dult earning

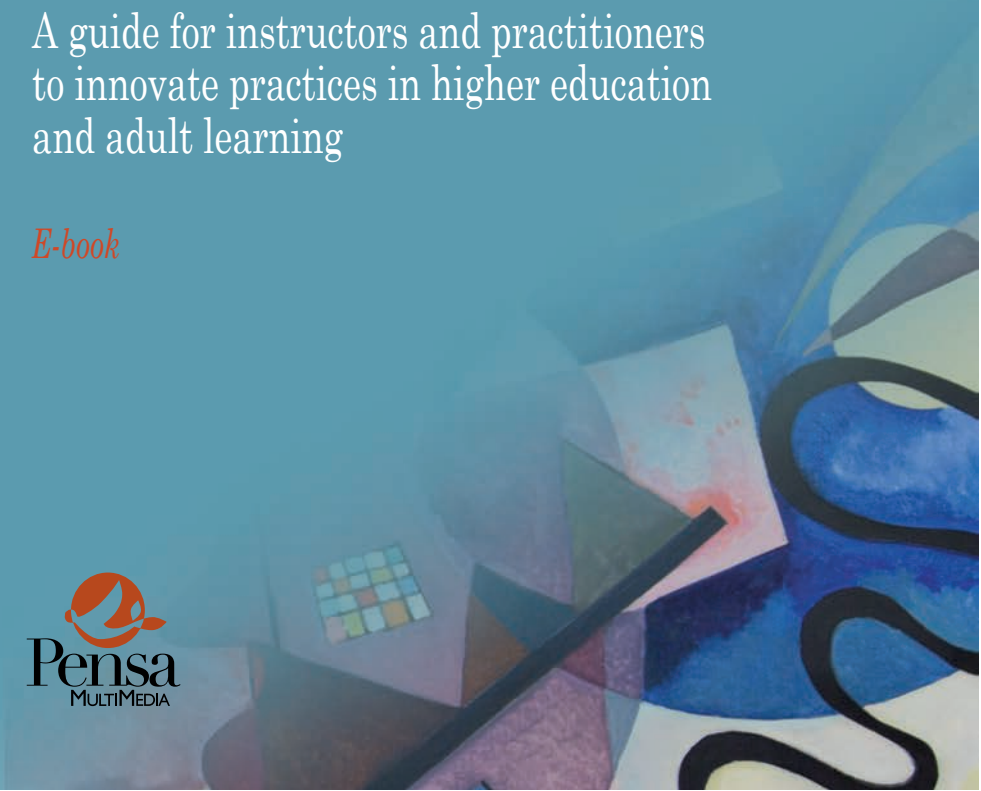
Strategies, Methods and Contexts

Monica Fedeli • Concetta Tino

# Guidelines on teachers practices

## A guide for instructors and practitioners to innovate practices in higher education and adult learning

*E-book*



Pensa MultiMedia


Strategies, Methods and Contexts

Co-editors
Monica Fedeli, Cristina Zaggia

**Scientific Committee**

Marina De Rossi
Giovanni Grandi
Paolo Gubitta
Alberto Munari
Corrado Petrucco
Arduino Salatin
Joellen Coryell
Marc Durand
Regina Egetenmeyer
Edward Taylor

**Young Scientists Committee**
Young Scientists are a varied group of people.
They are typically early career PhD scientists
in academia or researchers in industry

Daniela Frison
Alberto Sardi
Anna Serbati
Ermelinda De Carlo
Concetta Tino

Monica Fedeli, Concetta Tino

# Guidelines on teaching practices

*A guide for instructors and practitioners*
*to innovate practices in higher education and adult learning*

Pensa MultiMedia

This volume is the result of the research carried out at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology. The publication is funded and supported by research fund of University of Padova

In partnership with

International and Comparative Studies for Students and Practitioners in Adult Education and Lifelong Learning.

The Strategic Partnership INTALL is developing a joint module in "International & Comparative Studies for students and Practitioners in Adult Education and Lifelong Learning", which will be offered in study programmes related to adult education and lifelong learning, it is the follow-up project of COMPALL.

The joint module includes a preparatory phase, a two-week intensive phase at Campus Würzburg, Germany and a publication possibility for doctoral students and practitioners from the field of adult and continuing education. Furthermore, INTALL is developing an online network for young graduates and researchers in adult and lifelong learning. INTALL is offering annual public events. International experts in adult and lifelong learning are invited to discuss with us the use of INTALL-results along with further development.

go.uniwue.de/intall

Partners

Support

This project is funded with support from the European Commission within the programme Erasmus+ and the key action cooperation for innovation and the exchange of good practices (Strategic Partnerships for higher education) (project number: 2018-1-DE01-KA203-004272). It has been financed by COMPALL and is now used by INTALL. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

ISBN volume 978-88-6760-796-9 / e-book
ISSN collana 2420-904X


73100 Lecce • Via Arturo Maria Caprioli, 8 • Tel. 0832.230435
25038 Rovato (BS) • Via Cesare Cantù, 25 • Tel. 0832.5310994
www.pensamultimedia.it • info@pensamultimedia.it

# Indice

# First part

# Rationale and theoretical overview

Monica Fedeli

# Summary

These guidelines are meant as a tool to support higher education instructors with the implementation of active teaching practices that contribute to students'/learners' personal and professional development. In fact, the teaching practices collected here are part of the strategies identified by the INTALL project as tools to promote students' skills development for preparing them successfully for their employability process.

