

N o v e m b e r
2 0 1 8

Developing university teachers through engagement in scholarship: Lessons from the LSSE

S o n j a L o o t s
&
F r a n c o i s S t r y d o m

T: +27 51 401 3624 | E: ctl@ufs.ac.za | www.ufs.ac.za/ctl

 UFSUV |  UFSweb |  UFSweb |  ufsuv

*Inspiring excellence. Transforming lives.
Inspireer uitnemendheid. Verander lewens.*

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA



UFS·UV
CENTRE FOR TEACHING
AND LEARNING (CTL)
ONDERRIG-EN-LEERSENTRUM
(OLS)



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

A NATIONAL FRAMEWORK FOR ENHANCING ACADEMICS AS UNIVERSITY TEACHERS



Framework recognises that:

- Academics are appointed primarily for their disciplinary expertise and research capacity and it is not reasonable to assume that they will automatically be well-equipped to teach well
- There should be development opportunities for university teachers, teaching support professionals, and leadership development across the career continuum
- There is a need to recognise, affirm and reward good teachers





DHET: 'A framework for enhancing academics as university teachers'

- 1) continuous professional development for university teachers;
- 2) establishing and maintaining university teacher development structures, organisations and resources;
- 3) ensuring that academics are recognised and rewarded for the work they do as teachers;
- 4) advancing university teaching through leadership development;
- 5) promoting knowledge production and knowledge sharing on university teaching and learning; and
- 6) developing expectations of academics in their roles as university teachers.

STUDENT ENGAGEMENT SURVEYS

INSTITUTIONAL	SOUTH AFRICAN SURVEY OF STUDENT ENGAGEMENT (SASSE)	UNDERGRADUATE STUDENTS
	BEGINNING UNIVERSITY SURVEY OF STUDENT ENGAGEMENT (BUSSE)	FIRST TIME ENTERING FIRST-YEARS
	LECTURER SURVEY OF STUDENT ENGAGEMENT (LSSE)	UNDERGRADUATE LECTURING STAFF
MODULAR LEVEL	CLASSROOM SURVEY OF STUDENT ENGAGEMENT (CLASSE)	MODULE-SPECIFIC LECTURER(S)
	CLASSROOM SURVEY OF STUDENT ENGAGEMENT (CLASSE)	MODULE-SPECIFIC STUDENTS

LSSE MEASURES:

Lecturers' perceptions on

- The importance of students' participation in HIPs
- Where institutions should increase emphasis on support/engagement
- What students spend their time on

Lecturers' activities

- Time allocated on workload
- Effective teaching behaviours
- Pedagogical alignment with engagement
- Participation in SoTL and Scholarly teaching

Potter & Kustra, 2011

Scholarly Teaching (ST)

“Teaching grounded in **critical reflection** using systematically and strategically gathered **evidence**, related and explained by well-reasoned **theory and philosophical understanding**, with the goal of maximizing learning through effective teaching.”

Scholarship of Teaching and Learning (SoTL)

