



Quality Teaching @ UON

Vice-Chancellor's Strategic Initiative, The University of Newcastle

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The University of Newcastle

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Quality Teaching @ UON

- Inform how the University can support and improve the quality of teaching across its campuses.
- Evaluate the potential benefits of applying the Quality Teaching (QT) model and the Quality Teaching Rounds process for enhancing teaching at UON.
- Prior school-based studies have demonstrated significant positive effects on the quality of teaching, teacher morale and sense of recognition.
- Previously piloted the application of Quality Teaching principles to assessment in higher education (ALTC grant).

Quality Teaching program of research

Timeline	Evidence / Scientific Purpose
2000	Preliminary studies of pedagogy and power relations
2001	
2002	Development of the Quality Teaching model
2003	
2004	Proof of concept testing of the Quality Teaching model in real-world settings
2005	
2006	

Quality Teaching program of research

Timeline	Evidence / Scientific Purpose
2007	Effectiveness in new settings and development of the Quality Teaching Rounds approach
2008	
2009	Proof of concept and pilot testing of Quality Teaching Rounds
2010	
2011	
2012	Design experiments to refine Quality Teaching Rounds for wider implementation
2013	

Quality Teaching program of research

Timeline	Evidence / Scientific Purpose
2014	RCT efficacy trial to examine impact of Quality Teaching Rounds on teaching quality and teacher morale, and preliminary scaling of QTR
2015	
2016	
2017	

Quality Teaching Rounds program of research

Timeline	Evidence / Scientific Purpose
2018	<p data-bbox="723 536 2010 586">Mixed methods studies of QTR, including RCTs, to test:</p> <ul data-bbox="723 622 2010 979" style="list-style-type: none"><li data-bbox="723 622 1475 672">- Impact on student outcomes<li data-bbox="723 722 2010 772">- Sustainability of effects two years post-intervention<li data-bbox="723 822 1870 872">- Efficacy of trainer delivery and digital delivery<li data-bbox="723 922 2010 972">- Translation to new contexts, nationally and globally
2019	
2020	
2021	
2022	

QUALITY TEACHING MODEL

Comprehensive
pedagogical model,
knowledge base for
teaching, shared
language for teachers

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PD approach, collaborative
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RANDOMISED CONTROLLED TRIAL

192 teachers, 24 schools, 1,073 observations, and 164 interviews

Impact on teaching and morale, at all career stages

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NEXT QUESTIONS

Impact on student outcomes

Sustainability

Scalability

Translatability

Quality Teaching model

- Antecedents were Authentic Pedagogy and Productive Pedagogy
- Not just about teaching practices, but about 'the practice of teaching'
- Implemented initially in NSW (NSW DET, 2003, 2005) and the ACT
- Applicable across all year levels and subject areas

Quality Teaching model

3 dimensions and 18 elements

Intellectual Quality	Quality Learning Environment	Significance
Deep knowledge	Explicit quality criteria	Background knowledge
Deep understanding	Engagement	Cultural knowledge
Problematic knowledge	High expectations	Knowledge integration
Higher order thinking	Social support	Inclusivity
Metalanguage	Students' self-regulation	Connectedness
Substantive communication	Student direction	Narrative

Example QT coding scale

DEEP KNOWLEDGE

To what extent does the knowledge addressed in the lesson focus on a small number of key concepts and the relationships between them?

1	Almost all of the content knowledge of the lesson is shallow because it does not deal with significant concepts or ideas.
2	Some key concepts and ideas are mentioned or covered by the teacher or students, but only at a superficial level.
3	Knowledge is treated unevenly during instruction. A significant idea may be addressed as part of the lesson, but in general the focus on key concepts and ideas is not sustained throughout the lesson.
4	Most of the content knowledge of the lesson is deep. Sustained focus on central concepts or ideas is occasionally interrupted by superficial or unrelated ideas or concepts.
5	Knowledge is deep because focus is sustained on key ideas or concepts throughout the lesson.



