Enhancing Teaching Learning process through Faculty Development

Dipti Sethi
Samir Gopalan
Ananth Murugananth
Indus University
(diptisethi.mba@indusuni.ac.in)

1. Finding the Teacher in You

Higher education in today's era is being undertaken in integrated campuses. Graduate & post graduate professional courses are offered by self financed institutes, all over the country. Main streams of professional courses that are taught include: engineering, architecture, designing, computer engineering, law, social sciences & management. These are mainly professional courses providing placements to the graduating & post graduating students.

The focus is to get the accreditation of a professional degree, that would lead to employment with a paying job. Parents are keen & put pressure on teenage boys & girls to follow the cycle of getting a degree & subsequently get productively engaged in a good earning career, or get an opportunity of initiating business ventures.

Learning per se & emphasis on quality content seem to get a secondary priority amongst larger part of the stakeholders in higher education.

In this eagerness of parents/student of achieving degrees, jobs , opportunity to initiate business & to becoming entrepreneurs, the underlying assumption of creating knowledge, developing skills & appropriate professional attitude has increasingly become challenging.

Economies have opened up. Technologies have advanced. Acquiring a glocal mindset is becoming imperative. Having a global perspective in a local context is a winning attitude & approach, to succeed   and doing well in life.

Over the last couple of decades, professional education has begun to have placement orientation. Students, as long as they can impress the placement agencies, they perhaps do not stretch themselves to learn the knowledge/skills/attitude for the sake of learning itself.

In this eco system of student's learning perspective, the need is to create an ambience of self- learning & have an inquisitive & curious approach to enable the mind to absorb knowledge.

The teaching pedagogies/andragogy's in most of the integrated campuses of professional education includes: Flipped Classrooms, case based learning, Story -telling, movie reviews, situational analysis & review discussions. This teaching pedagogy ensure some level of self- learning (also experiential learning). Both these approaches ensure an in depth & long lasting learning in the young minds.

Engaging these different teaching tools is an attempt to involve the students experientially into the course content. Students, when exposed to these various inputs of learning may get motivated & it can arouse their curiosity & seeking attitude to grasp "the what & how of different concepts & phenomenon" To make this learning effective & possible, integrated campuses need to have a state of the art technologies including smart internet facilities & a digital library.

Thus when the students get engaged through the experiential case study analysis, or through real life simulated management games, their thirst for knowing more, or wanting to know & do it in their context gets ignited . According to Bloom's taxonomy learners can reach the level of wanting to apply & comprehend the various complex concepts.

These different tools would help understand the real life contextual situations simulated through case studies & learning from the experiential learnings through the simulated

A smart technology - oriented infrastructure campus, needs to have effective teachers to guide students in a   holistic manner, to stimulate the young minds.

In the context of SFIs /universities, pursuing standard criteria becomes imperative to ensure the efficient & effective delivery of higher education.

In the education sector, as per the reports of National Institute of Ranking Frame-work (NIRF) Institutes have been categorised into a "3 Tiers" as below:

Tier I institutes are those that have excellent placement packages. Fees are in the range of 18 to 20 lakhs, with admissions given to those who have acquired high percentile CAT /GATE & other relevant competitive scores. Tough criteria & a steep fee structure attract students with wide exposure academically & to an extent, socially. A high brand image gets created. IITs, IIMs & other national institutes fall in this category are known as established brands in the educational field.

Tier II category are those SFIs having, a lower fee structure & the admissions are done through the SFIs own criteria. No centralised test scores are required. This category attracts students from a higher income group, with or without high academic credentials. These SFIs tend to cater   to urban metros & are able to afford this education.

Tier III SFIs are those institutes that cater to the strata that belong to semi urban or rural college & attracts middle & lower middle class students, may have low academic records but having high aspirations of moving up the social strata. This category of students may have certain learning blocks of English language, cultural or social exposure to be able to grasp the academic nuances.

Regarding the teaching community too, there is a wide discrepancy in the quality educators available.

Any teacher/faculty has two aspects. The human and the professional, the later aiding in the expression of information.

Money is one of the motivating dimensions through these different categories. Other differentiating factors include the value system, expertise & the spiritual angle (defining the responsibility with accountability as well as the ownership) of the individuals that belong to either of the three tiers. These Individuals have different layers within their personality.

To reach to the core of their being & subsequently find the core of their "teaching self" is an in- depth process a deliberate effort which can be stressful & challenging at times.

To find the teacher within, the involved individuals need to address the originating issues that block the instantaneous quality in the teaching – learning phenomenon. Implication is to explore some aspects of their personal growth.

