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The Impact of the Instructional Skills Workshop on Faculty Approaches to Teaching – Appendix

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Appendix A – Description of the Instructional Skills Workshop

The ISW program is designed to facilitate the development of instructors towards a student-centred approach to teaching that leads to deep learning in students and to superior learning outcomes (Trigwell & Prosser, 2004; Trigwell, 2010). The format of the ISW includes a structured mini-lesson and provides guided practice in critical aspects of effective teaching. This includes writing lesson plans with clear objectives across a variety of learning domains, and developing activities to engage participants. In small peer groups, individuals design and conduct three short lessons and receive peer-led feedback. Within the small groups of typically four to six individuals, peers act as students and provide feedback to the instructor in a wide variety of formats. As Macpherson (2011) suggests, it is this combination of practice via the lesson, opportunities for reflection and peer feedback that is essential for transformative teaching to occur. Additional large group activities focus on topics such as learning outcomes, active learning, learning styles, large class teaching and assessment. Throughout the workshop, the focus is on participatory learning. Although the workshop always provides an overview of the BOPPPS teaching framework (Bridge, Objective, Pre-test, Participation, Post-test, Summary), learning styles and student engagement techniques, the other topics covered in the large group sessions will vary depending upon the needs of the group. Macpherson (2011) states that a strength of the ISW is that peers facilitate the sessions in a co-learning model. Postareff et al. (2007) suggest that when teachers view their role as facilitators, they are more likely to adopt a student-centred approach in the classroom. Peers then model a facilitative approach to teaching rather than adopting an expert teacher approach in the ISW.

Thus, the workshops have core components but are not prescriptive, and are facilitated by a wide variety of instructors from many different disciplines and teaching perspectives. Nonetheless, the developers of the ISW see these differences from session to session and group to group as one of the strengths of the ISW (Day, 2004; Macpherson, 2011). They suggest that instructors who engage deeply in reflective practices for several days and are given the opportunity to receive and provide feedback on mini-lessons will have their own learning transformed and, as a result, develop a more student-centred approach to teaching. The ISW format does not presume that there is one right way to teach (Macpherson, 2011) and, therefore, it assumes that instructors may vary in their approach, depending on who they are and what they teach. As such, the feedback provided by peers after the mini-lessons tends to take a more appreciative approach to instruction, building on instructors' strengths rather than looking simply for the faults in the lesson (Macpherson, 2011).

Appendix B – E-mail Invitation to Survey Participants

Dear faculty member,

On behalf of the Teaching Support Centre at Western University, and the Learning and Teaching Office at Ryerson University, I would like to invite you to participate in a research study funded by the Higher Education Quality Council of Ontario (HEQCO). In the study, we are studying the effectiveness of the Instructional Skills Workshop.

If you agree to participate, you will be asked to complete a short online survey about your approaches and perspectives on teaching. If you choose to complete this survey, we will also ask you to complete a similar follow-up survey in approximately four months. You will be sent another email invitation at that time. You may also be contacted to invite you to participate in a follow-up focus group in approximately four to six months' time regarding your experiences with teaching.

We would like your permission to use those assessments as part of a research study, the results of which would be shared with colleagues at academic conferences and/or in academic publications. Your responses will be kept confidential. Participation is voluntary. You may refuse to participate, refuse to answer any questions, or withdraw from the study at any time with no effect on your participation in the workshop. If the results of the study are published, your name will not be used and no information that discloses your identity will be released or published. There are no known risks to participating in the study.

Completion and submission of the online survey indicates your consent to participate.

If you have any questions about the conduct of this study or your rights as a research participant, you may contact the Office of Research Ethics at 519.661.3036 or ethics@uwo.ca. If you have questions, comments, or concerns regarding this study, or would like further information about this study, please feel free to contact the investigators at 519.661-2111, ext. 84621, or via e-mail: dldawson@uwo.ca

If you would like feedback regarding the results of this study, a report containing summary information will be available at www.heqco.ca upon completion of the project.

You may save or print this email for future reference. Thank you for considering participating in this study.

The survey will take about 10 minutes to complete. If you are willing to complete the survey please click on the link below:

[[hyperlink to the web survey](#)]

Sincerely,

Dr. Debra Dawson, Director, Teaching Support Centre, Western University
Professor Judy Britnell, Faculty of Community Services, Lead Special Projects, Ryerson University

Appendix C – Participant Survey¹

Research Study: Survey on Approaches to Teaching

The survey will take about 15 minutes to complete. Upon completion of the survey, you are invited to enter a draw for one of two Apple iPads (approximate value \$549). One draw will take place in January 2012 for participants who complete the surveys in 2011 and one draw will occur in January 2013 for participants who complete the surveys in 2012.