Quality Teaching
Rounds

Quality Teaching Rounds: The process

Reading discussion – to develop shared knowledge base and build sense of professional community

Observation – one PLC member teaches a lesson observed by the others

Individual coding – by all participants, including the teacher

Discussion – of the observed lesson, and of teaching in general, drawing on the language and concepts of the Quality Teaching model and working towards a shared view for each element

Quality Teaching @ UON: Pilot Study 1

Two-hour workshop

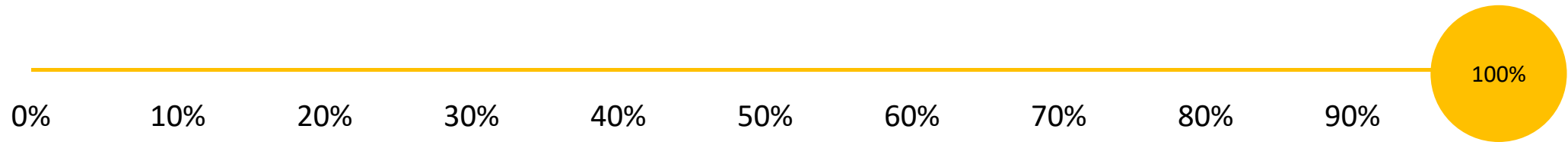
- 7 participants

Post QT workshop data

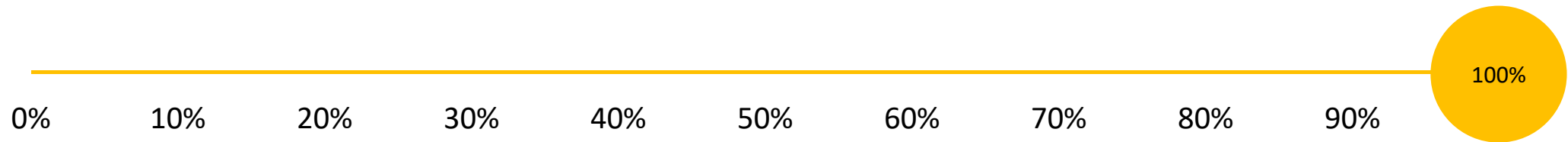
- Online survey ($n = 7$)
- Focus group ($n = 7$)

End of semester survey ($n = 7$)

