

**‘More than just a snapshot’:
Introducing a tool for evidencing the
value of teaching-related CPD**

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With thanks to our Project Partners & Pilots Institutions:

- Bangor University
- Bath Spa University
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Session Aims:

- Consider the evaluation templates within the toolkit and identify questions that are useful for your institutional context;
- Identify a range of appropriate methods for evaluation;
- Discuss the factors which will enable you to implement the evaluation protocol

Continuous Professional Development (CPD) in contemporary HE

- Any activity ‘targeted to **strengthen and extend the knowledge, skills and conceptions of teachers** in a way that will lead to **changes in their way of thinking and their educational behaviour**’ (Fenstermacher & Berliner, 1985: 49).
- Teaching-related CPD commonplace, result of the agenda to ‘professionalise’ the practice of T&L in HE (Kandlbinder & Pesta, 2009)
 - Represents activities such as courses (e.g. PGcert), workshops, peer review, conferences
 - Long history for new lecturers, renewed focus on ‘established’ staff (Browne, 2010)

Context

- Prominent agendas for teaching-related CPD in HE but very **little understanding of its impact and value** – especially on student learning
- HEA-funded project: Evaluating teaching development in HE: towards an impact assessment





Evaluating teaching development activities in higher education

A toolkit

Pauline Kneale, Jennie Winter, Rebecca Turner, Lucy
Spowart and Reema Muneer, Plymouth University

Hot off the Press!

Evaluating Teaching Development
in HE: a toolkit

https://www.heacademy.ac.uk/sites/default/files/evaluating_teaching_development_in_he_-_toolkit1.pdf

Evaluating Teaching Development
in HE: a literature review

https://www.heacademy.ac.uk/sites/default/files/evaluating_teaching_development_in_he_-_literature_review1.pdf

National audit

- Online survey in Feb 2015
- 189 responses, 142 included (response rate = 16.4%)

Research questions

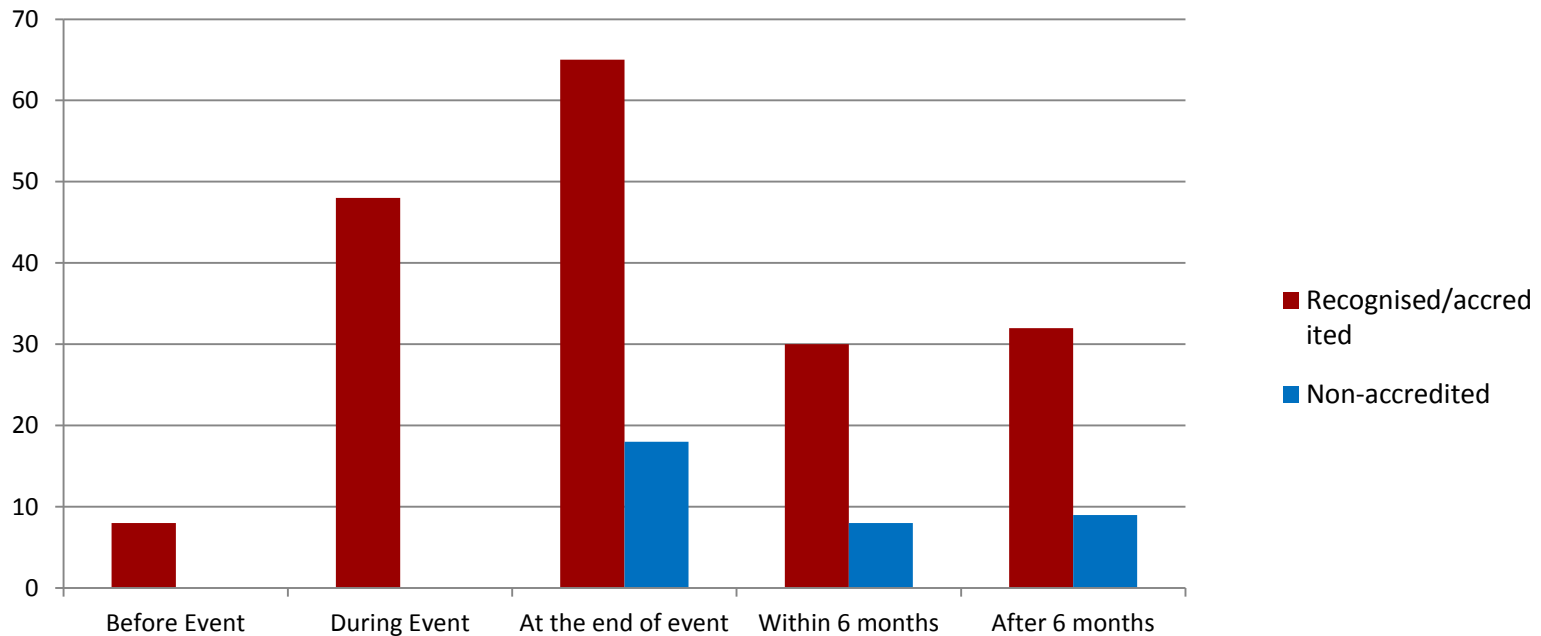
- What teaching-related CPD is currently offered in HEIs?
What informs this choice of CPD?
- How is the impact of CPD currently evaluated?
- To what extent (if any) do institutional policies support teaching-related CPD?
- To what extent (if any) are students involved in teaching-related CPD?

