

**FACULTY DEVELOPMENT:
The Key to Meaningful Educational
Reform**

**4th INTERNATIONAL FORUM ON EDUCATIONAL REFORM:
Learner-Centered Approach Towards Education for
Sustainable Development**

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Presentation by:

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ASSUMPTION:

- We all want **BETTER TEACHING** and **BETTER LEARNING** in our universities.

QUESTIONS WE HAVE TO ANSWER:

1. What do we mean by “**BETTER**”?
2. **WHAT CAN WE DO** to promote “Better Teaching and Better Learning” more effectively?

FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

We want...

BETTER STUDENT LEARNING

which requires

BETTER TEACHING

which requires

FACULTY LEARNING ABOUT TEACHING

which requires

BETTER ORGANIZATIONAL SUPPORT

FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

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1. BETTER STUDENT LEARNING

GOALS FROM THE 3RD INTERNATIONAL CONFERENCE:

- To enable learners' thinking, analyzing, synthesizing, and practicable skills.

MY RESPONSE:

- These are good, very good.
- But they CAN be even better.

1. BETTER STUDENT LEARNING

EXAMPLE of a university in another developing country:

American University of Technology
(AUT) in Lebanon (www.aut.edu)

Their General Belief: (from their Mission Statement)

- “Traditional methods of education are no longer compatible with today’s requirements for success in professional life.”

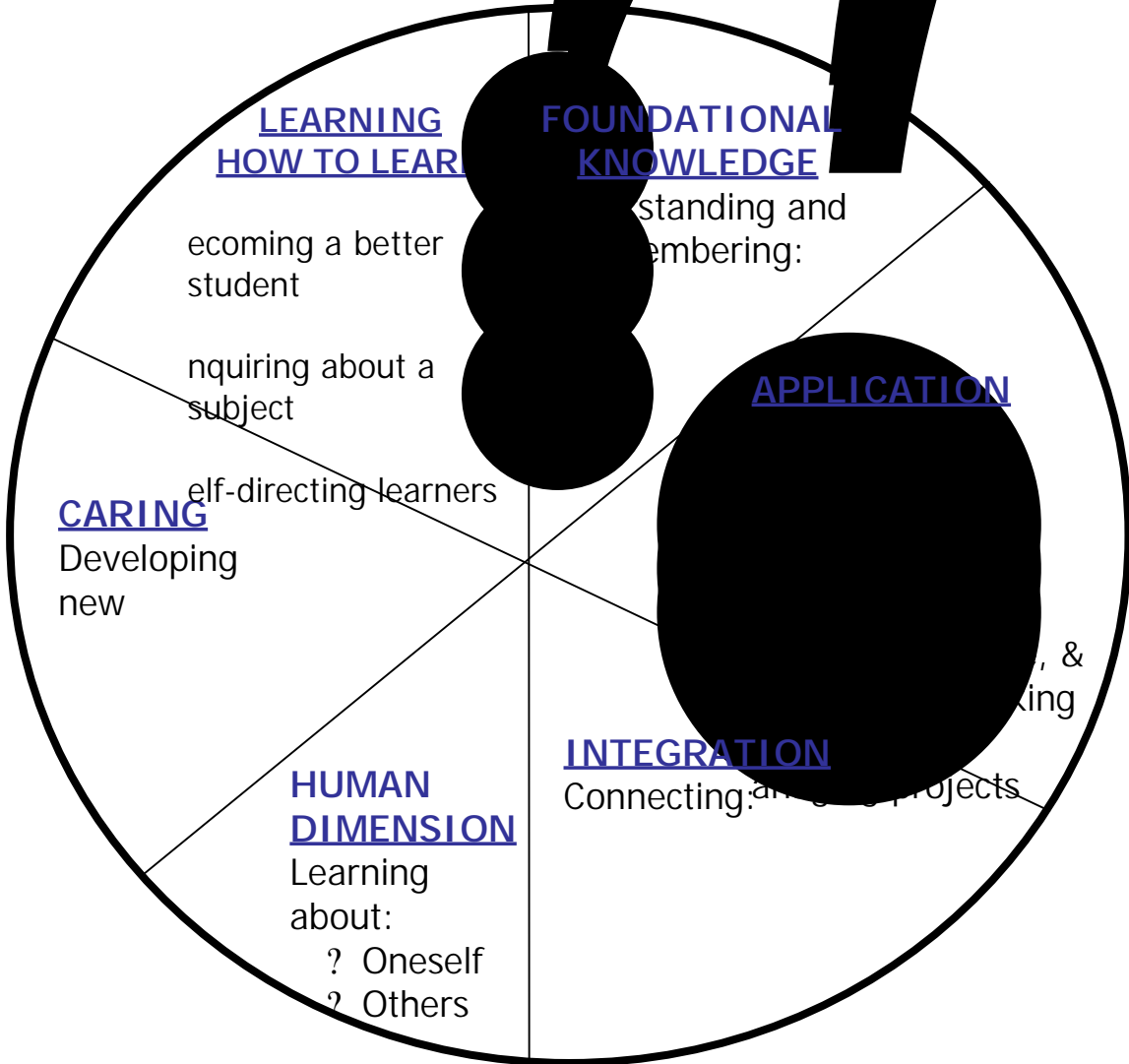
1. BETTER STUDENT LEARNING

AUT GOALS FOR STUDENT LEARNING:

- Individuals need to consider a multitude of factors before making decisions (socioeconomic, geopolitical, technological, ecological, and cultural)
- Leadership and independent maturity: Promoting interpersonal and intrapersonal relations
- A hands-on application of knowledge
- Solid theoretical background
- How to screen, analyze, and transform information into valuable knowledge

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TAXONOMY OF SIGNIFICANT LEARNING:



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1. BETTER STUDENT LEARNING

AUT goals for Student Learning:

- Consider a multitude of factors before making decisions
- Leadership and independent maturity
- A hands-on application of knowledge
- Solid theoretical background
- Transform information into knowledge

Taxonomy of Significant Learning:

- Integration
- Human Dimension
- Application
- Foundational Knowledge
- Learning How to Learn

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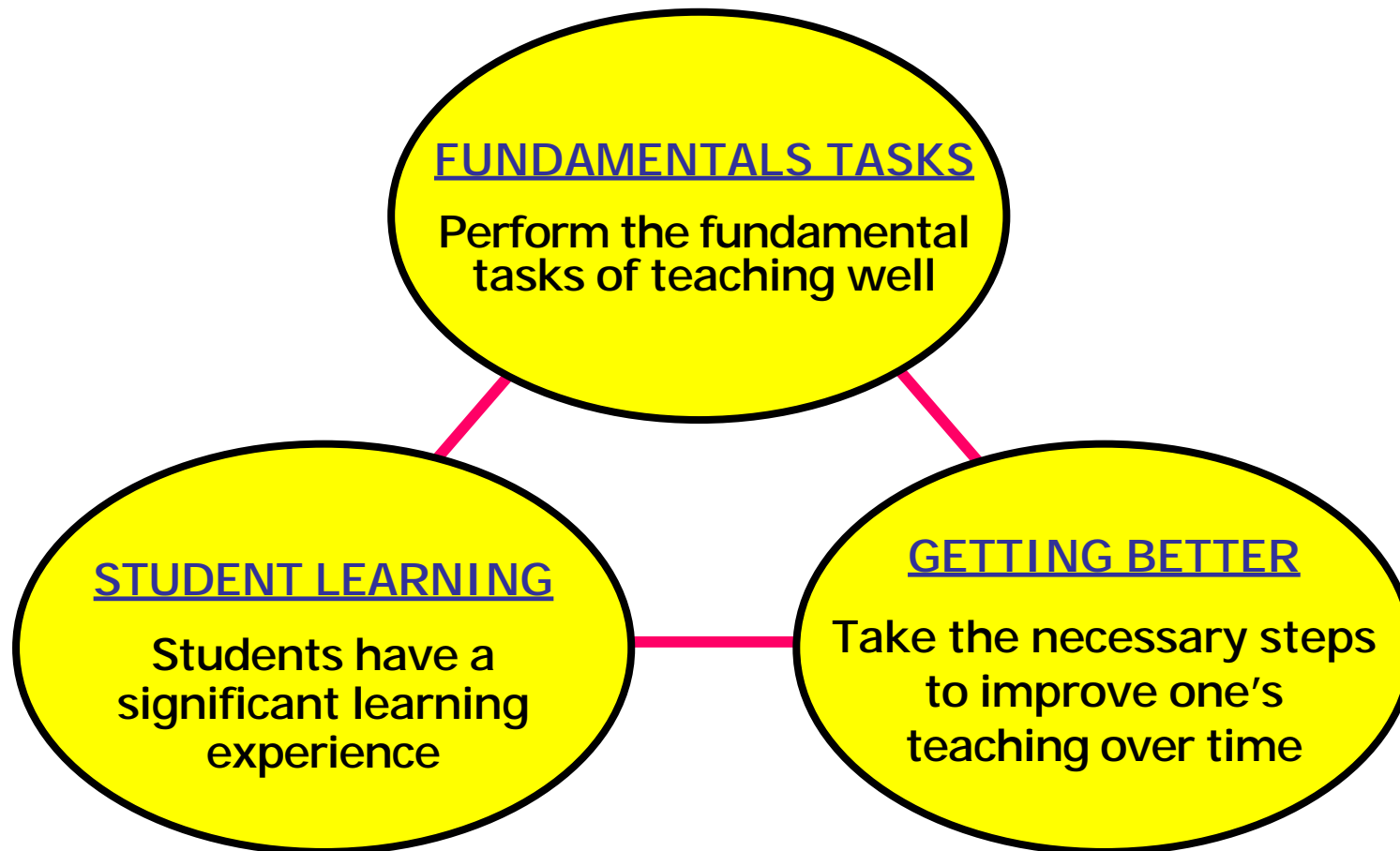
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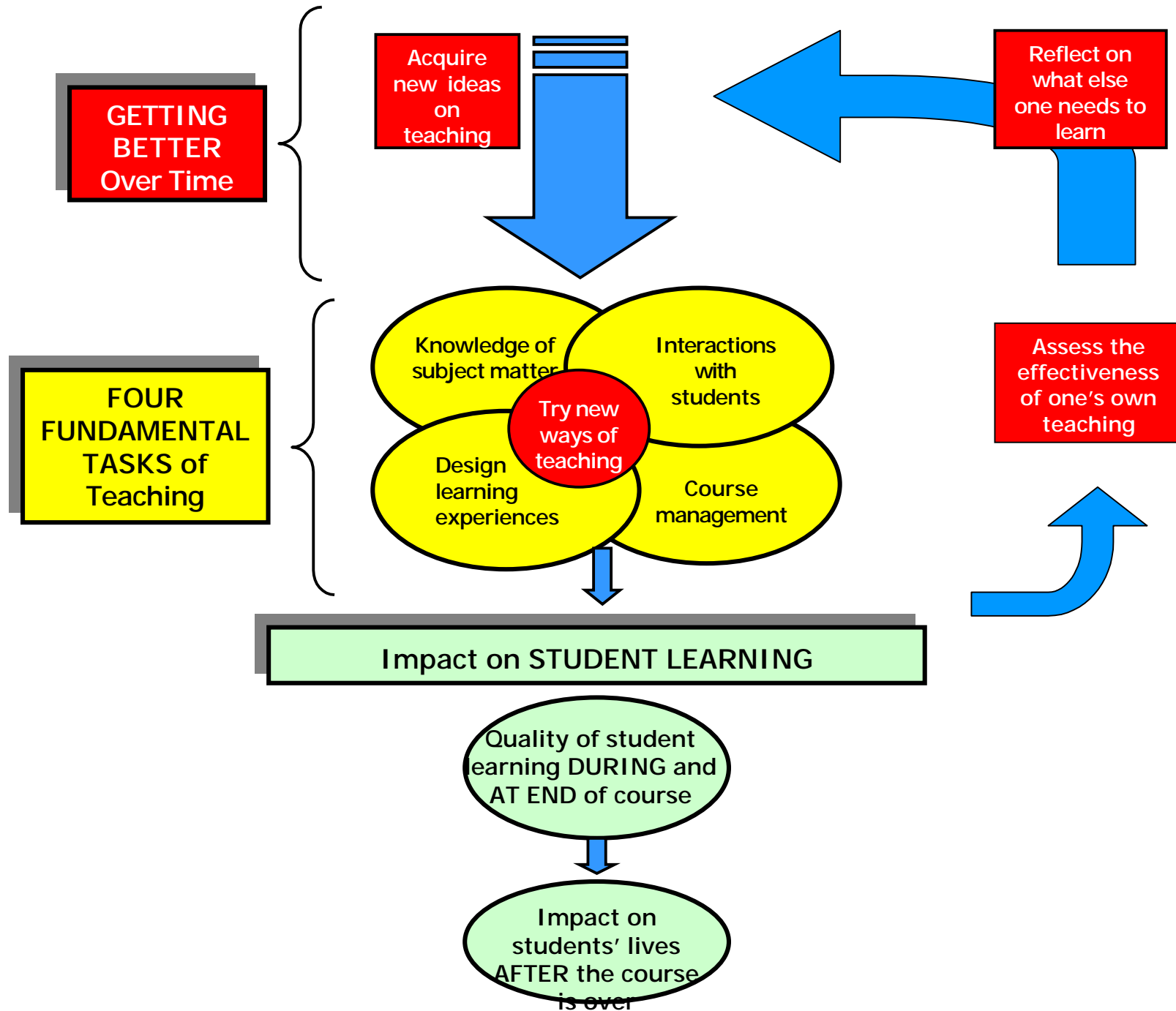
FACULTY LEARNING ABOUT TEACHING