The Quality Teaching workshop

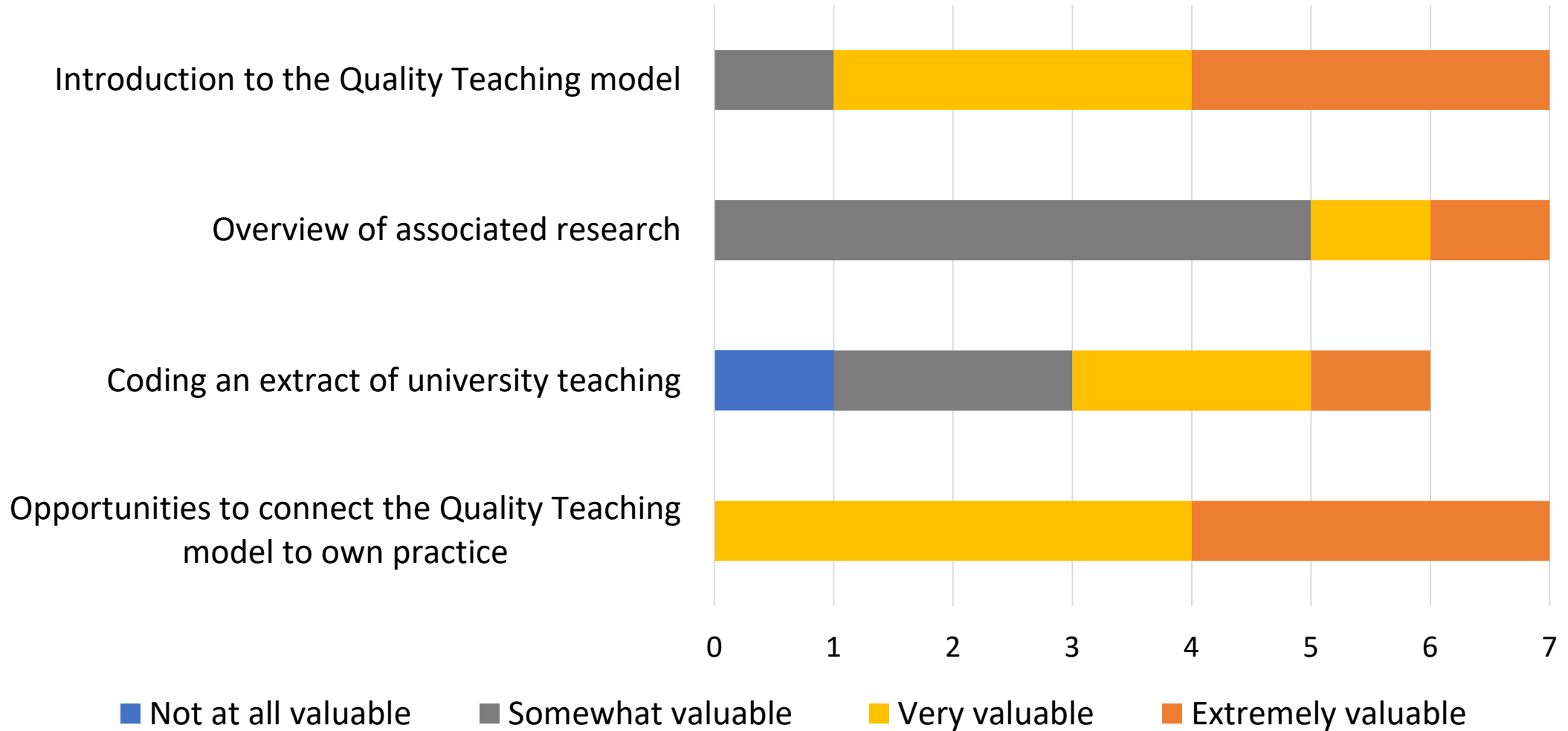


Did you find the way that the information was presented in the course helpful?

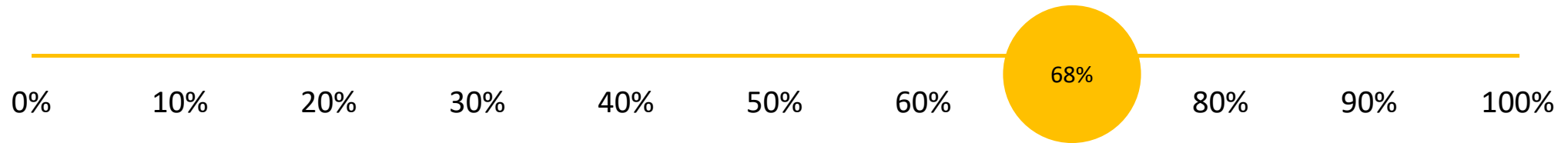


Did you find that the information presented in the course was relevant?

