

Are teaching workshops worthwhile?

Helen Spafford Jacob

The University of Western Australia, Perth, Australia
hsjacob@agric.uwa.edu.au

Allan Goody

The University of Western Australia, Perth, Australia
agoody@csd.uwa.edu.au

Abstract: *New academics often come to their positions with little teaching experience and in most instances, with no teaching qualifications. To assist with their induction to teaching, many universities provide staff with an opportunity to participate in an introductory program on teaching. These programs generally provide an overview of teaching and learning theory and practice and assist the academics to develop basic teaching strategies to deliver lectures, teach in small groups and to assess student learning. The types of programs and the breadth of theory and practical assistance vary between institutions. However, for many new academics, such programs have to be squeezed into a schedule that is dominated by research agendas, administration duties and the actual preparation and delivery of lectures. Furthermore, the incentives for participants to implement what has been learned may be few. There may be little support for the transfer of learning from the program or within the work environment. At the University of Western Australia, all members of academic staff have the opportunity to participate in the Foundations of University Teaching and Learning program. Based on their experiences as new academics, a number of the participants in this program began to wonder: "Are teaching workshops worthwhile?" This paper reports on the findings of a survey of participants in the program who were asked to reflect on their participation and its effect on their teaching. A brief scenario of a new member of academic staff and an educational developer who facilitates a foundational program in university teaching and learning program is used to introduce this question.*

Keywords: *Educational development; New university teachers; transfer of learning to practice*

THE OPENING ACT

The Scene:

The Academic Development Centre at a medium-size research intensive university.

The Characters:

Jane, who recently completed her PhD, is a new academic at the university. Her appointment has both teaching and research responsibilities.

Richard is an educational developer at the university.

Richard: Hi Jane, come in. It's great to see you again.

Jane: Hello Richard.

Richard: So how is the semester treating you? Using all those strategies and pearls of wisdom that we shared in the workshop last semester?

Jane: Well Richard that is why I am here. We spent 2 ½ days in an intensive workshop covering many aspects of teaching and learning followed by another 16 hours of seminars during semester. I went back to my school very enthusiastic, and well, I guess you know the reaction that I received from my colleagues.

Richard: I think I know what you are going say.

Jane: Put it this way, it was not the positive response I was expecting. And where is the time and resources to make these enhancements to my teaching? I started to ask myself if these teaching programs are worthwhile. So I decided to find out how my fellow workshop participants were faring. I don't think I'm alone in this!

Note: This is a fictitious scenario of a post-workshop conversation between Richard and Jane. Richard and Jane are composite characters based on survey data and anecdotal comments from participants in teaching and learning workshops. The characters and scenario do not in any way represent any particular individual or school.

Introduction

Richard and Jane might be two fictitious characters but their conversation is probably very real to many new academics. They might not find themselves having the conversation with an educational developer but perhaps with a colleague or even themselves. New academics often come to their positions with little teaching experience and in most instances, with no teaching qualifications. In an era where quality in teaching and learning is being promoted, many universities provide staff with an opportunity to participate in an introductory program on teaching. These programs usually provide an overview of teaching and learning theory and practice and assist the academics to develop basic teaching strategies to deliver lectures, teach in small groups and assess student learning. The types of programs and the breadth of theory and practical assistance vary between institutions. However, for many new academics, such programs have to be squeezed into a schedule that is dominated by research agendas, administration duties and the actual preparation and delivery of lectures. Some may question whether these programs are worth their time.

At the University of Western Australia (UWA) all new academic staff are expected to participate in an introductory development program called Foundations of University Teaching and Learning (hereafter referred to as Foundations). Foundations is the main teaching and learning program offered by the Centre for Staff Development (CSD) at UWA. It is complemented by a range of teaching and learning related workshops on topics such as lecturing, learning in teams (group projects), small group teaching, assessment of student learning, online learning and evaluation of teaching and as well as programs on research

skills, leadership, management and personal development. The Foundations program is open to all teaching staff and does attract more experienced teachers who wish to refine, test out, validate or develop their current conceptions and practice of teaching.