For the purposes of being able to pair your answers on the first and second survey, we ask that you provide a unique identifier that will not identify you as an individual. Please input in the space below the last two digits of your phone number, the first and last letter of your family name, and the two digit number corresponding to birth month.

For example: 519-661-1234 Kate SmitH 05 (May) Unique identifier: 34SH05

Unique Identifier: _ _ _ _ _

1) The Instructional Skills Workshop (ISW) is a 24 hour instructor development program offered at post-secondary institutions.

Please select one of the following responses to describe your participation in this program:

- I have never enrolled in the Instructional Skills Workshop.
- I am currently enrolled in or I am about to begin taking the Instructional Skills Workshop.
- I completed an Instructional Skills Workshop approximately four months ago.
- Other, please describe

If you have chosen “other”, please specify

Demographic Information

2) Gender:

- Male
- Female

¹ Same survey used for Time 1 and Time 2; same survey used for experimental and control groups.

3) University/College:

- Ryerson University
- The University of Western Ontario
- University of Windsor
- Georgian College
- Other:

If you have chosen "other", please specify

4) Please state your department or faculty/school:

5) Please indicate your current job title:

- Graduate Student
- Lecturer
- Instructor
- Assistant Professor
- Associate Professor
- Full Professor
- Other

If you have chosen "other", please specify

6) How much teaching experience do you have as a faculty member?

- None
- Less than 1 year to 4 years
- 5 to 9 years
- 10 to 14 years
- 15 to 19 years
- 20 to 24 years
- 25 to 29 years
- 30+ years

7) What kind of appointment do you have?

- Tenured faculty (University)
- Tenure track (University)
- Contract/Sessional (University)
- Other

8) Have you participated in the following teaching-related activities during your time in graduate school or throughout your academic career?

Please check yes or no for each activity.

	Yes	No
a. Experience as a graduate teaching assistant (grading assignments, conducting seminar(s), lecture(s) or lab(s))	<input type="checkbox"/>	<input type="checkbox"/>
b. Graduate teaching assistant workshop(s)	<input type="checkbox"/>	<input type="checkbox"/>
c. Graduate student course(s) in teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
d. Workshop(s) on teaching	<input type="checkbox"/>	<input type="checkbox"/>
e. Course(s) on teaching	<input type="checkbox"/>	<input type="checkbox"/>
f. Conference(s) on teaching	<input type="checkbox"/>	<input type="checkbox"/>
g. Individual teaching consultation(s)	<input type="checkbox"/>	<input type="checkbox"/>
h. Special lectures on teaching	<input type="checkbox"/>	<input type="checkbox"/>
i. K-12 teacher education training (B.Ed. or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>
j. Other teaching certificate(s)/certification(s)	<input type="checkbox"/>	<input type="checkbox"/>
k. Informal discussions with peers about teaching	<input type="checkbox"/>	<input type="checkbox"/>
l. Informal discussions with staff in centres for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
m. Kept a journal on teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
n. Had a teaching mentor(s)	<input type="checkbox"/>	<input type="checkbox"/>
o. Been a teaching mentor	<input type="checkbox"/>	<input type="checkbox"/>
p. Consulted/read/reviewed a book or journal on teaching	<input type="checkbox"/>	<input type="checkbox"/>
q. Visited centres for teaching and learning (casual drop-in)	<input type="checkbox"/>	<input type="checkbox"/>
r. Conducted research on teaching	<input type="checkbox"/>	<input type="checkbox"/>
s. Other	<input type="checkbox"/>	<input type="checkbox"/>

If you have chosen "other", please specify

9) In the last four months, have you participated in any of the following types of teaching-related activities?

Please check Yes or No for each activity.

	Yes	No
a. Workshop(s) on teaching	<input type="checkbox"/>	<input type="checkbox"/>
b. Course(s) on teaching	<input type="checkbox"/>	<input type="checkbox"/>
c. Conference(s) on teaching	<input type="checkbox"/>	<input type="checkbox"/>
d. Individual teaching consultation(s)	<input type="checkbox"/>	<input type="checkbox"/>
e. Special lectures on teaching	<input type="checkbox"/>	<input type="checkbox"/>
f. Had a teaching mentor(s)	<input type="checkbox"/>	<input type="checkbox"/>
g. Been a teaching mentor	<input type="checkbox"/>	<input type="checkbox"/>
h. Other teaching certificate(s)/certification(s)	<input type="checkbox"/>	<input type="checkbox"/>
i. Had informal discussions with peers about teaching	<input type="checkbox"/>	<input type="checkbox"/>
j. Had informal discussions with staff in centres for teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
k. Informal discussions with staff in centres	<input type="checkbox"/>	<input type="checkbox"/>
l. Kept a journal on teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>
m. Consult/read/review a book or journal on teaching	<input type="checkbox"/>	<input type="checkbox"/>
n. Visited centres for teaching and learning (casual drop-in)	<input type="checkbox"/>	<input type="checkbox"/>