The guide is divided into three parts.

## The first part includes:

- a general overview on the importance of creating connections between teaching and real life by using practices that promote the development of students' skills;
- the general theoretical framework of Active Learning according to which the collection of practices was carried out.

## The second part includes:

- the description of dimensions considered to collect teaching practices;
- the categories in which the teaching processes were clustered;
- practical steps to implement the teaching practices collected.

The third part includes:

- the description of the steps to follow in order to implementing teaching practices.

# Introduction

## Rationale of the guide

Based on the Active Learning framework, this guide wants to provide some teaching strategies for instructors to implement in their classes to create student-centered learning environments.

In the era of globalization, in which the various dimensions of peoples' lives are influenced by fast social, political, economic, and technological changes and transformations, some efforts are required from higher education systems:

- to think about their new role in the society of change;
- to think about their position not in isolation but as a cornerstone of a new social community;
- to think about what learning is today;
- to reflect on students' new learning needs and skills as components of their employability development process;
- to question their traditional way to provide students' teaching;
- to identify teaching and learning methods that can actively support students' personal and professional development and their university-work transition, to guarantee the effective development of their *employability*.

Transition, career development, and employability are key dimensions of students' life. Higher education systems should take account of them with responsibility, rethinking their roles and their positions in the new social ecosystem.

The challenge for higher education systems is to promote a change of perspective among faculty through learning and training experiences that can help them to think of the learning process not as a "banking of education", where ready-made knowledge is transmitted from the istructor's head to students' heads, but as a process

oriented to engage students' experience, where the teaching process aims to create a context for authentic learning experiences, and where students have greater responsibility for their learning.

Thanks to the implementation of strategic teaching methods, earning environments like these have the potential to create the conditions for the development of students' skills, competences and attitudes to face the challenges of real-life and professional contexts.

## *The structure of the guide*

The guide consists of three parts:

- the first part includes an overview on the rationale of creating an Active Learning environment and on the theoretical perspective. It is composed of two chapters (first and second chapter);
- the second part is the heart of the guide, presenting the process of collecting and clustering the teaching practices and the way to use these teaching practices (third chapter);
- the third part describes the steps for an effective implementation of the practices (fourth chapter).

The *first chapter* provides a general overview on the importance of creating learning environments where students can develop and experiment with skills and competences that can help them to face real-life and professional issues.

Teaching methods can give them the opportunity to experiment with collaborative contexts, simulations, and role play activities through the use of teaching strategies that can enhance the development of those skills that help define their employability profile and to manage the university-work transition in a soft way.

The *second chapter* briefly presents the theoretical framework of Active Learning, focused on the student-centered learning and teaching perspective (Montrezor, 2016; Weimer, 2013), according to which engaging students in activities with active methodologies improves students' performance and creates a classroom environment that permits student ownership of the learning process. Based on

this perspective, teaching practices were collected in collaboration with INTALL partners.

The *third chapter* offers the description of the dimensions considered to collect teaching practices, the collection procedures, the tools used, and the categories in which the teaching practices were clustered.

The *fourth chapter* presents practical steps for implementing the teaching practices, as well as some final remarks.

# Chapter 1
# General overview on the importance of creating learning environments for students' skills development

This chapter starts with an important question: *What is the role of higher education (HE) systems in the globalized scenario? What choices can HE systems make to better support students' professional needs?*

Some suggestions for responding to these questions come from the agenda for the modernization of Europe's HE system (European Commission, 2011), which underlines the need to improve the quality and relevance of HE. The European Union encourages institutions "[to make] the knowledge triangle work: linking higher education, research and business for excellence and regional development" (p. 7). This will be possible by stimulating "the development of entrepreneurial, creative and innovation skills in all disciplines and in all three cycles and promote innovation in higher education through more interactive learning environments and strengthened knowledge-transfer infrastructure" (p. 7).

Europe and international contexts devote significant attention to the role of teaching in higher education (EC, 2011; 2013; EUA, 2019), focusing in particular on some key dimensions such as: the continuous development of teaching skills; the qualification and recognition of good teaching; the interdisciplinary development of methodological approaches to support learning; the enhancement of dialogue between students, instructors and organizations for the design of innovative curricula. These factors can represent guidelines that underline the importance of implementing forms of sharing and the development of open systems on two levels:

- the outside of HE systems, because engaging with actors from the world of work can provide feedback that may contribute significantly to the definition of strategic curricula and to the identification of transferable practices in classroom contexts.
- the inside of HE systems; this relates to processes of de-privati-

zation in teaching thanks to the introduction of a new cultural habitus on training actions such as: peer review/peer observation, sharing of practices and methods, spaces for dialogue among faculty community, the identification of transferable strategies between different disciplinary contexts (Fedeli, 2019a, b; Fedeli & Tino, 2019a, b).