Teachers, need to access the inner potential & develop the capacity to transfer the relevant 'Knowledge, Skills & Attitude' of the subject matter effectively. The involved individuals need to go through a process of transformation inside out. This process would help remove layers within them & pierce through to reach the teaching core which drives a teacher from within

In other words, the teacher in order to develop a learning attitude, need to get an ambience, space & 'thinking & reflective' time & get in touch with the core of her being & get in touch with her teaching core of Knowledge, Skills & Attitude about the course.

The age old proverb "where there is a will, there is a way" finds appropriate to have a mention in this context. When the will of a teacher is to enable learning, the teacher finds the way to achieve it. This paper deliberates on and puts on record of how to "find the teacher in you?"

A well thought out faculty training & development input seems to move towards making faculty members motivated and equipped to transfer quality inputs to the education process.

2. Faculty Training & Development Literature Review

2.1 Faculty Development Program :

Francis (1975) has defined Faculty Development Program Francis (1975) as classroom-based training, individuals' attempt and "a process which pursues to change the skills, attitudes, and behavior of faculties toward greater capability and efficiency in matching students' expectations, their own needs, and the requirement of the institution." Whereas, Lewis (1996) stated that the term faculty development includes three key areas: personal development (self- reflection, vitality, and growth), instructional progress (course and student-based initiatives) & program & department level, and institution-wide efforts.

The FDP as proposed by Diamond (2002), focuses on students' learning by refining course and curriculum, organizational development via interrelationship between different disciplines and finally, instructors' teaching skills, which all result in educational development. UGC Framework on training as teaching become a demanding profession, academic and professional support to teachers is a need that requires continuous professional development. It is always essential for faculties to enhance their knowledge and understand the way of delivery for better results students' learning.

UGC has suggested various modules for faculty induction program (UGC FIP Framework): Module

1. global perspectives History, vision, role, challenges, impact, trends of global higher education agencies, structures, Institutional planning and development & faculty place in this structure - role, responsibilities, professional relationships and networks _Pre-reading material Poster presentation as assessment of pre-reading material Expert talk, experience Group discussion 5% - 1.5 days _ _

2. Curriculum and Pedagogy, connect Curricular with content, pedagogy, resources assessment, Interdisciplinary approaches Understanding credits, grading systems, designing a course - Choice based credit system _Small group presentations Expert talks, experience in - class assignments 20% - 6 days _ _

3. Curriculum and Pedagogy - 2 Pedagogical principles, classroom processes Planning aligned to learning outcomes Different pedagogical methods e.g. flipped classrooms, inquiry/problem-based learning, differentiated teaching Handling a diverse classroom Encouraging group work, collaborative learning, self-study habits Designing formative & summative assessments that are contextual, meaningful, rigorous and fair Using ICT to deepen learning _Small group presentations & expert pedagogical talks & In class assignments & giving online demonstrations for e-learning applications Videos/Films 40% - 12 days _ _

4. Research and Professional Development, Understanding and avoiding plagiarism Research possibilities - interdisciplinary, collaborative, action research _Pre-reading material Case studies of good research outputs Expert talks with discussion In class assignments 15% - 4.5 days _ _

5. Personal-Emotional Development, Life skills, Counseling and Motivation Understanding myself, self-esteem, ability to reflect & relate, Understanding students - their physical, mental and emotional health, mentoring and guiding them Understanding career development options for students Understanding ideas of counselling and coaching- examples of situations where they can/should be applied Why is this important for building a strong institutional culture? _Workshops by experts Pre-reading materials in class reflections Expert talks with discussion Films/Videos In class demonstration

10% - 3 days _ _

6. Values, Ethics & Environmental Consciousness Exploring linkages Deliberating on social and environmental issues of contemporary India and issues like - exclusion, inequality, gender and other stereotypes, corruption, drug abuses, effects on sustainability & Expert talks with discussion In class assignments 10% - 3 days _ _Adapted from https://www.ugc.ac.in/pdfnews/9054829_FIP-Framework.pdf.

 Fink (2013) has suggested a framework for faculty development activities and its assessment. UNESCO (Barnes, 1994) UNESCO works for staff development to encourage co-operative and innovation to make it more relevant for higher education. A network for teaching has been initiated and set up by UNESCO to enhance the relevance and quality teaching-learning process & achieve following objectives: FDP – in engineering stream The FDP in the engineering stream is initiated to develop skills and knowledge of the faculties in pre valent technology in Engineering Domain.

