

Presentation by

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Limerick Regional
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Celebrating Together, Learning Together: sharing the laughter, tears and our learning as teachers

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“Necessity is the mother of professional development”



“Continuing Professional Development (CPD) for higher education practitioners is a self-determined and purposeful process of evolution of teaching and learning approaches, informed by evidence gathered from a range of activities” [King, 2019]



Teaching online & student engagement



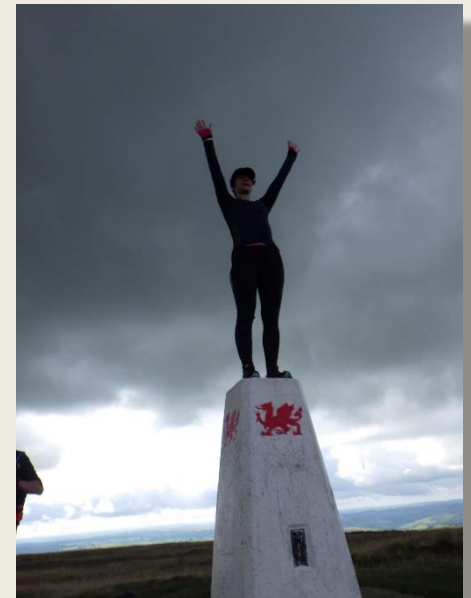
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Teachers need learning communities too!



Why expertise?

- Excellence as being outstanding:
 - *Excellere* (*ex* – ‘out, beyond’; *celsus* – ‘lofty’)
 - Measured through outputs
 - Static point
- Expertise as a *process*:
 - *Expertus* (past participle of *experiri* – ‘to try’: also the etymological origin of ‘experience’ and ‘experiment’)
 - Characterised by inputs
 - Dynamic process



Generic Characteristics of Expertise

Chi et al, 1988 (summarised in Skovholt et al, 2016)

- High performance based on knowledge & skills developed through study & experience: domain specific

Ways of thinking & practising:

- Pattern recognition – ability to perform faster than novices
 - Problem-solving approach
 - Automation of skills – ‘flow’
-
- Intentional learning & development

Expertise: Intentional learning & development

- Deliberate Practice
(Ericsson et al, 1993)
- Progressive Problem Solving
(Bereiter & Scardamalia, 1993)
- The reflective practitioner
(Schön, 1982)
- A process of pro active competence
(Perkins, 2008)



Intentional learning & development for teaching in HE



Developing a new expertise:

- Building on what we know
- Seeking the expertise of others
- Engaging in a community
- Learning and teaching

Expertise: High performance based on knowledge & skills developed through study & experience

Pedagogical Content
Knowledge
(Shulman, 1986)

Intentional, evidence-
informed evolution of
teaching
(King, 2019)



With thanks to Rachel Wood (UWE Bristol) for her 'identity wobble board' concept.

Characteristics of expertise in teaching in HE

Pedagogical Content
Knowledge
(Shulman, 1986)

Artistry of Teaching
(Schön, 1982; Eisner, 2002)

Intentional, evidence-
informed evolution of
teaching
(King, 2019)

Artistry of Teaching

“let us search, instead, for an epistemology of practice implicit in the artistic, intuitive processes which some practitioners bring to situations of uncertainty, instability, uniqueness and value conflict.”

Schön, 1982, pg 49



Characteristics of expertise in teaching in HE

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(King, 2019)

So what?

- Beyond pedagogy
- Expertise of others
- Learning community
- Care



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