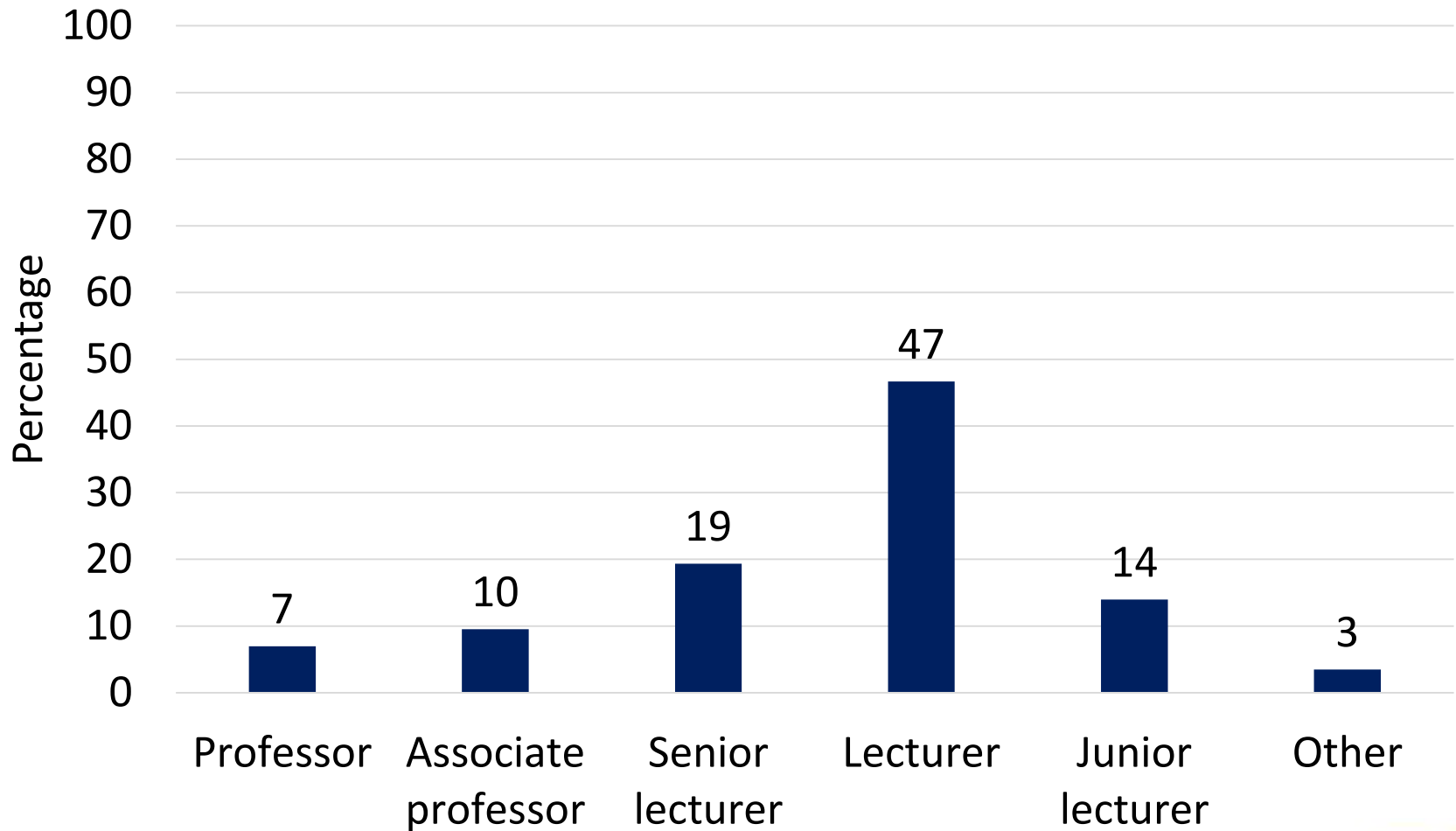
“The **systematic study** of teaching and learning, **using established or validated criteria** of scholarship, to **understand** how teaching (beliefs, behaviours, attitudes, and values) **can maximize learning**, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community.”