Value of Quality Teaching workshop components

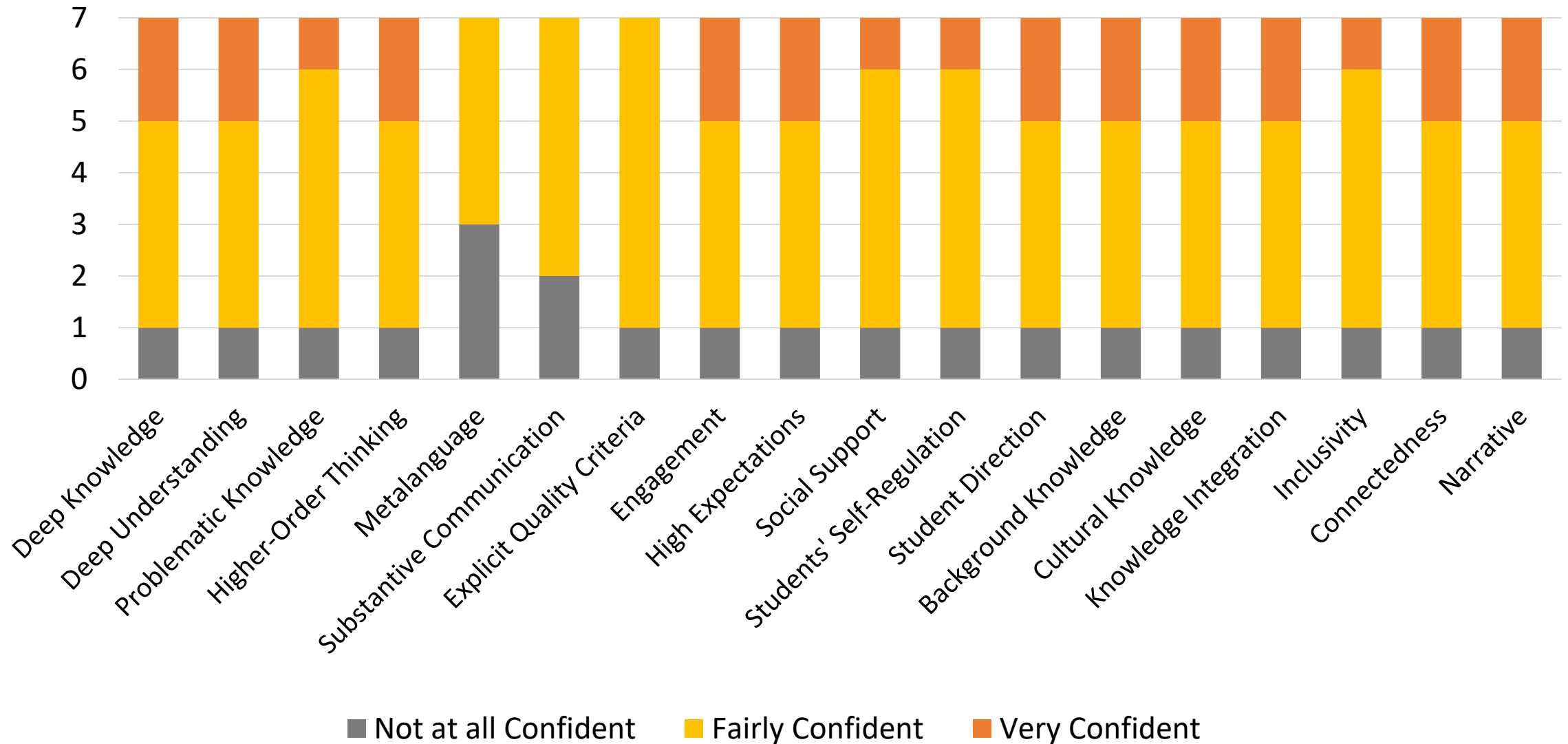


Overall confidence in applying the Quality Teaching model



Overall, how confident do you feel in applying the Quality Teaching model to your own teaching?

Explaining the elements of the Quality Teaching model



Benefits of the Quality Teaching workshop

I think this [model provides] very useful information and instead of doing the course in two hours **it would be more beneficial to do more hours**. More like four hours. We could add some practical activities...because **I think this is a very important aim for teaching**. I was thinking about the beginning of my appointment at the University, we had one week of courses with the Centre of Teaching and Learning. It's one week, but **I think this [workshop]...is more relevant, adds more value to teaching**.

