

**Title:** Teaching Excellence: Concepts and Behaviours

**Presenter:** Pam Parker, Rachael-Anne Knight  
City, University of London

### Session Learning Outcomes

By the end of this session, delegates will be able to:

- Explore some of the current literature and debates around teaching excellence
- Compare and contrast your view of teaching excellence with others in the room and data that has been collected for this study
- Identify one action you will undertake to clarify and foster teaching excellence

### Session Outline

Teaching excellence has been debated in the literature over many years and whilst there have been attempts to provide criteria for various award schemes an actual definition for teaching excellence has not been developed that is agreed sector wide (Chalmers 2011; 28, Gibbs 2008, 3, Parker 2014, Piascik et al 2011, Skelton 2004, 457 & Young 2006). Indeed, even the documentation that has been produced for the introduction of the Teaching Excellence Framework in the UK has not provided any definition. We do however know that a range of examples are given that may be used as evidence of teaching quality (HEFEC 2016).

Building on earlier work we are engaged in a project looking at teaching excellence from a range of perspectives and hope that from the data we will be able to provide a clear set of concepts and behaviours that demonstrate teaching excellence as well develop a definition (Parker 2014). The research methodology is innovative as it is the first attempt to separately explore concepts and behaviours of teaching excellence. This method is influenced by Clift's (2015) work which asked similar questions about compassion of health care workers.

The session will begin with a brief introduction to the topic, including the literature and the Teaching Excellence Framework. We will then ask participants to respond to the key questions we are using to gather their views. Once we have discussed these views we will then share our data to date as a comparison. We will conclude the session by asking participants to identify one action they will undertake to enhance clarity around teaching excellence and foster further development.

The session fits seamlessly with the theme of the conference, as both explicitly addressing defining teaching excellence but also in supporting learning gain for students by being involved in this research and gaining insight into how teaching excellence supports their development.

### Session Activities and Approximate Timings

The outline of the workshop is as follows;

5 minutes (5)	Introductions and overview of session
15 minutes (20)	Discuss the background to the study, the literature and the methodology including participants in the research to date
10 minutes (30)	Participants will reflect and jot down their response to the study's key questions individually
15 minutes (45)	Share and discuss the responses in a whole group and presenters will note responses on a flip chart
15 minutes (60)	Share the data collected by the presenters and discuss similarities and differences including any amongst groups of participants
10 minutes (70)	What should be in a definition of teaching excellence? Presenters will share some possible definitions they have developed and participants will be able to comment on appropriateness
5 minutes (75)	Participants will identify on a post-it note one activity they will do to foster teaching excellence
10 minutes (85)	Share some of the actions from participants and presenters will collate post-it notes on a flip chart and send to all attendees after the session.
5 minutes (90)	Presenters will outline next steps for their research

### References

Chalmers D (2011) "Progress and challenges to the recognition and reward of the scholarship of teaching in higher education". *Higher Education Research & Development*, Vol.30 (1) pp25-38.

Clift M (2015) Compassion in hospital care staff: What they think it is, what gets in its way, and how to look after it in Byrom, S., & Downe, S. (eds). (2015). *The roar behind the silence: why kindness, compassion and respect matter in maternity care*. London: Pinter & Martin

Gibbs G (2008) *Conceptions of teaching excellence underlying teaching award schemes*. York: Higher Education Academy.

HEFCE (2016) *Teaching Excellence Framework Year two additional guidance*

Bristol HEFEC accessed at

[http://www.hefce.ac.uk/media/HEFCE\\_2014/Content/Pubs/2016/201632/HEFCE2016\\_32.pdf](http://www.hefce.ac.uk/media/HEFCE_2014/Content/Pubs/2016/201632/HEFCE2016_32.pdf)

(10th November 2016)

Parker P (2014) Teaching Excellence from whose perspective *International Journal of Assessment and Evaluation* Vol.20 (4) pp35-43 ISSN: 2327-7920

Piascik P, Bouldin A, Schwarz L, Pittenger A, Medina M, Rose R, Soltis R, Scott S, Creekmore F and Hammer D (2011) "Rewarding excellence in pharmacy teaching" *Currents in Pharmacy Teaching and Learning* Vol.3 pp249-254

Skelton A M (2004) "Understanding 'teaching excellence' in higher education: a critical evaluation of the National Teaching Fellowships Scheme" *Studies in Higher Education* Vol.29 (4) pp451 – 468

Young P (2006) "Out of balance: lecturers' perceptions of differential status and rewards in relation to teaching and research" *Teaching in Higher Education* Vol.11 (2) pp191-202