

### שאלתה: קידום הוראה פעילה למרצים באקדמיה

self-regulated learning, teaching methods, lecturer, active learning, college, university, Quality of teaching

1.

### **What Makes Lectures 'Unmissable'? Insights into Teaching Excellence and Active Learning.**

Authors:

Revell, Andrea<sup>1</sup>

Wainwright, Emma<sup>1</sup>

Source:

Journal of Geography in Higher Education. May2009, Vol. 33 Issue 2, p209-223. 15p.

Document Type:

Article

Abstract:

This research explores 'teaching excellence' by examining the perceptions of geography academics and students at Brunel University as to what makes a lecture 'unmissable'. The findings from 10 interviews with lecturers and five focus groups with undergraduate students suggest that whilst there is probably no such thing as an entirely unmissable lecture, attendance rates are significantly enhanced by three key factors: (i) a high degree of participation and interactivity ('active learning'), (ii) a clear structure which enables integrative links to be more easily made, and (iii) a passionate, enthusiastic lecturer, who can bring a subject to life for students. As research has shown that a high degree of interactivity encourages deeper approaches to learning, the paper argues that a move away from conventional lecturing towards more applied methods and small-group teaching may be a way of improving teaching excellence. Yet as large-group lectures are unlikely to be replaced any time soon, making

them as participative as possible is one way to ensure that higher cognitive functions are at least partially acquired.

2.

### **ACTIVE LEARNING IN THE UNIVERSITY TEACHING ENVIRONMENT.**

Authors:

POPESCU, Daniela<sup>1</sup>

Source:

Annals of the Constantin Brancusi University of Targu Jiu-Letters & Social Sciences Series. 2015, Issue 2, p44-49. 6p.

Document Type:

Article

Abstract:

The University Teaching Environment nowadays faces the necessity to adopt new methods of instruction. Through class discussion, think-pair-share, role-playing, just-in-time teaching, peer review, Socratic questioning or game-based learning, active learning is meant to allow this change to occur. Active learning is the technique that urges students to engage with the material, participate in the class, and collaborate with each other. Under these circumstances, instructors should no longer expect their students simply to listen to the lectures and memorize their content; instead, students must be helped to demonstrate a process, analyze an argument, or apply a concept to a real-world situation.

3.

### **Peer assisted teaching scheme and Participative Action Learning-Action Research: A winning combination.**

Authors:

Cameron, Leone<sup>1</sup>

Source:

ALAR Journal; Dec2015, Vol. 21 Issue 2, p122-149, 28p

Document Type:

Article

Abstract:

This study evolved as the third cycle of a specific action research project to improve teaching skills and the student experience. The overall aim was to promote deeper, work-relevant learning through implementing a new method of assessment (data from the previous action research cycles indicated that the former assessment task promoted rote and surface learning). The study, supported by a peer assisted teaching scheme, combined participative action learning-action research (PALAR) and to change an assessment piece from a traditional multi-choice test to an innovative work integrated learning audio recording task that tested application of theory to a simulated real-world task. Domestic and international students (119) in an international marketing course collaborated in teams to develop skills in radio interviewing. Student responses to the change were assessed quantitatively (a specific question in the formal student feedback instrument) and qualitatively (open-ended questionnaires and a focus group). Of the 88 respondents to the specific question, 60% thought the task was moderately, very or extremely important to their learning. Major themes from the NVivo® qualitative analysis were teamwork, engagement and communication; creative and deeper learning experiences; practical and work-related assessment; and enjoyable and fun learning. Further action research cycle adaptations of the assessment will increase engagement and deepen learning.

4.

## **A COLLEGIAL APPROACH TO IMPROVING COLLEGE TEACHING: THE EVOLUTION OF A FIVE-YEAR PEER COACHING STUDY.**

Authors:

Turissini, Lisa A.1

Source:

International Journal of Arts & Sciences. 2017, Vol. 10 Issue 2, p663-669. 7p.

Document Type:

Article

Abstract:

For the last five years, this researcher has been studying the effects of reciprocal peer coaching in higher education. Brilliant professors aren't necessarily brilliant teachers. Collegial reflection about improving our pedagogy is often missing. Peer coaching is a worthwhile format for tenured or non-tenured faculty across the university to learn about, discuss, and experiment with new strategies in the college classroom in a risk-free environment. During this five-year review, faculty participants have provided valuable insights into how active engagement, new pedagogical practices, risk-taking, and thoughtful reflections have improved their teaching skills while making the classroom more enjoyable for the teacher and the students.

5.