- o. Conducted research on teaching
- p. Other

If you have chosen "other", please specify

Approaches to Teaching Inventory Revised (Trigwell, Prosser & Ginns, 2005)

This inventory is designed to explore the way that academics go about teaching in a specific context or subject or course. This may mean that your responses to these items in one context may be different to the responses you might make on your teaching in other contexts or subjects. For this reason, we ask you to describe your context based on a course you typically teach.

10) Please describe the subject/course/year of your response:

11) Questions from the Approaches to Teaching Inventory Revised (Trigwell et al., 2005)

Teaching Perspectives Inventory (Pratt, 1998)

This inventory will help you identify your perspectives on teaching. As you consider the following statements, think of specific content and learners and the settings in which you meet them for instruction and learning. NOTE: Because these statements represent contrasting views of teaching and learning, you will agree with some of them, but you must logically disagree with certain others. Be sure to discriminate between statements that are both consistent with -- and contrary to your personal views. You cannot agree with all statements.

Focus on Learners, Content and Setting: Remember, the TPI is most accurate if you stay focussed on the same specific content and group of learners throughout the inventory. If you are not primarily a teacher or instructor, focus on a specific situation in which you have important educational responsibilities.

12) The specific content that I teach them is:

13-15)² Pratt & Collins (2013) Teaching Perspectives Inventory at <http://www.teachingperspectives.com>

² The TPI consists of three blocks of questions. On our survey, each block was numbered (i.e., 13, 14, and 15).

16) In the next phase of this research project, we will be conducting focus groups with participants who have completed the Instructional Skills Workshop. Would you be willing to have us contact you about participating in a 45-60 minute focus group or interview about your experiences?

- Yes
- No

17) If you wish to enter the draw for one of two Apple iPads, please check the box below.

- Yes, please enter me in the draw
- No, I am not interested

If you wish to enter the draw for one of two Apple iPads, please enter your email address in the space below. It will also be used to contact you in four months' time to participate in Part 2 of this survey. All of your responses are confidential. Email address: _____ Thank you for participating.

Appendix D – Additional Demographic Information

Table D1: Disciplines Represented (Number of Participants)

Discipline	ISW	Non-ISW
Arts and Humanities	8	4
Health and Medical Sciences	4	3
Education	1	2
Engineering	3	2
Libraries	3	0
Science	3	6
Social Science and Business	7	3
Other/Unknown	10	3
Trades	3	0
TOTAL	42	23

Table D2: The Involvement of ISW and Non-ISW Participants in Various Teaching Activities (Number and Percent)

ACTIVITY	ISW			Non-ISW		
	YES %	YES (N)	TOTAL (N)	YES %	YES (N)	TOTAL (N)
TIME 1						
Experience as a graduate teaching assistant (grading assignments, conducting seminar(s), lecture(s) or lab(s))	70.3	26	37	78.3	18	23
Graduate teaching assistant workshop(s)	47.2	17	36	43.5	10	23
Graduate student course(s) in teaching and learning	43.2	16	37	52.4	11	21
Workshop(s) on teaching	71.4	20	28	100	13	13
Course(s) on teaching	67.6	25	37	47.6	10	21
Conference(s) on teaching	63.2	24	38	43.5	10	23
Individual teaching consultation(s)	30.3	10	33	52.4	11	21
Special lectures on teaching	60.0	21	35	40.9	9	22
K-12 teacher education training (BEd or equivalent)	15.2	5	33	19	4	21
Other teaching certificate(s)/certification(s)	45.7	16	35	14.3	3	21
Informal discussions with peers about teaching	100.0	41	41	95.7	22	23
Informal discussions with staff in centres for teaching and learning	76.9	30	39	59.1	13	22
Kept a journal on teaching and learning	24.2	8	33	22.7	5	22
Had a teaching mentor(s)	37.1	13	35	38.1	8	21
Been a teaching mentor	27.8	10	36	33.3	7	21
Consulted/read/reviewed a book or journal on teaching	70.3	26	37	59.1	13	22
Visited centres for teaching and learning (casual drop-in)	55.6	20	36	36.4	8	22
Conducted research on teaching	38.5	10	26	41.7	5	12
Other	21.1	4	19	6.3	1	16

Appendix E – Focus Group Framing, Interview Questions and Demographic Questionnaire

Framing – 5-10 minutes

Hi, I'm _____, and I want to welcome you to this focus group about your experience in the (ISW). Thank you for taking the time to come to this session.