LSSE 2017

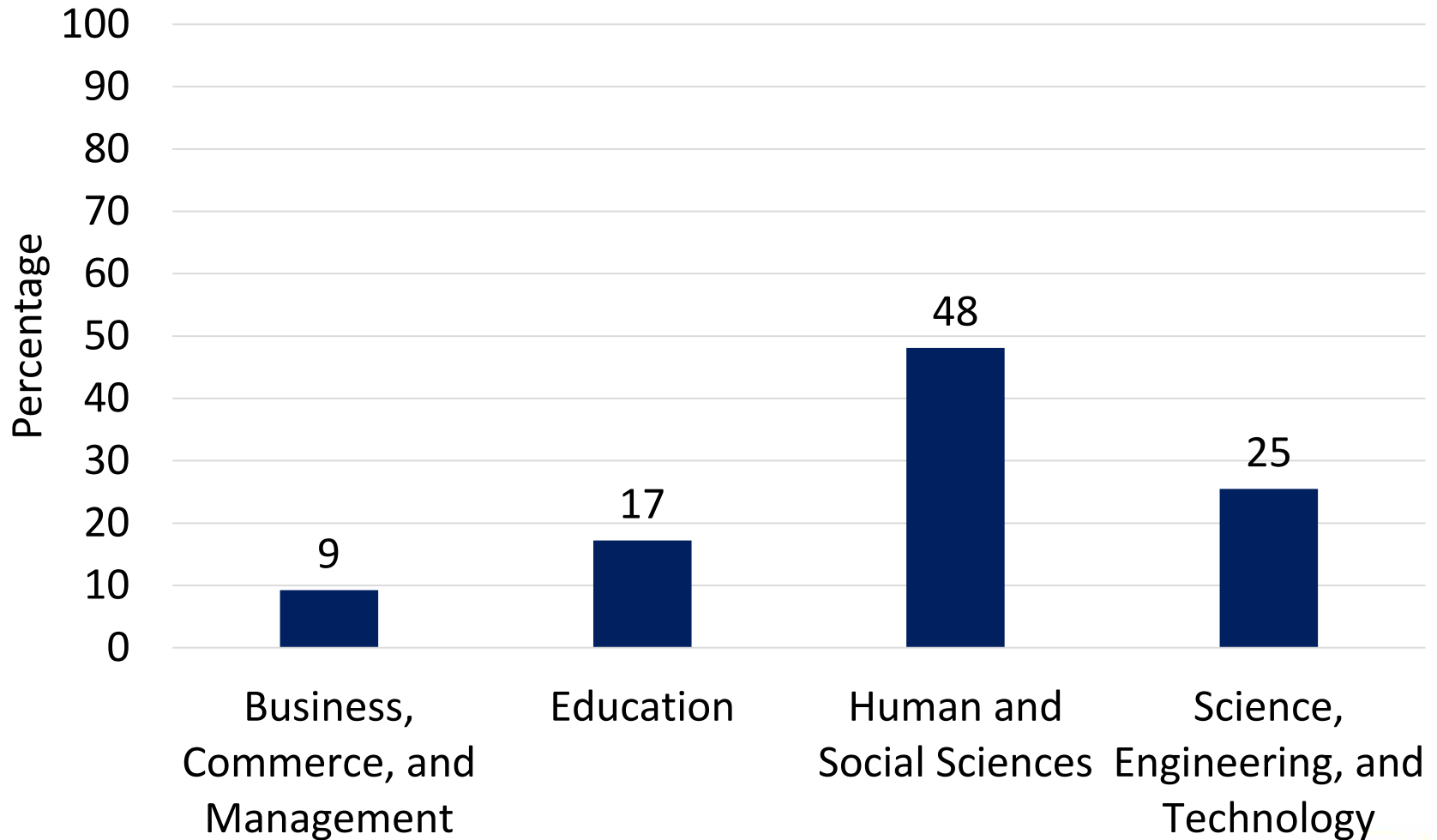
- 322 responses
- 3 traditional universities
- 62% Female; 38% Male



