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# Introduction to teaching

A short course with the aim to build pedagogic self-confidence in PhDs and post-docs

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Feel free to use this presentation and the ideas presented at your department or "educational arena". Please keep - PRåM ([pram@medfarm.uu.se](mailto:pram@medfarm.uu.se)) - on some of the slides so people understand the "origin" and whom to contact if they have questions or comments.



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# Outline

- Why?
- How?
- What?
- And?



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# Why? - Background

- PhD students often get involved in teaching early in their research career with little or no pedagogical education or training
- They need pedagogical tools and confidence to help them create a good learning environment
- It is not always possible for PhD students to allocate time to attend the five-week academic teacher training course, provided by the central unit for Teaching and Learning



# The aims of the course

- The participant should feel more in control of their coming teaching session
- The participant should have gotten to know new “teaching colleagues”
- The participants knowledge regarding teaching methods should have increased and to some degree been implemented at their next teaching session
- The participant’s interest for pedagogy should have increased and they should have been exposed to some pedagogical research



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# How? - Structure of the one-week course

Individual work

**Meeting 1: Two full days (MANDATORY)**

Pair-wise observations

Pairwise reflection report

Individual reflection report

**Bold = IRL = F2F**  
**= in classroom**

**Meeting 2: half-day (mandatory)**



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# Individual work – about 1.5 day

- Creating and uploading a short presentation movie
- Readings:
  - Teaching and Learning at Uppsala University: Guidelines for Educational Activity and Development”
  - Uppsala University’s main mission and core values
  - Short online article about reflection
  - Book chapters about tips and tricks in teaching
  - A Tedtalk about learning styles
- Write in wiki about thoughts and fears for upcoming teaching
- Start preparing a checklist using a web based note pad



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# Meeting 1

- Two full days days
- **Cannot be missed for any reason**
- Discussion about the reading material
- "Lecture"/workshop
  - Tips and tricks regarding lectures/seminars/laboratory work
  - Difficult situations
  - Reflective teaching
- Prepare for pairwise observation



# Pair wise observation

- The participants observed an experienced colleague performing a teaching session that resembles their upcoming teaching session
  - The observation pair wrote a short (2 pages) reflection report, which was uploaded to the LMS
  - Before the group meeting, the participants individually read the reflection reports from the other groups, and uploaded their thoughts and reflections to the LMS.



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## Meeting 2

- ~ 2 h collective discussion about the groups reflections and observations
- Both the pair-wise observation as well as general course content was discussed
- The discussion ended with that every participant stated what their next pedagogic training would be



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# What? - Results

- Survey data using a short questionnaire created in Google Forms:
  - At the end of the first meeting
  - At the end of the second meeting
  - Post course longitudinal follow-up - after 6 months
- Fifty-four participants (43 PhD-students and 11 post-docs) completed\* the course (four courses during 2017-2018)

