

Exploring staff experiences of teaching methods, strategies and tools in College-based Higher Education settings: A Delphi study

Dan Connolly

Teaching and Learning Coach – Barnsley College

PhD student – Leeds Trinity University

Advance HE CBHE Network Conference

10 July 2023

2301394@leedstrinity.ac.uk

About me

Teaching and
Learning Coach at
Barnsley College

11 years'
experience
teaching HE in FE

HE Programme
Leader (2016-21)

Currently lead on
3 PGCE modules

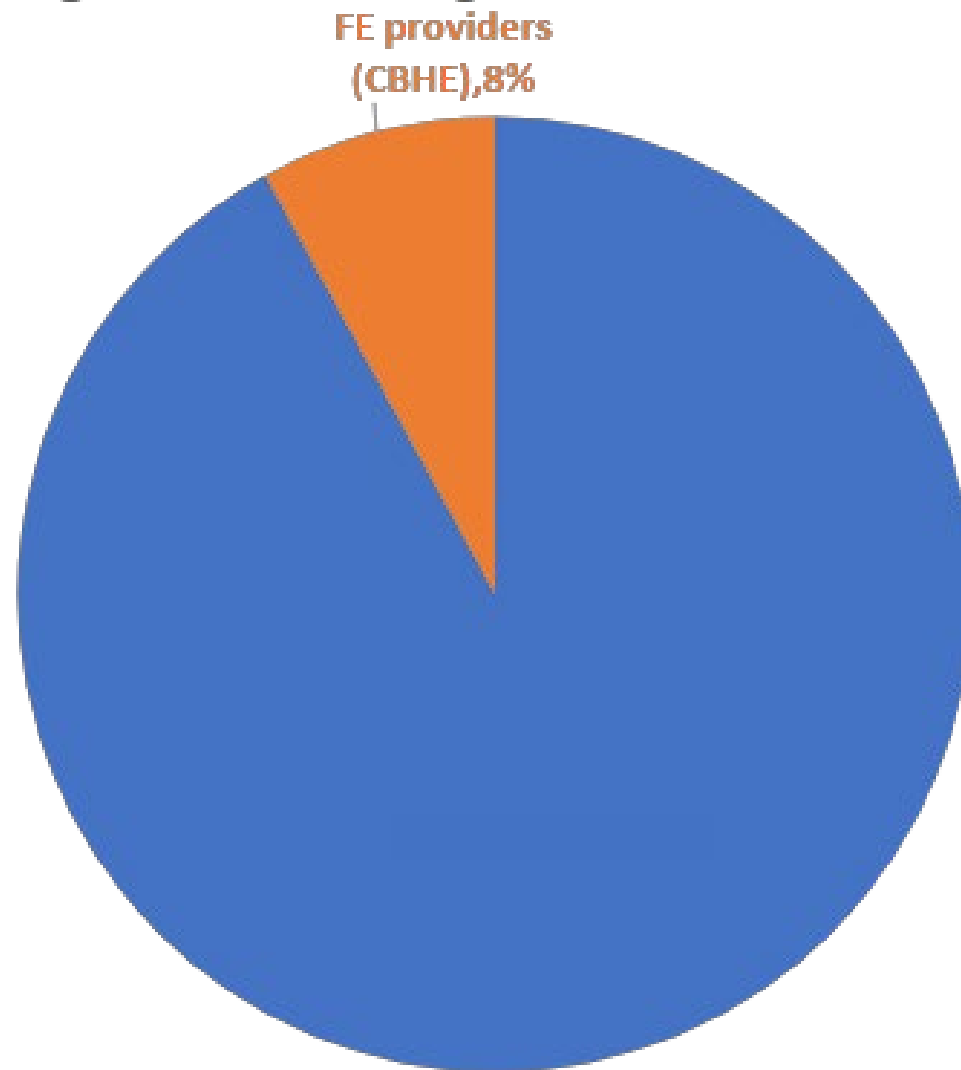
PhD at Leeds
Trinity University

Commenced in
Feb 2023

Ethical approval
for study 1

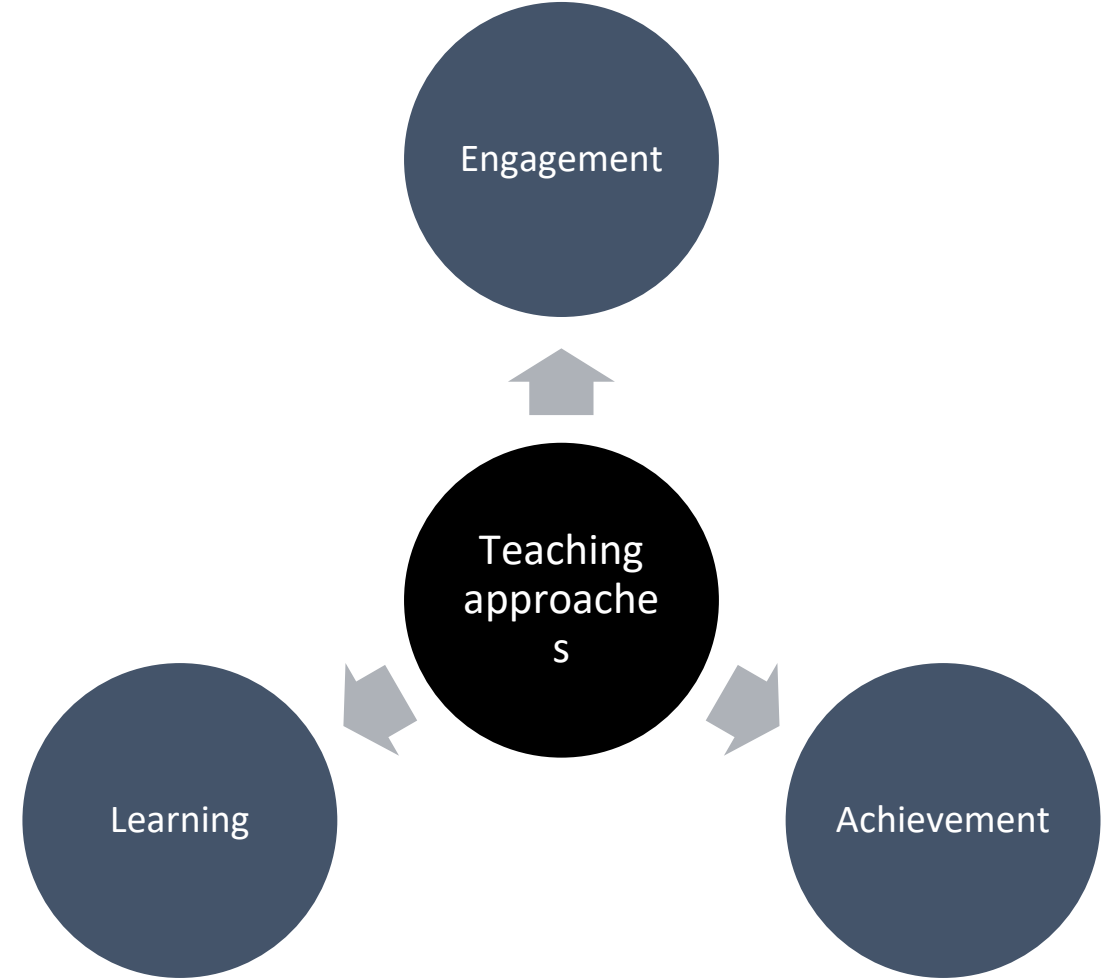
Currently piloting
study 1

Percentage of total undergraduate students in england



Total of first degree and other undergraduate = 2,051,475

(HESA, 2021)



(Giacalone, 2016; Lak et al., 2017; Fischer & Hänze, 2020)

DO YOU TEACH HIGHER EDUCATION IN A FURTHER EDUCATION SETTING (HE IN FE)?

Would you like to be part of a PhD research study which aims to develop a consensus around common teaching methods, strategies and tools adopted and the factors that influence these?

Commitment: a series of short surveys (approximately three) providing insight into your teaching approaches and indicating your level of agreement with the commonality of other teaching approaches in the sector.