Level of appointment

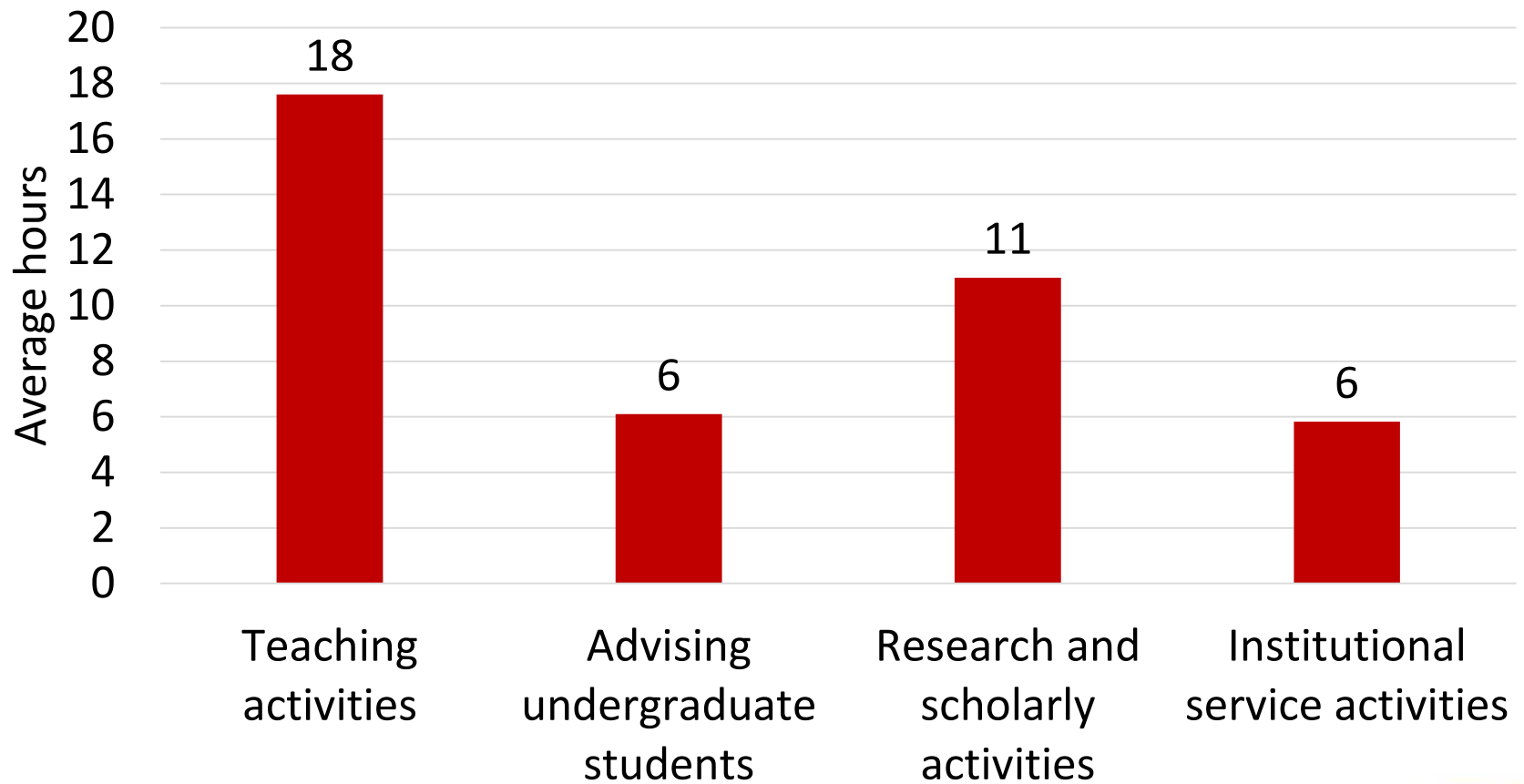


Broad academic discipline

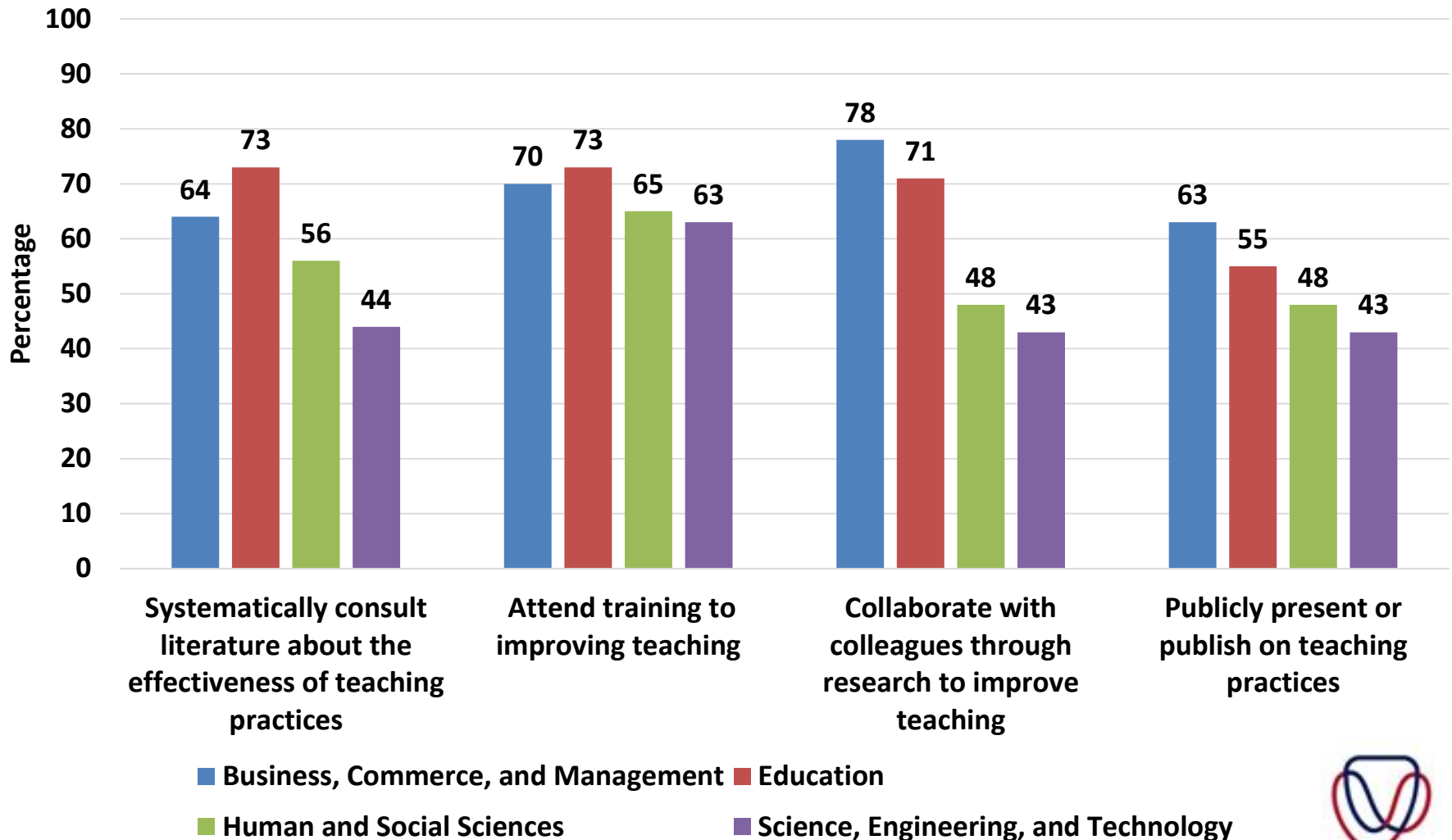


