

**Title:** **All or nothing: Building teaching team capacity to support the adoption of active learning.**

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### Session Learning Outcomes

- Describe the teaching role in the student-centred active learning classroom and how it is significantly different to teacher-centred paradigms;
- Understand the differences between effective CPD strategies for individuals, and those for use with teams;
- Evaluate alternative strategies for supporting the development of consistent and effective teaching practice in course teams with different levels of experience and motivation.

### Session Outline

The workshop will explore how we can better support the development of effective academic teams by recognising and acknowledging the various stages and characteristics associated with the implementation of innovative practices. Participants will consider the implementation of educational development strategies aimed at developing consistently excellent learner-centred teaching across teams to improve student satisfaction. This is a challenge because innovative teachers are typically set apart from their peers as innovative champions by, for example, receiving special funding for teaching development projects or being recognised for inspirational practice individually. A shift to a learning paradigm (Barr & Tagg, 1995) is not a matter for individual excellence, but is cultural. Adopting a common philosophy requires a significant commitment from all team members, although some would argue this is not attainable (Kember & Kwan, 2000).

To background this, the facilitators will report on the CPD models (Rogers, 1995; Pundak & Rozner, 2007; Herckis, 2017).they have used to move a course team towards confident and consistent use of the problem-based pedagogies associated with SCALE-UP active learning classrooms (Beichner, 2008). We will introduce the SCALE-UP method and the challenges its adoption created for the teaching team and their students. Initially driven by a sole innovator, its implementation exposed not only the imagination and strengths within the team, but the time, teaching experience and required capacity needed for the adoption of new active learning methods.

We will introduce the models we have used in this work, including:

- Viewpoints to structure evaluation of and reflection on emerging practice;
- Developing course leaders as team change agents for building capacity amongst their teaching teams;
- Supporting experienced teachers to become pedagogic researchers;
- Using new learning space as a problem to leverage structured CPD.

Participants will reflect on their own experience for comparing different strategies for developing teams-in-practice using the SCALE-UP story as a problem scenario. Groups will analyse the situation and define the problem to devise a viable strategy for successfully engaging and developing the course team paying attention to how the offer will be negotiated with the whole team.

### **Session Activities and Approximate Timings**

The workshop will adopt a SCALE-UP methodology using a problem-based approach for engaging triad groups:

- Introduction and background to develop the workshop challenge (15 minutes);
- “Why isn’t this simple?” - small group analysis of the presented situation (20 minutes);
- Co-produce and capture alternative strategies, and models for engaging team members effectively using Padlet (20 minutes);
- Wider group discussion of the issues they encountered (20 minutes);
- Summary (15 minutes).

### **References**

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- Herckis, L. (2017, July 17). Personal communication.
- Pundak, D. & Rozner, S. (2007). Empowering Engineering College Staff to Adopt Active Learning Methods. *Journal of Science Education and Technology*, 17 (2)
- Kember, D. & Kwan, K-P., (2000). Lecturers' Approaches to Teaching and Their Relationship to Conceptions of Good Teaching. *Instructional Science*, 28, p.469–90.
- Rogers, E. M. (1995). *Diffusion of Innovations*, Simon & Schuster, New York.