Therefore, in the globalized scenario, where all the systems need to develop the culture of interdependence and openness, HE systems cannot continue to work independently. Nowadays, more than ever, HE systems have to play their role with responsibility, supporting students' growth and the development of skills and competences useful for private and professional contexts and for navigating social complexity.

In this perspective, it is important for students to experiment and develop, in the safe context of learning, skills that can help them to face changes, to solve problems, to work in groups, to be creative, to communicate with different kinds of people, to share knowledge, to be flexible (Vardanega & Fedeli, 2019). The development of these skills requires instructors to create "*experiential learning environments",* enabling students, through the use of interactive teaching and learning practices, to manipulate disciplinary content, interact with each other to discuss or debate, play roles, create simulations, share and build knowledge, solve problems, identify solutions for real-life issues, evaluate and assess products and processes, reflect on themselves, also through a self-assessment process, and to identify personal and professional goals. Students involved in activities like these have the opportunity to experiment with both a student-centered learning context and the implementation of skills that support them in their real contexts of life and work. Creating this kind of learning environment means "dealing with the delicate and central passage from the condition of learner-in-formation to a learner-in-transition" (Boffo & Melacarne, 2019, p. 3).

# Chapter 2
# Active learning theoretical framework: a student-centered teaching/learning perspective

Active Learning is a student-centered approach based on engaging students in activities and creating a classroom environment that permits them to be the agent of their learning process. It is "a category of pedagogies established as being extremely effective in engaging and maintaining student interest, thereby leading to better student performance and retention of subject matter" (Donohue & Richards, 2009, p. 1). In fact, the purpose of Active Learning is to create learning environments in which teaching practices can both involve students in doing activities and in thinking about what they are doing. This means that an Active Learning context should include:

- *Doing:* through which students participate actively in activities, putting in practice their knowledge and experiencing their skills;
- *Feedback and feedforward:* formative processes that help students to improve their knowledge and skills during the teaching and not just at the end in order to complete their learning successfully;
- *Interaction and communication:* through which students share knowledge, points of view or debate some topics, contents, or problems;
- *Reflection:* through which students have the opportunity to reflect on their learning at the individual and group levels.

These dimensions show that Active Learning is a holistic pedagogical perspective that involved different variables:

- the *context of learning*: it is part of the learning process and impacts students' learning process and performance;
- the *experience of learners*: activities provided by the instructors offer students the opportunity to share with the others their pre-

vious experience and knowledge through peer-to-peer interaction;
- *students' intelligence style*: the variety of activities, tools, strategies offer the opportunity to intercept the different students' intelligences in the class;
- *the role of the teacher:* he/she chooses not to be a "sage on the stage" but "a guide on the side", as the facilitator of learning. He/she focuses not on the traditional lecture but on planning the learning environment, activating the students, and giving effective, real-time feedback.

These characteristics show that Active Learning is a holistic teaching approach that involves the whole person: body, learning style, mind, emotions. The importance of creating this level of student involvement requires instructors to shift from a teacher-centered perspective to a learner-centered perspective, and therefore to revisit their assumptions about the role of students in the classroom, about who is responsible for what in the teaching-learning process, about what instructors do when they teach. Specifically, Weimer (2003; 2013) has identified five instructional factors (Fig. 1) that influence learning and that instructors should take into account if they want to create a student-centered learning/teaching environment:

1. *The balance of power:* In the traditional approach, instructors make a lot of decisions about students' learning. In fact, they generally decide what students have to learn; they evaluate the quality and quantity of learning; they control communication in class. In this learning context, teachers' control deprives students of their power over learning processes that directly influence them. Sharing the power in the class does not promote learning by itself, but it increases motivation and empowers students' performance.
2. *The role of the teacher:* In teacher-centered classrooms, instructors deliver the content; they lead and manage the discussion; they have the main role in previewing, reviewing, and providing examples of the content. They solve the problems, construct the diagrams, ask and often answer the questions. In the student-

centered context, instructors support students' agency; they guide and promote learning; they design learning experiences where students build knowledge.