Lecturers' time

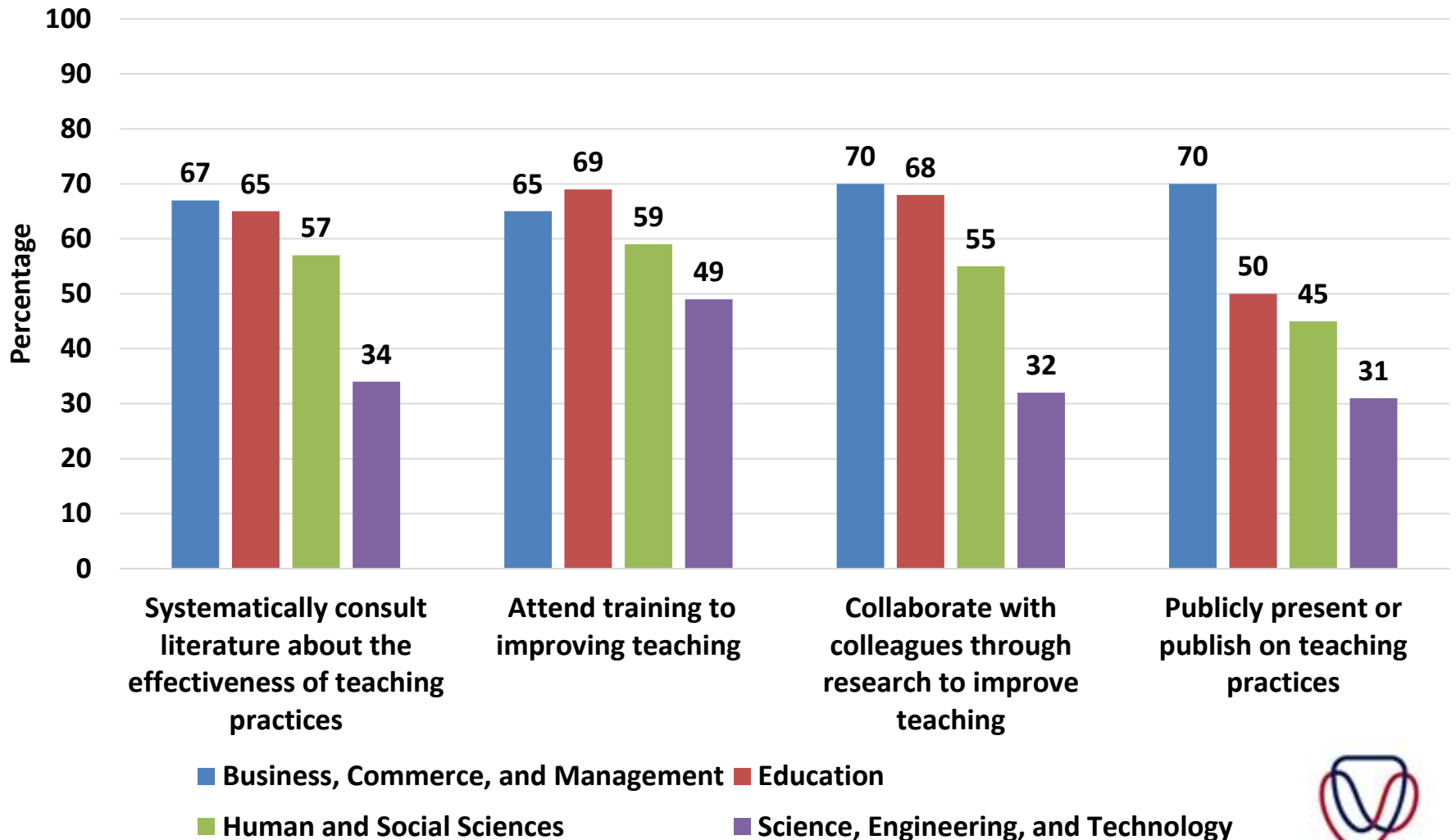
Average hours spent in a week on:



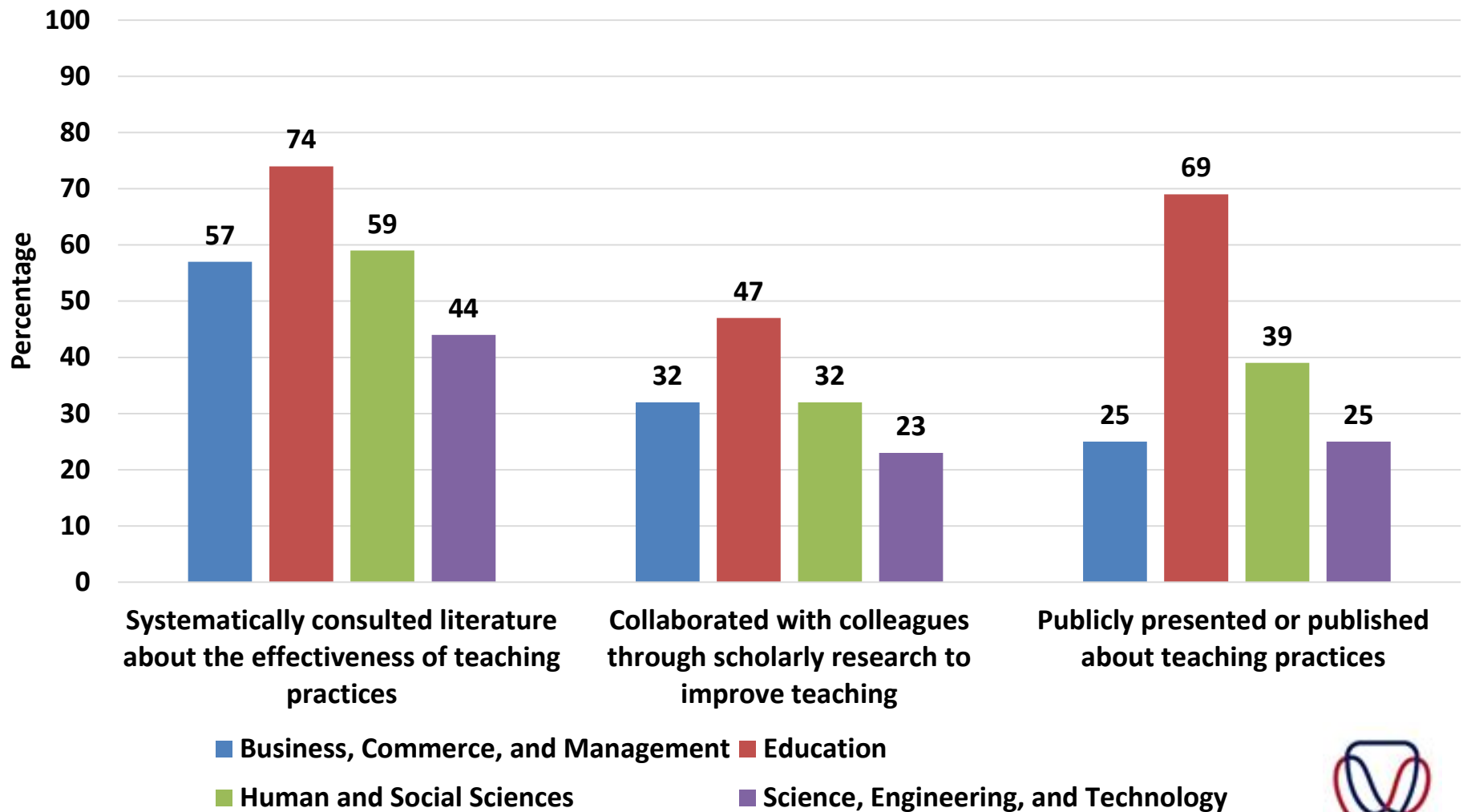
Institutional encouragement to take part in the following:



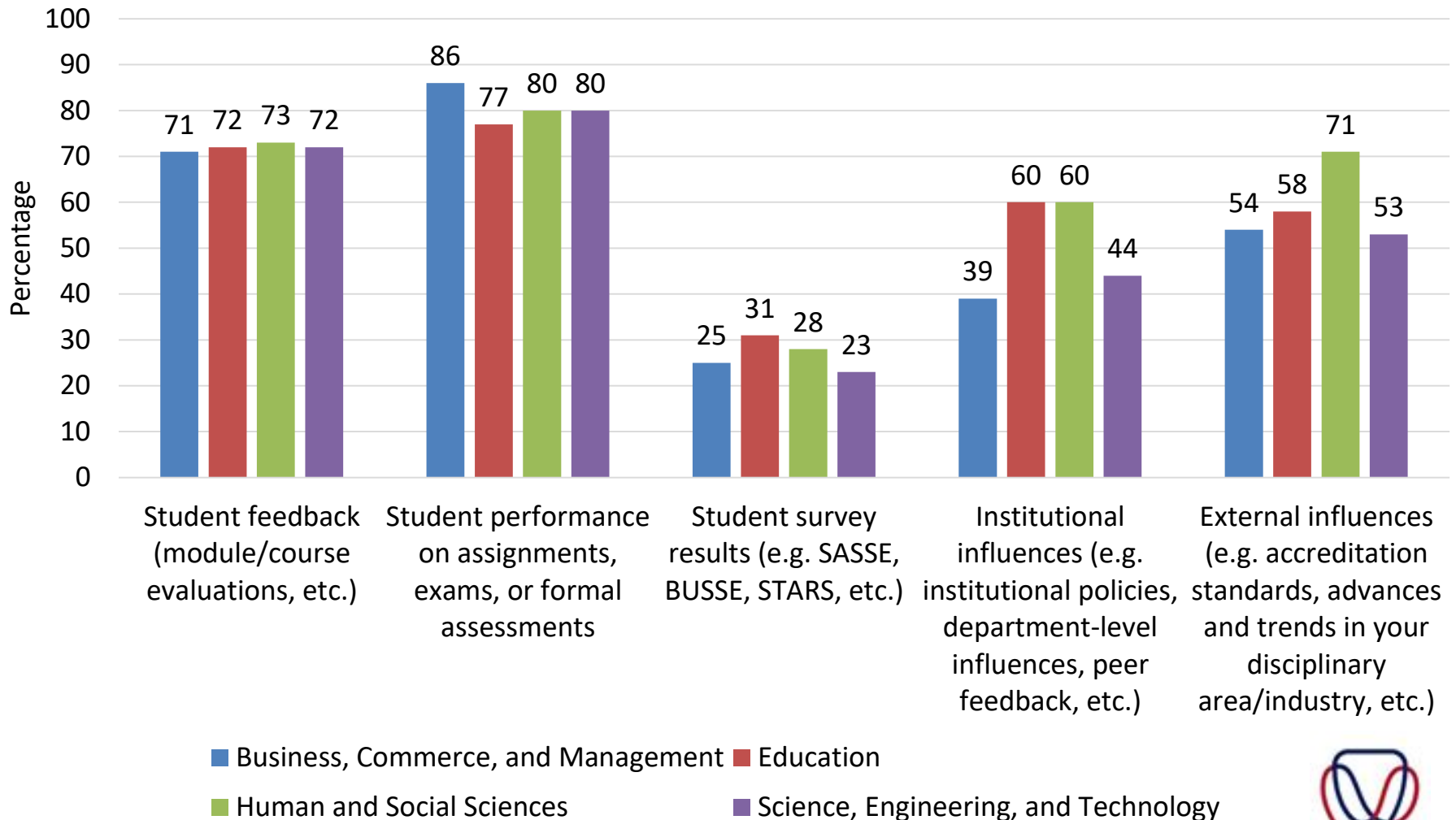
Departmental encouragement to take part in the following:



