A teacher training diploma

- **For teachers of the Universities of Fribourg and Berne**
- **Created in 2003**
- **Participation of many teachers & experts from B, CH, F, UK, Q**

- **Aims**
  - to develop the professional skills of HE teachers
  - to propose a training that valorize teachers' experience
  - to offer various teaching-learning methods, including ICTs' based

- **A 15 ECTS cursus allowing flexibility**
  - choice of 2 basic modules between A, B, C
  - choice of 6 optional modules between 1 to 17
  - 1 final work: personal & practical project

- **2003-2004 : 25 participants and 7 diplomas**
- **2004-2005 : 20 participants and 18 diplomas**

The philosophy of the training diploma

- **Teaching and learning at university level (Entwistle 2003)**
  - ☐ to increase deep approaches & to decrease surface approaches
  - ☐ to improve motivation
  - ☐ to improve study organisation

- **Implications on the training diploma organisation**
  - ☐ To be aware of the participants' project
  - ☐ To take into account their professional experience
  - ☐ Choice of modules to better fit the participants' project
  - ☐ Final work for a better transfer into professional active practice
  - ☐ More flexibility and affordance (Boud 2004) through hybrid training system
  - ☐ Very usable online teaching platform (Claroline)
  - ☐ Engagement of participants into meaningful tasks

The diploma referential of skills

- **A referential of skills (SEDA 2004)**
  - S1: to design training & learning activities
  - S2: to use learning and teaching methods
  - S3: to guide & support students during their learning process
  - S4: to evaluate learning
  - S5: to evaluate teaching
  - S6: to contribute to academic tasks efficiently
  - S7: to analyse professional environment & to develop strategies

- **Other developed skills (found in portfolios and thus analysed)**
  - S8: to develop basic notions of pedagogy (learning theories, lexica)
  - S9: to have a reflexive thinking about knowledge (status of knowledge, epistemology)

Aims of the study

- **Main question:**

  Is a blended learning system (mostly based on Entwistle's principles) effective for teacher training?

⇨ **Evaluation of learning outcomes & processes**

- ☐ Do the participants develop HE teaching professional skills?
- ☐ Do the participants adopt a deep approach?
- ☐ Do the participants transfer the developed skill into their practice?
- ☐ In which conditions are these effects observed?

Methodology of the study (1/2)

- **Analysed data**
  - □ Description of the training & of its modules
  - □ Participants' portfolios (4 among the 7 diplomas of 2004)
    - Learning experience during the different modules
    - Proving the developed skills (by analysing realised activities)
  - □ A questionnaire (1 year after the diploma)
    - What developed skills?
    - In what conditions? Through the diploma? Through other conditions?
    - What transfer to teaching today?

- **A set of complementary analysis**
  - □ Here : analysis of an object (portfolio) that is not designed for research
  - □ Other works : analysis through interviews of participants (Rossier, 2005 ; Moura, 2005)

Methodology of the study (2/2)

- **Qualitative study through categorial analysis (L'Ecuyer 1990)**
  - ☐ Level 1: a module is aiming at developing the skill
    - Found in the modules' description

  - ☐ Level 2: the participant says that she developed the skill
    - S4 : « Participant également aux examens de 1er et 2ème propédeutique de médecine, je constate que l'évaluation de l'étudiant occupe une place très importante dans l'enseignement. »

  - ☐ Level 3: the participant says that she developed the skill through the training
    - S1 : « Dans le cadre du travail final, j'ai conçu un pense-bête de l'enseignant : rôle de l'enseignant, quelles informations ? quelles activités peut-il donner ? »

Level 1 : skills and modules in training

Skills	Basic Modules			Optional Modules																	
	A	B	C	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	CP
S1	X	X		X	X	X			X					X	X		X			X	
S2	X			X					X	X					X	X		X			X	
S3																X	X		X			
S4		X		X	X	X	X												X		X	
S5		X						X	X			X					X	X				
S6			X								X									X		
S7			X									X	X									
S8	X			X																		
S9																						