Evaluation: Accredited - non-accredited offers

133 examples

11% did not evaluate the CPD offer

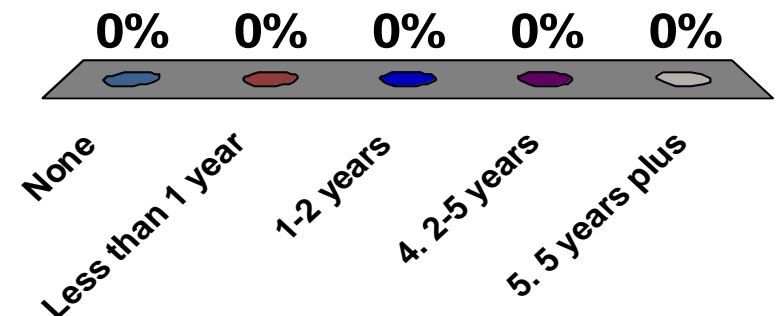
15% evaluated longitudinally



- Questionnaires/happy sheets most common. Focus on satisfaction
- Lesser extent changes in conceptions and practice.
- Impact of student learning considered rarely, very few continuing to evaluate after 6 months

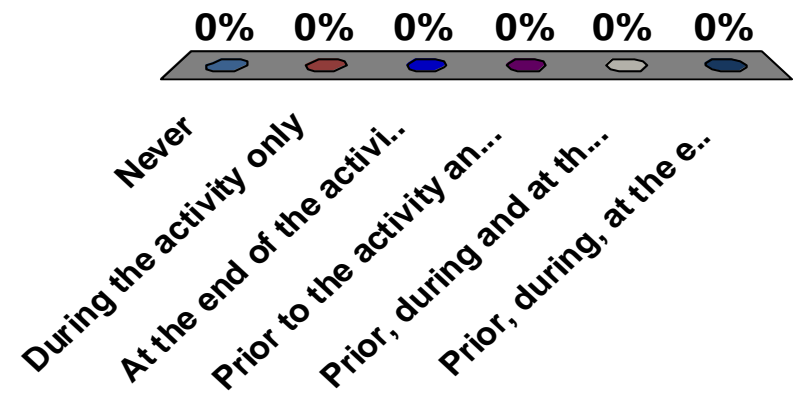
What is your current experience of evaluation practices?