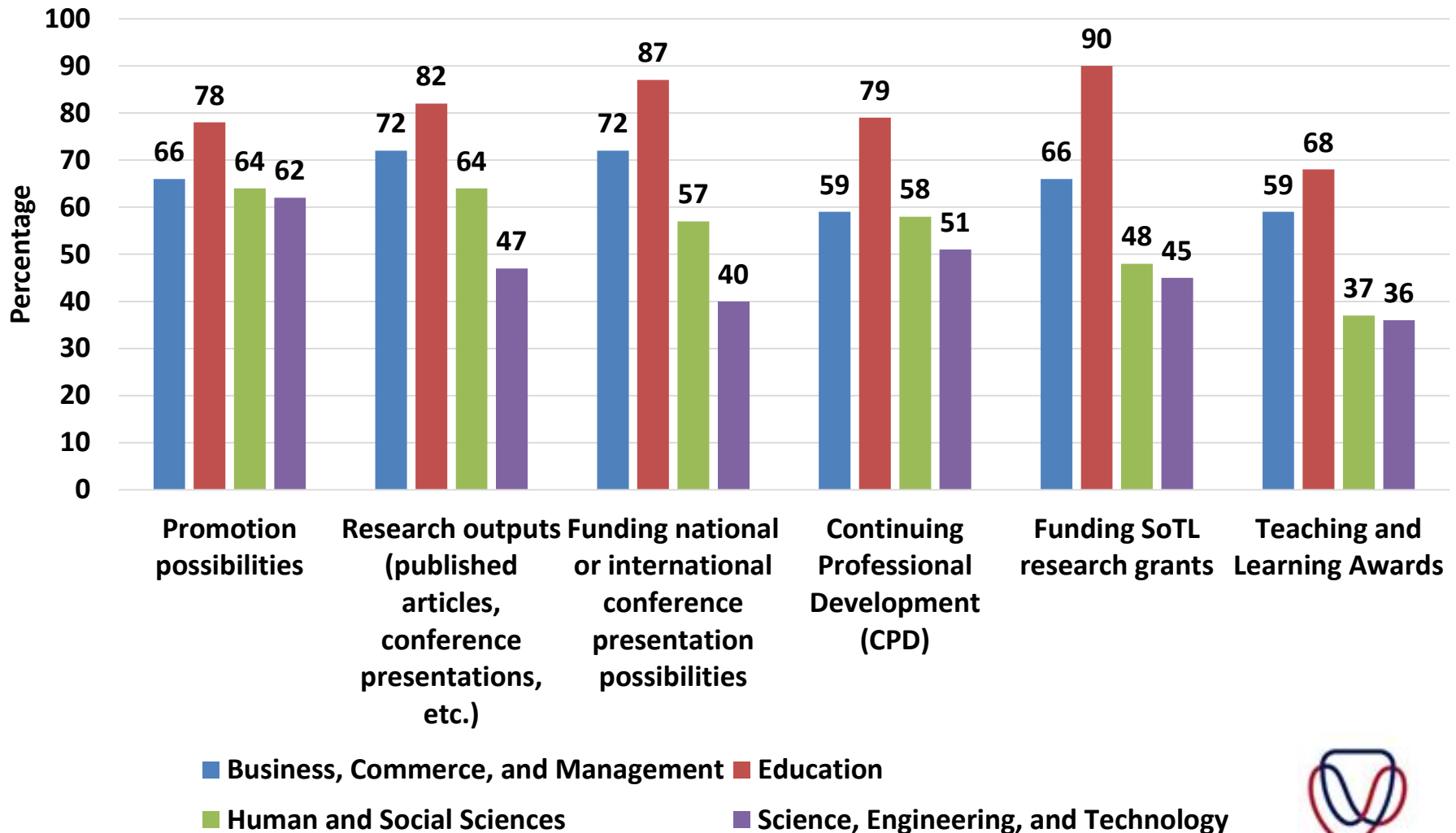
To what extent *have you done* the following?



To what extent do you make use of the following when making changes to modules?



To what extent would the following encourage you to take part in SoTL-related activities?



Key questions emerging from the data:

- In general – amount of emphasis determines the outcome. Some cases engagement with ST is more than institutional/departmental emphasis. How do we align inst/dept emphasis with actual engagement with ST/SoTL?
- We need to consider the implications of the low encouragement for science teachers to engage in scholarly teaching (a national goal is to promote graduates in STEM fields – but how do we determine the quality of those graduates if we don't give attention to how we are teaching?)



Key questions emerging from the data:

- We need to ask why – when lecturers in general feel encouraged by institutions/departments to form communities of practice – do only a third of them engage in such practices (do we have the right support structures in place?)
- How should we (as CTL/support structures) help lecturers to plan and evaluate curricula which are aligned with influences beyond disciplines?
- How do we structure a flexible reward system to encourage teachers to engage in ST/SoTL?





Questions?