

Poster Abstract Book (All Poster)

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Impact of University Teaching Qualification Program on Teaching Competence and Teaching Practice

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Abstract: This study aims to determine the impact of a University Teaching Qualification program on university teachers' teaching competence and teaching practice. Impact is assessed on two levels according to Kirkpatrick's model (Kirkpatrick & Kirkpatrick, 2005): development of the teaching skills and development of the teaching practice. First, participants' self-evaluation data collected pre- and post-program and 1-3 years after programme completion were analysed. Secondly, teachers' interview data were analysed. The interview focused on three competencies: preparing, conducting, and evaluating education. Changes in behavior and teaching practice after the program are reported. No self-reported significant development is taking place within the program. After completing the program, however, the participants experience the desired development in teaching skills by putting their learning into practice. They are more knowledgeable about desired teacher behavior and are conscious of their own competence or incompetence.

Poster Outline: Impact of a University Teaching Qualification Programme on Teaching Competence and Teaching Practice

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Introduction

Every faculty or school where graduate education is offered must guarantee the quality of education (Rauhvargers, Deane, & Pauwels, 2009). In addition to expertise in their own discipline, teaching skills are increasingly recognized as important (Postareff, Lindblom- Ylance, & Nevgi, 2007). Programs aiming to improve university teachers' teaching skills were developed in universities worldwide. In 2014, a University Teaching Qualification Program was started at the Anton de Kom University of Suriname. This study aims to bring to light the impact of the programme on teaching competence and teaching practice. The study aims to answer the following research question:

“According to certified teachers, what impact has the University Teaching Qualification program had on their teaching competence and teaching practice?”

Sub question 1: What teaching skills do teachers undergo since the start of the University Teaching Qualification program?

Sub question 2: According to certified teachers, how has their teaching practice developed since participating in the University Teaching Qualification program?

Methodology

Within the scope of this study, an existing self-evaluation form based on 6 teaching competencies (professional expertise, preparing education, conducting education, evaluating education, organizing education and acting professionally) was distributed to 31 certified teachers; 19 of them responded (61%). The participants filled out the self-evaluation form three times: at the beginning, at the end of the programme, and 1-3 years after completion. Cronbach's alpha for the various competencies varied between .764-.927.

The repeated measures ANOVA test was used to determine if there were significant differences between mean scores over time. Teacher were grouped into categories based on their change pattern.

Qualitative interview data were collected from 10 certified teachers from different categories. The interview focused on three competencies: preparing, conducting and evaluating education. Data were analysed focusing on behavioral change in the teaching practice during and after completing the programme.

Preliminary Result and Discussion

The results indicate no significant development of self-reported teaching skills during the University Teaching Qualification program. However, in the years after completion of the programme significant differences can be observed. The participants do experience the desired growth. The qualitative findings show that teachers are more knowledgeable about how to set up their teaching practice. In teaching practice, they either put what they have learned it into practice or know exactly how they are lacking in their teaching practice. Previously some of them were unconscious of their incompetency.

Poster References: Kirkpatrick , D., & Kirkpatrick , J. (2005). *Transferring Learning to Behavior: Using the Four Levels to Improve Performance* (Third Edition ed.). San Francisco: Berrett-Koehler Publishers, Inc.

Postareff, L., Lindblom- Ylanne, S., & Nevgi, A. (2007, july). The effect of pedagogical training on teaching in higher education. *Teaching an Teacher Education*, 23, 557-571.

Rauhvargers, A., Deane, C., & Pauwels, W. (2009). *Bologna Process Stocktaking Report 2009*. Leuven/ Louvain-la-Neuve.