



# **Transformational Education Masterclass**

**Pedagogic and Staff  
Development Programme**

**The Academy for Education and Professional  
Development**

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# T-MAP project Team

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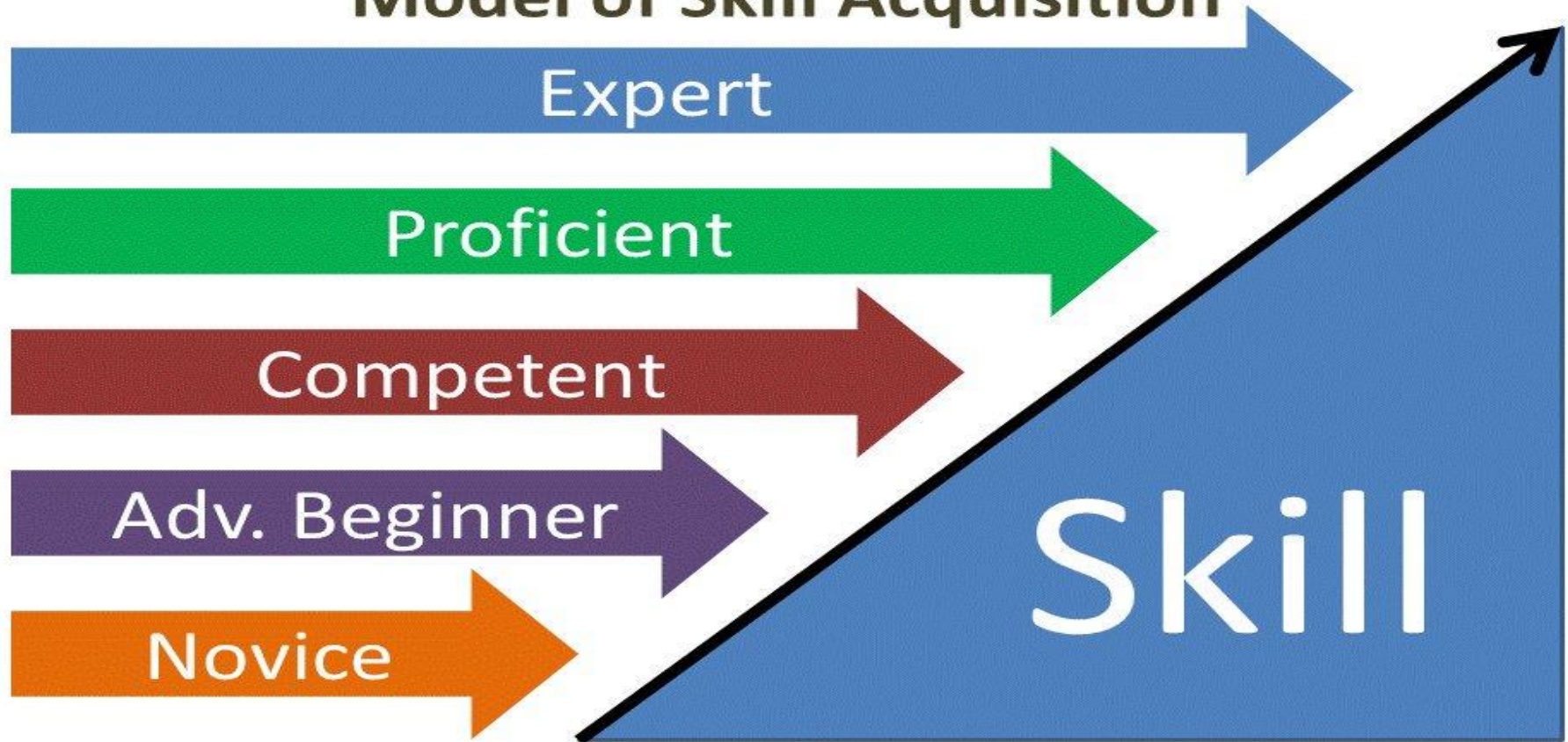
T-MAP research project was funded by CHERIL UoM.

# Aims

- To **inform** and **inspire** behaviour change in those who teach.
- To consider practical ways in which identified TE behaviours can be used to **enhance** teaching practice and **measure excellence** .