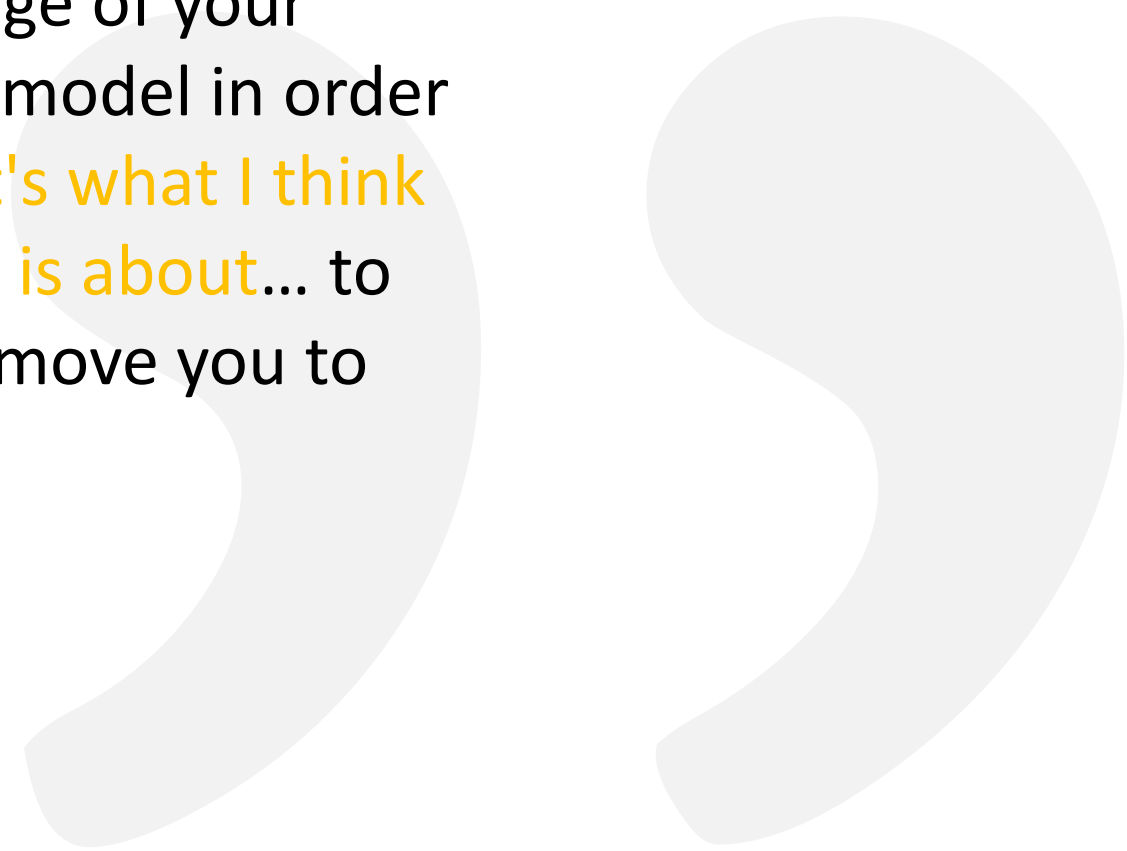
A model for guiding practice

I consider all of the aspects [in the model] in my teaching [already], but there's more structure. [It will] help me to structure the way of delivering my tutorials in a more systematic way.

You don't have to go for that big picture to start with... just breaking something down into chunks and making it seem more achievable to improve teaching support is something to take home from today.