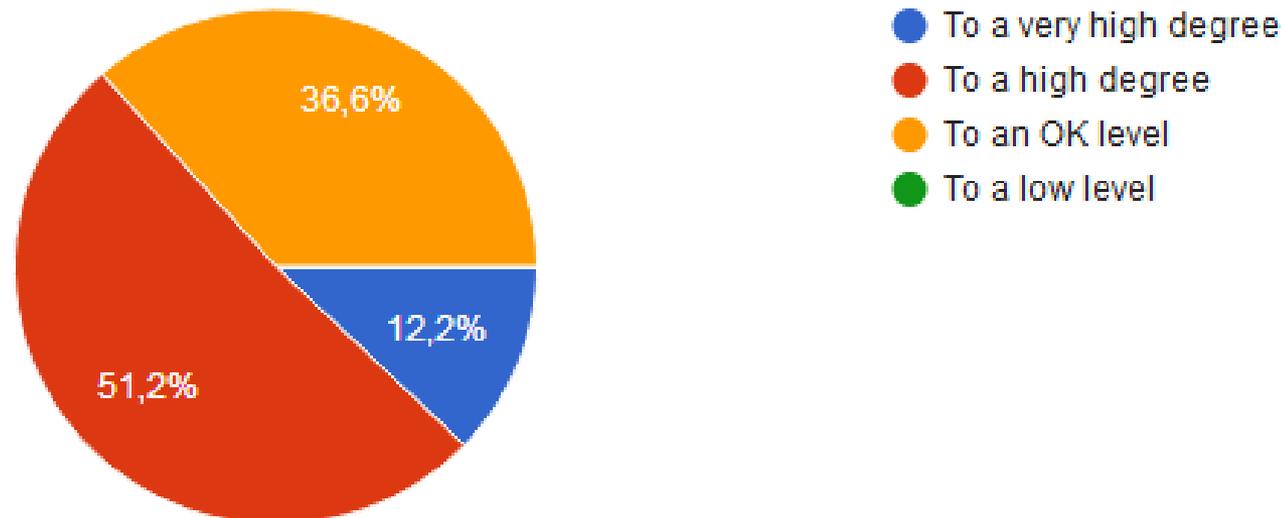
\* The last course not finished yet



# Results - end of first meeting

One of the course goals was that you should feel more in control of your coming teaching session. To what degree have the course so far fulfilled that goal?