The feedback that you give us will be used to examine the impact of the program and learn more about how faculty members use what they learn during the program, in their teaching afterwards. The session will take approximately 60 minutes, and will be an informal conversation, where we will ask you about your experience in the program (ISW) and how this course may have influenced your knowledge and approach to teaching.

The session will be audio recorded. Parts of the recording may be transcribed, after the study all recordings and transcripts will be destroyed. No names will be recorded or transcribed so that your identity will not be revealed through the transcriptions.

Have participants identify themselves. (I invite you to introduce yourself to the group, let us know your name and....).

Remind participants of focus group norms:

1. Allow one person to speak at a time.
2. The focus group is a group event. This means that while confidentiality of all the information given by the participants will be protected by the researchers themselves, this information will be heard by all the participants and therefore will not be strictly confidential.
3. How much you participate and what you choose to share and contribute is up to you and you can decide to stop participating in the focus group at any time, without any penalty, and no further information will be collected from you.

Please take a moment to look over the Informed Consent Form. It is the same as the one you agreed to for the survey. If you still wish to continue with the focus group, please sign and hand in the form. A copy of the Letter of Information is for you to keep.

Does anyone have any questions that I could answer or clarify before we start?

Focus Group Questions	
Part One	<p>Perceptions of the Program (15 minutes)</p> <p>Q 1: What were your main reasons for enrolling in ISW? (5min)</p> <ul style="list-style-type: none"> • Probe 1: What did you hope to get out of the program? • Probe 2: How did the program meet your expectations? <p>Q 2: What were the most beneficial parts of the program for you? (5 min)</p> <ul style="list-style-type: none"> • Probe 1: What were the highlights of the program? <p>Q 3: What did you learn that you did not know before the program (5 min)</p> <ul style="list-style-type: none"> • Probe for concrete examples
Part Two	<p>Influence of Program on Teaching (40 minutes)</p> <p>Question 4: Of the teaching approaches, ideas and activities that you have learned in the program, what have you used in your teaching or in communicating with students in tutorials, office hours or labs?</p> <ul style="list-style-type: none"> • Probe 1: How did that work in the class? Did it work as expected? • Probe 2: How has your approach to teaching changed? • Probe 3: What has the response to your teaching been from your students? • PROBE FOR CONCRETE EXAMPLES <p>Question 5: Any other comments you would like to add?</p>
Part Three	<p>Focus Group Demographics – General Questionnaire (5 minutes)</p> <p>Please fill out these demographic questions so that we have an idea of the level of teaching experience in our focus group sample, and give us a bit more information about what other teaching programs you have attended.</p>
Paper Survey of Participant Demographics	
Concluding Thank You	<p>Thank you very much for participating in this focus group! Your opinions and suggestions are going to be very helpful. Again, everything you said today will be held confidential by the research team; we will destroy the recording after we have transcribed selected sections. We will not use any names when we discuss what you have told us and we won't be able to link you to anything on the general questionnaire. Thanks again for your help today!</p>

Focus Group Demographic Questionnaire

1) Gender:

- Male
- Female

2) Please state your department or faculty/school:

3) Please indicate your current job title:

- Graduate Student
- Lecturer
- Instructor
- Assistant Professor
- Associate Professor
- Full Professor
- Other

If you have chosen "other", please specify:

4) How much teaching experience do you have as a faculty member?

- None
- Less than 1 year to 4 years
- 5 to 9 years
- 10 to 14 years
- 15 to 19 years
- 20 to 24 years
- 25 to 29 years
- 30+ years

5) What kind of appointment do you have?