3. *The responsibility for learning:* Classroom environments can affect students' motivation to learn and to take responsibility for learning in significant ways. Instructors should create learning environments oriented to motivate students to accept responsibility for learning.
4. *Function of content:* In general, teachers' priority is to cover content. However, "many students ... can reproduce large amounts of factual information on demand; they have appropriated large quantities of detailed knowledge; they pass examinations successfully. But they are unable to show that they understand what they have learned" (Ramsden, 1988). Learner-centered teaching is not about content-free courses, but learner-centered instructors "use" content instead of "covering" it to help students acquire a repertoire of strategies, skills, and techniques that can be used to understand content on their own. This means that they look for approaches that can create a strong connection between learning strategies and content.
5. *The purposes and processes of evaluation:* In a teacher-centered context, evaluation is grade oriented, and students are evaluated almost entirely and exclusively by instructors, whereas students don't have the opportunity to experiment with self- and peer-assessment skills. In a student-centered environment, students participate in activities that teach them how to accurately assess themselves and their peers.

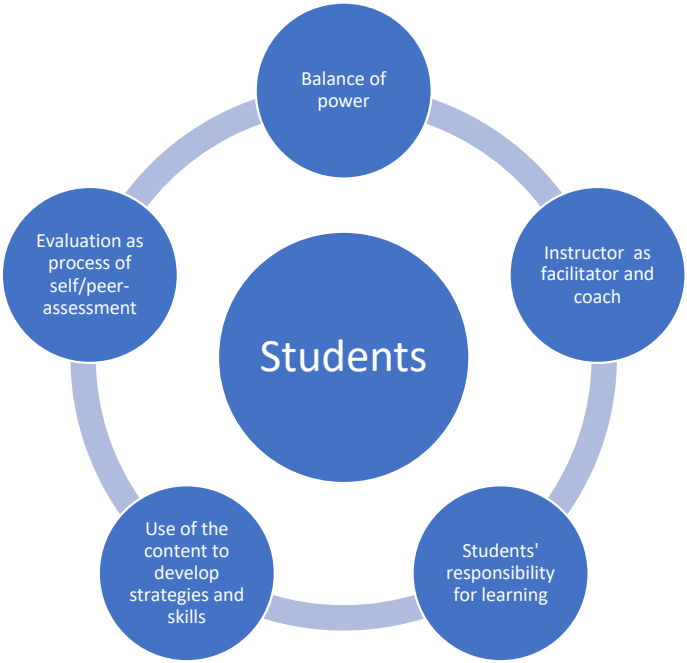



Fig. 1: Five factors influencing students' learning

# Second part

# Teaching practices collection process and tips for their implementation

Concetta Tino

# Chapter 3
# Collecting teaching practices. Procedures, processes, tools, dimensions and categories through which they were collected and clustered

## 3.1 Overview of teaching practices (TP) collection as a process for promoting learning community (LC) development

The INTALL project has included, next to other tasks and activities, the collection of interactive teaching practices and the definition of a guide on their use. The final purpose of the teaching practices collection process is to build new teaching perspectives (Pratt et al., 2016) in the teaching/learning community for international/diverse learner groups in adult education and lifelong learning (Table 1).

| To develop a ***Learning Community*** **(LC)** for improving and sharing practices in the context of adult education and LLL<br>**consisting of partners from university and professionals institutions** | | |
|---|---|---|
| Collection of practices<br>(Grid) | Online toolkit<br>Strategies for teaching & learning | Guidelines<br>on the use of teaching practices |

Table 1. Overview of the TP process for LC development

This phase of the project is strongly consistent with the other INTALL actions. Specifically, Figure 2 shows the relationship between Teaching Practices collection and the other outputs of each INTALL action.

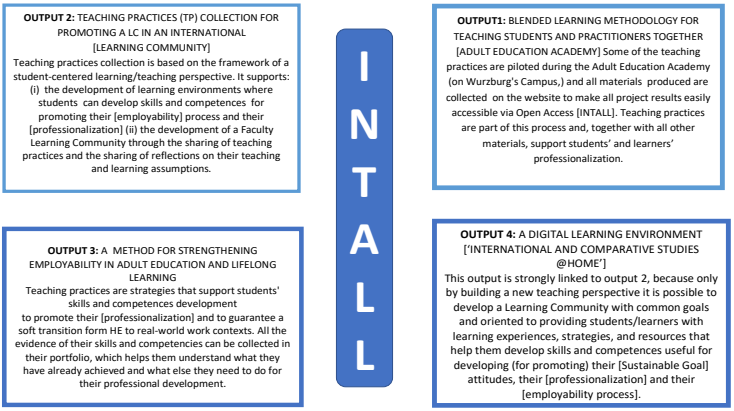



Figure 2: The relationship between Teaching Practices and the different outputs of each INTALL action

## 3.2 Procedures and processes for collecting teaching practices

To carry out this task, some procedures have been followed according to shared ideas among partners:

- First, a *grid* was developed to collect teaching practices from partners based on the definition and sharing of the grid's variables among the partners.
- Second, a *first phase collection* of teaching practices was conducted, and each partner filled in the grid, describing one teaching practice they experimented with.
- Third, *criteria of analysis* were defined. The aim was to identify common criteria according to which feedback on the practices presented should be given to partners.
- Fourth, rounds of *feedback* were provided on each teaching practice.
- Fifth, the authors *revised, and subsequently improved, their teaching practices* based on the feedback they received.
- Sixth, *second phase collection* of teaching practices was conducted, and each partner filled in a second grid, describing another teaching practice they experimented with.

