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## Utilizing pedagogically trained teachers in universities



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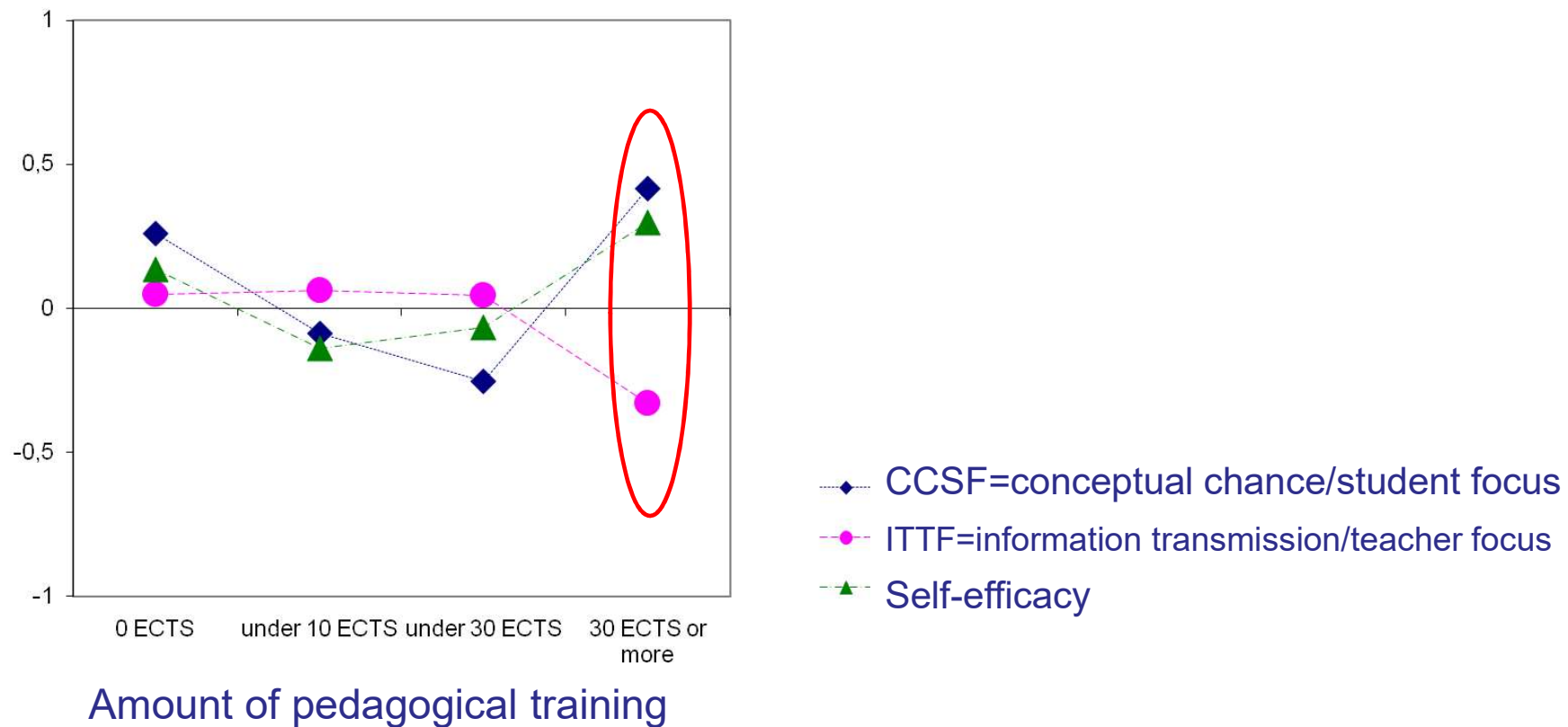
## What is to come:

- Results of a questionnaire to educational developers in Finland
- Analysis of teachers' essays in the end of 60 ECTS training
- Your experiences and ideas concerning the "utilization" of trained university teachers



## STARTING POINTS

**Fact 1: The effect of pedagogical training on approaches to teaching and self-efficacy** (Postareff, Lindblom-Ylänne & Nevgi, 2007)





## **Fact 2: With whom do teachers share ideas**

- Teachers talk about teaching (in a serious way) only with trusted "significant others" (Roxå and Mårtensson 2009)  
⇒ pedagogical training is a place to find those significant others
- Teachers also utilize that opportunity to discuss
  - even during the coffee breaks of training (Thomson 2013) and
  - when they "just" should give and get feedback in peer-observation program (O'Keefe & al. 2009) => They utilize the space to discuss teaching in general level



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**So:**

- Why not to utilize the training groups (= group of significant familiar people) also **AFTER** the training!