### **A Tale of English Polytechnic Lecturers' Decision Making**

Abdullah, Suhaily; Majid, Faizah Abd. Dinamika Ilmu Vol. 16, Iss. 1, (2016): 135-147.

Abstract

Teacher decision making involves a selection of options that leads to thinking processes, underlying teaching in language classroom contexts. Due to this, as a small part of an on-going postgraduate

research, this exploratory case study shares the initial findings on the lecturers' decision-making effects on their classroom orientation. Four lecturers in a local polytechnic were purposively selected as research participants. The primary data was collected through non-participatory classroom observations. Manual constant comparative analysis across the cases was run to obtain the results. Later, the results were triangulated with the responses from informal semi-structured interviews and reflective journal entries. The qualitative analysis revealed that participants did share a similar teaching pattern, i.e. active teaching. The participants employed learner-focused-orientation approach as their common teaching practice. They worked on their planning decisions as well as their interactive decisions in order to harmonize their teachings to students' response, proficiency, and attitude. This finding informs some instructional concerns regarding language teaching and learning process in polytechnics' context (as a Technical and Vocational Education and Training, or TVET, higher education institution in Malaysia) to other English educators in different types and levels of learning institutions. Contains a bibliography.

6.

### **Active Learning Strategies for Complementing the Lecture Teaching Methods in Large Classes in Higher Education**

Mangram, Jeffrey A.; Haddix, Marcelle; Ochanji, Moses K.; Masingila, Joanna

Journal of Instructional Research, v4 p57-68 2015

Massification in higher education in Sub-Saharan Africa is an ongoing reality that poses particular challenges and opportunities for these nations (Mohamedbhai, 2008). Like Scott (1995), we use the term massification to refer to the rapid increase of students attending higher education institutions in the latter part of the 20th century and into the

21st century. We contend that even in large lecture hall situations, active teaching strategies can be employed to check for understanding, to engage more students in grappling with the content in deeper and more complex ways, and to model for prospective teachers on how to use these techniques to engage their future students in large classroom contexts. In this expository paper, we outline the professional development training we conducted with Kenyatta University teacher educators. We focused on teaching and modeling twelve active learning strategies that they could use in their classes, which are held in lecture halls with as many as 500 students in a class, and were useful active learning strategies regardless of the number of students in the class. By using the aforementioned active learning strategies, we believe the lecture method can be transformed into a tool that promotes active rather than passive learning. Massification does not have to mean a lower-quality learning experience despite large class sizes. Indeed, we argue that massification means a different learning experience for lecturers and students.

7.

**Implications for evaluation from a study of students' perceptions of good and poor teaching.**

Authors:

Kember, David<sup>1</sup>

Wong, Anthony<sup>2</sup>

Source:

Higher Education (00181560). Jul2000, Vol. 40 Issue 1, p69-97. 29p. 3

Diagrams.

Document Type:

Article

Abstract:

Many standard teaching evaluation questionnaires have been criticised as being based upon didactic models of teaching, and there are also concerns about extraneous factors biasing responses. These issues are examined in the light of a study of students' perceptions of good and poor teaching from interviews with 55 Hong Kong undergraduate university students. The interview transcripts suggested that perceptions of teaching quality form as an interplay between the student's conceptions of learning and the beliefs about teaching of the lecturer. The students' beliefs about learning can be placed on a continuum between passive and active learning. Their perception of the instructors' beliefs about teaching range between transmissive and non-traditional teaching. The quality of teaching is then conceived in four categories which are the quadrants formed by the intersections of the representations of beliefs about learning and perceptions of teaching. The quadrants are examined in turn to reveal how students with active and passive beliefs about learning conceive quality in transmissive and non-traditional teaching. The results suggest that responses to questionnaires would be biased by the students' conceptions of learning. They also confirm the significance of implicit models of teaching in questionnaire design.

8.

### **Reflections and Experiences of Further Education Research in Practice.**

Authors:

GRAHAM ANDERSON<sup>1</sup>

SUE BARTON<sup>1</sup>

MADELEINE WAHLBERG<sup>2</sup>

Source:

Journal of Vocational Education & Training. Dec2003, Vol. 55 Issue 4,  
p499-516. 18p.

