Teaching@UQ Project Team
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Teaching induction program evaluation:
A research intensive institution perspective

Poster by Ellen Dearden

PROGRAM NEEDS ANALYSIS

In response to organisational and staff needs identified through a needs analysis, an institution-wide induction program for new teaching staff was piloted at a large research intensive institution.

Program components and objectives are described below and data from a preliminary evaluation of program pilot are presented.

PROGRAM COMPRISES

- Content that meets academics explicitly articulated needs.
- Interactive face-to-face sessions supported by online resources and activities.
- The use of effective and experienced UQ teaching staff as presenters.
- Network building activities with a modularised program structure to accommodate staff diversity.
- Online resources (e.g. 'just in time, just for me' toolkit) to support teachers in their first semester.
- Mentoring and peer observation linked to existing initiatives.

TRAINING PROVIDES

- Evidence-based foundational teaching and learning (TL) advice, focussing on how students learn best.
- Contextualised instruction on UQ's policies, frameworks, and operational systems used in schools and faculties.
- Links to staff with key teaching and learning roles at school and faculty level.
- Networking opportunities at multiple levels (e.g. school, discipline, faculty, institution).
- A springboard that encourages further and ongoing professional development in teaching and learning.
- Support for documenting evidence for performance reviews and recognition of TL at multiple levels (e.g. school, faculty, institution, national).
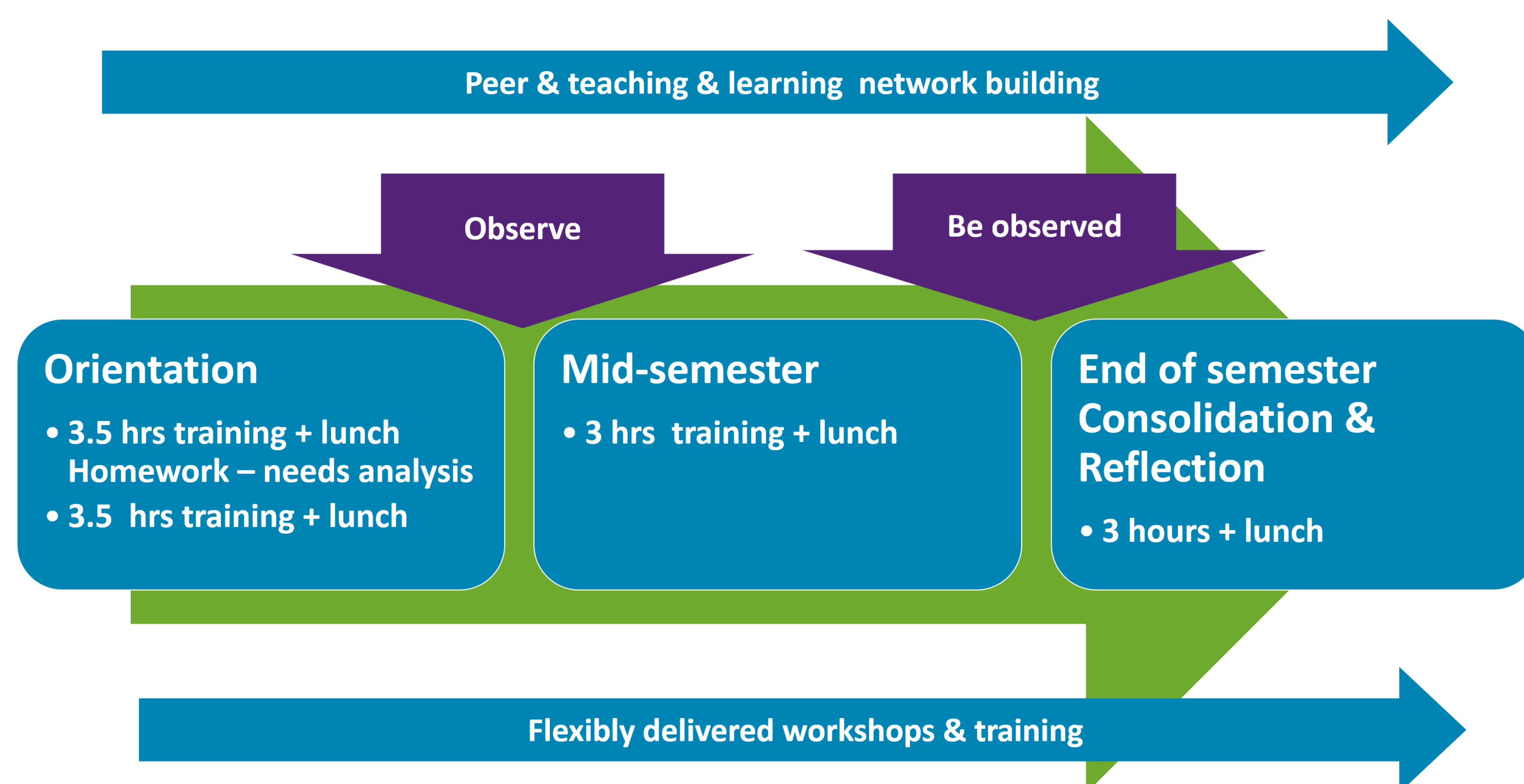- Connection and support over the semester.

