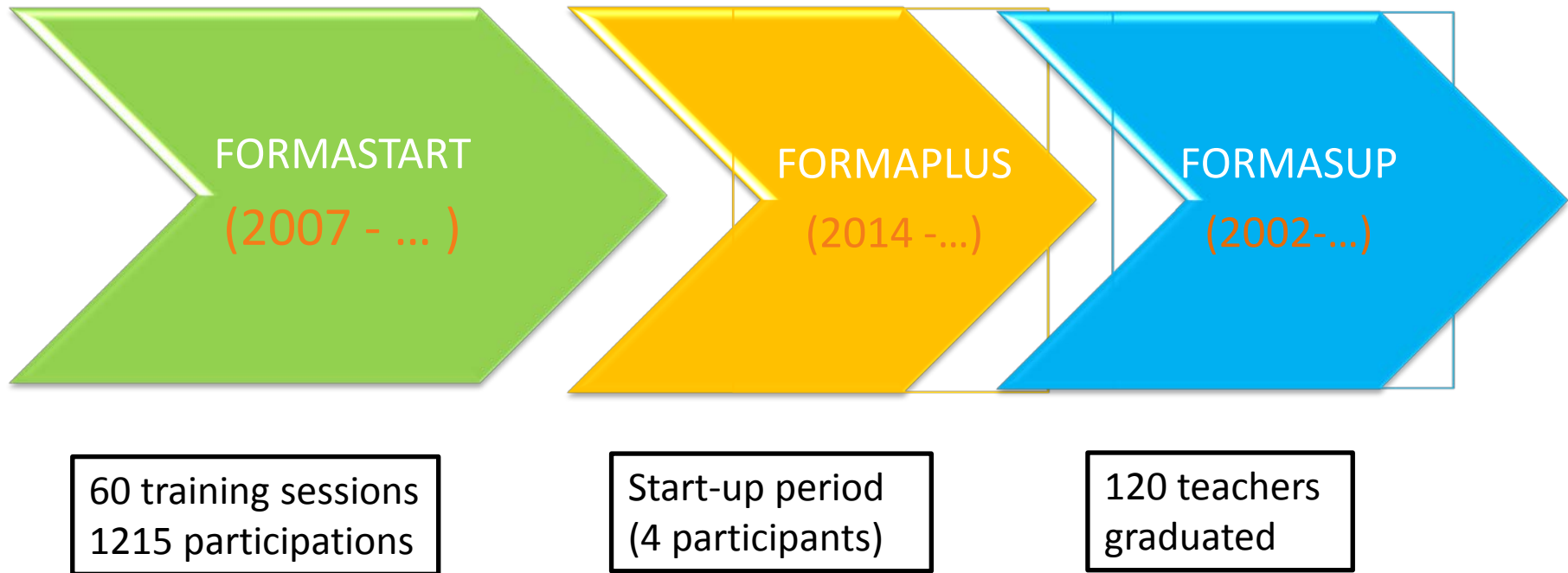


# **Infusing SoTL components in teacher education programs at ULg**