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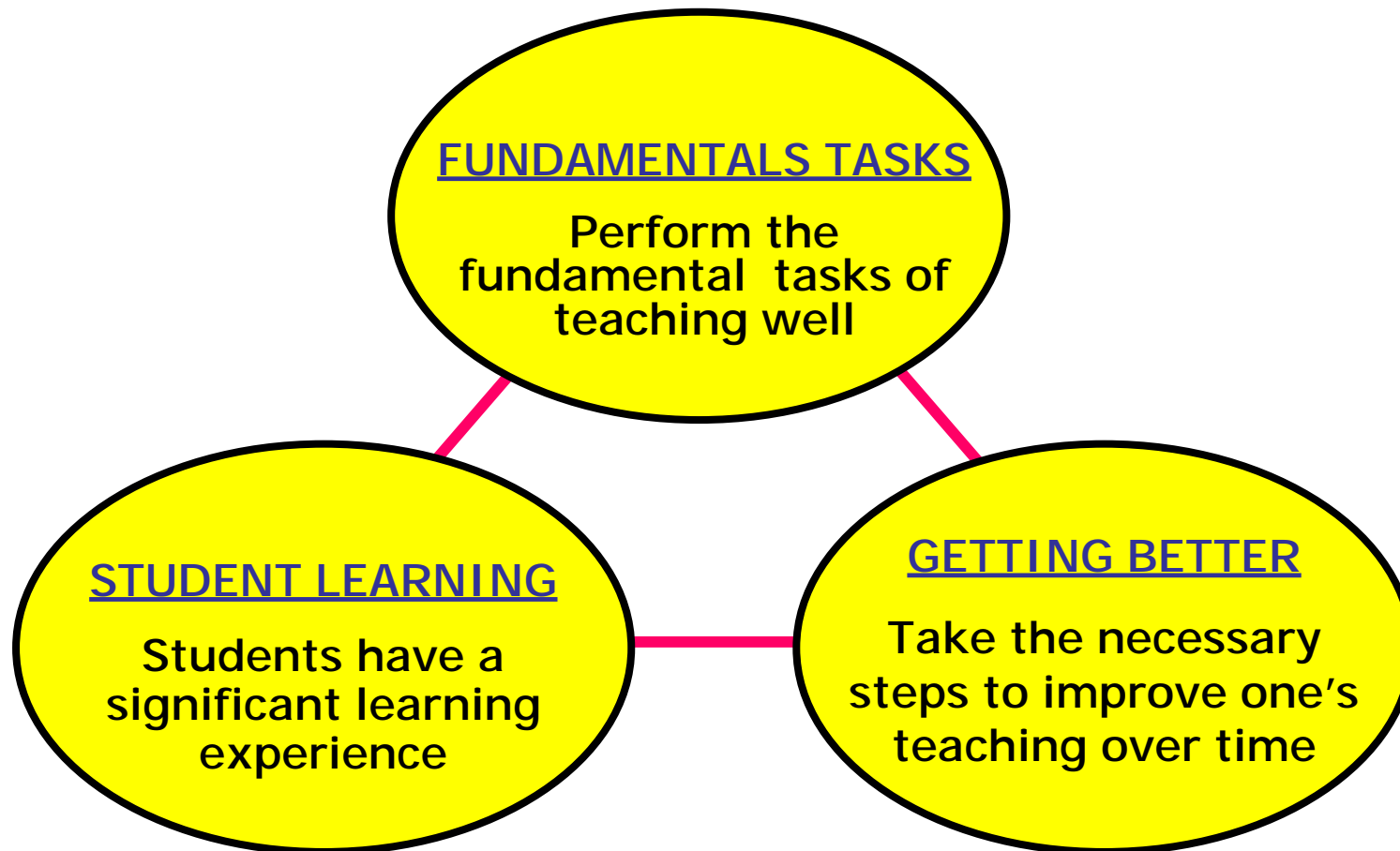
BETTER ORGANIZATIONAL SUPPORT