To prepare the faculties with modern approaches of Teaching-Learning Process, based on classical theories of Engineering Education to teach professional ethics, values, and competencies in faculties to adapt & guide the changes in Curriculum as per industry's requirement. FDP in Management FDP in the management discipline planned to strengthen faculties' understanding of fundamental management principles and exposures to advanced topics, various pedagogy, and teaching & research methods (IIMA FDP). Commonly two modules i.e. General Management & on Research & Pedagogy are conducted in FDPs.

The module also includes carrying out management research, including statistical techniques, data analysis, multivariate analysis, identification of research gap, conducting research and publishing. The General Management Module consists of preliminary and integrative courses in general management, cover management discipline-related courses (e.g. Organizational Behavior, Economics, Information Technology), courses in functional areas (Accounting and Finance, Human Resources, Marketing, and Operations) https://www.iima.ac.in/c/document_library/get_file?uuid=d69697c3-3b7a-4616-a9fd-7a6064bd52de&groupId=169539&filename=40th%20FDP%20Brochure_2018 FDP in Design at world-class university.

Second, faculty development programs are designed with a rewards structure such as 1) degree or certificate awards, 2) teaching grants development, 3) fellowships opportunities, and 4) exclusive rewards & prizes to faculty members, for their contribution to teaching and learning.

Third, Research orientation of the university, which not only provide workshops, seminars but also conduct research and provide platform to work on to advance faculty research skills, techniques, and publications; (2) student learning; and (3) how to provide these programs effectively and efficiently. And Lastly, sharing experiences & outcomes of FDP with external stakeholders through national and international conferences.

Riegle (1987) have classified FDP into four types Instructional development – include skills to advance instructional expertise, teaching in small groups, & emphasizes skill enhancement towards Professional development as researchers, educators, and administrators & towards organizational development wherein the concern is with objectives and the requirements of the institution, & with improvement in the institutions' teaching ambience.

Career & personal development, life planning and interpersonal skills. What do faculties need most in FDP Increased demand and pressure to be creative yet practical & develop new knowledge , skills, attitude and abilities through FDP such usage of preparation of computer-based educational programs; and proficiency in leadership & management Lancaster et al(2014) have suggested several topics , that FDP could address as follows : Syllabus/course design, constructing assessments ,writing objectives, Grading strategies, rubric design, students' motivation, learning disabilities, managing classroom, Presentation ,searching and evaluating evidence, self-reflection Bibliography Barnes, Diamond, R. M. (2002). Faculty, instructional, and organizational development: Options and choices. 2-8. Fink, L. D. (2013). Have suggested innovative methods. Francis, J. B. (1975). IIMA FDP, https://www.iima.ac.in/c/document_library/get_file?uuid=d69697c3-3b7a-4616-a9fd-7a6064bd52de&groupId=169539&filename=40th%20FDP%20Brochure_2018. Ye, H., Wang, S., & Wang, X. (2019). Strategic best practices of flagship university professional development centers. Professional Development in Education, 45(5), 801-813. Lancaster, J. W., Stein, S. M., MacLean, L. G., Van Amburgh, J., & Persky, A. M. (2014).

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3. Methodology

This paper has adopted the exploratory method & look into secondary data as also through interviewing relevant stake holders in a couple of private universities & educational institutes of repute.

Literature review undertaken, to record the prevalent such efforts done in different reputed institutes in Engineering, Management & Design institutes in the country.

Data is collected through one to one interview with the University Heads, students of some of these universities. Secondary data as accessed from the brochures, annual reports & websites of these universities.

The proposition of the study is that there is no concerted mechanism available, in the SFIs to have verticals of "Faculty Training & Development".

The contribution of this paper is to bring out the rationale for having full- fledged Institutes of Faculty Training & Development in the higher education sector/universities to enhance quality education, for internal stakeholders & then for external clients. The researchers' belief is that the rationale of the FTDP (Faculty Training and Development Program) need

to be to help & facilitate the trainees to find the teacher within & help in strengthening those aspects, that bring them closer to the teaching core within them.

Literature review has focussed on the UGC's framework for faculty development & some of the frameworks available for Engineering, Management & Design institutes in the country.

3.1 Being an Effective Teacher

A plethora of literature is available online. Basically, focussing on the need for certain inputs required for a teacher to sharpen the competence the individual need to have in the teaching profession.

Learners look up to teachers to understand the course content of the subject. Teachers need be thorough in transferring the knowledge of the course. To do this various teaching tools need to be utilised to make the subject content, clear & comprehensible. Complexity of the topic can be simplified with a few case situations analyses, simulation exercises. Students could learn the nuances of certain concepts through some simulation games, viz. "broken squares, "tower building", "desert survival."