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## Research questions

- How pedagogically trained teachers are utilized in universities?
- How pedagogically trained teachers could be utilized?
- How pedagogically trained teachers wish they would be utilized?

⇒ Are their "educated voices" heard and utilized (also for themselves)?





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## **A coincidence:**

- At the moment the same theme has also become a hot topic in Peda-forum coordinators' agenda  
=> Seems it's worth a piece of research!



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**We are **not** (now) interested on impacts of training, such as impacts on:**

- Teachers' attitudes
- Teachers' knowledge
- Teaching behaviour => Students
- Departments teaching culture

**... BUT we are interested on how trained teachers are deliberately "utilized" and could be utilized in universities?**





## Methods and data

- **Persons organizing professional development courses:**
  - **An online questionnaire**
    - 10 universities of altogether 15 universities in Finland replied
    - 14 persons: some from same unit, some from different units
- **Teachers who have taken part on 60 ECTS course:**
  - **a "reflective essay" in the end of the course:** How would you like you and your group to be utilized?
    - 10 essays in the end of 60 ECTS training
    - About 2-7 pages (instruction: 2 pages)
    - Also other topics, such as "most important learning experiences and feedback for educators"



## POSSIBLE WAYS TO UTILIZE PEDAGOGICALLY TRAINED TEACHERS

ACTIVITY	HAS BEEN USED		COULD BE USED	
	Ed.dev's answers	Teachers' answers	Ed.dev's answers	Teachers' answers
1. FOR OTHERS				
2. EDUCATIONAL DEVELOPERS WITH THEM				
3. FOR THEMSELVES				



## Overlappings of classification

**A. FOR OTHERS**

**B. WITH THEM**



**C. FOR THEMSELVES**

**=> More important than the exact numbers are the topics and ideas!**



## 1. TRAINED TEACHERS WORKING FOR OTHERS

ACTIVITY	HAS BEEN USED		COULD BE USED	
	Dev. answers	Teachers' answers	Dev. answers	Teachers' answers
As mentors in training	2		2	3
As mentors and motivators in projects	1		1	1
Mentor for interns				1
In task forces • Subject/department/faculty /university	2	4		1
Cases/Lecturers in seminars (in university, faculty, department)	3	1	1	1
Educational leaders	1		1	
Target group for research	1			
Target group for marketing	1			



## 2. "WE" WITH TRAINED TEACHERS

ACTIVITY	HAS BEEN USED		COULD BE USED	
	Dev. answers	Teachers' answers	Dev. answers	Teachers' answers
<b>2. WITH THEM</b>				
Everyday interaction, help and development	2	5		
Planning seminars		1	1	
In educational developm.	1	1		
Conducting research with them	1	1		2
Assessing other teachers	1			
Preparing strategies	1			
Marketing courses			1	



### 3. TRAINED TEACHERS "UTILIZED" FOR THEMSELVES

ACTIVITY	HAS BEEN USED		COULD BE USED	
	Dev. answers	Teachers' answers	Dev. answers	Teachers' answers
<b>3. FOR THEMSELVES</b>				
Alumnimeetings	2		1	
Peer-support			1	
Pair-teaching	1			
Informal meetings with own reading circle	1			



## Some notions (1/2)

- Teachers DID NOT wish anything "for them" (eg. alumni meetings) in the future, even if they valued the cooperation and discussions in training
    - This was very strange, because 7/10 teachers felt that collegial discussions and feedback during training was very important or the most important part of the training (and discussions with other 3 teachers after training tells the same story)
- => Methodological shortcoming?



## Some notions (2/2)

- The importance of "educated teachers as critical mass" was mentioned often as an
  - existing phenomena helping development in some places or
  - a wish in some places.





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## Obstacles in utilizing teachers by developers

### Reasons linked to:

- ***Educated teachers***
  - Lack of time (4 answers)
  - No interest (1 answer)
  - Group dynamics: not all want to work with others (1 answer)
- ***Course organisers***
  - Timeconsuming, lack of time (3 answers)
  - "The thinness of resources in educational development" (1 answer)
- ***Other reasons***
  - Course organised in a flexible way: no natural groups afterwards (1 answer)
  - How to compensate (mentoring) for teachers: money, credits? (1 answer)



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## So:

- "Educated teachers" want to be utilized.
- They are already utilized in some extent.
- There are lot of ideas and much is still to be done:  
=> cooperation between the educated groups after training. eg. alumni meetings)



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**Your experiences and ideas (even after this session):**

**Please go to:**

[ty.fi/Pf2018](https://ty.fi/Pf2018)



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*Thank you!*