- Seventh, second rounds of *feedback* were provided on the second teaching practice.
- Eighth, *revision and improvement of the second teaching practices* by the authors based on the feedback they received (Fig. 3).
- Ninth, *piloting* of teaching practices and *peer observation.*
- Tenth, *clustering* of the teaching practices and preparation of *booklet.*
- Eleventh, the *guidelines* on the use of teaching practices were prepared.

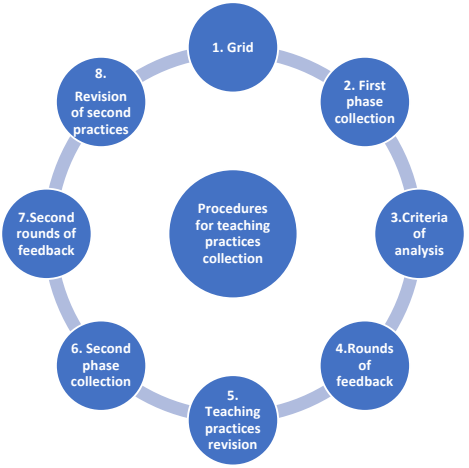



Fig. 3: Procedures and processes of teaching practices collection

Describing these steps in more detail below gives readers the opportunity to replicate the procedures and processes, and above all to consider them as a starting point for improvements.

## 3.3 The development of the tool: the grid and its dimensions

The development of the grid required a focus on some key dimensions according to which the authors had to describe their teaching

practices. These dimensions are the main variables that instructors should consider when choosing to implement a teaching strategy in their classroom and compare it to another.

Specifically, the grid included:

1. A short introduction on the philosophy of teaching and on the importance of practices as follows:
   *"Teaching strategies/methods of the teachers reflect what they value in education, how their students comprehend their subjects with more ease and interest and what teaching methods they believe are effective"* (Gul & Rafique, 2017, p. 197).
   Therefore, a teaching strategy is a method of instruction used by the teacher to help students learn and apply their knowledge to achieve their goals. Strategies are goal-directed, cognitive operations, and pedagogical resources employed to facilitate performance within an educational/training context, and to achieve the planned goals.
2. The following dimensions lead the authors' descriptions (Tab. 2).

| Dimensions | |
|---|---|
| Context | The context is part of the learning environment, and it affects students' learning and performance.<br>It is focused on:<br>the classroom setting: characteristics of the rooms, positions of tables and chairs;<br>the course typology (bachelor's, master's, other contexts);<br>class size, because some strategies could be difficult to apply consistently in medium to large classes, whereas others can be applied in classes of all sizes. |
| Purpose/aim | Defining the aim of the strategy helps the user to understand the level of alignment that can be created between strategy, content and learning outcomes. It also reflects the teachers' philosophy of teaching and learning. |

| | |
|---|---|
| Description of teaching strategy | The description step required authors to focus on some factors:<br>preparation of the strategy (setting, materials);<br>procedures of implementation;<br>class time and time management;<br>class management;<br>interactive strategy used (e.g. pair-small group; discussion, role-play, jigsaw …). |
| Material required | The description of necessary materials can be considered one important aspect of setting preparation. Providing readers with the list of materials helps them assess the feasibility of the practices in their own contexts. |
| Theoretical framework | The identification of theoretical framework was required as a way to offer both authors and readers the opportunity to reflect on their own teaching and learning perspectives. |
| Risks and advantages | For each practice, the risks and the advantages of using it were described. These aspects help readers understand whether they might face the same challenges and, if so, how to mitigate them, or whether only the advantages will matter in their context. |
| Possible variations and different contexts | This dimension shows other possible ways of implementing the same practices. |
| Recommendations | In this part, some tips were provided to improve the implementation of the practices. |
| Evidence | The authors were free to upload some evidence and examples (posters, pictures…) on the strategy presented. |

Table 2: Dimensions of the grid

## 3.4 Criteria for providing feedback

Giving feedback was required to identify some criteria of analysis (Fig. 4) that were developed under the umbrella of "replicability" and shared with the partners during a consortium meeting.

