



## **Faculty Engagement in Teaching Development Activities – Phase 1: Literature Review**

By: Fred Evers and Shirley Hall with Judy Britnell, Bettina Brockerhoff-Macdonald, Lorraine Carter, Debra Dawson, Donald Kerr, Joy Mighty, Gillian Siddall and Peter Wolf.

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This report and its accompanying stand-alone appendix provide a review of the literature related to faculty engagement in teaching development activities at universities. The literature review is framed using Stephen Brookfield's four lenses, and discusses changes to student and faculty learning models, the scholarship of teaching and learning (SoTL), as well as teaching and learning initiatives underway at universities in Canada and other geographic regions.

The literature suggests that while some faculty gain teaching experience at the graduate or post-doctoral levels, most faculty learn to teach on-the-job. The report suggests that it is important for universities to develop appropriate teaching and learning programs to promote faculty development and support student learning.

In 2010, HEQCO will release the second phase of this project, a report that analyzes how faculty engage in teaching, where and how they acquire their knowledge and skills, and what faculty do to improve their teaching methods.

To request a copy of the stand-alone appendix (English-only) email [info@heqco.ca](mailto:info@heqco.ca).

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