Document Type:

Article

Abstract:

This article focuses on the limitations and possibilities of teaching as a research-based activity in the current context of further education (FE) practice. The article argues that research can deliver real improvements in the quality of teaching and learning in further education. To enable this improvement to take place, the article suggests that colleges will need a cultural shift in how they perceive research and build research capacity. It is argued that the technical/rational approaches to improving teaching and learning that currently pervade FE policy and practice limit the transformative potential of research. A much more unique and situated approach to research-based practice is required. The article argues that the current 'audit culture' of FE, whilst increasing accountability and control, does little to improve teaching and learning on the ground. A more active engagement in research by teachers will lead to improved learning cultures that will enable colleges to reach their stated aims and objectives. In moving towards achieving this two issues are important. First, there is a need to centrally address the deficit view of the FE practitioner, and to recognise the unique place of teachers to improve teaching and learning. Secondly, there is a need to raise the public level of such debate, by including examples of how to improve teaching and learning in FE through research. This article, based on the experiences of F/HE research practitioners working together, provides one such illustrative example of what may be achieved.

9.



## Faculty of Theology Lecturers' Use of Methods and Materials in Undergraduate Lessons.

Alternate Title:

İlahiyat Fakültesi Öğretim Elemanlarının Lisans Düzeyindeki Derslerde Yöntem ve Materyal Kullanma Durumları.

Authors:

Güneş, Adem1 admgunes58@gmail.com

Source:

Darulfunun İlahiyat. 2018, Vol. 29 Issue 1, p65-67. 3p.

Document Type:

Article

Abstract (English):

In Turkey, faculties of theology have gone through a troubled and discontinuous process. Today, theology education is experiencing different processes, so institutions need a structural change. However, even if theology faculties make structural changes in the desired quality, this is not enough to capture qualities. In the quest for quality, the teaching proficiency of lecturers must improve. Therefore, it is necessary to define the state of lecturers in using active methods and materials for teaching. This research aims to reveal the faculty of theology lecturers' state in using methods and materials. This study, with a total of 156 lecturer participants, is a quantitative and descriptive study. As a measurement tool, a questionnaire consisting of a 19-item method list, a 21-item material list, and a 17-item evaluation form was used. Although lecturers realize that various methods and materials are necessary and feel adequate about their proficiency of use, usage does not occur in courses and does not go beyond traditional methods and materials. Based on this conclusion, the faculties of theology and their lecturers must change and improve their strategies.

10.

**How can GP teachers be supported to make good teaching even better?**

Authors:

Cook, Vivien<sup>1</sup>, v.cook@qmul.ac.uk

Nicholson, Sandra<sup>2</sup>

Source:

Education for Primary Care; Jan2006, Vol. 17 Issue 1, p17-23, 7p

Document Type:

Article

Subjects:

Teachers

Teaching

Direct instruction

Medical education

Effective teaching

Family medicine

Medical care

Questionnaires

Author Supplied Keywords:

educational management

general practice

undergraduate education

Abstract:

With the increase in undergraduate teaching taking place within general practice, it is important that general practice (GP) teachers are offered training and developmental activities to support their educational work. It is also important that this support is well targeted, if it is to be effective in raising teaching quality. This study set out to elicit the views of GP teachers both in terms of the value of current

developmental activities being provided by the Centre for General Practice and Primary Care (CGPPC), and action points for the future. A questionnaire was sent to each lead GP teacher at all 108 active teaching practices involved in community-based medical education. The responses indicated that student feedback reports, module specific training, peer observation and, importantly, the opportunity to network with peer tutors in other practices, were regarded as useful activities. The research demonstrates that GP teachers are well able to articulate their own support needs and the results set a clear agenda for working with practices based on a collaborative understanding.

11.

### **A latent profile analysis of university students' self-regulated learning strategies.**

Authors:

Ning, Hoi Kwan<sup>1</sup>

Downing, Kevin<sup>1</sup>

Source:

Studies in Higher Education; Sep2015, Vol. 40 Issue 7, p1328-1346, 19p, 4 Charts, 2 Graphs

Document Type:

Article

Abstract:

Based on self-reported cognitive, metacognitive, and behavioural strategy measures obtained from 828 final-year students from a university in Hong Kong, latent profile analysis (LPA) identified four distinct types of students with differential self-regulated learning strategy orientations: competent self-regulated learners, cognitive-oriented self-regulated learners, behavioural-oriented self-regulated learners, and minimal self-regulated learners. Students in the

competent SRL profile demonstrated the highest levels of academic self-concept, motivation, attitude, and the lowest level of test anxiety and best academic performance. Multinomial logistic regression analysis also indicated that learning experience factors (teaching quality, clear goals and standards, appropriate assessment and workload) were significant predictors of SRL profile membership. The profiling of student self-regulated learning strategies resulted in enhanced understanding of the complex range of processes students employ and offered new insights into this emerging area of student learning.

12.