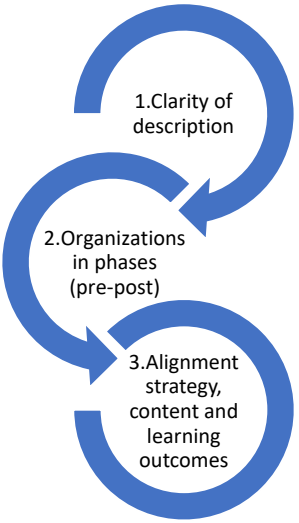



Fig. 4. Criteria of analysis

## 3.5 Criteria of teaching practices clustering

Before moving to the online booklet, the piloting phase was necessary to cluster them into categories. The aim was to facilitate the use of these teaching practices and to organize the booklet along the characteristics of the practices. That is why they were clustered according to the following categories (Table 3).

| Categories | Description |
|---|---|
| **Strategies involving small/large group discussions** | Teaching practices that require interaction in small or large groups carrying out a task. |
| **Project work strategies** | Teaching practices that require not only group activity and knowledge sharing but also designing and delivering a product. |
| **Conversational strategies** | Teaching practices carried out in response to a debate around a stimulus (e.g. world café, role-play), where everyone participates by making use of transversal knowledge, integrating, expanding, arguing what has already been said by others. |
| **Flipped classroom strategies** | Teaching strategies that require students to present content to the class after working on materials assigned by the teacher individually or in groups. |
| **Case-based strategies** | Teaching strategies that explicitly refer to a case study or that require learners to identify a solution through group discussion. |
| **Metaphorical reflective strategies** | Teaching strategies that support students in their reflection process. They involve the use of pictures that students can use to metaphorically explain their thoughts on pretty much any kind of learning or situations/experiences. |
| **Icebreaking strategies** | Strategies used to introduce each other and to develop a group atmosphere, reducing distances between people. |

Table 3. Clustering categories

Table 4 presents the clusters of teaching practices.

| Categories | Teaching strategies |
|---|---|
| **Strategies involving small/large group discussions** | *Jigsaw* |
| | *International variation of the group puzzle* |
| | *Academic knowledge meets practice* |
| | *Seminar group discussion* |
| | *Dialogical assessment and feedback method* |
| | *Observation & reflection* |
| | *Reflect* |
| | *Consensus workshop* |
| **Project work strategies** | |
| | *Project work discussion* |
| | *Design thinking* |
| | *Writing-based learning* |
| | *Mixed methods group presentations* |
| **Conversational strategies** | |
| | *World café methodology* |
| | *Combined world café methodology & intergenerational learning together* |
| | *Role-play* |
| **Flipped classroom strategies** | |
| | *Reflective understanding of roles and functions of international organizations of adult education* |
| | *Current issues in adult learning and education* |
| **Case-based strategies** | |
| | *Case study (a)* |
| | *Case study (b)* |
| **Metaphorical reflective strategies** | *Photolangage (a)* |
| | *Photolangage (b)* |
| **Icebreaking strategies** | |
| | *Things that we share* |
| | *I AM* |

Table 4: Clustering the teaching practices

The clusters of teaching practices can be found at the following link on the INTALL website: https://www.hw.uni-wuerzburg.de/intall/learning-community-for-international-teaching-and-learning-settings/

The website represents the synthesis of the whole process of teaching practices collection.

## 3.6 Piloting phase

The collection of teaching practices process included a piloting phase during which each partner piloted one or two practices collected. The piloting phase also included the implementation of the peer-observation strategy. This means that when instructorsuse the teaching practice in their classroom and with their students, another colleague observes the effectiveness of the method, providing written feedback and using the provided form (Tab. 5). Peer observation is a practice that aims to de-privatize teaching (Adams & Mix, 2014), to provide feedback on the teaching strategies implemented, identifying strengths and weaknesses. In the literature, peer observation has been an area of interest for several scholars who support its usefulness as a tool for dialogue, as well as for the development and improvement of teaching (Bell & Mladenovic, 2008; Washer, 2006). During the process, both parties, the observers and the observed, are involved in the assessment of the teaching process and in creating a relationship of frankness and mutual trust. This relationship forms the basis of a dialogue promoted by questions, critical reflections, and considerations on the teaching process itself (Gosling, 2014).

## Table 5. Template for Teaching & Learning Practices Observation

**The aim of this template is to facilitate the peer observation of teaching and learning practices in classroom.**

| | |
|---|---|
| ***Course Title:*** | |
| ***Instructor:*** | ***Observer:*** |
| ***Topic:*** | ***Class Time:*** |
| ***Observation date and lecture room:*** | ***Number of students:*** |

Please, use the 1-4 Likert scale during the observation process to rate the items relatively the effectiveness of the practices