Foundations provides the participants with an opportunity to:

- lay a foundation for continuing professional and career development in teaching through the adoption of the attitudes and approaches involved in critically reflective practice,
- increase their awareness of a range of standards for, and informed alternatives to, conventional practice across many aspects of the teaching role,
- gain feedback on their actual practice as a teacher,
- gain knowledge of some of the major implications of contemporary research on learning and student learning for university teaching, student assessment and teaching evaluation,
- refine, modify, or confirm existing conceptualisations of the nature of teaching and learning in higher education, and
- explore particular issues of teaching and learning that are of concern to them.

Each semester, between 14 and 20 members of staff participate in Foundations. The program consists of an initial 2.5-day workshop and seven two-hour follow-up sessions totalling 31 contact hours. Additional activities might also be arranged at the request of the cohort. Program activities in which participants engage are designed to model effective teaching and include a series of individual and group activities, panel discussions and quizzes. These activities are intended to develop their core teaching skills and to begin the process of reflective practice. The follow-up sessions are facilitated by the participants. Topics of interest to the group are developed and presented by individuals or small groups, providing another opportunity to test out teaching strategies in a safe environment. During these sessions, time is set aside for group reflection. Participants report on strategies they have trialed in their classes, share their successes and not so positive experiences and begin to develop a network of colleagues with whom they can 'talk teaching'.

Additionally, each participant completes a peer observation of teaching activity. They observe and are observed by one or more of their peers in the program and provide each other with verbal and written feedback. Before the observation they participate in a short seminar on peer observation and after the observations participate in a session to reflect on the process. In 2002 the program will include an online module to expose participants to a managed learning environment.

A missing component of Foundations is any form of evaluation of the transfer of learning to the participants teaching practice. There is no follow-up in the medium to long-term to check the extent to which participants have implemented strategies into their teaching nor is there any formal opportunity for them to reflect with their cohort on their progress. Both the content and process are formally evaluated at the end of the 2.5-day workshop and a less formal evaluation is conducted at the end of the semester when the full program is completed. The evaluation of the Foundations program fails to assess the impact of the program.

Transfer of learning

Evaluation is an essential component of a professional development program both to measure success of the program and also to improve the program. The criteria for measuring success

of a program can be varied. One criterion could be the transfer of learning, i.e. the extent to which learning in the program is transferred and incorporated into the practice of the participant. However, transfer of learning is often left to chance (Caffarella, 1994). Sleezer (1994) refers to the neglect of the evaluation of the transfer of learning in program development as the transfer-assumed approach to program planning. For change in practice to occur, attention should be paid to what happens after the program is over. Therefore an important question to ask when planning programs is 'will the learning be applied?' (Goody & Kozoll, 1995).

The lessons learned from a teacher development program may not be applied if the participant's employer does not accept or support what has been learned. "Our willingness to try, and fail, as individuals is severely limited when we are not supported by a community that encourages such risks" (Palmer, 1998, p. 144). If there is no support for change or risk taking, it is unlikely to happen.

This then brings into question whether the program planner has control over the transfer of learning. The work environment that the participant returns to is usually not controlled by the program planner. To partly compensate for this distance between the program and the participant's individual workplace, Lauffer (1978) suggests that when planning programs, attention be paid to the work place to which the participants will return. Barriers to the transfer of learning should be determined and the line managers of the participants should be involved in the planning process so that they have a better understanding of the process and goals of the program (Goody, 1998). Activities should be designed and illustrative examples chosen that take into consideration the environment or context in which the participants work may make learning more contextually bound and facilitate transfer. Rewarding those who successfully implement change may reduce the barriers to transfer. Caffarella (1994) speaks of the "cultural milieu of an organisation" (p. 110) which inhibits or contributes to the transfer of learning. Cooperation between the educational development unit and the school or faculty from which participants come is important in understanding the context in which to place educational development programs (Goody, 1998).

While participants might attend the same program they do not necessarily experience the same program. The learning activities might be common to all but any number of factors may influence how they are experienced and understood and thus how learning is transferred. These factors might include the content of the program, prior experience and knowledge of the participant, context and work environment they come from and individual motivation for participating and for change (Ottoson, 1997).

