

UTQ IMPACT STUDY

Assessing the Impact of University Teaching Qualification on Teaching Practices at EUR

INTRODUCTION

Do teachers really act differently in their teaching, after completing the UTQ? To gain more insight in the behavioral change of teachers and impact of the UTQ on teaching, a team of researchers, educational advisors and the UTQ project leaders of Risbo investigated this question.

This 2-pager summarizes the highlights from the impact study. The full report is available upon request. Visit [our website](#) for our contact details and for more information about impact research.

RESEARCH QUESTIONS

- 1 What is the realized impact of following the UTQ for participants?
- 2 What enhances or restrains participants to act differently in the field?
- 3 What are the opportunities to enhance the impact of the UTQ?

METHOD

To answer these questions, the research team first created an impact map in which the desired outcomes of the intervention are formulated as 'critical behaviours'.

Then the team reached out to all 91 teachers who followed the UTQ trajectory in the Academic year 2021-2022 at Risbo. Data was collected by several research methods:

QUESTIONNAIRE

A questionnaire was sent out to all 91 participants: 24 responded.

VIDEO ANALYSIS

38 videos were analyzed where participants shared their lessons learned after completing the UTQ.

INTERVIEWS

In-depth interviews were conducted with 5 participants of the UTQ.

HARVEST SESSION

To share and harvest all the findings of the research, two sessions were organised. One for the trainers of the UTQ and one for all important stakeholders of EUR.

CRITICAL BEHAVIOURS

Desired outcomes of the UTQ

VISION

- I explain my own vision on education to colleagues/ students.
- I make decisions in my education based on my own vision.

DESIGN

- I design a course according to the principles of constructive alignment.

DELIVERY

- I make use of different teaching activities to enhance the learning process of my students.
- I ensure that there is a safe, positive learning environment in my classroom.
- I provide suitable support to students to enhance their learning process.

ASSESSMENT

- I design an assessment plan based on the function and learning effect of the chosen assessment(s).
- I use the assessment matrix as a blueprint for the construction of an assessment.
- I use the guidelines for validity and reliability when constructing an assessment.

EVALUATE & REFLECT

- I use my own reflection to continually enhance the constructive alignment of my course.
- I use feedback of stakeholders to enhance the constructive alignment of my course.
- I give constructive peer feedback.

RESULTS

Only the highlights

1. WHAT IS THE REALIZED IMPACT OF FOLLOWING THE UTQ FOR PARTICIPANTS?

I am extremely grateful to have had the opportunity to follow the UTQ course which gave me the chance to reflect on my teaching, both in terms of skills and how to improve them and in terms of the role I cover within the university.

LEARNED SOMETHING NEW

71% of the teachers indicate that the UTQ taught them something new that they can use in their own teaching practice. Teachers found the UTQ particularly useful when it enabled immediate practical application of the acquired knowledge. The other 29% already used it before following the UTQ, or did not have the chance yet to try it out.

CONSTRUCTING ASSESSMENTS

Regarding assessment, 50% of the teachers learned how to design an assessment plan and matrix, and how to come up with good assessments using the guidelines for validity and reliability. They tried this out and found that it was valuable for their practice. The other 50% already used this tools for assessments before following the UTQ, or did not have the chance yet to try it out.

So, I think UTQ was really instrumental in giving me a vocabulary to talk about education in being able to discuss it with my colleagues.

Developing my own course while simultaneously starting the UTQ course in a step-by-step manner was very convenient for me.

COLLABORATION WITH COLLEAGUES

An important aspect the UTQ has an impact on, is how teachers collaborate with peers. Many teachers indicate that the UTQ helped them to work on education together with colleagues, specifically because of developing a 'shared language' about education by following the UTQ.

CONSTRUCTIVE ALIGNMENT

54% of the teachers responded that after following the UTQ, they applied the principles of constructive alignment to their teaching and that they found this valuable for their own teaching practice.

DIFFERENT LEARNING ACTIVITIES

62% of the teachers indicate that after following the UTQ they applied different learning activities successfully. Teachers found value in incorporating more interaction and activities into their lessons, something they were inspired to do after participating in the UTQ sessions.

The UTQ has helped me to see how useful it can be to try and look at the content, set-up and structure of the course from the perspective of students.

2. WHAT ENHANCES OR RESTRAINS PARTICIPANTS TO ACT DIFFERENTLY IN THE FIELD?

TIME & SUPPORT OF THE FACULTY

Teachers were asked to share their experiences with time and support for the UTQ. Half of the teachers mentioned that they had sufficient time to incorporate what they've learned from the UTQ in their practice, and that they received enough support to do so. However, a notable amount of them didn't receive enough time from their School for this.

3. WHAT ARE THE OPPORTUNITIES TO ENHANCE THE IMPACT OF THE UTQ?

For several teachers, the overall workload prevented them in actually applying what they have learned in the UTQ, to their teaching practice. A teacher explained during the interview that:

...educational innovations cost time and energy, which needs to be facilitated with additional space in terms of time and financial resources from the faculty.

What could you do to enhance the impact of the UTQ?

This will be the central question of the Harvest Session with Stakeholders / CIC meeting. We are looking forward meeting you there!