****1 (Strongly disagree); *2 (Disagree);*3 (Agree);* 4 (Strongly Agree)***

***Name of the teaching practice***

| Items | ***1. (Strongly Disagree)*** | | | ***4. (Strongly Agree)*** | Please add some notes to explain the rating |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | |
| 1. The aim of the teaching activity is clear. | | | | | |
| 2. The use of lecture room facilities (e.g. projector, board, space for students to take notes…) is appropriate. | | | | | |
| 3. The materials provided support students. | | | | | |
| 4. The teaching activity involves the use of visual aids. | | | | | |
| 5. The teaching practice is appropriate for the number of the students. | | | | | |
| 6. Students actively participate in class activities and discussion. | | | | | |
| 7. Students are comfortable asking questions. | | | | | |
| 8. Educator welcomes students' questions/remarks. | | | | | |
| 9. Educator asks for feedback on proposed teaching activity. | | | | | |
| 10. Educator gives students time to reflect on the learning experience. | | | | | |
| ***Open questions*** | | | | | |
| 11. What are the strengths of this strategy to promote **the international profile of adult education**? | | | | | |
| 12. What are the strengths of this strategy to **promote internationalization?** | | | | | |
| 13. What are the weaknesses of this strategy to promote the **international profile of adult education**? | | | | | |
| 14. What are the weaknesses of this strategy to **promote internationalization?** | | | | | |
| 15. What might be changed for the next time? | | | | | |

# Third part

# The description of the implemention process

Monica Fedeli

# Chapter 4:
# Steps to implement teaching practices

The effective implementation of the collected teaching practices requires instructors to follow some important steps.

The description of the different phases that characterized the process of collecting teaching practices is part of these guidelines. The aim is to provide users with the information and the procedures to be replicated in organizations where instructorswant to be involved in the creation of a Faculty Learning Community (FLC) based on the sharing of teaching practices and peer-observation to de-privatize and innovate teaching and learning processes.

The final purpose of this process of teaching and learning innovation is to create Active Learning environments where students can build knowledge and develop and experiment with skills useful for life and work.

1. *Establish the learning outcome*

The definition of a clear objective helps instructors to choose the strategy that is better aligned with content and learning outcomes.

2. *Question the strategy chosen*

It is important to ask ourselves how the chosen strategy can help students to achieve the learning outcomes.

3. *Establish the feasibility of the teaching practice*

Identifying contextual constraints in advance helps to choose the strategy that fits better with aims, class size, resources, and the time available.

4. *Establish the learning outcome*

The definition of a clear objective helps instructorsto choose the strategy that is better aligned with content and learning outcomes.

5. *Question the strategy chosen*

It is important to ask ourselves how the chosen strategy can help students to achieve the learning outcomes.

6. *Establish the feasibility of the teaching practice*

Identifying contextual constraints in advance helps to choose the strategy that fits better with aims, class size, resources, and the time available.

# Final remarks

Monica Fedeli, Concetta Tino

Sharing teaching practices gives instructors the opportunity to learn at different levels:

- At the *personal level*, because participants become much more aware of themselves regarding their teaching expertise, their willingness to collaborate with others, and their contribution to knowledge building. They can reflect on their teaching and learning perspective identifying at what level their assumptions and beliefs affect their teaching and students' learning process. They can understand other perspectives and points of view. To test their own perspective, they may want to complete the Teaching Perspective Inventory (TPI) at this link http://www.teachingperspectives.com/tpi/


- At the *professional level*, because sharing teaching strategies can motivate instructors to critically reflect on their assumptions and to implement some changes, innovating teaching and learning processes;

- At the *faculty community level*, because sharing practices is a significant starting point for moving from isolation to the de-pri-

vatization of teaching based on others' initiatives: peer feedback, peer observation, sharing of perspectives, collaborative creativity to face teaching and learning issues, collaborative development of new interactive practices and resources for learning and teaching.

In conclusion, developing a new culture of teaching and learning requires instructors to implement forms of sharing and collaboration that can involve faculty community and student community. In this sense, Active Learning as a student-centered learning/teaching approach can impact both instructors and students. It generates a transformation of

- teachers' personal assumptions and beliefs with effect on the teaching process and on the building of a Faculty Learning Community (FLC);

- students' learning and teaching perspective with impact on their way to consider teachers' role (facilitators instead of instructors), and to play their role in the lessons according to a participatory perspective: active listeners and members of a community who want to build knowledge and be self-directed.

In the field of adult and higher education few studies are focused on the professional development of academic faculty, particularly in southern European countries (less progressive, and long historical traditions, such a stronger hierarchy between students and faculty). In particular this guide intends to promote innovative teaching strategies and faculty development and sharing. Practically, it means identifying with greater clarity what practices work best within the higher education context that reflect both innovation (improvement in teaching) and respect for the long tradition of the university. Also, despite the strong historical traditions, there seems to be possibility of permanent change in teaching among faculty. This is an initial attempt of sharing and promoting reflection among academic staff.

# References

Adams, S.R., & Mix, E.K. (2014). Taking the lead in faculty development: Teacher educators changing the culture of university faculty development through collaboration. *AILACTE*, *11*, 37–56.

Bell, A., & Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. *Higher Education, 55,* 735–752.

Boffo, V., & Melacarne, C. (2019). Employability in adult and higher education. *New Directions for Adult and Continuing Education*, *2019*(163), 163-169.

EC. European Commission (2011). *Supporting growth and jobs: An agenda for the modernisation of Europe's higher education systems*. http://ec.europa.eu/assets/eac/education/library/policy/modernisation_en.pdf (retrieved 15/09/2020).