Cheek and Campbell (1994) suggest that post-program follow-up sessions be held to overcome barriers and facilitate implementation. Group discussions might also be used to examine program content and how it can be implemented now that participants are back in the work place (Nolan, 1994). Ottoson (1997) advocates spending as much time in the program on preparing for implementing learning in the work place as on understanding the content. Lauffer (1978) makes the point that retention of learning and transfer is more likely to occur when participants apply it as soon as possible after the completion of the program.

The study

In a recent Foundations follow-up session, participants in one of the cohorts were discussing a number of issues that they were considering developing as dilemmas for presentation and

discussion at a teaching and learning conference. One of the issues raised was "Are teaching workshops worthwhile?" This discussion prompted a conversation between the authors, not unlike that between Richard and Jane. From this conversation, the authors decided that this question needed further investigation. To assist in the continuing development of Foundations it would be useful to know whether the participants actually transferred what they had learned in Foundations to their teaching, what were their perceptions of the value of the program and whether they continued their involvement in professional development activities.

The Survey

A survey was sent electronically to all participants in Foundations from the last 2.5 years of the program. During this time Foundations was offered seven times. Although this does not represent the total number of participants who have completed Foundations since it was first offered in 1993, these seven programs were all facilitated by the same individual. Respondents could return the survey either electronically or by inter-campus mail. Eighty people were surveyed and 32 responded (40%).

General demographic information was collected and questions were asked that required the participants to reflect on their Foundations experience and the applicability of the content of the program. Participants were asked which semester they had participated in Foundations, their faculty affiliation, the number of years teaching experience they had, how much teacher training they had prior to Foundations, and why they enrolled in the program. They were asked further questions about their post-Foundations teaching experiences. Participants were asked to assess how much Foundations had enhanced their teaching practice and to identify specific activities that have aided them or they have used in their own classrooms. Further questions asked participants if they had encountered any significant barriers to implementing the teaching and learning strategies they had learned and if so, to identify those barriers. Conversely, the survey asked participants to assess whether they thought they had been able to influence the quality of teaching in their school. The survey also asked participants to identify the teaching and learning development activities they had participated in, and the frequency and nature of contact they had with other Foundations participants.

In addition to the survey, feedback forms completed by all participants at the end of both the 2.5-day workshop and the follow-up sessions in all seven Foundations programs were scanned for any relevant comments that might contribute to information collected. Descriptive statistics are reported. The small sample size limited further statistical analysis.

Results

Participants came from a wide range of disciplines with 45% of those surveyed from an arts, social science or humanities faculty and 55% from a science or engineering faculty. Participants were characterised by being relatively inexperienced in teaching (Figure 1), with a junior academic appointment or casual tutoring appointment (Figure 2) and relatively new to the university.

Fifty percent of respondents had no formal teacher training or had not participated in any kind of teaching workshop prior to Foundations. Twenty-two percent had participated in small workshops to train them as demonstrators or tutors. Three respondents (9%) had been formally trained as secondary teachers and had substantial teaching experience at secondary

and tertiary levels. Two respondents who had more than four years teaching experience had not participated in any kind of teacher training workshop prior to Foundations.

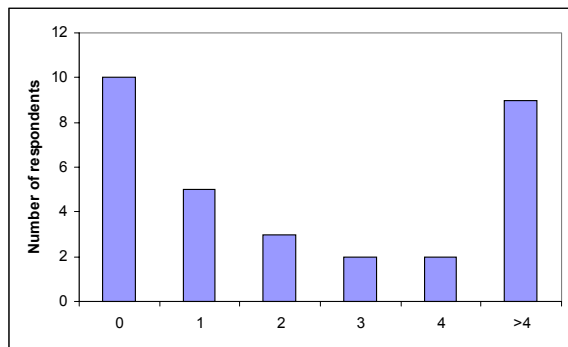


Figure 1. The number of years of teaching experience prior to completion of Foundations reported by survey respondents.