Learning is possible through experiential learning that the teacher can help the students undergo. Many times, students also learn through demonstrated responses & behaviour of the teacher. Proto type building or creating images too can lead to visual learning for the students.

Learning also gets impacted when students get insight about certain phenomena to be learnt.

Teacher's conduct & the way she carries herself around impresses the student to follow suit. Confidence towards understanding the subject as well as commitment to comprehending the nuances of the subject matter is an ability the teacher needs to develop amongst her persona.

Yet another dimension that she needs to acquire is a poise of knowing the subject & creating a mental equipoise to transfer it to a mass of students. Some students are quick & easily grasp the content; some are slow learners but eager to pick up whereas there are a set of students who get lost with a language & culture block. Some students could be experiencing anxiety or in a stressed hurry.

A teacher to be effective, needs to be in touch with the variant learning patterns of the students. She would have to be empathetic, alert & resilient to not lose being in touch with her teaching core. Some times the pace of learning of the students is so differential, that teachers can get impatient, irritated or frustrated.

Bloom's taxonomy has put forth the diagram of "motivation to learn" has mentioned the different layers of learning. The teacher needs to be conversant with this taxonomy, to effectively transfer knowledge & its nuances to the learners.
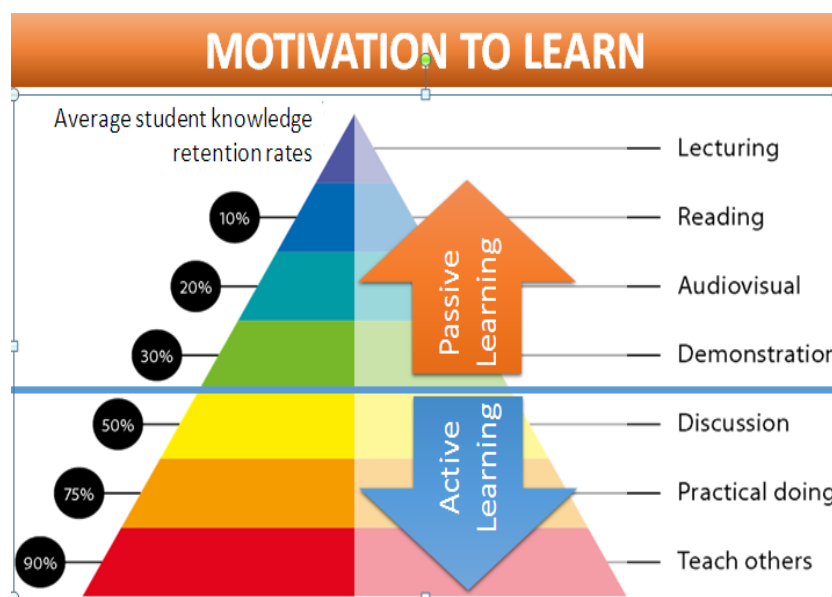
Bloom's taxonomy has constructed the diagram of "motivation to learn", which has mentioned the different layers of learning. A teacher can understand these different layers of learning & effectively use to make an effective teaching plan.

At the initial stage of her delivery. The teacher would be sharing & expressing the course content. Besides transferring the course content, the teacher needs to facilitate an experiential learning amongst the students. Through the use of simulated tools like case studies & management games.

The need to flow on the continuum of "Expression to Experiential learning" is the theme for the teacher to pursue.

From the point of facilitating the students knowing the information to the phase of getting transformed with higher learning, the teacher could facilitate the student with her conviction & the confidence in the delivery of the content. Her patience & her agile emotional responses would help her to go at the pace of the grasping ability of the learners the brief of the faculty member is also about effective handling of students in the class. Her confidence, clarity & her control over the lecture

delivery & ensuring an experiential learning for the students possible, by showing movie clips or showing relevant documentary enhances the teaching learning process.

Having managed to deliver effectively she needs to be sensitive to a few students' learning disabilities as well as their motivation. Assessing the students & grading them needs to follow a consistent pattern.

The teacher would need to design an assessment scheme including quizzes, assignments, presentations & projects. At the beginning of the semester she would have to design an assessment scheme of weightage to different tasks.

S/he would have to be adept in finding ways to create an attitude of active learning (Bloom's taxonomy). The other way to bring this learning about through the task of students presenting some topics in the class.

The teacher continuously would have to observe & reflect on the teaching/ learning process through the semester, on an ongoing basis.

