CNaPPES.22
8º Congresso Nacional de Práticas Pedagógicas no Ensino Superior

Here is the key to your office. Good luck!

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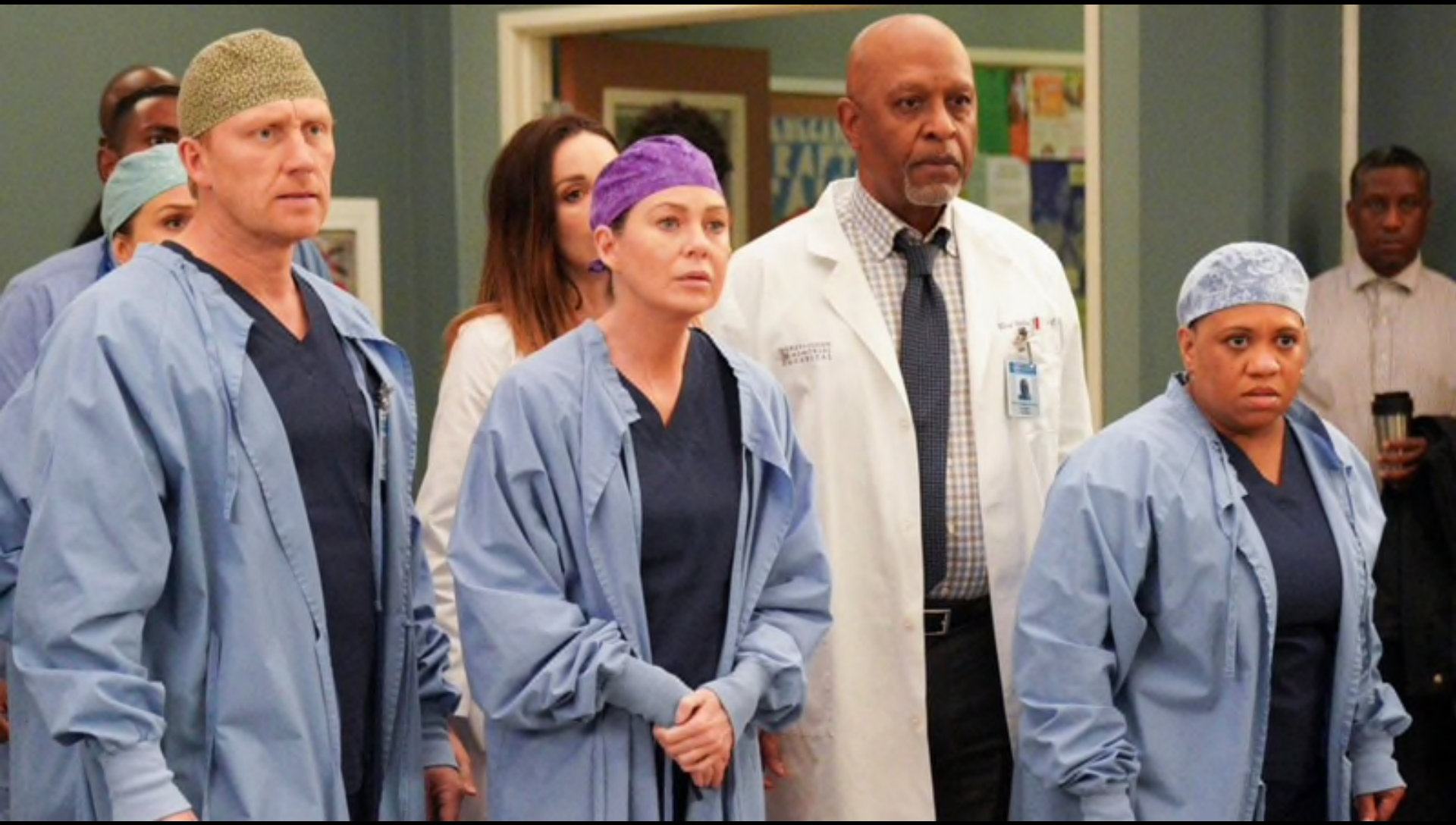
CNaPPES.22 – 14 e 15 de Julho 2022

Escola Superior de Enfermagem de Coimbra




APU
ENG 2
ENG 1
LIFE VEST

KEEP CALM AND TEACH ON

This Study

- **Not** a proper study!

- Asked a few friends and collaborators from around the world what their experiences had been upon starting

- The (biased and non-homogeneous!) sample:
  - STEM subjects: Physics, Engineering, Biology/Medicine
  - 4 women; 8 men
  - Ages: between 35 and 52
  - Teaching experience: from 3 to 10 years
  - Posts: Assistant (2), Associate (8) and to Full Professor (2)

Portugal:
Universidade do Minho
Universidade de Coimbra
Instituto Superior Técnico

Europa:
Uppsala
Copenhaga
Liverpool
Birmingham
Londres
Genebra
Santiago de Compostela

EUA:
Yale
Northern Illinois
New York

The questions

Please give a brief informal description of the training you received as you have started at university

- Did you receive any training? And if so:
- Was it a formal course?
- How long was it?
- Any particular focus?
- Was it informal or self-taught?
- What are the benefits and faults that you perceive in the training you had or action you took?

Overview of responses

- Overall 12 responses − interpreted qualitatively

- **Pedagogical training**:
  - 7 **formal** training (from isolated sessions to year-long course)
  - 2 **informal** training (support group, self-taught)
  - 3 **no training** / 1 no interest
  - Slight correlation (ρ=0.62) with university ranking in THE(2022)*
  - **Mandatory** (formal or informal training) in 4 cases − tied to success in probation period

- Perceived benefit and problems of training:
  - **Very useful** or **essential** in 8 cases / **no interest** in 1 case
  - **Department-specific** training most useful − 3 mentions
  - **Load** should be carefully **balanced** or tied to reduced teaching time − 3 mentions
  - More women follow pedagogy training if not mandatory − 1 mention

(*) Times Higher Education 2022 teaching classification

Hopefully useful references:

- Richard M. Felder, Rebecca Brent, “Teaching and Learning STEM: A Practical Guide”, Jossey-Bass / John Wiley & Sons, 2016, San Francisco, US
- Randall Knight, “Five Easy Lessons : Strategies for Successful Physics Teaching”, Pearson Education, 2003, US
- Eric Mazur, “Peer Instruction: A User's Manual”, Pearson Educational Innovation: Instructor Resources for Physics, 1996, US