Dominique, Françoise, Pascal, Catherine

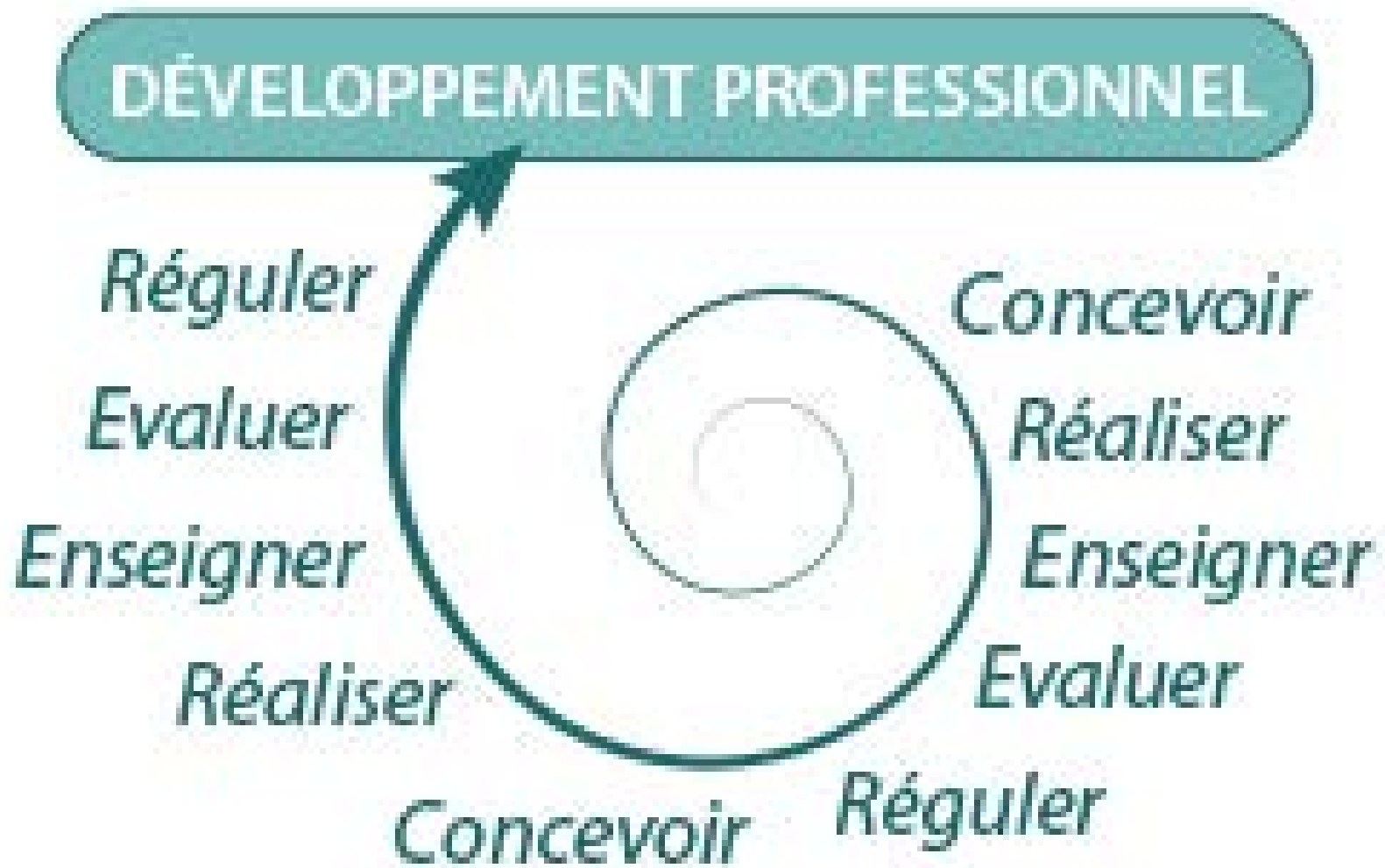
**Institute for Training and Research in Higher Education**