PROGRAM OBJECTIVES

As a result of participating in the program, academics new to teaching will be prepared to:
- Understand some essential features of the teaching and learning landscape at UQ
- Teach for learning
- Manage classes effectively
- Use assessment for learning
- Use relevant sources of support for teaching and learning at UQ
- Continue to improve their teaching
- Gather and use evidence of their teaching

PROGRAM MODEL & CONTENT

'Encourages you to think beyond the course content to improve student learning' (Program participant)
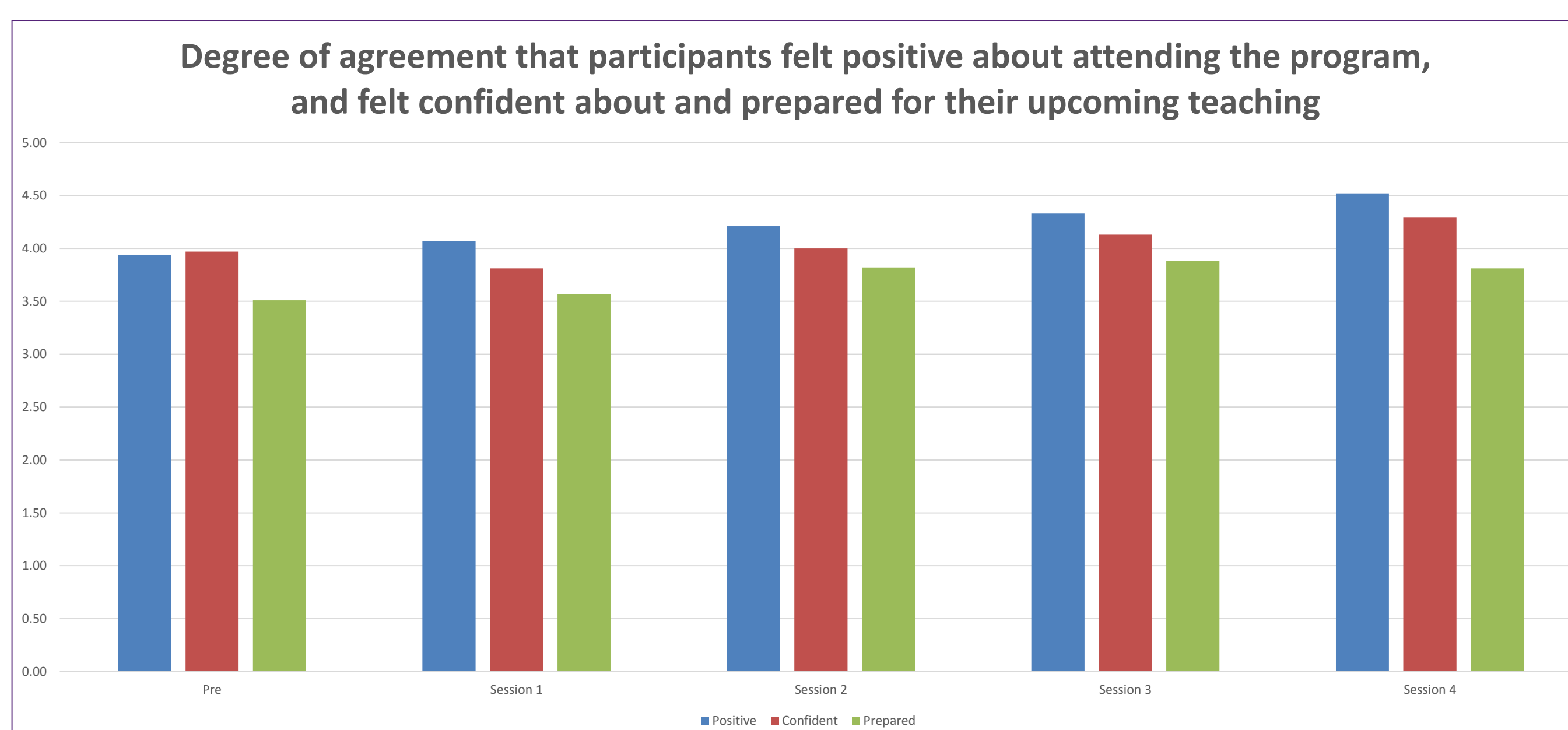
Peer & teaching & learning network building

