A photograph of a sandy beach with various seashells and starfish. The shells are in shades of white, cream, and brown, and the starfish are white. The background is a soft-focus view of the ocean waves breaking on the shore.

Connections between higher education pedagogy developers' regulation skills and the concrete ways they develop their own pedagogical expertise

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We studied Finnish higher education pedagogical developers'

- own **readiness** for pedagogical development and
- how it connects to the **actual practices** they do in order to develop their pedagogical expertise



The readiness for pedagogical development consisted of:

1. One's own regulation skills
2. appreciating collegiality, sharing thoughts with colleagues
3. prioritizing work time for pedagogical development
4. Nativist vs. non-nativist conceptions of teacher ability



The actual practices for developing one's own pedagogical expertise included, for example:

- Taking part in pedagogical development groups at one's own work community
- Going to pedagogical courses
- Reading pedagogical articles
- Being active in social media
- Participating by writing pedagogical texts for science community



Method



- Kokko project (Developing Finnish higher education pedagogical developers' and teachers' pedagogical expertise).
- A total of 113 responses were received
- background information of age (26-64 years), gender (women: 84, men: 29), job title (teachers: 56, experts: 18, coordinators: 21, leaders: 15, coaches: 3), previous pedagogical studies, and teaching years in higher education (1 to 43 years)

The questionnaire



- Likert scale items measuring developers' readiness for their own pedagogical development.
- Four sum variables were constituted based on principal component analyses:
 - **trust in education** (3 items, e.g. "By training and practicing, it is possible for anyone to become a good educator", $\alpha = .51$),
 - **prioritizing other work over pedagogy** (3 items, e.g. "Usually, I have to prioritize other things over pedagogical training", $\alpha = .72$),
 - **appreciating collegiality** (2 items, "I often share my educating experiences with my colleagues", $\alpha = .85$) and
 - **regulation of pedagogical development** (5 items, e.g. "I often think back of my educating sessions, and consider what went well and what I could develop", $\alpha = .71$).

A close-up photograph of various seashells and a starfish scattered on a light-colored sandy beach. The shells are in various orientations and colors, including shades of beige, cream, and light brown. The starfish is a pale yellowish-brown color. The background is a soft-focus view of the beach extending towards the horizon.

Analyses

- Grouping of participants was executed using K-means cluster analysis with standardised values of sum variables.
- To study participants' concrete ways to develop their own pedagogical expertise, a list of possible practices were presented that they rated.

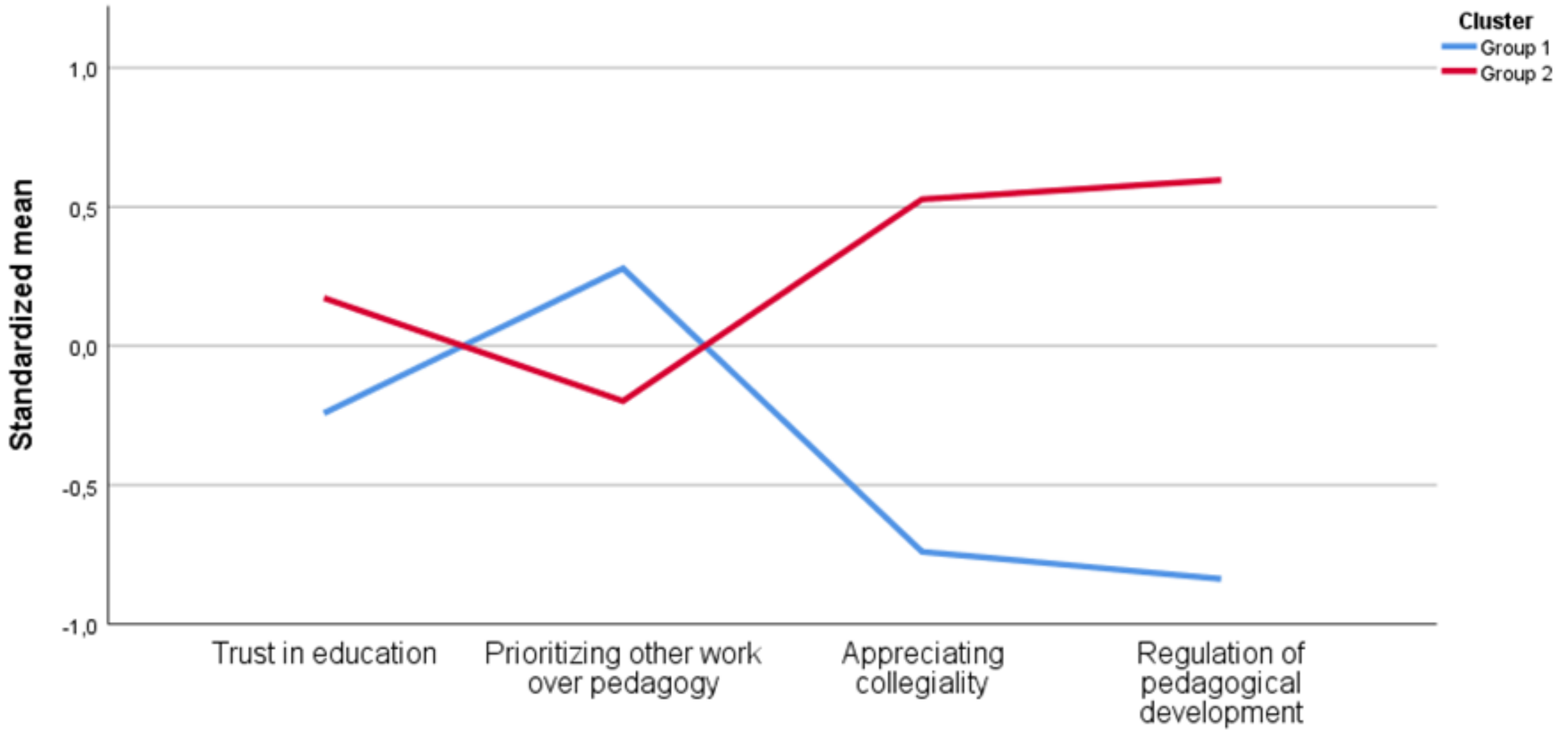


Figure 1. Two groups were constituted based on participants' differences in their readiness for pedagogical development.

Did the groups differ in their concrete ways to develop their own pedagogical expertise? 1/2

No difference in the most and least popular actions:

- “I take part in pedagogical development groups in my work community” (M = 4.34, SD = .92).
- “I take part in pedagogical development by writing pedagogical texts for science community” (M = 2.42, SD = 1.40).



Did the groups differ in their concrete ways to develop their own pedagogical expertise? 2/2

The Group 1 was lower on the statements, such as,

- "I read pedagogical literature" ($t(111) = -4.44, p < .001$)
- "I participate in short pedagogical trainings" ($t(111) = -3.05, p < .01$)
- "I search for pedagogical information through national networks" ($t(111) = -3.86, p < .001$)



Conclusions



Components of readiness for pedagogical development, i.e. regulation and conception factors, seem to be connected to concrete actions that developers and educators practice in order to develop their own pedagogical expertise.

Thank you!

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