- Tenured faculty
- Tenure track
- Contract / Sessional
- Other

If you have chosen "other", please specify:

Appendix F – Supplemental Tables

Table F1. Means, Standard Deviations and Significance Tests at Time 1 and Time 2 for the Approaches to Teaching Inventory-Revised (ATI-R) and Teaching Perspectives Inventory (TPI) Subscales and Total TPI Scale for ISW Participants by University and College¹

	University		College		Significance Test
	Mean	SD	Mean	SD	
ATI-R Subscale					
ITTF					
Time 1	3.47	.599	3.75	.345	$t(52) = -2.57, p = .013$
Time 2	3.30	.580	3.42	.374	$t(42) = -.713, ns.$
CSSF					
Time 1	3.87	.678	4.07	.567	$t(89) = -1.142, ns.$
Time 2	3.97	.646	4.13	.448	$t(42) = -.788, ns.$
TPI Subscale					
Transmission ²					
Time 1	29.42 (33.10)	3.84 (4.32)	31.56 (35.50)	3.67 (4.12)	$t(89) = -2.13, ns.$
Time 2	29.76 (33.48)	3.45 (3.88)	30.00 (33.75)	3.44 (3.87)	$t(43) = -.209, ns.$
Apprenticeship					
Time 1	34.94	4.90	35.06	4.63	$t(87) = -.087, ns.$
Time 2	34.28	4.18	36.25	3.57	$t(42) = -1.44, ns.$
Developmental ²					
Time 1	27.90 (35.87)	4.28 (5.50)	27.71 (35.62)	3.75 (4.83)	$t(85) = .172, ns.$
Time 2	28.85 (37.09)	3.32 (4.27)	28.50 (36.64)	2.47 (3.17)	$t(43) = .331, ns.$
Nurturing					
Time 1	33.89	4.77	33.63	6.10	$t(85) = .186, ns.$
Time 2	33.38	5.27	33.40	4.01	$t(42) = -.010, ns.$
Social Reform					
Time 1	28.28	6.62	27.06	7.34	$t(85) = .681, ns.$
Time 2	28.21	6.11	27.83	7.18	$t(43) = .175, ns.$
Total TPI Scale					
Time 1	164.59	17.06	160.86	14.02	$t(76) = .764, ns.$
Time 2	164.39	16.83	164.80	12.66	$t(36) = -.070, ns.$

Notes. ¹To control for the inflation of Type I Error due to multiple comparisons, a Bonferroni correction was employed, which resulted in the standard of significance to be .013 (i.e., .05/4) for the ATI-R subscales and .005 (i.e., .05/10) for the TPI subscales.

²The means and standard deviations for the Transmission and Developmental subscales of the TPI reflect the 8- and 7-item versions, employed throughout our analyses. To be able to compare the descriptive statistics of these two subscales to the other TPI subscales, each of which is composed of 9 items, the means and standard deviations adjusted to reflect 9-item versions of the two subscales are provided in parentheses below the unadjusted means and standard deviations.

Table F2: Means and Standard Deviations for the Two Approaches to Teaching Subscales at Time 1 and Time 2

ATI Subscale	Time 1		Time 2	
	Mean	SD	Mean	SD
ITTF	3.44	.587	3.32	.581
CCSF	3.93	.630	3.94	.670

Table F3. Means and Standard Deviations for the Two Approaches to Teaching Subscales for the ISW and Non-ISW Participants

ATI Subscale	ISW		Non-ISW	
	Mean	SD	Mean	SD
ITTF	3.45	.491	3.26	.629
CCSF	4.00	.526	3.82	.740

Table F4. Means, Standard Deviations and Significance Tests at Time 1 and Time 2 for the TPI Subscales and Total TPI Scale

TPI Subscale/Scale	Time 1		Time 2		
	Mean	SD	Mean	SD	
Transmission ¹	29.69 (33.40)	3.598 (4.047)	29.53 (33.220)	3.475 (3.910)	$F(1, 68) = 0.30, ns.,$ partial eta squared = .004
Apprenticeship	34.15	4.942	34.34	4.195	$F(1, 66) = 0.01, ns.,$ partial eta squared = .000
Developmental ¹	28.13 (36.17)	3.900 (4.358)	27.94 (35.92)	3.582 (4.606)	NA ²
Nurturing	32.56	5.012	32.28	5.990	$F(1, 66) = 0.89, ns.$ partial eta squared = .013
Social Reform	26.29	6.920	26.75	6.751	NA ²
Total TPI Score	159.98	16.189	160.53	17.059	NA ²

¹ Eight- and 7-item versions of the Transmission and Developmental subscales, respectively, were used for these analyses, not the original 9-item versions. To be able to compare the descriptive statistics of these two subscales to the other TPI subscales, each of which is composed of 9 items, the means and standard deviations adjusted to reflect 9-item versions of the two subscales are provided in parentheses below the unadjusted means and standard deviations.

² When an interaction is evident, main effect differences are not meaningful (Gardner, 2001) and, thus, are not addressed in detail here. For this analysis, we are applying the same standard to trends.



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