## Novice to Expert

### Dreyfus and Dreyfus Five Stage Model of Skill Acquisition



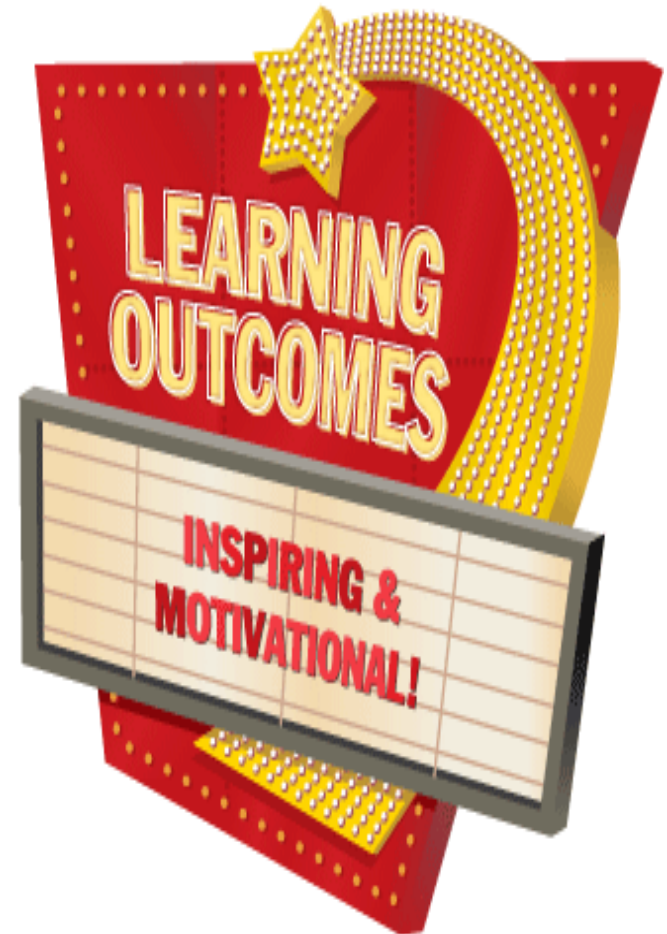
By Daniel J. Belton. Adapted from: 'Belton, D. J. (2016). *Education for Chemical Engineers*, 17, 54-64.' Licensed under a Creative Commons Attribution-NonCommercial4.0. Based on: 'Dreyfus, H.L., Dreyfus, S.E., Athanasiou, T., 1986. *Mind Over Machine: The Power of Human Intuition and Expertise in the Era of the Computer*. Free Press, New York.'



# Intended Learning Outcomes

Delegates should leave this master class with a good understanding of:

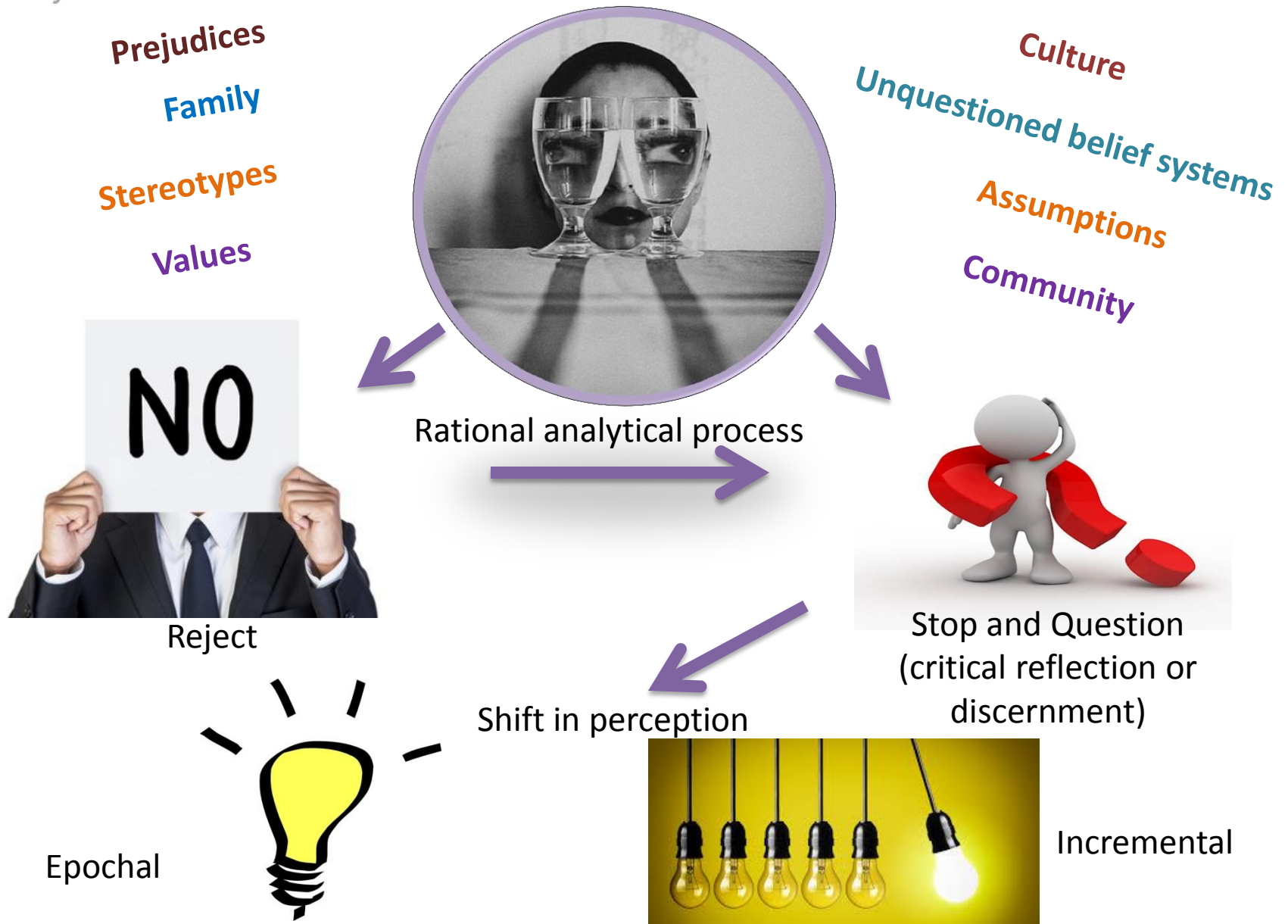
- The concept of transformational teaching and learning.
- The 55 core behaviours of transformational educators.
- How the application of core TE behaviours could enhance your role as a 'transformational' educator.
- How the observation of teaching behaviours might assist in the recognition of teaching excellence.
- How knowledge of TE behaviours could be used to inform staff development programmes.