2. BETTER TEACHING





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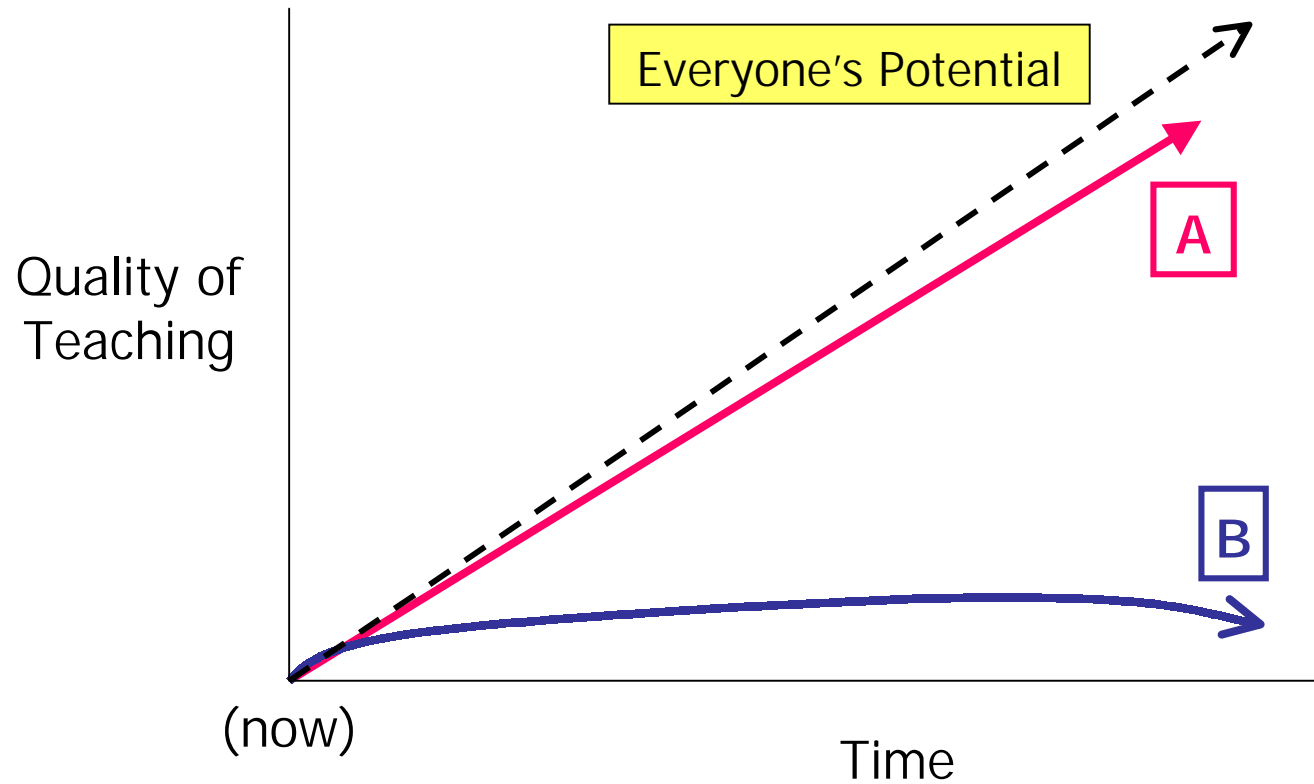
FACULTY LEARNING ABOUT TEACHING

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BETTER ORGANIZATIONAL SUPPORT

Better Teaching and Better Learning

Getting Better Over Time



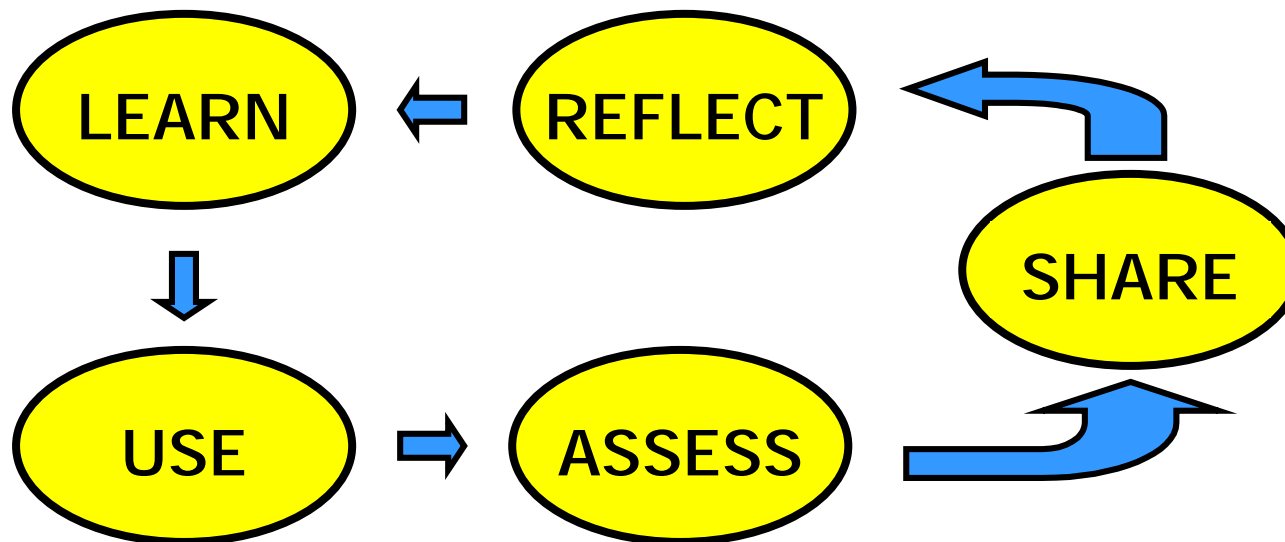
FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

Why is It so Important for Faculty Members to Spend Time Learning about Teaching?

