

Self-Study Modules in University Pedagogy for the Professional Development

Hélène Meunier¹

Université du Québec à Montréal, Canada¹

Abstract

A team of educational consultants, teachers and managers focused on the training of university teachers. A research on the needs of new teachers has shown that when they arrive, professors must pursue a research career that often requires relatively high performance and, moreover, be concerned about their teaching task, for which multiple skills are required (Bélanger, Bélisle and Bernatchez, 2011). Teaching instructors, on the other hand, face the same challenges as professors while accumulating two or three jobs. As they are less present on campus, it is often difficult for them to participate in face-to-face training activities. The work team has therefore developed short, online, self-supporting, asynchronous, five free training modules based on research in the field of education. These modules have been developed in order to prepare trainers for the different teaching situations they might face and to propose a solution for their continuing education that appears essential and even necessary (Demougeot-Lebel and Perret, 2011). Structured according to the Kolb Cycle (1984), these self-study modules include videos, readings, self-assessment or reflective exercises, learning activities and references. These modules are intended to be an innovative device that promotes the continuing education and professional development of new or existing university trainers. The communication aims at first, to present the main lines of research upstream on the needs of new teachers, the different stages of creation of the modules and the final result. In a second step, the results of a research carried out among the participants who have followed the modules will be discussed, as well as their perceptions about the progress of their learning and the development of their teaching skills.

Keywords: *Pedagogy, self-training, post-secondary.*

References

- [1] Bélanger, C., Bélisle, M. & Bernatchez, P.-A. (2011). A study of the impact of services of a University Teaching Centre on teaching practice: changes and conditions. *Journal on Centers for Teaching and Learning*, 3, 131-165.
- [2] Demougeot-Lebel, J. & Perret, C. (2011). Une formation pédagogique peut-elle modifier les conceptions de jeunes enseignants universitaires sur l'apprentissage et l'enseignement ?. *Revue des sciences de l'éducation*, 37(2), 327–354. <https://doi.org/10.7202/1008989ar>
- [3] Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.