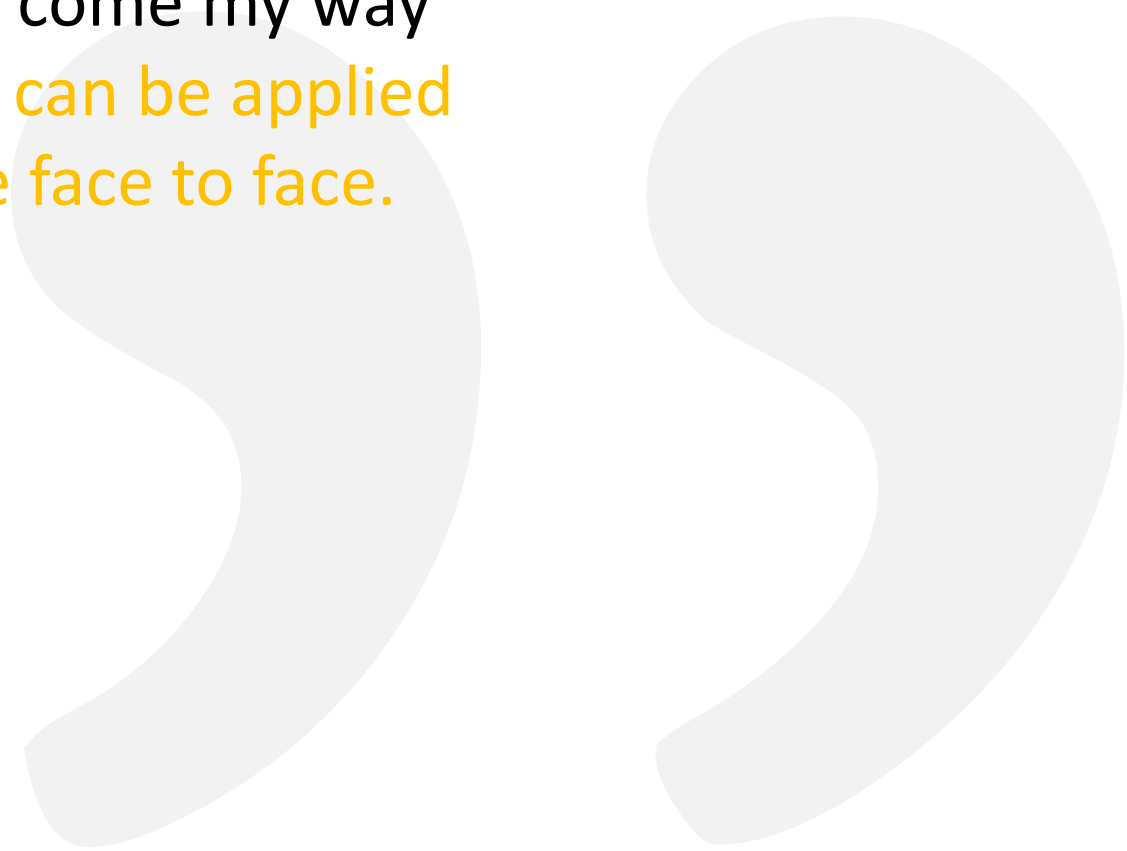
A model for guiding practice

I see professional learning as... reflective and building on what you're already, what your capacity is, and I think that it wouldn't matter at what stage of your teaching you were at you could use this model in order to move you to the next level... And that's what I think the value of this Quality Teaching model is about... to link it to where you are at personally to move you to your next point.