# What do we mean by .... 'Transformational' Learning?



# Transformational Learning Theory (Mierzow, 1981)



# Transformational Teaching

“...the expressed or unexpressed goal to increase students’ mastery of key course concepts while transforming their learning-related attitudes, values, beliefs, and skills”

“Transformational teaching involves creating dynamic relationships between teachers, students, and a shared body of knowledge to promote student learning and personal growth”

(Slavich & Zimbardo, 2012)

**Slavich & Zimbardo (2012) propose the following parameters for measuring transformational teaching:**

The educator is conceptualised as an **instructor** of the relevant material and also as a **change agent** who guides students through the transformational process



In his or her role as change agent, the educator works to **decrease** students' **perceived barriers** to success while **increasing** their **self-efficacy** for change



Teaching centres on the  
use of **self-change projects** ....

.....but **requires previous mastery**  
of the course concepts via other  
teaching methods.



Students are viewed as being **capable** of **mastering** the course content and **achieving the targeted changes**.



# T-MAP Project

Aim: To identify the core behaviours of successful  
‘transformational’ educators.

## Why do we care about transformational behaviours?

- Behaviours are important: what an educator *does* can influence whether the educational experience is transformational for the learner.
- Behaviours are **observable**: whilst attitudes, knowledge and skills are also important, it is harder to measure them. Behaviours can be observed and can help in teaching reviews and providing concrete suggestions for improvement.

# What do we mean by behaviour?

Behaviours are anything we do.

They have to be **observable** (i.e. others can see or hear them happening)

and **measurable** (i.e. we can assign some value to what we observe by, for example, counting them).



## Describing

Clear objectives for the session

## Asking

students to reflect on their previous learning

## Encouraging

students to ask questions

# How have we identified the behaviours of transformational educators?

## Literature review

Used search terms commonly used to describe the concept of 'transformational education'

'active', 'collaborative',  
'experiential', 'transformational'  
, 'problem-based', student-centred)

combined with terms for 'educator'  
& 'behaviour'.



**5859** Papers Screened in total  
**90** Papers included in the  
metasynthesis  
**159** Specific behaviours extracted

