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Professional development and teaching quality in higher education

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Appendices

Appendix A

Classroom observation protocol

1. Insert your name in in the Google sheet column ‘observator’. Please note, 1 observation per teacher!

#	BA/MA	Students	Activity	Date	Time	Location	Observator
10	Bachelor	150+	Lecture	20-03-17	09:00 – 12:00	Bernoulliborg, 5161.X	
				22-03-17	09:00 – 12:00	Bernoulliborg, 5161.X	[insert name]
				28-03-17	09:00 – 12:00	Bernoulliborg, 5161.X	

2. Email Ine or teaching assistant Rianne with the corresponding number (first column) to receive the teacher’s name, contact, and course details
3. If you happen to know the teacher personally, please select someone else
4. Email the teacher to announce the observation (example email below)
5. Arrive at least 15 minutes early to the observation and introduce yourself to the teacher
6. Observe
7. Complete the observation form in the ICALT app
8. Send the teacher the feedback report
9. Schedule a follow-up conversation

Appendix A (continued)

Example E-mail

Dear [insert name],

I am writing to inform you that on [insert date and time] I will observe one of your teaching activities. The observation is part of the research project “Teaching quality in higher education” (for more information, please see the information letter you have been sent on X January).

Please note that the observation will not interfere with your teaching activities and the observation will not be recorded. Additionally, I would like to ask you to fill in this brief survey (completing this survey will take about 5 to 10 minutes of your time) regarding the way you go about your teaching. All data gathered will be analysed anonymously. Your faculty will not have access to the individual data.

Should you have further questions, please do not hesitate to contact me or my colleague Ine Noben (i.noben@rug.nl).

Best regards,

[insert own name]

Appendix B

Table B

A Comparison of Nine Observation Instruments (Based on Earlier Work of Maulana et al., 2015)

Author (Name instrument) / Teaching behaviour	Danielson (2013) (FFT)	Pianta et al. (2012) (CLASS-S)	Van De Grift (2007) (ICALT)	Hora et al. (2013) (TDOP)	Smith et al. (2013) (COPUS)	O'MALLEY et al. (2003) (STROBE)	Sawada et al. (2002) (RTOP)	Alicea et al. (2016) (CCCO)	Torres et al. (2017)
Learning climate	x	x	x	x			x	x	x
Efficient organization	x	x	x	x	x	x		x	x
Instructions	x	x	x	x	x	x	x	x	x
Activating teaching	x	x	x	x			x		x
Differentiation			x						x
Learning strategies		x	x	x			x		x
Student engagement ⁹			x	x	x	x		x	

⁹ If an instrument includes a separate domain, category, or code for student engagement, it was included in the comparison.

Appendix C

Table C

Adapted ICALT Observation Instrument for Use in Higher Education

Observe the following behaviours and events:			
Please circle the appropriate answer: 1= behaviour was not demonstrated; 2=behaviour was hardly demonstrated; 3= behaviour was demonstrated; 4= behaviour was frequently demonstrated			
	This Teacher ...		
Safe and stimulating learning climate	1	shows respect for students in his/her behaviour and language	1 2 3 4
	2	maintains a comfortable atmosphere	1 2 3 4
	3	promotes students' self-confidence	1 2 3 4
	4	fosters mutual respect	1 2 3 4
Efficient organisation	5	ensures the lesson proceeds in an orderly manner	1 2 3 4
	6	monitors to ensure students carry out activities in the intended manner	1 2 3 4
	7	provides effective classroom management	1 2 3 4
	8	uses the time for learning efficiently	1 2 3 4
Clear and structured instructions	9	explains the subject material in a clear manner	1 2 3 4
	10	gives feedback to students	1 2 3 4
	11	engages all students in the lesson	1 2 3 4
	12	during the instruction stage, checks whether students have understood the subject material	1 2 3 4
	13	encourages students to do their best	1 2 3 4
	14	teaches in a well-structured manner	1 2 3 4
	15	gives a clear explanation of how to use didactic aids and how to carry out assignments	1 2 3 4
	HE1	presents societal or research developments of the topic	1 2 3 4
HE2	compares different theories / perspectives / methods	1 2 3 4	
Intensive and activating teaching	16	offers activities and methods that stimulate students to take an active approach	1 2 3 4
	17	stimulates the building of self-confidence in weaker students	1 2 3 4
	18	stimulates students to think about solutions	1 2 3 4
	19	asks questions which stimulate students to reflect	1 2 3 4
	20	lets students think aloud	1 2 3 4
	21	promotes interaction	1 2 3 4
	22	clearly specifies the lesson aims at the start of the lesson	1 2 3 4

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Adjusting instructions and student processing to inter-student differences	23	evaluates whether the lesson aims have been reached	1	2	3	4
	24	offers weaker students extra study and instruction time	1	2	3	4
	25	adjusts instructions to relevant inter-student differences	1	2	3	4
	26	adjusts the processing of subject matter to relevant inter-student differences	1	2	3	4
Teaching learning strategies	27	teaches students how to simplify complex problems	1	2	3	4
	28	stimulates the use of control activities	1	2	3	4
	29	teaches students to check solutions	1	2	3	4
	30	stimulates the application of what has been learned	1	2	3	4
	31	encourages students to think critically	1	2	3	4
	32	asks students to reflect on practical strategies	1	2	3	4
	HE3	teaches students how to reflect	1	2	3	4
The students...						
Student engagement	33	are fully engaged in the lesson	1	2	3	4
	34	show that they are interested	1	2	3	4
	35	take an active approach to learning	1	2	3	4

