLA
- Academics' soft skills
- Assessment

Opportunity of sharing

(i.e. for people in SAG networks or thematic networks)

Need of recognition and reward for teaching effort: **research based opportunities (SoTL)**

RESEARCH – SCHOLARLY PRACTICE



How to address these needs?

What strategies are already present in literature or in international practices?

What suggestions can be offered to the Tuning Academy from this research?

Which resources for teachers to be better teachers?



ANALYSIS OF ACADEMIC TEACHING AND LEARNING CENTRES: frequency of resources

awards
community
conferences
examples
journals newsletter peer-feedback portfolio
projects sotl students-
consultation technology
tips workshops

Methodology: from International ICED national networks (25), analysis of 2 random websites for each network appearing on Google search with an observation grid

Faculty learning communities



*A cross-disciplinary faculty and staff **group** of six to fifteen members (eight to twelve is recommended size) who engage in an active, collaborative, yearlong **program** with a curriculum about **enhancing teaching and learning** and with frequent seminars and activities that provide learning, development, the scholarship of teaching, and community building.* Cox, 2004, p.8

- An approach that engages community in the cause of student and faculty learning
- Contributes to transformation of our institutions of higher education into learning organizations
- All members of the group are learners

Example:

<https://www.youtube.com/watch?v=KZxvz1WC-JE>

Scholarship of Teaching and Learning



*The Scholarship of Teaching and Learning (SoTL) is an emerging movement of **scholarly thought and action** that draws on the reciprocal relationship between **teaching and learning** at the post-secondary level. An important goal of SoTL is to enhance and augment learning amongst and between individual learners by **investigating** the many features of discipline specific expertise and best pedagogical practice.*

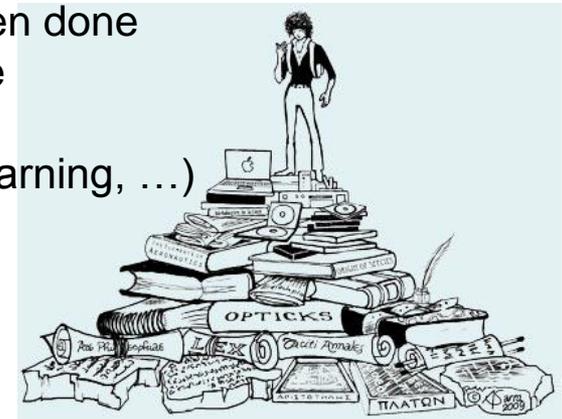
Aims:

- To improve teaching
- To create a community of “scholarly teachers” who add to the body of knowledge about teaching and learning as well as benefiting from the SoTL research of others.

<https://www.youtube.com/watch?v=yvDKHHyx7YY>

What possible use for Tuning?

- A possible model for **scholarly good practices collection**: repository of good examples/practices
- **Evidence informed practice**: all teachers have some expertise in teaching in their own fields.
- **Process**: call for proposals (platform), evaluation by a Board, free access of examples, always upgradeable and self-sustainable
- **Resources**: evaluators, online system manager, dissemination
- **Possible structure**:
 - i. WHY/WHAT FOR - Aim of the good practice
 - ii. WHO - Context and actors involved
 - iii. WHAT – description of the teaching practice that has been done
 - iv. WHEN – time needed to implement the teaching practice
 - v. WHERE - logistical and practical resources needed
 - vi. RESULTS (if any) (feedback from students, impact on learning, ...)
 - vii. SUGGESTIONS for implementation and transferability;
- First trial in one of the ongoing Tuning projects



What possible use for Tuning?



A possible model of space to building and maintaining community (Cox, 2004): i.e. within *online* courses or activities or *f2f* during projects meetings.

Hypothetical example of FLC in Medicine:

- **Mission and Purpose:** FLC will deepen active learning strategies in medicine
- **Curriculum** (topic-based): Peer learning, collaborative learning, cooperative learning
- **Administration:** facilitator, members from medicine SAG willing to participate
- **Connections:** societies of teaching in medicine
- **Participants:** consultants or students representatives
- **Meetings and activities:** every month seminars, final conference, public acknowledgment of participation
- **Scholarly process:** literature available on the topic, examples from participants, individual teaching projects, final publication
- **Assessment:** satisfaction of participants, peer evaluation among participants, assessment on impact on students' learning

Research strenghts and weaknesses



- + Deep understanding of practices and development of reflection
- + Clearer perspective on CBL Tuning implementation and open challenges
- + New ideas for future strategies for support the improvement of teaching activities
- Collection of cases can not be generalised (qualitative study). The organisation of interview took quite a lot of time because different times, languages, availabilities, internet connections.
- It is not possible to control intercultural dimensions
- Need to test the models proposed, based on case studies and educational literature review (which can not be considered exhaustive)



Thank you for the attention!!

**Thank you for this wonderful
experience!!!!**

Faculty learning communities



Components:

- *Mission and purpose*
- *Curriculum*
- *Administration*
- *Connections*
- *Affiliated participants*

Types:

- *Cohort-based*
- *Topic-based*

Qualities of effective FLC:

- *Safety and trust*
- *Openness*
- *Respect*
- *Responsiveness*
- *Collaboration*

Characteristics of SoTL



The scholarship of teaching and learning (Boyer, 1990) offers the prospect of learning more about how students learn. It encourages the **ongoing and systematic investigation into student learning** in hopes that effective practices might be documented and made publically available (Hutchings & Shulman, 1999; Kreber & Cranton, 2000; McKinney, 2007).

- Involves post-secondary practitioners conducting **inquiry into teaching and learning** processes in higher education contexts.
- Systematic study of teaching and/or learning and the **public sharing** and review of such work
- SoTL requires a kind of “going meta”, in which faculty frame and systematically investigate questions related to student learning.
- The overall intention of SoTL is thus to improve student learning and enhance educational quality.

A few examples



TEACHING TIPS: indications, guidelines, suggestions, reference to articles, videos

<http://teaching.uncc.edu/learning-resources/articles-books/best-practice>

http://cet.usc.edu/resources/teaching_learning/index.html

<http://cul.au.dk/en/news-and-articles/examples-of-good-teaching/>

TEACHING EXAMPLES – STORIES OF GOOD PRACTICE: descriptions, blogs, stories, exemplars, showcase, evidence informed practices

<http://scu.edu.au/teachinglearning/index.php/24>

<https://uwaterloo.ca/centre-for-teaching-excellence/resources/teaching-stories>

<http://ctl.ok.ubc.ca/past/showcase.html>

<http://www.meshguides.org/>