EC. European Commission. (2013). *Report to the European Commission on improving the quality of teaching and learning in Europe's higher education institutions*. Luxembourg: Publications Office of the European Union.

EUA. European University Association. (2019). Learning & Teaching Paper #3. Continuous development of teaching competences thematic peer group report. Brussels: European University Association asbl. https://www.eua.eu/downloads/publications/eua%20tpg%20report%203%20-%20continuous%20development%20of%20teaching%20competences.pdf (retrieved 15/09/2020).

Fedeli, M. (2019a). Active learning o lecturing? Strategie per integrare la lezione frontale e active learning. *Educational Reflective Practices, (1), 95–113.*

Fedeli, M. (2019b). Migliorare la didattica universitaria: Il cambiamento organizzativo e il ruolo del change agent. *Formazione & Insegnamento: Rivista internazionale di Scienze dell'educazione e della formazione*, *17*(1), 267–282.

Fedeli, M., & Tino, C. (2019a). La formazione iniziale del docente universitario. Teaching4 Learning@Unipd: Metodi, pratiche e risultati dell'esperienza patavina. *Nuova Secondaria, Mensile di cultura, ricerca pedagogica e orientamenti didattici 10, 62–70.*

Fedeli, M., & Tino, C. (2019b). Teaching4Learning@ Unipd: strumenti per lo sviluppo professionale dei docenti universitari. *Form@ re-Open Journal per la formazione in rete*, *19*(2), 105–121.

Gosling, D. (2014). Collaborative peer-supported review of teaching. In J. Sachs & M. Parsell (Eds.), *Peer review of learning and teaching in higher education: Professional learning and development in schools and higher education 9* (13-31). Dordrecht, Netherlands: Springer, Science+Business Media.

Gul, R., & Rafique, M. (2017). Instructorspreferred approaches towards multiple intelligence teaching: Enhanced prospects for teaching strategies. *Journal of Research & Reflections in Education (JRRE)*, *11*(2), 197-203.

Montrezor, L. H. (2016). Performance in physiology evaluation: Possible improvement by active learning strategies. *Advances in Physiology Education*, *40*(4), 454-457.

Pratt, M., Salvo, D., Cavill, N., Giles-Corti, B., McCue, P., Reis, R. S., ... & Foster, C. (2016). An international perspective on the nexus of physical activity research and policy. *Environment and Behavior*, *48*(1), 37–54.

Vardanega, T., & Fedeli, M. (2019). Linking active learning and capstone projects in higher education. In M. Fedeli & L. Bierema (Eds.), *Connecting adult learning and knowledge management* (85–103). Springer: Cham.

Washer, P. (2006). Designing a system for observation of teaching. *Quality Assurance in Education, 14*(3), 243–250.

Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. San Francisco, CA: Jossey-Bass.

Weimer, M. (2003). Focus on learning, transform teaching. *Change, 35*(5), 48–54.

## Details on authorship

Monica Fedeli and Concetta Tino developed together the design of guide.

Monica Fedeli is the author of the first part and third part: Summary, Introduction, Chapters 1; 2; 4.

Concetta Tino is the author of the second part: Chapters 3; 3.1; 3.2; 3.3; 3.4; 3.5; 3.6.
Monica Fedeli and Concetta Tino are the authors of Final Remarks.

## Acknowledgement

The authors want to thank all the INTALL PARTNERS for their significant participation in the process of collecting and piloting of the teaching practices. Their active role was determinant for the development of the guide and for enhancing and piloting the process of a Learning Community development.

This Guide presents a collection of teaching practices thanks to participation of INTALL partners. It aims to create a tool for supporting instructors to reflect on their teaching and learning perspectives, on the teaching as way to support students in the development of their employability, and on the possibility to be part of a Learning Community through the implementation of the same teaching practices collection process in their own contexts.

The Guide is divided into three parts. The first part focuses on the theoretical perspective of active learning perspective as student centered approach. The second part illustrates the process of teaching practices collection: (a) the characteristics of the practices collected; (b) the clusters of teaching practices; (c) the description of teaching practices piloting phase. The third part includes the tips on the way to implement teaching practices. The final remarks offer further reflection on the impact of sharing practices on different levels.

**Monica Fedeli** Ph.D currently Professor in Teaching and Learning Methods and Organizational Development at University of Padova. Her current research interests include adult learning, active and participatory teaching and learning, faculty development, university business dialogue, professional development, organizational development and women's career development. She published more than 115 articles, books, and book chapters in variety of national and international journals, and book series.

**Concetta Tino** holds a PhD in Pedagogical and Educational Science. She is an assistant professor at the Department of Philosophy, Sociology, Pedagogy and Applied Psychology at University of Padua. Her research interests are education-workplace partnership, innovative teaching methods, professional development, women leadership and women career development, soft skill development and assessment. She published more than 50 articles, chapters and books.