

Title: Using teacher perspective metrics to reflect on learning designs for improving student learning

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Session Learning Outcomes

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

- Identify their own teaching and learning perspectives
- Reflect on the impact of teacher perspectives on learning designs
- Use teacher perspective metrics to review learning designs and improve student learning experiences

Session Outline

Teachers' beliefs, tacit knowledge and perspectives about teaching and learning impact on their teaching and learning methods and designs (Trigwell *et al.*, 2005; Postareff *et al.*, 2008). However, this information is not normally gathered systematically by teachers, and not usually shared nor compared to their learning designs.

This session will introduce participants to two teacher perspective metric tools: the Teacher Perspectives Inventory (TPI) and the eDesign Assessment Tool (eDAT). The TPI analyses teaching perspectives by asking a series of questions about teaching and learning then shows the teacher's TPI as a metric (Pratt, 2014). The eDAT is a learning design analysis tool that incorporates teacher perspectives alongside learning design analytics (Walmsley, 2017).

Each of these perspective metrics has implications for training, learning design and practice. For example, one study found that if a similarity existed between teacher's perspectives and the systems or training offered by the institution, they were more likely to attend training (Pereira and Wahi, 2017). In addition, systematically reflecting on perspectives was seen to be an effective way to develop and change practice (Greyling and Lingard, 2015).

Despite the benefits of sharing effective learning designs, there are many challenges and many teachers do not regularly use others' designs (Beetham, 2008). Teacher's perspective metrics may help in overcoming the challenges of sharing effective learning designs by clarifying underpinning teacher beliefs and enabling teachers to find and use designs that are similar to their own perspective.

The use of perspective metrics allows teachers to reflect on how perspectives impact on practice, and it enables review and development of learning designs to suit alternative perspectives. Metrics enable teacher evaluation of the impact of their perspective on their teaching approach and reflection on the consequent student experience. Tutor perspectives can provide feedback that teachers need to evaluate learning designs (Laurillard, 2012).

Session Activities and Approximate Timings

5 mins: Introduction and overview of tutor perspectives

10 mins: Participants (individually or in pairs) complete the Teaching Perspective Inventory (TPI)

5 mins: Small groups share and compare TPI output metrics.

10 mins: Presentation of eDAT, sample learning designs and discussion of implications of different tutor perspectives metrics

10 mins: Small groups discuss learning designs and reflect on impact of perspectives metrics

5 mins: Group plenary

References

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