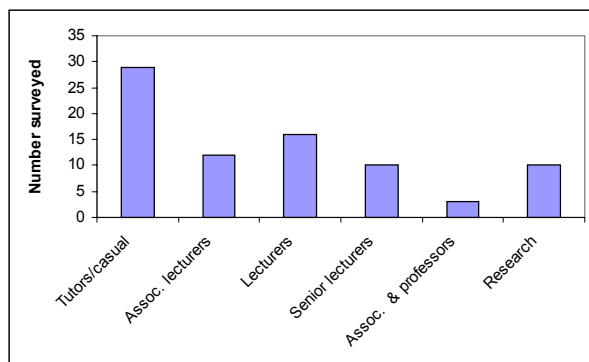


Figure 2. Level of appointment of Foundations participants

The principle reason for enrolling in the program for 32% of the respondents was that it was a requirement of their school as a condition of their appointment. 16% of respondents were teaching interns who were also required to enrol as a part of their internship. However, 47% indicated that they also enrolled to enhance their teaching, suggesting that the individuals present in the program are willing participants who desire to improve the quality of their work. This figure is probably higher than the 47% reported because the teaching interns may have indicated that they are required to complete Foundations as a part of the internship. However, they applied and were selected for the internship because they want to enhance their teaching.

So, does participation in Foundations enhance teaching practice? As shown in Figure 3, forty-eight percent of respondents believe that Foundations has helped them very much. Another 41% felt that participation in the course helped improve their teaching some. All respondents claimed some benefit from the course, although 6% said it only helped them very little. Of those who had 0 - 1 year of teaching experience, 34% said that it helped them very much, whereas only 6% of those participants who had more than 4 years teaching experience claimed it helped them very much. These results suggest that this program is more helpful to those who have little or no teaching experience.

The derived benefits reported by respondents included learning new techniques to make lectures more interesting, methods to stimulate group discussion and student participation, tools for getting student feedback, and learning questioning techniques. Many of the participants (31%) valued seeing how others teach and learning to look at their own teaching critically. An additional benefit was the peer support and encouragement to try new techniques.

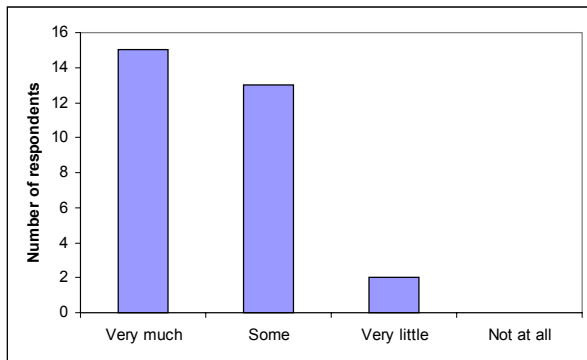


Figure 3. The extent to which participation in Foundations enhances individual teaching performance in survey respondents.

All respondents except three had encountered some barrier in adopting new teaching and learning practices. Of those that found barriers to implementation, 55% cited the lack of school support for teaching in terms of funding and resources and the school culture as an impediment. According to these respondents, colleagues are hesitant to discuss teaching methodology and are resistant to change or are inflexible. The skills and techniques taught in reflect a change to the way things are typically done. Inflexibility on alternative assessment tools within the school is another barrier encountered by participants. Additional barriers encountered include time and content tyranny (20%), workload (3%), student inertia, that is, student resistance to new teaching styles (14%) and room structure including fixed desks and bad lighting (10%).

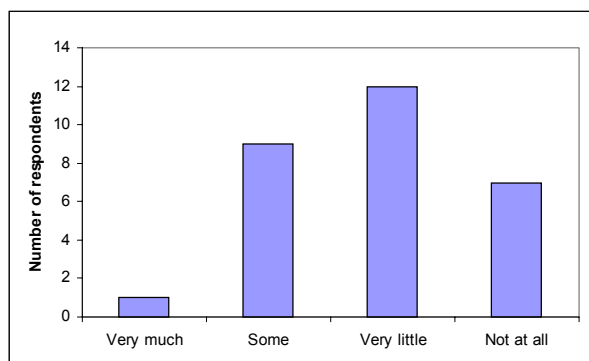


Figure 4. The extent survey respondents believe they are able to influence teaching practice in their school.