1. **As PROFESSIONAL EDUCATORS, continuous learning is part of our job!**
2. **The “BAR IS BEING RAISED” in terms of what society needs/wants from college graduates.**
3. **Powerful, NEW IDEAS are coming out frequently in the literature on college teaching.**

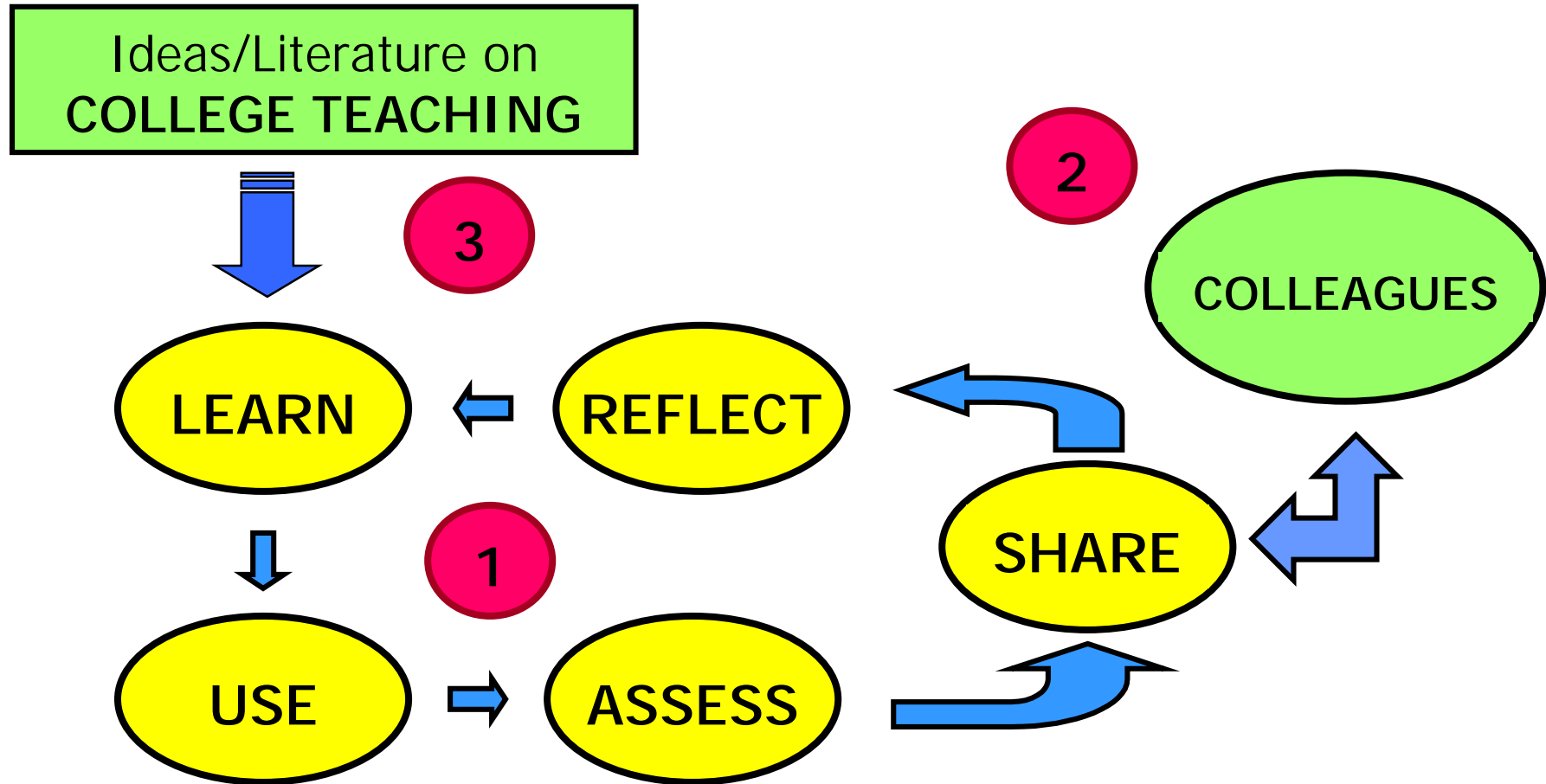
Better Teaching and Better Learning

ENGAGE IN THE "LEARNING CYCLE"