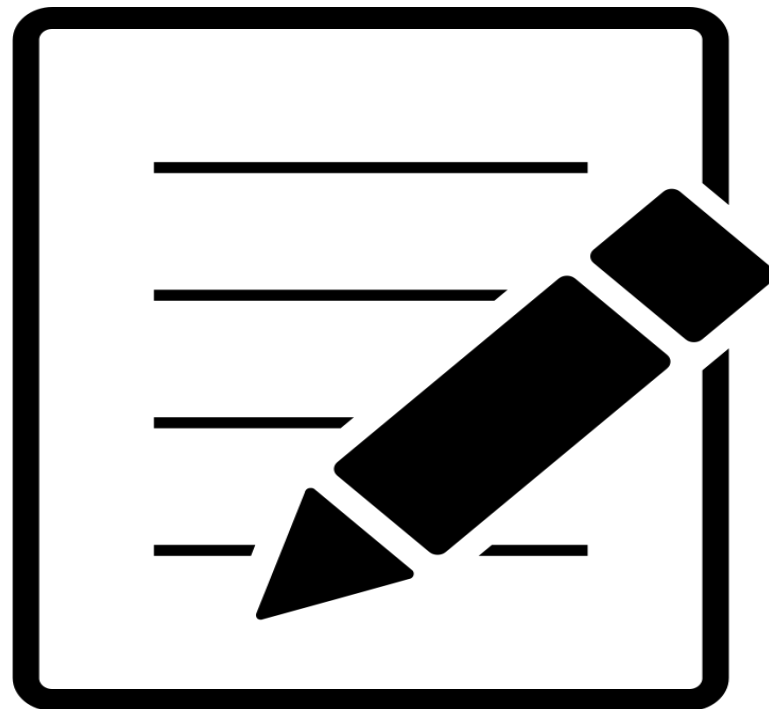
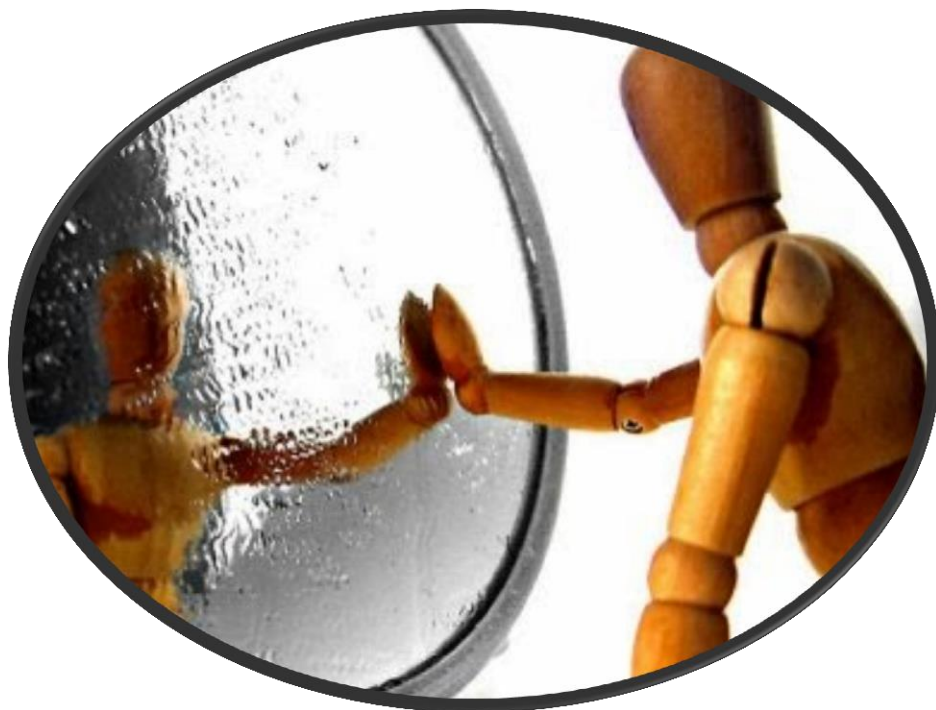
## How have we identified the behaviours of transformational educators? (2)

**consensus study** -using Delphi methods with educational experts (National Teaching Fellows) from Higher Education Institutions across the UK.



- 125** Behaviours offered by the experts in the first round of the Delphi
- 68** Unique behaviours synthesised
- 55** Behaviours reached consensus from the experts as CORE for transformational educators

# T-MAP Self-Report Checklist



# Group Work



1. Barriers to implementing TE approaches.



2. Recognising Teaching Excellence



3. Staff Development

## In this Masterclass we have:

- **Discussed** the concept of 'Transformational Education'.
- **Identified** 55 Core Behaviours of Transformational Educators.
- **Considered** potential barriers (e.g. Capability, Motivation, Opportunity) to implementing transformational approaches.
- **Explored** opportunities for future development (e.g. recognising teaching excellence and staff development).

## Dreyfus and Dreyfus Five Stage Model of Skill Acquisition



# Commitment to Action

**Commitment** is what transforms a promise into reality.

It is an agreement or pledge **to do something** in the future.

It is the words that speak boldly of your intentions ...though it is **actions** that speak louder than words.



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