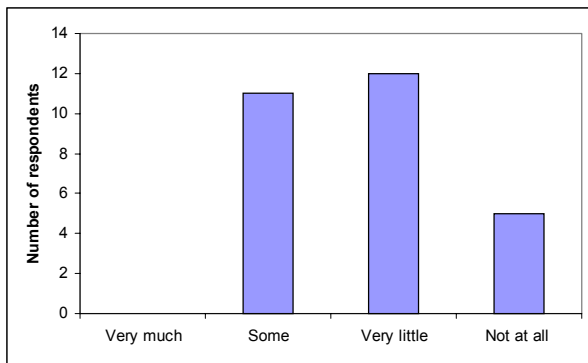


Figure 5. The extent to which survey respondents believe they have been able to overcome the barriers to improving teaching and learning practice.

Although the majority of respondents felt that Foundations enabled them to improve their own teaching, 53% felt they had very little or no influence on enhancement of teaching in their school (see Figure 4). Few respondents felt they had been able to significantly overcome the barriers they encountered in implementing new techniques (Figure 5).

Most of the participants (78%) indicated that they maintained contact with others enrolled in the course. Nearly everyone indicated that the contact is informal such as via emails or conversations at faculty meetings. However most of these conversations centre on teaching and related issues. Therefore, Foundations does appear to be creating important networking opportunities for those interested in improving their teaching practice. When asked to list all teaching and learning development activities they were participating in, all respondents except two continue in improving their skills by engaging in the teaching and learning development activity shown in Figure 6.

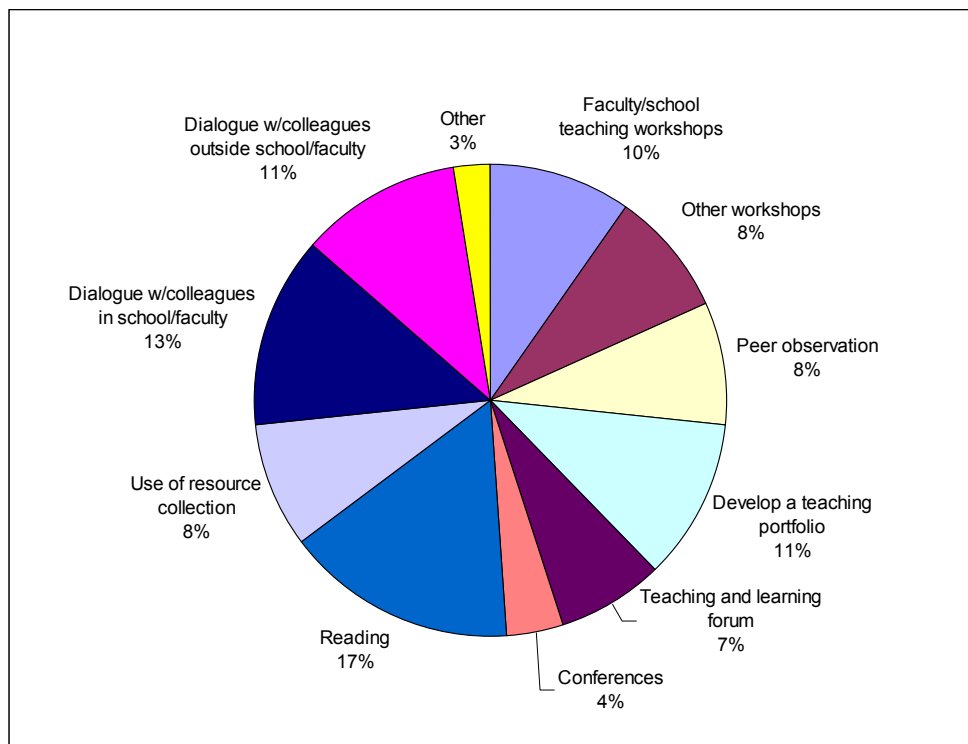


Figure 6. Teaching and learning development activities engaged in by respondents after completion of Foundations.