41 responses from 54 participants



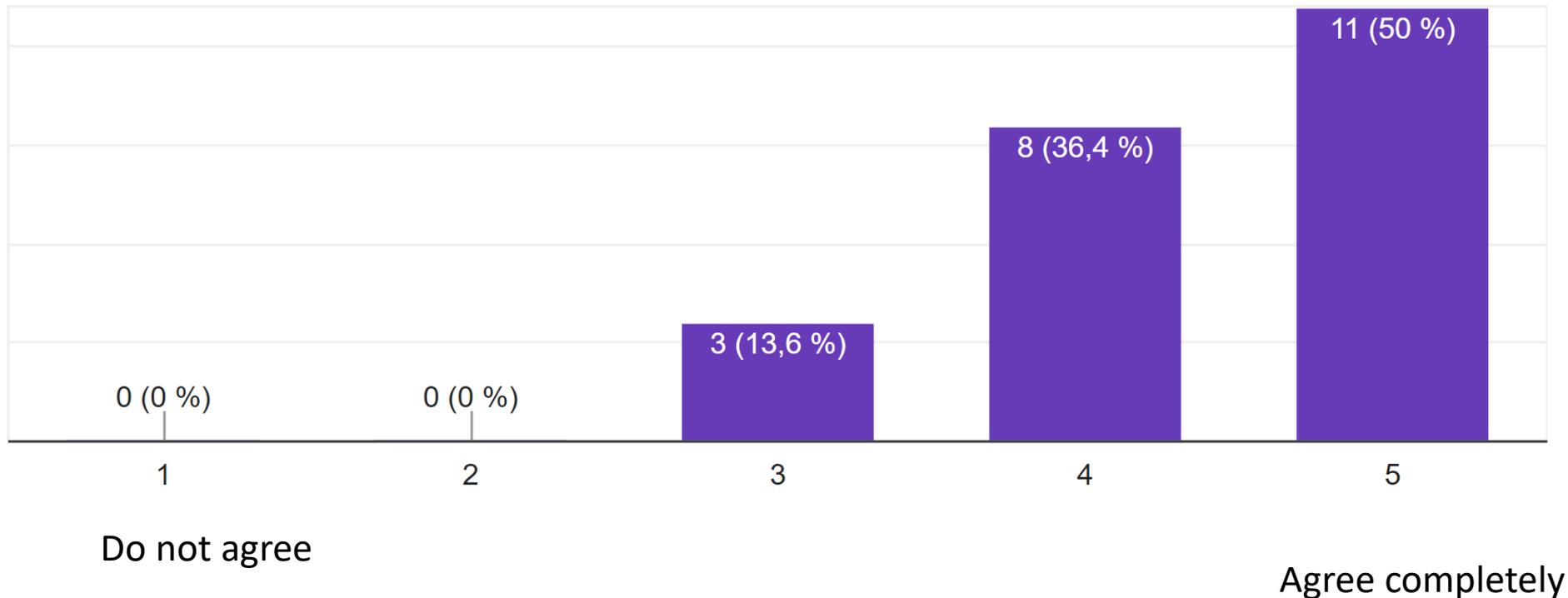






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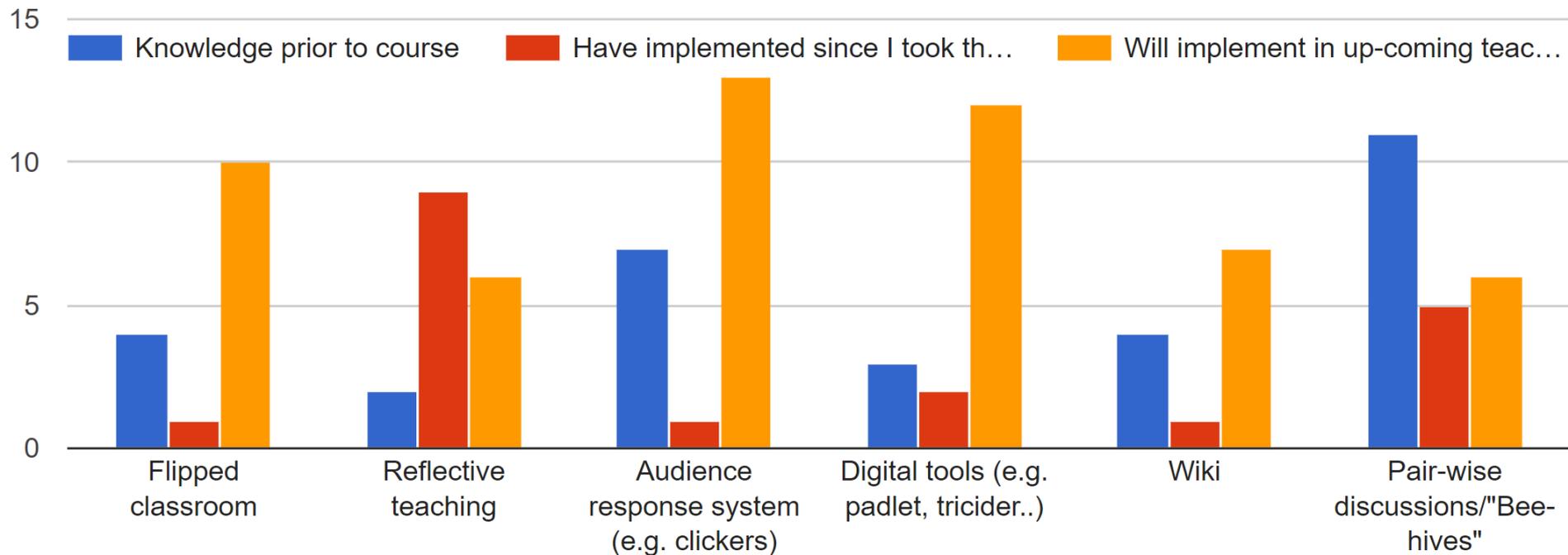
Post course - Students who attend this course will gain knowledge on various pedagogical techniques to facilitate and stimulate learning as well as active student participation





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# Post course - Which of the following teaching methods and techniques have you implemented (or will implement) in your teaching?





## And? - "The future"

- More tips and tricks
  - "My personal interpretation of "introduction to" was expecting rather down-to-earth tips like "not speaking into the white board etc", but it seemed that one should be well beyond that point before this course."
- Review reading material
  - Good to know or need to know



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# Conclusion

Our results indicate that a short introductory course can give PhDs and post-docs pedagogic confidence in their upcoming teaching.

The participants have started to use, or are at least planning to try some of the new techniques and methods discussed in the course

The evaluations indicate that the participants have started to reflect about their teaching, which in our opinion will benefit the students' learning.



# Some references

- Armstrong DK, Asselin ME. Supporting Faculty During Pedagogical Change Through Reflective Teaching Practice: An Innovative Approach. *Nurs Educ Perspect*. 2017 Nov/Dec;38(6):354-357
- Nguyen QD, Fernandez N, Karsenti T, Charlin B. What is reflection? A conceptual analysis of major definitions and a proposal of a five-component model. *Med Educ*. 2014 Dec;48(12):1176-89.
- Hew KF, Lo CK. Flipped classroom improves student learning in health professions education: a meta-analysis. *BMC Med Educ*. 2018 Mar 15;18(1):38
- Sullivan PB, Buckle A, Nicky G, Atkinson SH. Peer observation of teaching as a faculty development tool. *BMC Med Educ*. 2012 May 4;12:26.



# The "reading" material

- Web lecture about becoming a reflective teacher <http://www.open.edu/openlearn/education/learning-teach-becoming-reflective-practitioner/content-section-2>
- Short movie about learning styles <https://www.youtube.com/watch?v=855Now8h5Rs&t=9s>
- Mckeachie's Teaching Tips, the chapters about lectures, laboratory work, seminar and difficult students.
- Teaching and Learning at Uppsala University [http://regler.uu.se/digitalAssets/14/c\\_14251-l\\_1-k\\_pedagogiskt-program-engelska.pdf](http://regler.uu.se/digitalAssets/14/c_14251-l_1-k_pedagogiskt-program-engelska.pdf)
- Uppsala University's goals and mission <http://www.uu.se/en/about-uu/organisation/mission-core-values/first-class-education/>