Better Teaching and Better Learning

3 SOURCES OF LEARNING



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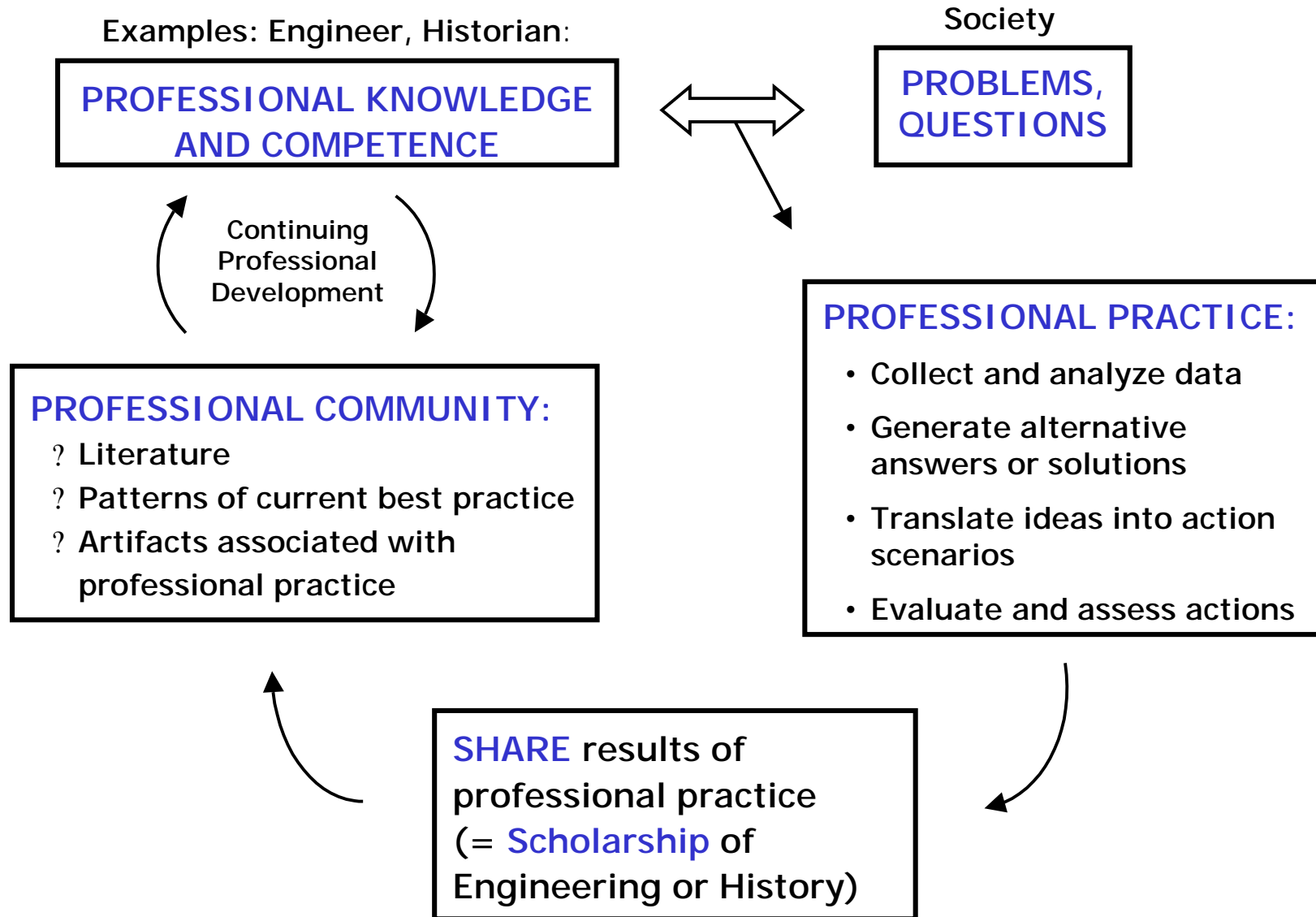
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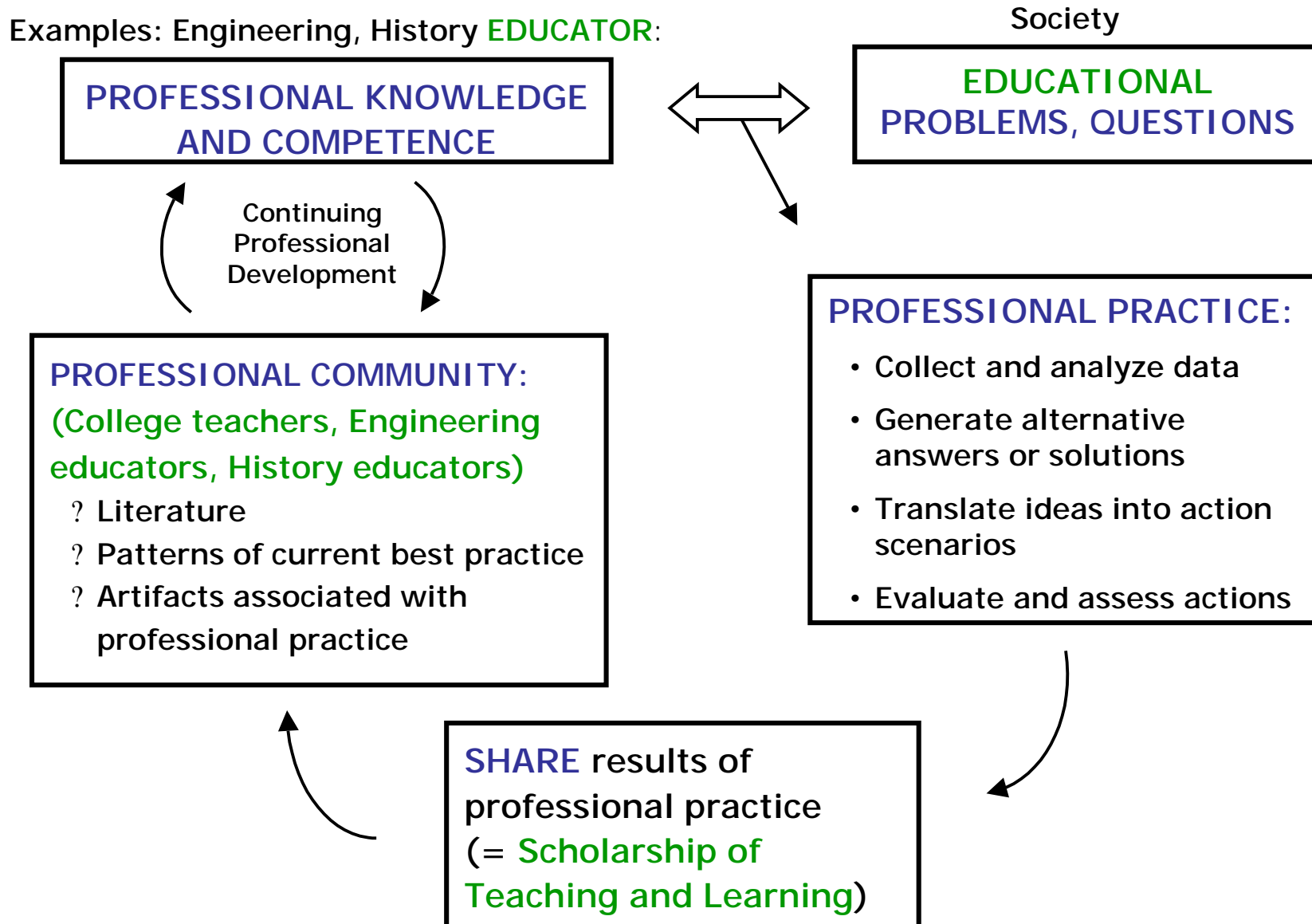
What Does It Mean, to be a
“Professional Educator”?