1. None
2. Less than 1 year
3. 1-2 years
4. 2-5 years
5. 5 years plus



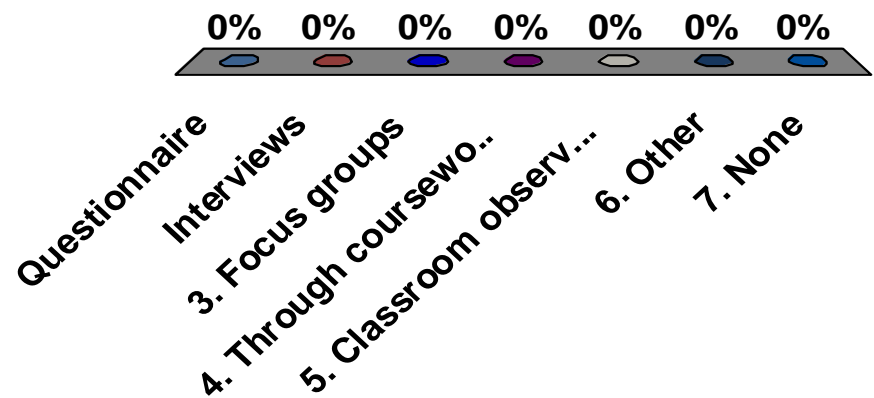
When do you evaluate your CPD provision?

1. Never
2. During the activity only
3. At the end of the activity only
4. Prior to the activity and at the end
5. Prior, during and at the end
6. Prior, during, at the end and longitudinally



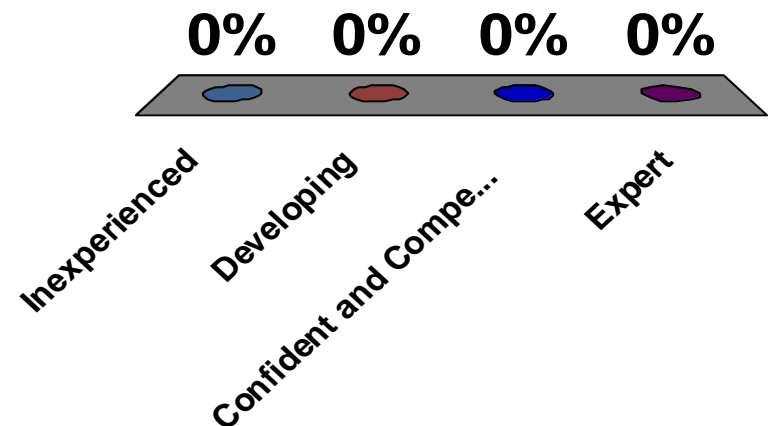
What is your primary method for evaluating the activities you are involved with?

1. Questionnaire
2. Interviews
3. Focus groups
4. Through coursework submissions
5. Classroom observations
6. Other
7. None