## **THE RELATIONSHIP AMONG INFORMATION AND COMMUNICATION TECHNOLOGY UTILIZATION, SELF-REGULATED LEARNING AND ACADEMIC PERFORMANCE OF PROSPECTIVE TEACHERS.**

Authors:

ONIVEHU, Adams Ogirima<sup>1</sup>, adamsonivehu@gmail.com

ADEGUNJU, Adewale Kabir<sup>2</sup>, kabeeradegunju78@gmail.com

OHAWUIRO, Emilia Onyinyechi<sup>3</sup>, emiliaohawuiro@gmail.com

OYENIRAN, Juliana Bunmi<sup>4</sup>, bunmioyeniran@yahoo.com

Source:

Acta Didactica Napocensia; 2018, Vol. 11 Issue 1, p69-85, 17p

Document Type:

Article

Abstract:

This study investigated the relationship among Information Communication Technology utilization, self-regulated learning and academic performance of prospective teachers. The ex-post facto design (correlation method) was employed for the study. The research

subjects were 580 prospective teachers who were drawn using multi-stage sampling technique from University of Ilorin, Nigeria. Seven research questions were generated while four hypotheses were tested at 0.05 level of significance. A researcher-constructed questionnaire tagged "Information Communication Technology Utilization and Self-Regulated Learning Questionnaire (ICTUSRLQ)" was used for data collection. The instrument was administered on 60 selected prospective teachers outside the sample location through test-retest method; it yielded a reliability coefficient of 0.79 that was obtained through the Cronbach's Alpha formula. Data were analysed with percentage, mean and rank order, t-test, Pearson Product Moment Correlation and multiple regression statistical tools. The findings revealed that prospective teachers have a high level of ICT utilization, self-regulation and academic performance; gender did not influence prospective teachers' ICT utilization, selfregulation and academic performance; there was a significant relationship between Information Communication Technology utilization and self-regulated learning and that there was a significant composite relationship among ICT utilization, self-regulation (elaboration, organization, critical thinking, metacognition, peer learning and help seeking) and academic performance of prospective teachers. The researchers recommended that self-regulation training and ICT competence capacity building workshops should be organized for prospective teachers in University of Ilorin.

### 13. Self-Regulated Learning Strategies in Instrument Education.

Authors:

Özmenteş, Sabahat<sup>1</sup>

Source:

Inonu University Journal of the Faculty of Education (INUJFE); 2008,  
Vol. 9 Issue 16, p157-159, 3p

Document Type:

Article

Abstract:

Instrument practicing process is accepted to be the basic activity to develop skills in instrument education. In this respect such topics as instrument practicing strategies and awareness influence student's performance. The use of self regulatory learning strategies while practicing the instrument is important for the independent and effective learners. In this study, a semi-structured interview was made with the students attending the Conservatoires at Hacettepe and Dokuz Eylül Universities and Education Departments in Dokuz Eylül and Gazi Universities to explore their self regulatory strategies in instrument practicing process. Findings of the study are discussed related with the literature.

14.

An exploratory study into the complexity of relations between physics lecturers' crafting of practice and students' expectations of quality teaching

Linder, Cedric; Kung, Rebecca Lippmann. Instructional Science; Dordrecht Vol. 39, Iss. 4, (Jul 2011): 513-526. DOI:10.1007/s11251-010-9136-3

Full text - PDF

Abstract/Details

References 47

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## Abstract

### Translate Abstract

This study contributes to research that characterises the affective learning that is evoked and taken on by students in response to their perceptions of their contextual learning environments. Interview-discussions were held with lecturers of both introductory and higher-level physics courses ( $n = 3$ ) concerning how they formulated their patterns of teaching in terms of a particular conceptual framing that they considered to best optimize making learning possible. Subsequently their students ( $n = 212$ ) were asked with written questions, and some select follow-up interview-discussions, to describe what they expected from 'a good physics lecturer'. The relationships between these two things--the lecturer's crafting of practice and the students' expectations of quality teaching--were investigated. Results show that students' expectations tend to match their lecturers' practice, indicating that students are strongly influenced by a contextually based appreciation of 'good' teaching.

15.

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discussions were held with lecturers of both introductory and higher-level physics courses ( $n = 3$ ) concerning how they formulated their patterns of teaching in terms of a particular conceptual framing that they considered to best optimize making learning possible. Subsequently their students ( $n = 212$ ) were asked with written questions, and some select follow-up interview-discussions, to describe what they expected from 'a good physics lecturer'. The relationships between these two things--the lecturer's crafting of practice and the students' expectations of quality teaching--were investigated. Results show that students' expectations tend to match their lecturers' practice, indicating that students are strongly influenced by a contextually based appreciation of 'good' teaching.