Discussion and recommendations

The diversity of the participants is one asset of the Foundations program in that participants are exposed to other disciplines, teaching styles and cultures. In this sense, while participants attend the same program they may not experience the same program. Within the program there will be common threads but each session will offer unique experiences. The activities might be common but factors such as motivation, individual skills and experiences, utility of the content and the context into which the learning from the program is to be transferred create an individual experience for each participant. All these factors come through in the results of the study. Motivation for participation and the number of years of experience as a teacher were shown to vary between the respondents. Being 'required to participate as a condition of employment' is not a good motivator for participation. However, the fact that almost half of the respondents said that they enrolled to enhance their teaching (for some, in addition to it being a requirement) shows that there is a core group of teachers who genuinely want to enhance their teaching. Anecdotal evidence also shows that some of those who enrolled 'under protest' reported that the program was a positive experience and they were glad that they had completed it.

The high level of individual satisfaction expressed by participants in Foundations particularly those early-career academics, suggests that workshops such as these are worthwhile. This is supported by other studies that have shown that programs similar to Foundations do have an effect on teaching practice and culture (see Andresen, 1995; Giertz, 1996; Rust, 2000).

Although the Foundations program itself is perceived as being useful to the majority of participants, an apparent discrepancy in the reported benefits occurs between those with significant teaching experience (>4 years) and those with little teaching experience. It is not surprising that relatively inexperienced lecturers with little or no training find value in a program such as Foundations. However it appears that those experienced lecturers who enrol in the program do not perceive the program to be very useful despite the fact they enrolled to improve their teaching. In this respect, introductory programs similar to Foundations may not be meeting the needs of the more experienced teachers. This issue is being addressed in part through the Advancing Teaching and Learning program (discussed later) which has been developed to meet the needs of more experienced teachers.

The results of the survey also suggest there are hurdles to effective transfer of learning for academics interested in changing their teaching practice. For some participants, the transfer of learning to practice appears to be devalued. It would appear that for some of the respondents there is little support for change or risk taking in their individual work places. Comments made by participants included

Because I am not the unit controller I need to do what I have been told to do and not use what I have learned.

The department I am in has fairly ridged assessment criteria that made it difficult to enhance class discussion and to achieve a better allocation of marks.

I have little sway in modifying departmental policy. Any changes I suggest are only viable if I implement them myself.

An additional issue is whether the employer supports both research and teaching equally. Even though the University does promote on the basis of teaching, there is still the perception that teaching is not valued equally with research. Recently one of the authors was told by a senior academic, "teaching experience is nice on a CV but it doesn't really count. Publications are the only things that matter." Devaluation of teaching incurs a cost in terms of lower teaching quality. In many cases the participants have both teaching and research responsibilities and some were also enrolled as Ph.D. students. In a survey conducted by Giertz (1996), 82% of participants indicated that teaching was regarded as important but research was more important and this influenced how much time they were able to devote to improving their teaching. For teachers to feel confident about their efforts in improving their teaching those efforts need to be respected by the institution and peers.

Participants often report in end-of-workshop feedback that they leave Foundations feeling very positive and confident about teaching and enthusiastic to incorporate new strategies into their teaching. Yet some participants feel they do not have the support of their schools or colleagues and that the culture is difficult to change and therefore, they have not implemented what they have learned in the program.

When asked about barriers to implementing what they had learned in Foundations, respondents made comments such as:

A barrier is defeating detractors who say not to bother because research is what gets rewarded around here.

A lot of staff members don't discuss teaching. Maybe they think you are questioning their abilities.

Whilst innovative in their research many [colleagues] are very conservative in their teaching. I believe that most staff do not view teaching as important and it is down the list of priorities.

Senior academic staff have a set way of doing things 'around here' and the department does not really recognise my efforts to enhance my skills.