Cycle of Professional Work



Cycle of Professional Work: For EDUCATORS

Examples: Engineering, History EDUCATOR:



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THE "BAR" IS BEING RAISED:

- Society needs better educated people.
- Better educated in terms of:
 - Sustainable Development (national)
 - Personal and Social Development
 - Intellectual Development
 - Spiritual Development
 - Skills (intellectual, physical, learning how to learn, etc.)

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1991 - 1995

1991 – ACTIVE LEARNING

1991 – COOPERATIVE LEARNING

1992 – LEARNING STYLES

1993 – CLASSROOM ASSESSMENT TECHNIQUES

**1995 – CRITICALLY REFLECTING ON YOUR OWN
TEACHING**

1995 – EVALUATING YOUR OWN TEACHING

1995 – EMOTIONAL INTELLIGENCE

1996 - 2000

**1996 – TEACHING STUDENTS HOW TO
ENGAGE IDEAS**

1997 – TEACHING PORTFOLIO

1997 – DEEP LEARNING

1998 – EFFECTIVE GRADING RUBRICS

**1998 – IN-DEPTH UNDERSTANDING OF
ONESELF AS A PERSON/TEACHER**

1996 – 2000 (cont.)

1998 – SERVICE LEARNING

**1998 – STRUCTURED ASSIGNMENTS FOR
SMALL GROUPS**

1999 – PEER REVIEW OF TEACHING

1999 – LEARNING COMMUNITIES

2001 – Present

2001 - PROBLEM-BASED LEARNING

2002 – HOW THE BRAIN WORKS

2002 – LEARNER-CENTERED TEACHING

**2003 – A TAXONOMY OF SIGNIFICANT
LEARNING**

2003 – INTEGRATED COURSE DESIGN

2001 – Present (cont.)

**2004 – THEORIES OF LEARNING AND
MOTIVATION**

2004 – TEAM-BASED LEARNING

2004 – LEARNING PORTFOLIOS

2004 – FORMATIVE FEEDBACK

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FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

What Can Be Done, to Promote
CONTINUOUS PROFESSIONAL DEVELOPMENT?

Establish
Expectations

Assess &
Reward

Provide Support

FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

COLLEGES AND UNIVERSITIES can:

1. **ESTABLISH THE EXPECTATION** among faculty, that continuously learning about teaching is something that must be done by everyone – every year, every year.
2. Establish **CAMPUS-BASED FACULTY DEVELOPMENT PROGRAMS**.
3. Help faculty find the **TIME** to participate in faculty development activities.
4. Every year: **ASSESS AND REWARD** faculty for participating in faculty development activities.

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NATIONAL GOVERNMENTS Can:

- **ESTABLISH NATIONAL ASSOCIATIONS** for professional faculty developers.

Resources:

- POD Network in the USA
 - ICED (Next Conference: Sri Lanka, 2006)
- **CREATE NATIONAL POLICIES** that encourage universities to:
 - Have faculty development programs
 - Encourage faculty to participate in these programs.

POD NETWORK IN HIGHER EDUCATION

[POD = Professional & Development Network]

- The primary professional association for faculty development in the United States.
- It is also the largest faculty development organization in the world (over 1,200 members).
- Its members are writing most of the major books on teaching and learning in the USA.

POD NETWORK IN HIGHER EDUCATION

[POD = Professional & Development Network]

Offers:

- Book on how to start a faculty development program
- Workshops for new faculty developers
- Annual conference
- Publications on: teaching and learning, faculty development, and organizational development
- Website
- Professional listserv

ICED:

**International Consortium for
Educational Development**

**(a consortium of national
associations for educational and
faculty development)**

FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

NATIONAL ASSOCIATIONS FOR FACULTY DEVELOPMENT

EUROPE:

Belgium – AIPU

Croatia – UNIVERSITAS

Denmark – DUN

Finland – PEDAF-Forum

Germany – AHD

Ireland – AISHE

Netherlands – CRWO

Norway – PEDNETT

Slovenia – SATHE

Spain – RED-U

EUROPE (cont.)

