

Faculti Summary

<https://staging.faculti.net/faculty-beliefs-and-the-need-for-teaching-improvement/>

This video is a transcription of a discussion centered on a study that examines faculty beliefs about teaching and learning, building on earlier work by Patricia Cross from 1976. The conversation highlights the context and methodology of a replication study conducted at two Canadian universities—one research-intensive and the other teaching-intensive. The researchers adapted Cross's survey to assess how faculty beliefs have changed (or not) over the past 40 years, particularly in light of the differing institutional contexts.

Key points discussed include:

1. **Aims of the Study**: The study sought to explore faculty beliefs about teaching and learning, comparing responses from different institutional types to see if significant differences existed, as well as attempting to identify any changes over four decades.
2. **Literature Context**: The discussion references a long-standing critique of traditional teaching methods and emphasizes the persistence of student complaints regarding educational quality over the years. Historical figures like Socrates and more recent reports, such as the Boyer and Dearing reports, are mentioned as having highlighted the need for reform in university teaching practices.
3. **Methodology**: The methodology involved an online survey with good response rates, utilizing a modified version of Cross's original survey. The survey results indicated that most faculty members feel they are good teachers and that teaching quality remains a responsibility assigned to individual instructors rather than institutions.
4. **Findings**: The findings revealed that faculty beliefs about their teaching quality remain predominantly positive, with about 97% rating themselves as above average. Despite perceived teaching effectiveness, there is a consensus that institutions do not adequately recognize or reward good teaching. The study found that despite demographic changes among faculty and the emergence of teaching-intensive universities, there were striking similarities in beliefs from the original study to the current findings.
5. **Conclusions and Implications**: The study suggests that there has not been substantial change in teaching beliefs or practices over the years, raising questions about the effectiveness of teaching quality reforms. Factors such as self-perception, student evaluations that indicate satisfaction, and potential biases (like the Dunning-Kruger effect) impacting faculty self-assessment were discussed.

Overall, the conversation encapsulates a critical examination of university teaching practices, the resistance to change, and potential implications for future research in educational methodologies.