Re-focusing on the teaching/learning delivery & its impact created would help the teacher review her approach, style & the pace at which she is handling her class & the students responding to the teacher's inputs & instructions

3.2 Faculty Training & Development Framework

From the Bloom's taxonomy, the various dimensions of learning from the student's perspective is evident. The researchers do want to bring the perspective of the teacher's part.

As discussed earlier, the teacher to reach out to the students, need to be emotionally intelligent. She would need to grasp the students' comprehension & accordingly respond to them keeping in mind the Bloom's taxonomy & appropriately apply the pedagogy discussed above.

The teacher while being emotionally intelligent need to have high engagement & involvement in the courses she teaches. The tools & techniques to be used as indicated, need to stimulate active learning amongst students.

There is need for institutional systems' support of providing the support of infra structural facilities in providing technology for better classroom management & assisting through its ERP, the data base for its students' evaluation & assessment.
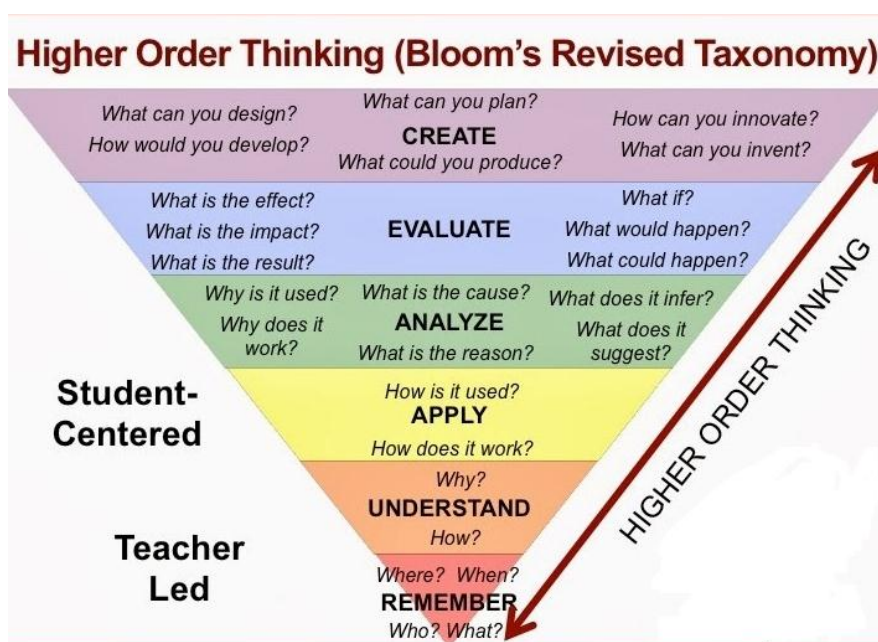

Image source: http://www.edutopians.com/2019/06/28/everything-teachers-need-to-know-about-blooms-taxonomy/

With the coming up of many higher education institutes & private universities, frameworks for faculty orientation, training & development have come up. Ultimately it is the attitude of the teachers, of commitment, involvement & satisfaction, will go a long way in the teacher transferring quality education.

This calls for empowering the teachers & motivating them, trusting them with responsibility, recognising their strengths & creating in them a sense of value & worthiness towards the teaching profession.

The effective teacher needs to work on the 3 Ts: Transfer, Transact & Transform. The teacher transfers knowledge through sharing information & concepts. Transaction is possible when there is response in the form of mutual exchange of ideas, opinions, thoughts doubts & contextual problem solving. Due to this process of transaction, the teachers/students may attain insights from their participation & discussions & arrive at transcended comprehension about the subject matter. It could be achieved through case discussions, through simulated exercises & games by doing practical's in the lab or learning through internship experiences. This transformation of knowledge can get absorbed & assimilated into the higher wrung of understanding & wisdom.

Referring the image of blooms taxonomy above, the teacher today has to adopt a student centric approach of teaching-learning ideology. The teacher has to evolve   from rudimentary teaching approaches to a level where student engagement is active and student empowerment happens in the teaching-learning process.

In transfer of knowledge information is communicated as a one-way process (lecturing). In transaction, there is student engagement in terms of reception of information and hence establishes a feedback mechanism. In contrast to the transfer or transaction of information, in transformation of information / knowledge, the learning process, wherein the teacher takes the students through a symbiotic process wherein mutual learning happens at higher level. The teacher gets to choose the roles that he/she plays sometimes lecturing or facilitating or allowing the student to self-learn. This process enables and empowers a learner to learn effectively and efficiently.

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