Sweden – SwED-Net

United Kingdom – SEDA

NORTH AMERICA:

Canada – STLHE

USA – POD Network

AUSTRALASIA:

Australia – HERDSA

India – NetSED

Sri Lanka – (Emerging)

FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

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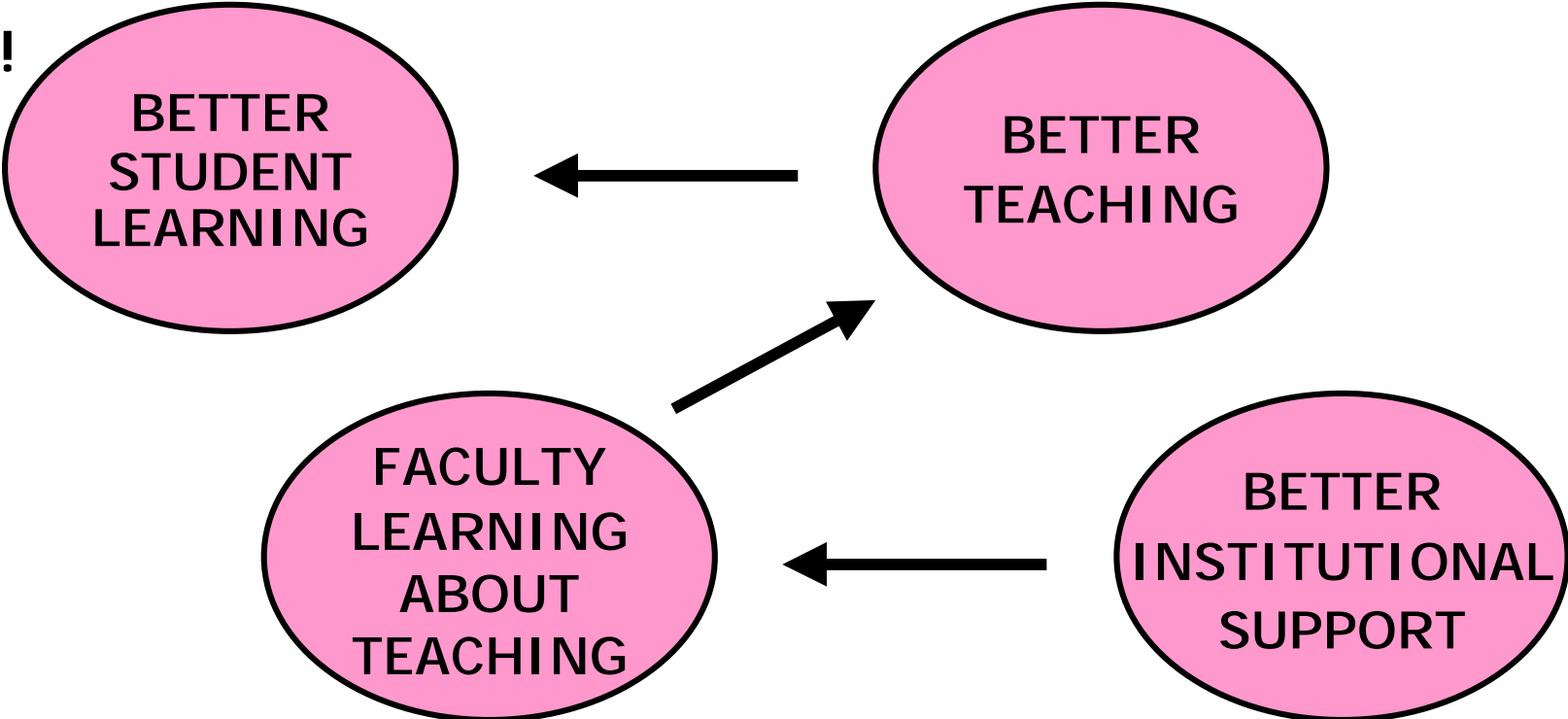
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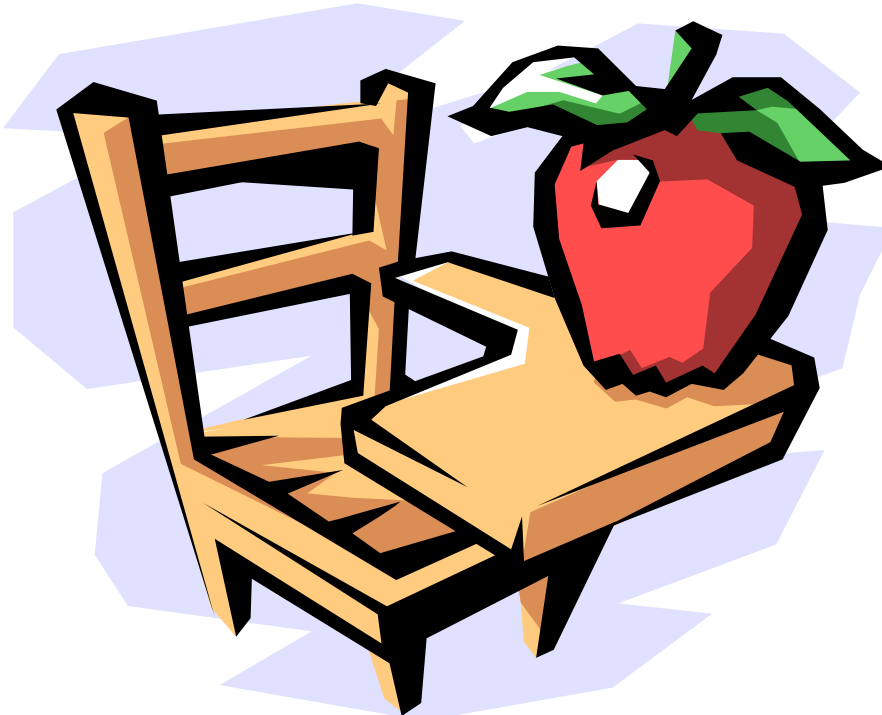
**REQUIREMENTS FOR BETTER TEACHING
AND BETTER LEARNING**

Which
is what
we
want!



FACULTY DEVELOPMENT AND EDUCATIONAL REFORM

THE END !



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WEBSITE FOR POD NETWORK:

www.podnetwork.org