Interested in taking part?

Contact the principal researcher,
Dan Connolly via
2301394@leedstrinity.ac.uk



DO YOU MEET THE ELIGIBILITY CRITERIA?

- Minimum 5 years' experience teaching HE in FE
- Currently teaching HE in FE
- Taught HE in FE for the past 3 years
- Teach a franchised/validated honours, top-up or foundation degree programme, a teacher education programme at level 5-6, or a Higher National Certificate/Diploma
- Teaching face-to-face delivery

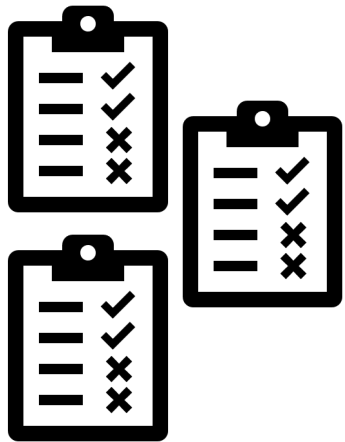
Hold one of these teaching qualifications:

- Level 5 Certificate in Education
- Level 5 Diploma in Education and Training
- Level 6 Professional Graduate Certificate in Education
- Level 7 Post Graduate Certificate/Diploma in Education
- Level 7 Post Graduate Certificate in HE
- Level 7 Post Graduate Certificate in Learning and Teaching in HE

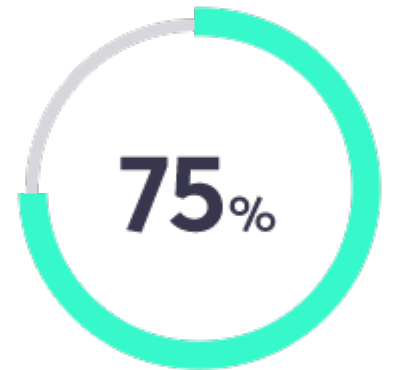
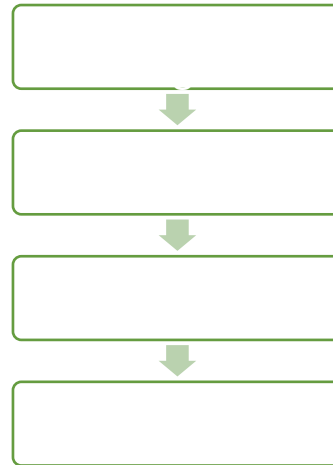


Research questions:

1. What teaching methods, strategies and tools are **adopted** by HE in FE teachers?
2. What are the **factors that influence why** particular teaching methods, strategies and tools are adopted by HE in FE teachers?

