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Teaching4Learning@Unipd: Promoting Faculty Development and Organizational Development and Change

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The Purpose

Reflecting on the challenges of implementing a faculty development program that fosters active learning with a focus on the role of the organizational culture in the change process.





EU Policies – Modernization of Higher Education

- Promote active learning
- Motivate staff - continuous professional development
- Promoting cross fertilizing and didactic innovation
- Measuring the impact

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- Innovative teaching strategies,
- Learner centered teaching
- Faculty developing communities



A budget of €
537 million
60 million € / year for
research
(external and internal)

62,000 students
1,300 doctoral candidates
Over 12,000 graduates each
year
2,092 professors &
researchers
2,268 staff

14 Halls of Residence &
Guest Houses

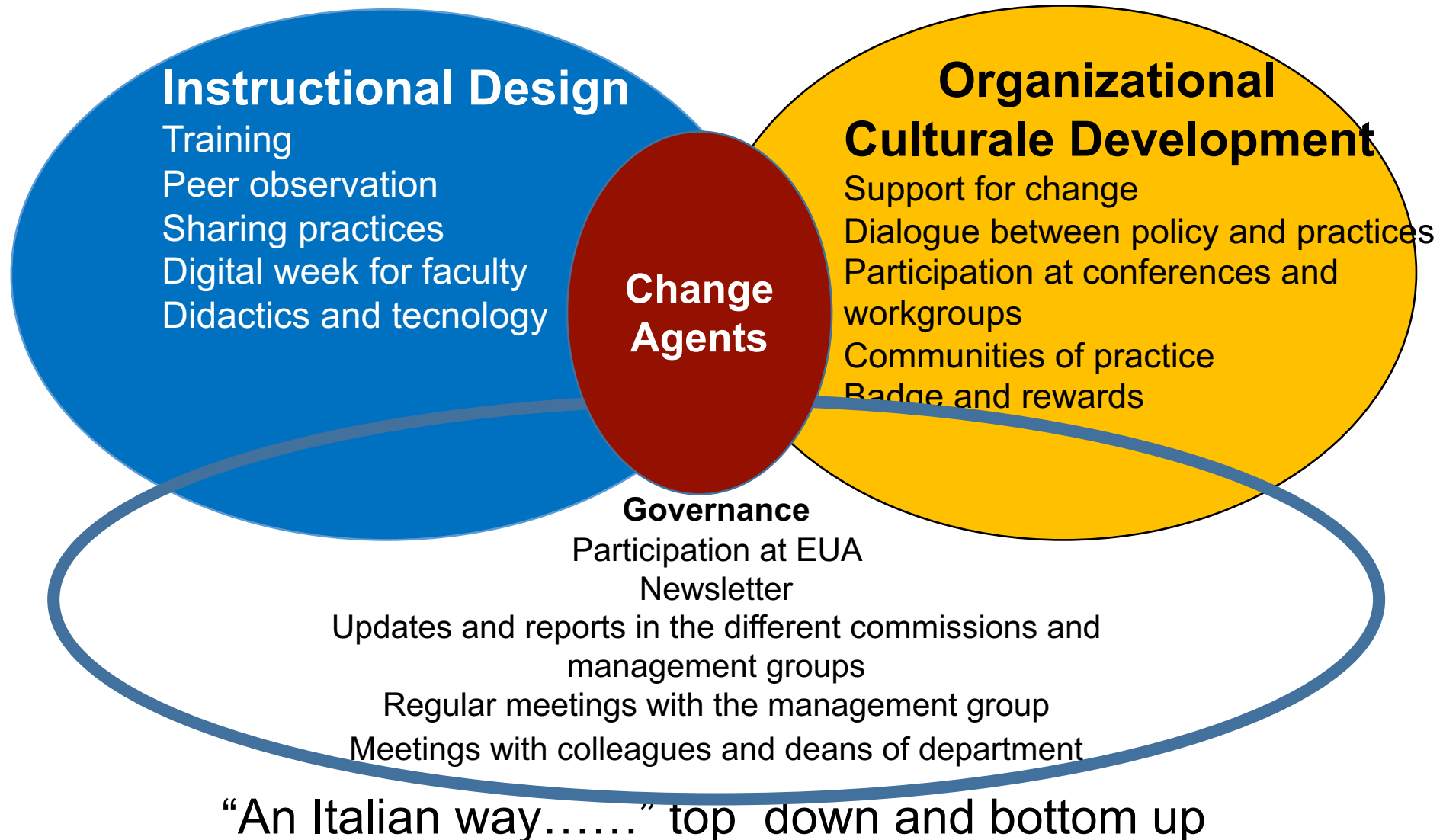
18 University Canteens

32 Departments

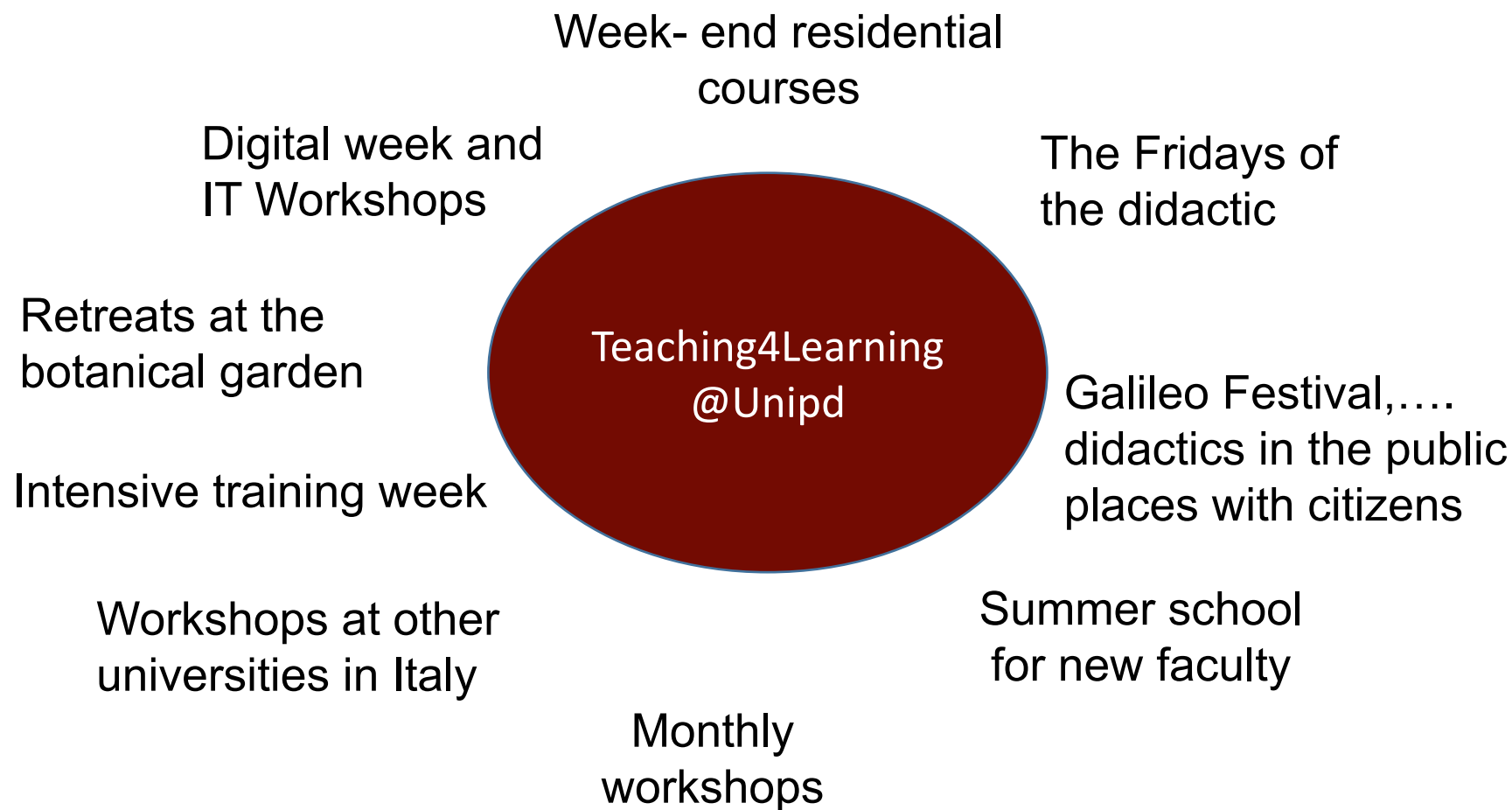
1 University Hospital

1 Veterinary Hospital
1 Experimental Farm
1 School of Excellence
1 Museum Centre
1 Library Centre





Faculty Development



Total: 350 Faculty – Faculty Learning Communities 20+

The Workshops Topics



WORKSHOPS

Developing Faculty Learning Communities (FLC)