⇨ **Every skill in many modules => to favour flexibility & deep approach**

Level 1: participants' aims & chosen modules

Skills	Skills targeted by the participants				Possible skills according to chosen modules			
	P1	P2	P3	P4	P1	P2	P3	P4
S1		X			X	X	X	X
S2	X	X	X	X	X	X	X	X
S3						X	X	X
S4					X	X	X	X
S5					X	X	X	X
S6					X	X	X	X
S7	X	X	X	X	X	X	X	X
S8					X	X	X	X
S9								

- **Skills targeted can be developed through the chosen modules**
- **Other skills can always be developed through the cursus**

Level 2: developed skills - optional module 11

Skills	Optional Module 11	Skills said as developed through the module (globally)				Skills said as developed through the module's activities			
		P1	P2	P3	P4	P1	P2	P3	P4
S1	X	-		X	X	X		X	X
S2	X	-		X	X	X		X	X
S3				X		X		X	X
S4				X				X	X
S5						X		X	X
S6									
S7									
S8					X			X	X
S9									

- **Skills' development must be analysed through 2 levels of perception (overall module & individual activities of the module)**
- **Efficiency of training depends on the existence of various activities**

Level 3: Skills developed by training or other?

Skills	Contribution of training diploma in skill development (Small, Medium, Big)				Contribution of other conditions in skill development (Small, Medium, Big)			
	P1	P2	P3	P4	P1	P2	P3	P4
S1	+		+	+	-		0	0
S2	0		+	0	-		0	+
S3	0		+	+	-		0	0
S4	+		+	+	-		0	0
S5	+		+	+	-		-	-
S6	0		+	0	-		+	+
S7	+		+	0	-		0	0
S8	-		+	+	-		-	-
S9	-		+	0	-		-	-

- **Lots of the targeted skills are developed through the training**
- **Training & participants' experience : good complementarity**

Adoption of a deep approach?

Skills	Skills targeted by the participants				Skills said as developed through the modules A, C & 11 (globally + activities)			
	P1	P2	P3	P4	P1	P2	P3	P4
S1		X			X	X	X	X
S2	X	X	X	X	X	X	X	X
S3					X	X	X	X
S4						X	X	X
S5					X	X	X	X
S6					X	X	X	
S7	X	X	X	X	X	X	X	X
S8						X	X	X
S9						X		

- **Level 2 analysis : more skills developed than targeted initially**
- **Other indicators : links made between skills in portfolios, variety of activities made, etc.**

What about skill transfer into practice?

- **Quite a high level of transfer into practice**

- **Big differences according to**
  - previous or actual practice of participants
  - considered skill

Skills	Developed skills applied into teaching practice today? (Small, Medium, Big)			
	P1	P2	P3	P4
S1	0		0	+
S2	0		+	+
S3	0		+	+
S4	+		+	+
S5	0		+	+
S6	0		+	-
S7	-		+	-
S8	-		+	-
S9	-		+	-

Conclusions (1/2)

- **Do the participants develop HE teaching professional skills?**
  - □ A lot of targeted skills are developed
  - □ Other skills are developed
    - Some not targeted by the participants initially
    - Some not targeted by the training initially (S8, S9)
  - □ Complementarity between training offer & participants' experience

- **Do the participants adopt a deep approach?**
  - □ Intention of training: for example, S1 can be developed in different modules (see Table 1)
    - Different teachers, points of view, contextes, tasks
  - □ The skills targeted by the participanrs are developed and other are also
  - □ Portfolios contain a lot of descriptions where skills are linked

Conclusions (2/2)

- **Do the participants transfer the developed skill into their practice?**
  - ☐ High level of transfer

- **In which conditions are these effects observed?**
  - ☐ Flexibility of the training offer
  - ☐ Number and variety of activities
  - ☐ Incitation toward reflexivity (for example, with the portfolio)
  - ☐ Final personal project of the participant

Perspectives

- **At the learning portfolios' level: a need for more structure**

  (Not designing it for Research but for improving Learning)

  - ☐ To propose a template based on the list of skills
    - Proofs of development through the activity
    - Proofs of skills applied to the practice
    - Reflexive thinking on learning
    - Personal projet of the participant
  - ☐ To extend it to a fourth level where the teachers always say: the skill is developed (or nor, or partially) by the participant

- **At the training's level:**

  to describe more explicitely the relations between the modules

  - ☐ In terms of skills
  - ☐ In terms of activities