Observe   Be observed

Orientation
- 3.5 hrs training + lunch Homework – needs analysis
- 3.5 hrs training + lunch

Mid-semester
- 3 hrs training + lunch

End of semester Consolidation & Reflection
- 3 hours + lunch

Flexibly delivered workshops & training

Before Semester		During Semester	End of Semester
SESSION 1	SESSION 2	SESSION 3	SESSION 4
What are the expectations for teaching professionalism and practice?	How do we manage classes and foster inclusive learning	What happened in our teaching?	What happened in our teaching?
How does learning happen and what should students be learning?	What is the purpose of assessment and common modes for assessing learning?	How do we gather evidence to enhance teaching?	How do we handle common teaching and assessment issues?
How do we design courses to foster learning?	How do we design effective assessment with feedback?	How do we mark, moderate marking, and award grades?	How do we evidence our teaching and student learning in performance appraisal?
What are common and effective teaching strategies?	How do we uphold academic integrity and respond to issues?	How do I handle common assessment issues?	How do we continue to learn about teaching?

RESULTS & INTERIM FINDINGS

'Should be offered to all academics' (Program participant)

Participants: 34 academics participated in the pilot program from all faculties and one institute with a range of teaching experience (0 to 20 years).

Degree of agreement that participants felt positive about attending the program, and felt confident about and prepared for their upcoming teaching

Figure 1: Participants' mean reported feeling of being positive toward the course, confident about, and prepared for upcoming teaching responsibilities increased over the course of the semester. Scale: 1 = Strongly feelings of disagree, 5 = Strongly agree)

Improvements needed:
- More time for discussion
- More interaction with the team between sessions (online and face to face)
- Inclusivity – engaging the more experienced participants
- More online resources

Strengths of the program:
- Comprehensive, integrated overview
- Awareness raising and a great introduction
- Links to a community of peers and interdisciplinary contact

'Made me realise the importance of the learning objectives in electronic course profiles, not just tick a box' (Session 1)

'This was excellent in critiquing my own work' (Session 2)

'The practical content of today's class (examples, policy, guidelines) were particularly useful. Well thought through, good balance of content and discussion' (Session 3)

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