Developing a Critical Reflective Practice

Interactive Lecturing

Facilitating Small Group Activities and Discussion

Fostering Effective Student – Teacher Relationships

Micro-Teaching

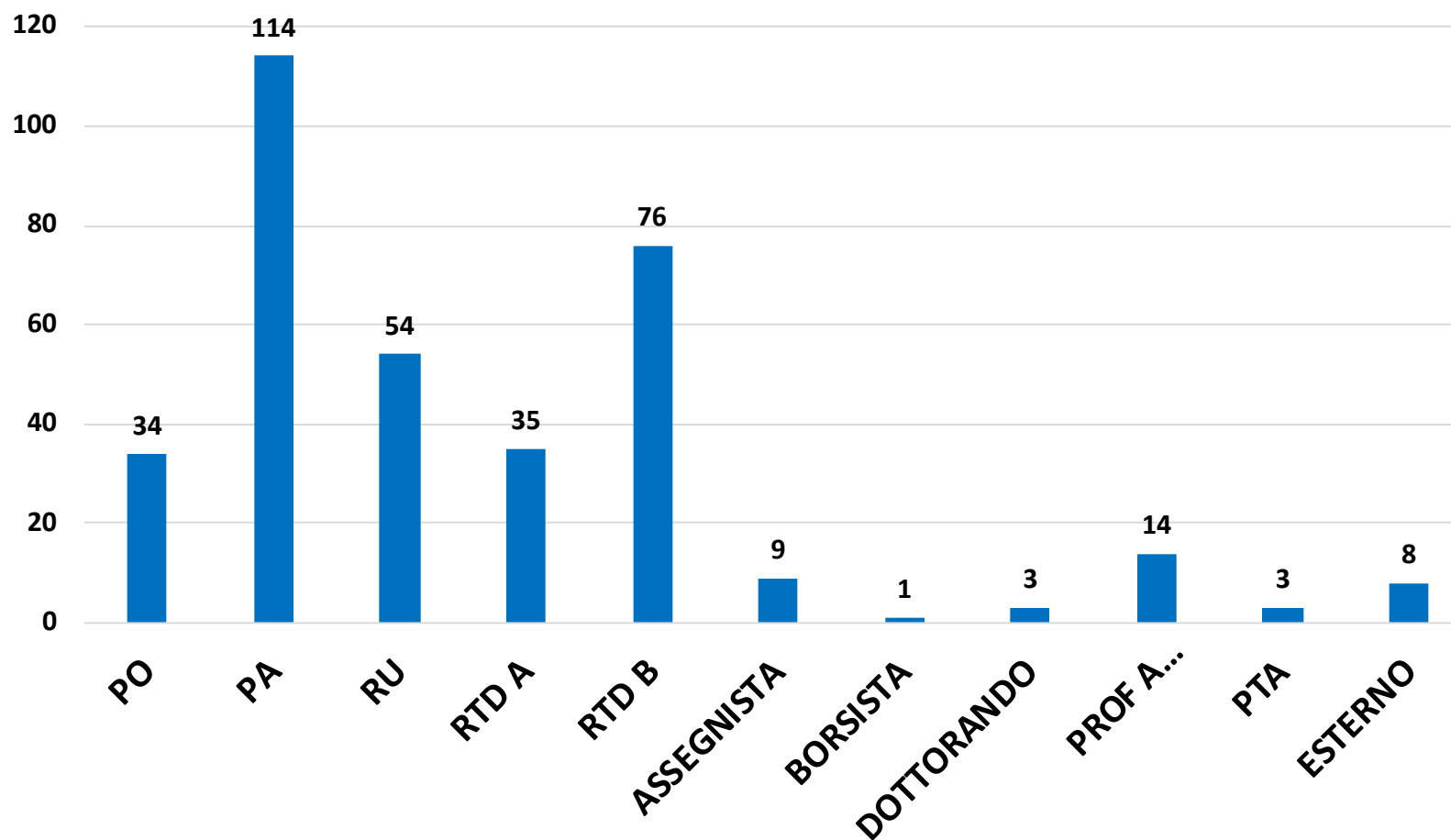
How to write a develop a syllabus

Feedback and assessment for learning

Technologies and Teaching



Participants



Faculty: 351
New Faculty: 124



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Open Badge

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- A constructivist framework
- Faculty learning communities (FLC)
- Small group of faculty
- Interdisciplinary
- Peer learning



*«Members moving towards a deprivatization of teaching»
through open sharing of practice alongside recognizing the
«social, emotional and personal nature of sharing such
work» (Adams & Mix, 2014, p. 1)*



The Challenge Fostering Change

- The impact of FLC limited
- Faculty as the unit of analysis
- Organizational change





- Faculty development as an OD process
- Interdisciplinary
- Large and complex institution
- Academic culture
 - Strong hierarchical relationship
 - Content as privileged knowledge
 - Traditional didactics



Organizational Change



- The culture of the organization
- Units of analysis (faculty/organization)
- Both instrumental and value change
- Manage and organic change
- Top down and bottom up
- Faculty involvement
- Action research



The Role of Faculty Development in Promoting Change - 1

- Scaffolding Participation
 - Unit of analysis
 - Reward system
 - Voluntary participation
 - Incremental change
 - Mid-level manager involvement
 - Financial support
- Engaging informal networks
 - Innovative teaching practices
 - Faculty learning communities



The Role of Faculty Development in Promoting Change - 2

- Planned and unplanned change
- Internal and external factors
 - Quality insurance
 - Conferences
 - International workgroup
 - Spreading the word (newspaper, newsletter, publications etc..)
- Documentations and research



Large scale plan

- Involvement of a variety of stakeholders
- Greater timeline of the intervention
- A change of the role of faculty
- A centralized service and support



Innovative educational space design



The Role of Students in the Faculty Development?



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Thank you for your attention
Grazie per l'attenzione!

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