University of Liège, Belgium



A pedagogical development continuum – 3 nested programs

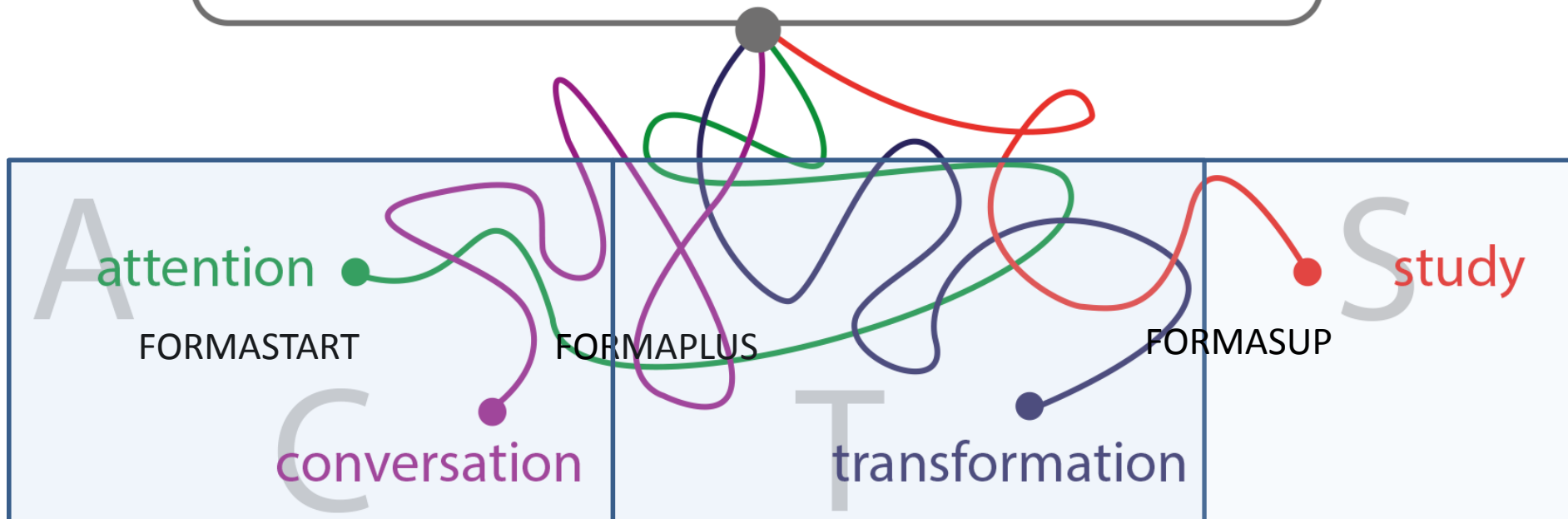
# A shared overarching competency framework – CREER MODEL



# A shared taxonomy of activities – ACTS MODEL

## ACTS MODEL

I make my teaching practice an object of



# ASSESSMENT

- FORMASTART: no assessment. Short reflective report at the end. « Come and breathe training sessions »
- FORMAPLUS: pass or fail assessment based on a reflective blog reflecting theoretical and practical progress towards the implementation of a personal project
- FORMASUP: participants assessed on a syllabus + a « sotl » article + a portfolio

# SoTL definition

“The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community”. (Potter & Kustra, 2011)

# Initial training FORMASTART

“The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community”. (Potter & Kustra, 2011)

# Formastart

- Realizing that teaching can be problematized
- Initiating a reflection on one's teaching practice (with models)
- Suggesting there are resources out there



# Certificate FORMAPLUS

“The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community”. (Potter & Kustra, 2011)

# FORMAPLUS

- Driven by the participant's practical needs
- Ad hoc/functional/reactive literature readings (no strict order or depth)
- Course improvement (solution-driven)
- Limited private reflection (no contribution to the field), prompted by instructors
- Demonstration of a teacher efficacy in a specific project