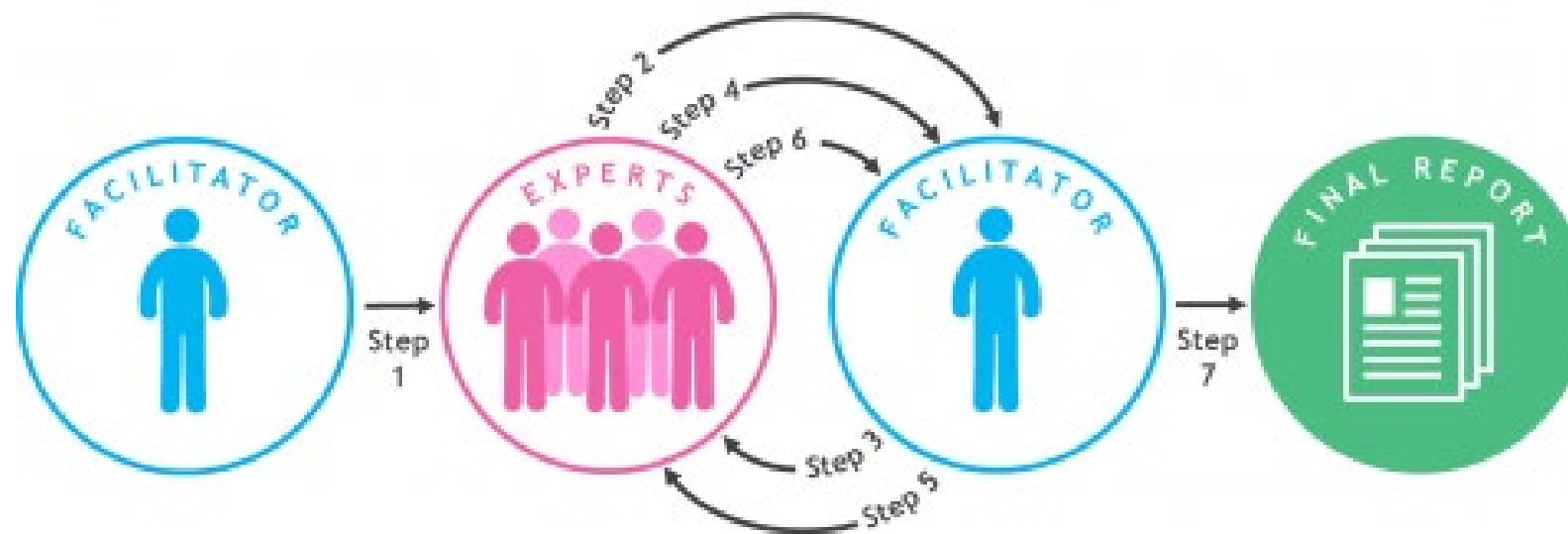


Demographics
+
Teaching experience
+
Delphi questions



Intended benefits and practical value

1. The results could inform HE providers' **teacher professional development**: they could review their current professional development plans/programmes and introduce specific training to develop the teaching methods, strategies and/or tools used
1. Existing practitioners could use the results to reflect upon common teaching methods, strategies and tools and examine how their approaches compare: this could lead to the **adoption of research-informed practice**
1. **Policy and strategy** makers in the sector could inform their teaching and learning guidance based upon common practices unearthed



Facilitator seeks individual assessments from a pool of experts.

Experts respond to the request, receive feedback and revise their responses.

Facilitator compiles the responses and sends a revised set of questions to each expert. Several cycles of feedback may be needed.

Facilitator produces report on experts' responses, noting key outliers.

Supporting literature

- Fischer, E. & Hänze, M. (2020). How do university teachers' values and beliefs affect their teaching?. *Educational Psychology*, 40(3), 296-317.
- Giacalone, D. (2016). Enhancing student learning with case-based teaching and audience response systems in an interdisciplinary food science course. *Higher Learning Research Communications*, 6(3).
- HESA (2021). *HE student enrolments at HE and FE providers by level of study and HE provider type 2015/16 to 2019/20*. Available at: <https://www.hesa.ac.uk/data-and-analysis/sb258/figure-4#notes> (Accessed: 28 June 2022).
- Lak, M., Soleimani, H. & Parvaneh, F. (2017). The effect of teacher-centeredness method vs. learner-centeredness method on reading comprehension among Iranian EFL learners. *Journal of Advances in English Language Teaching*, 5(1), pp-1-10.