There appears to be a need for greater involvement of the school in the professional development of new academic staff. The Foundations program is, by necessity, generic in nature in that the content must be accessible to all participants who come from many disciplines. One respondent stated, "I would have found it useful to have had workshops that were oriented more towards language/ humanities-style subjects. It was difficult to 'translate' teaching techniques from other areas." Further work in schools or discipline groups would provide a meaningful context for the learning and improve the chances of implementation. Senior staff from the schools should have involvement in the planning process so they have a better understanding of the process and goals of the program.

Only 24 % of respondents reported being involved in dialogue about teaching and learning with colleagues both within and outside their schools and faculties. Many also expressed a desire for additional support from and contact with others interested in improving their teaching. That so few of the respondents actually talk with colleagues about teaching is discouraging. If informal dialogue is not happening then perhaps the schools should include

teaching and learning as a standing item on school and faculty meetings. Dialogue among teachers about good teaching is what we need (Palmer, 1998).

All of this is not to say that no schools are attempting to implement change in teaching practice and that there are no Heads of Schools who support academic staff in developing their teaching practice. In fact, there is considerable effort being made in many sections of the University to enhance teaching and learning. However, from what the respondents say, it is not universal or at least not necessarily successful. Even if there is real support from the school the perception of lack of support is reported as a barrier to implementation of new teaching strategies. The schools could be encouraged to support the participants by incorporating a number of strategies into the Foundations program. One strategy might be to have participants meet with the Head of School or discipline group during the workshop to discuss teaching issues pertinent to the school. Such a discussion could be a component of the program wherein participants share problems and discuss potential solutions. Additionally, Heads of Schools could be copied correspondence that goes to participants informing them of enrolment in and completion of the program. This would raise awareness of staff involvement in professional development activities

Another example of approaching change at the school level as opposed to the individual level is the Advancing Teaching and Learning program. This program is an initiative of CSD. This program aims to provide a program for experienced senior staff who may have completed Foundations some time ago and takes teaching and learning beyond the foundational level and involves the schools and faculties in the further development of teaching and learning. The program, comprising a Forum and a number of summits was aimed at Heads of Schools, Deans of Faculties and some of the experienced excellent teachers at the University. It was hoped that by targeting senior management, schools would take a greater involvement in the pursuit of teaching excellence. There is evidence that the program has been the catalyst for innovation in some schools, for example, in the Faculty of Natural and Agricultural Science. Various schools and faculties also have Teaching and Learning committees and some employ instructional designers and offer seminars and workshops.

Foundations is the major program in teaching and learning development that is offered by CSD. It is supported by a range of other programs that are offered by CSD on teaching and learning issues as well as other aspects of professional development. The teaching and learning workshops are generally half-day workshops facilitated by CSD staff or shorter seminars often presented by visiting scholars. However, the program is designed to end at the end of semester with no formal opportunity for the Foundations participants to return as a cohort in the medium- or long-term to discuss their teaching development. The follow-up sessions for Foundations are an opportunity for reflection on current practice. Beyond that only limited informal contact is maintained between the educational developer and participants. As reported in the survey many of the participants do maintain informal contacts with members of their cohort.

The facilitation of the transfer of what has been learnt in Foundations is not reflected in the planning process, nor in the structure of the program. There has not been any evaluation of the transfer of learning. Regular meetings of participants, formal or informal, might facilitate this process of transfer. One survey respondent suggested that "a follow-up one-day workshop six months after the program might be useful". The participants are encouraged to maintain reflective journals and although such a practice is invaluable, it still does not provide a good measure of the transfer of learning to practice. One respondent suggested providing a

teaching mentor in the field of study. Mentoring programs have demonstrated benefits in other programs offered by CSD (Blake, 2002). Pairing participants with staff in their own disciplines could assist in the transfer of learning and provide additional support. If the Foundations program were to administer a teacher mentoring program an important link would be created between the participant, the program and the school and enable the program coordinator to monitor and facilitate the transfer of learning.

The results of this small study suggest that a more detailed evaluation of the Foundations program is necessary. The lack of a systematic evaluation of the Foundations program appears to be consistent with many other educational development programs and initial training courses for new teachers. Rust (2000) and Kreger & Brook (2001) cite literature reviews and studies that show evaluations of educational development programs generally do not focus on the impact of participation in the programs on the improvement of teaching and learning. Rather they tend to focus on aspects of the program such as aims and processes and participant satisfaction.