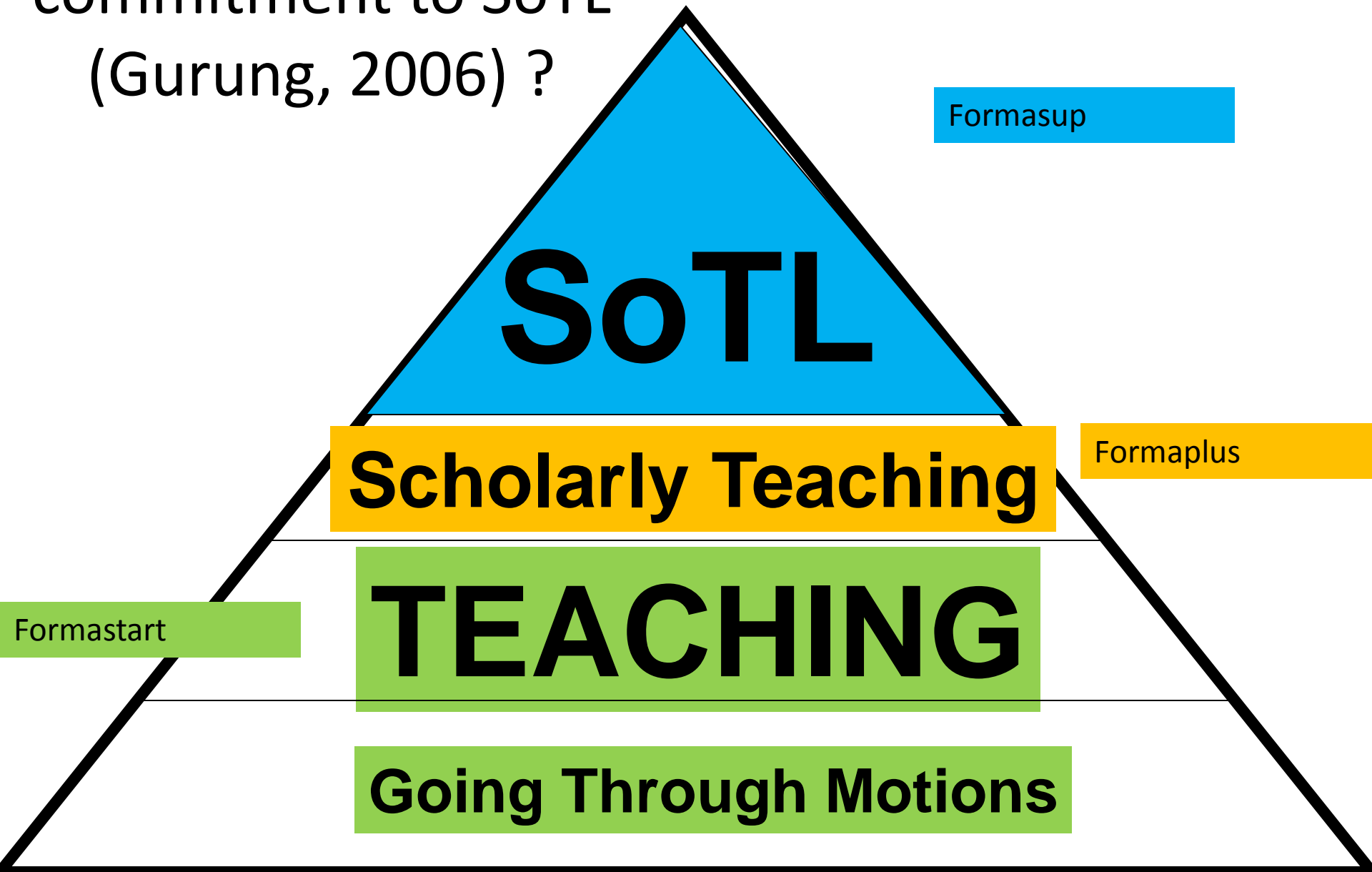
# Specialized Master FORMASUP

“The systematic study of teaching and learning, using established or validated criteria of scholarship, to understand how teaching (beliefs, behaviours, attitudes, and values) can maximize learning, and/or develop a more accurate understanding of learning, resulting in products that are publicly shared for critique and use by an appropriate community”. (Potter & Kustra, 2011)

# FORMASUP

- Systematic coverage of essential pedagogical notions
- Identification of learning-related problems/weaknesses/insatisfaction in an action-research framework
- Proactive literature review (to enlight current practice and its transformation)
- Course improvement (quality-driven)
- Data collection
- Public communication: poster, article (writing for sotling)
- Autonomous reflective habits development
- Task- & impact-related concerns

From a first  
commitment to SoTL  
(Gurung, 2006) ?



Thank you for listening + question

What SoTL investigation on these training programs and their connections would you consider as relevant?