Appendix D

Table D

Breakdown of the Frequency of the ICALT-HE Observation Scores: The Original Scores 1-4 Compared to the Binary Recorded Scores 0-1

Item	Frequency of the original scores				Frequency of the binary score	
	1	2	3	4	0	1
1	0	1	57	153	1	210
2	0	2	65	144	2	209
3	0	21	96	94	21	190
4	2	3	108	98	5	206
5	2	8	90	111	10	201
6	71	35	76	29	106	105
7	6	6	106	93	12	199
8	0	7	88	116	7	204
9	6	11	93	101	17	194
10	21	36	93	61	57	154
11	23	73	72	43	96	115
12	28	58	75	50	86	125
13	34	68	83	26	102	109
14	5	22	101	83	27	184
15	51	41	83	36	92	119
HE1	50	21	77	63	71	140
HE2	46	37	72	56	83	128
16	17	55	84	55	72	139
17	142	33	31	5	175	36
18	35	48	93	35	83	128
19	17	66	78	50	83	128
20	62	42	62	45	104	107
21	46	60	69	36	106	105
22	59	48	58	46	107	104
23	129	39	38	5	168	43
24	185	16	10	211	201	10
25	167	27	16	1	194	17
26	177	27	7	0	204	7
27	63	42	78	28	105	106
28	88	51	61	11	139	72
29	78	41	73	19	119	92
30	33	45	102	31	78	133
31	46	52	70	43	98	113
32	87	50	58	16	137	74
HE3	65	57	65	24	122	89

Appendix E

Table E

Coding Scheme Based on Akerlind (2003)

	Code	Description
Conception of teaching	Teacher transmission focused	the teacher is imparting information to students, students are passive. The role of the students in the teaching-learning process is largely unconsidered, although it is recognised that material may be easier to absorb if presented in some ways than others. The primary aim of the teacher is to cover material.
	Teacher-student relations focused	Teaching as developing good relations with students. The aim is student satisfaction. Clear focus on the teacher, in terms of what they are doing within this relationship. As a product of the teaching-learning process, the teacher gains a sense of teaching well.
	Student engagement focused	Greater focus on the student in terms of what they are doing, rather than the teacher and the students' reactions to the teacher. The aim is to engage students with the material or subject in order to develop students' enthusiasm and self-motivation for learning.
Teaching development	Student learning focused	The emphasis in this category is on students' learning and development. The aim is to encourage students to think critically and originally, to question existing knowledge, explore new ideas, see new dimensions and become independent learners. The teacher is seen as gaining both knowledge and enjoyment from the experience of teaching, but also an opportunity to extend their own understanding of the area. Furthermore, they see the potential for broader benefits to the discipline and/or society arising from students' learning
	Comfort	in terms of feeling more confident as a teacher or teaching becoming less effortful
	Practice	in terms of expanding content knowledge and teaching materials, and/or an expanding repertoire of teaching strategies
Learning outcomes		in terms of improving students' learning and development

Appendix F

Table F

Teaching Self-Efficacy Beliefs Included in the Pre- and Post-Survey

Scale: 1= Not certain at all, 2, 3= Quite uncertain, 4, 5= Quite certain, 6, 7= Absolutely certain

Item	Content (How certain are you that you can...)
1	Repair student misconceptions?
2	Control unwanted behaviour in the classroom?
3	Motivate students who show low interest in learning?
4	Get students to believe they can do well in course work?
5	Ensure that your assessment strategies accurately evaluate student learning
6	Create lessons that hold students' interest?
7	Judge student comprehension of what you have taught?
8	Influence the self-discipline of your students?
9	Calm a student who is disruptive or dominant?
10	Adjust your lessons to the proper level for individual students?
11	Use a variety of assessment strategies?
12	Vary teaching strategies to meet the needs of your students?
13	Get students to attend class regularly?
14	Get students in your course to respect one another?
15	Provide appropriate challenges for very capable students?
16	Utilise technology to enhance your teaching?
17	Clarify what good performance is in your course (goals, criteria, expected standards)?
18	Get your students to reflect on their own learning progress?
19	Deliver improvement-oriented feedback to students about their learning?
20	Create activities for students to close the gap between their current and desired performance?
21	Help your students to think critically?
22	Make your expectations clear about student behavior?
23	Respond to difficult questions from your students?
24	Connect to the prior knowledge of your students?
25	Help to develop your students' ability to plan their own work?
26	Provide additional resources to students who need it

Appendix G

Table G

Overview of the Interview Topics

Interview topic	Exemplary overview of interview questions
Key learning experiences	<p>What would you say were the key learning experiences for you in the [name Professional Development programme]? Could you draw or visualise them? Feel free to also draw anything or anyone that helped, supported or causes challenges for you in the programme.</p> <p>Can you tell me about your visualisation? Why were this key learning experiences for you?</p>
Teaching conceptions	<p>Is there anything you changed in your teaching or the way you support student learning as a result of the key learning experience? Can you tell me more about this?</p> <p>Why did you change this?</p>