Conclusion

A contradiction in the traditional university is that on the one hand it holds critical independent thought as a basic tenant of the academy yet stifles creativity in classroom teaching practice due to established cultures, lack of teaching resources and the very individualism it promotes. The change that can occur when creativity is not stifled is highlighted by anecdotal comments made by one of the respondents subsequent to the study. This participant has now left the university and taken a position at another institution and is "rejoicing in having the freedom and control to be able to try some of the things that were learned in Foundations". In that institution there is less of an established culture of the "way things have always been done". This person also reported that the students at the new institution expected a high level of innovation from their teachers and were not content with mediocrity.

From what participants in Foundations have reported, it appears that for learning to be transfer to teaching practice, two supports need to be in place. There must be a work culture that encourages change and risk taking and there must be post-program contact with trainers and peers. Given that these two supports were not present for many of the participants and even though they report mixed success with implementing change due to a variety of barriers, it would appear that participation in Foundations and other teaching and learning programs does have a positive effect. So perhaps teaching workshops are worthwhile!

References

- Andresen, L. (1995). Accredited courses in teaching and learning. In Brew, A (Ed.) *Directions in Staff Development*. Buckingham, UK: SRHE/Open University Press
- Blake, V. (2002). A mentoring programme for new international staff members. In A. Goody, J. Herrington & M. Northcote (Eds.), *Proceedings of the 2002 Annual International Conference of the Higher Education Research and Development Society of Australasia (HERDSA), Perth, Australia*. [Online conference proceedings]. Available: <http://www.herdsa.org.au/publications>.
- Caffarella, R. S. (1994). *Planning programs for adult learners: A practical guide for educators, trainers and staff developers*. San Francisco: Jossey-Bass

- Cheek, G. D. & Campbell, C. (1994). Help them use what they learn. *Adult Learning*, 5(4), 27-28.
- Giertz, B (1996). Long-term effects of a programme for teacher training. *The International Journal for Academic Development*, 1(2), 67–72.
- Goody, A.E. (1998). *Instructional development: A case study of program planning for active learning at the University of Illinois at Urbana-Champaign*. Unpublished doctoral dissertation, University of Illinois, Urbana-Champaign, USA.
- Goody, A. E., & Kozoll, C. E. (1995). *Program development in continuing education*. Malibar, FL: Krieger.
- Kreber, C. & Brook, P. (2001). Impact evaluation of educational development programmes. *The International Journal for Academic Development*, 6(2), 96–108.
- Lauffer, A. (1978). *Doing continuing education and staff development*. New York, NY: McGraw-Hill.
- Nolan, R. E. (1994). From the classroom to the real world. *Adult Learning*, 5(4), 26.
- Ottoson, J. M. (1997). After the applause: Exploring multiple influences on application following an adult education program. *Adult Education Quarterly*, 47, 92-107.
- Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Rust, C. (2000). Do initial training courses have an impact on university teaching? The evidence from two evaluative studies of one course. *Innovations in Education and Training International*, 37(3), 254–262.
- Sleezer, C. M. (1994). Transfer analysis: Fitting learning to the context. *Adult Learning*, (4), 25-26.
- Tallman, D. E. & Holt, M. E. (1987). Moving learning from workshops to work. *Continuing Higher Education Review*, 51(1), 15-32.

Dr Helen Spafford Jacob is a lecturer in the Department of Zoology. Her teaching responsibilities include courses in entomology and pest management and biometrics. Helen's research program is in applied entomology with an emphasis in weed and insect biological control. However, she has a strong interest in teaching and learning with experience teaching primary, secondary, and tertiary students.

Dr Allan Goody is a lecturer in the Centre for Staff Development at UWA with a primary focus on teaching and learning development programs for all teaching staff including postgraduate tutors. He has taught courses in adult and higher education and worked in educational development in the USA and Australia. His professional interests include teaching and learning, student learning teams, program development, diversity in teaching and learning and service learning.