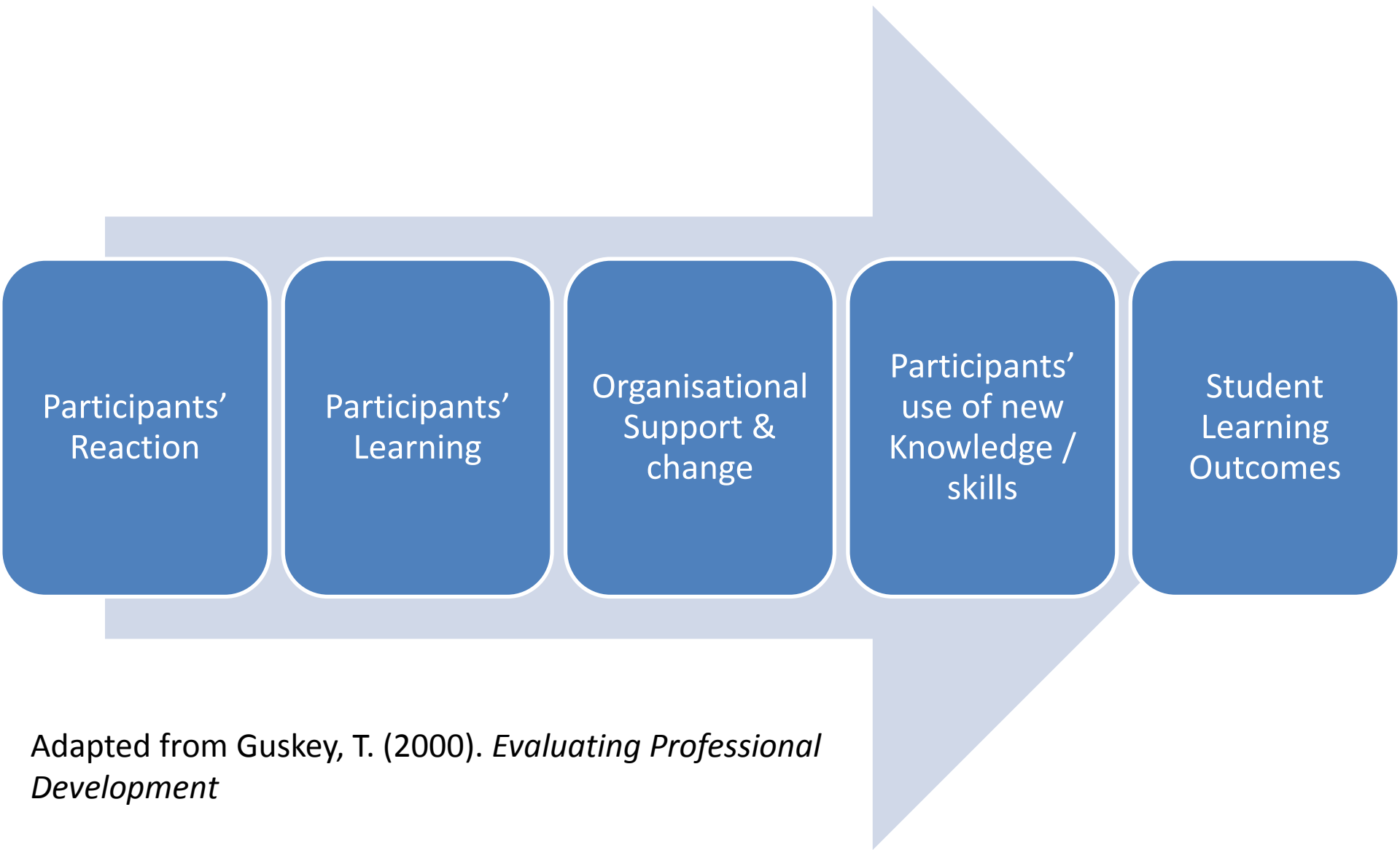


How would you rate yourself as an evaluator?

1. Inexperienced
2. Developing
3. Confident and Competent
4. Expert



Guskey's 5 levels of CPD evaluation



Adapted from Guskey, T. (2000). *Evaluating Professional Development*

Task 1: Table Discussion (5 mins)

Compare and discuss your responses to the prep task template. In particular:

- How well do your evaluation practices align with the intended outcomes?
- What audience do you need to communicate to?
- PLEASE use the post it notes on the table to record your comments

<https://www.plymouth.ac.uk/research/institutes/pedagogic/hea-cpd-framework>

Google:

HEA CPD Toolkit Plymouth University

Task 2: Using the toolkit (20 mins)

Read and review the template of questions for your chosen CPD activity.

These questions are designed for CPD participants to complete in order to provide organisers with evaluation data

- **INDIVIDUALLY** at first, identify questions that you think would be relevant to evaluate the CPD activity you are involved in.

Then...

- **DISCUSS** your choice of questions. **Why those? Not others? Are there any questions you would add?**
- **PLEASE** use the post it notes on the table to record **Which aspects of Guskey's Levels are you most comfortable evaluating?**

Task 3: Methods (10 mins)

- Use page 2 of the template provided to select appropriate methods to use for your evaluation (further guidance is available in the online toolkit)

Please record:

- The methods you have chosen
- The factors that will help you to implement this evaluation in your institution?

Recommendations

- Evaluation needs to be considered during the design stage and in line with learning outcomes
<http://www1.plymouth.ac.uk/research/pedrio/Pages/HEA-CPD-Framework.aspx>
- We recommend evaluation before, during and after events, with the emphasis on repeating evaluation after 6 months and 2 years to gauge longer-term impacts
- The contributions students can make to staff CPD is an area that has received limited attention and could be usefully explored to better align CPD and the student voice.