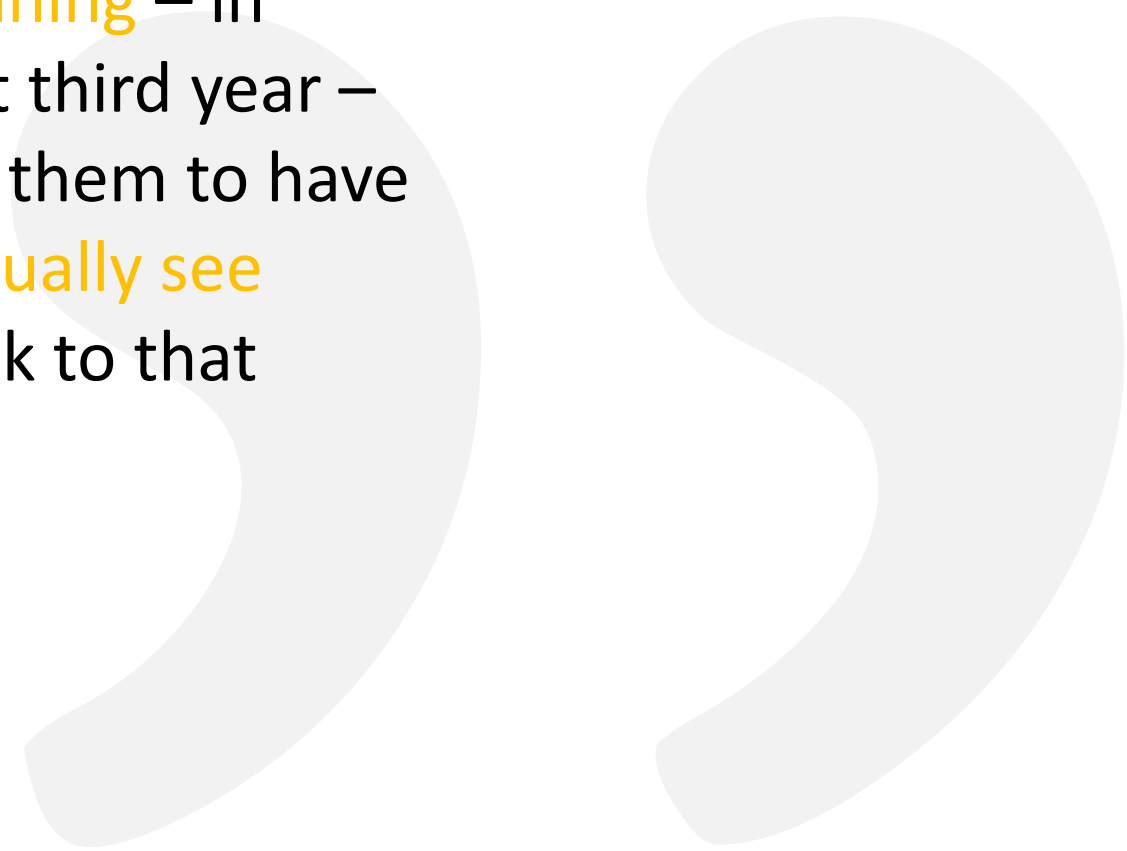
A model for guiding practice

[As a] distance/online teacher...it is very hard for me to join in any sort of professional development. **But for me, this is great...** I do whatever courses come my way and all this [work around the QT model] **can be applied to online teaching just as much as to the face to face.**



Program planning

I truly believe having this [model] will be able to help us as a School, and as a group of academics, work together to plan the pathway from the very beginning – in [students'] first year to their end year, at third year – and build on the concepts that we want them to have to come out to be workforce ready. I actually see potential in this [model] in getting it back to that pathway.

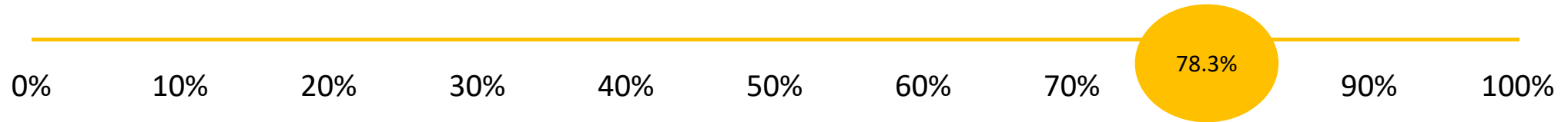


Collaboration

This [model] could assist us to develop a culture of positive reflection... We've got a really good team, however, when we look at things, we break them into a negative frame and therefore, we stop getting together to reflect.

You can become short sighted or have blinkers because we all see things from our own perspective... And I think this [model] can be a tool for collegial communication in its final form of the [Quality Teaching] Round.

End of semester survey

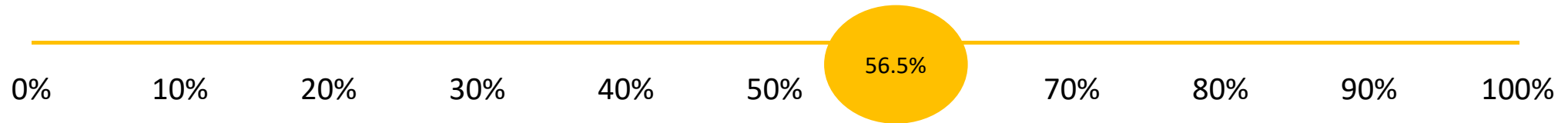


To what extent do you think that other academics within your School would benefit from incorporating Quality Teaching principles within their teaching?

