

SYMPP - (18623) - THE MATURATION OF PEDAGOGICAL TRAINING: FROM PROFESSIONALISATION TO RECOGNITION

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Short Abstract

Academic development is 'about the creation of conditions supportive of teaching and learning' (Leibowitz, 2014, p. 359). The focus has largely been on improving the quality of teaching, with a hopeful outcome of improving student learning (Sutherland 2018). This effort has shifted from a focus on the classroom to the broader learning environment, and from individuals to teams and the leading of teaching; there has also been a move from teaching to learning, and from quality assurance to quality enhancement over the past 20 years (Gibbs, 2013).

In the UK, these efforts have been supported by teaching and learning units within institutions and by a national accreditation scheme, based on the UK Professional Standards Framework (UKPSF). This gained momentum in the late 1990s following the Dearing Report in 1997 and the requirement for professional development of new teaching staff. Professional recognition has been a feature of educational development in the UK, further supported by the Browne Review in 2010. This 'professionalisation of teaching' phase was grounded on developing reflective practitioners.

The role of pedagogical research has recently expanded—both from discipline-based academics and educational development staff. This has coincided with a huge growth in teaching-based positions in UK higher education. Conducting a publishing pedagogical research has become a key feature of efforts to reward and recognise excellent teaching in universities (Fung & Gordon 2016). This signals a shift from professionalisation to recognition of teaching expertise and a reframing of the role of teaching in universities.

References

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