*“Many staff have no formal teaching quals and are essentially **flying blind**. Though not formal this is a great useable tool”.*

*“**Good refresher** for experienced teachers and would be **very beneficial** for new staff”.*

End of semester survey

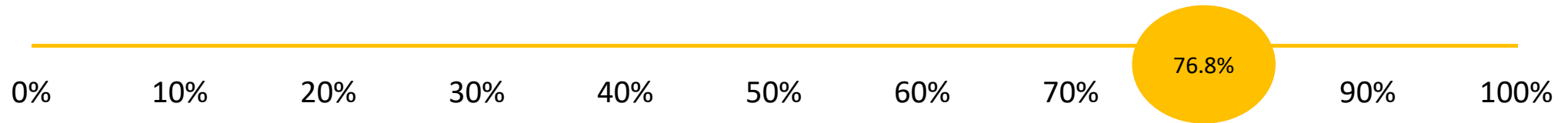


To what extent do you think that other academics within your School would respond positively to participating in the QT@UON course you completed this semester?

*“I think all will agree this is a good idea though **workload** will have the deciding vote in terms of engagement and willingness”.*

*“Unfortunately a lot of **staffing changes** [have] impacted on staff and this may impact on **willingness to engage**. Additionally the School is often used to pilot projects that never get fully implemented”.*

End of semester survey



How would you rate your overall experience with QT@UON in terms of value for UON staff and students?

Suggestions for Improvement

“Longer training sessions as the session we had was just not long enough”.

“Introduce as part of orientation”.

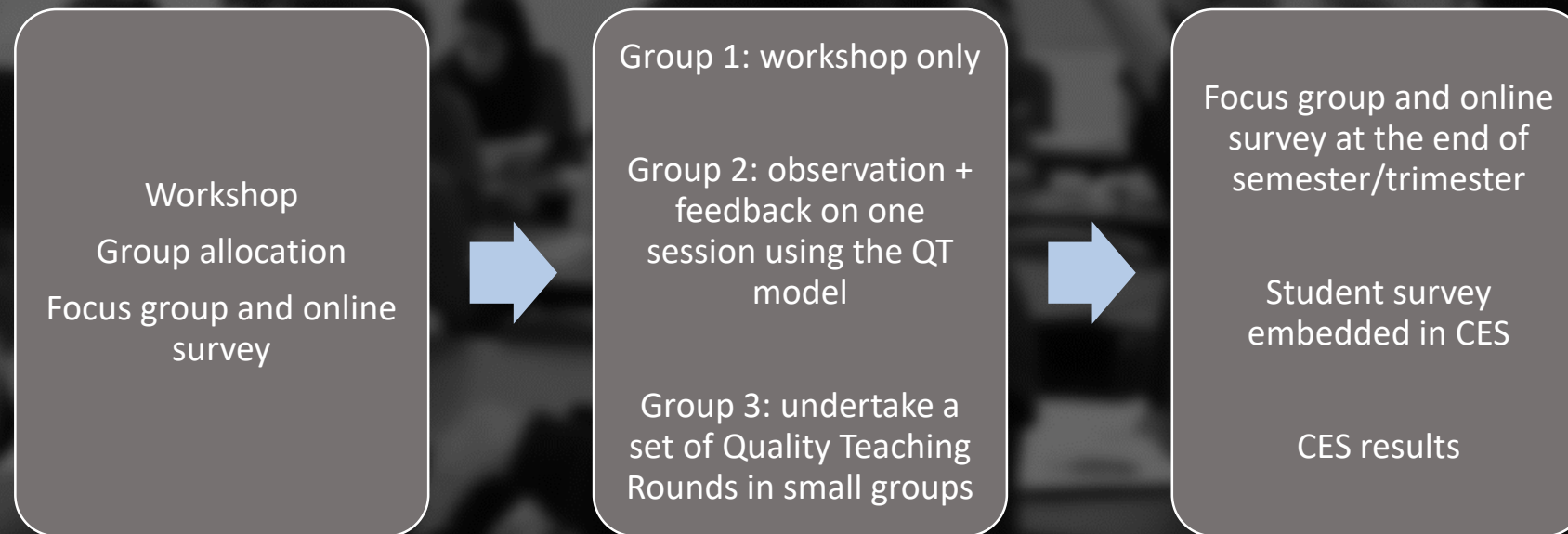
“Follow up [with] mentorship”.

“Tailor it to specific disciplines”.



QT@UON 2020: Pilot Study 2

- 19 academics from across UON
- Data collection currently in progress



THANK YOU

Questions

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The University of Newcastle, Australia

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