Dublin City University

Analysis of the DCAD Survey:
Highest and Lowest Ranking Areas of Interest for Professional Development in regard to current work interest (teaching and research)

by Dr Ekaterina Kozina

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(**DRAFT** Technical Report)

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Professional Development Interests of Lecturing Staff in Regard to their Current Work Interests in Teaching and Research

1.1 Introduction

The following sections present and discuss the role of a contextual variable – current work interests in survey respondents' views in regard to the highest and lowest ranking areas of interest for professional development. The analyses were carried out for the comparison of the views of lecturing staff across four universities and four institutes of technology in the Dublin region. In total, Part 3 of the questionnaire contained 25 areas of professional development activities distributed evenly over the following six themes: i) planning and design; ii) delivery and practice; iii) feedback on teaching; iv) peer to peer opportunities; v) scholarship and research and; vi) personal and professional development and leadership. The attitudes towards these activities were explored through the analysis of data collected in response to the statements of Q14-Q19. The questions required the answer on a four point ordinal scale indicating the extent of interest from "no interest" to "great interest". The ordinal scale also included the answer option "neutral" for those respondents who wished to opt out from stating their opinion.

In relation to the current work interests, Table 1 shows that a slightly higher proportion of the respondents identified their work interest as in the area of teaching (53%), while 47% stated being primarily interested in research.

Table 1 Current work interests of respondents

		N	%
Focus on Teaching	Primarily in teaching	106	15.5
	Teaching and research with a focus on teaching	257	37.5
Focus on Research	Primarily in research	66	9.5
	Research and teaching with a focus on research	257	37.5
	Total	686	100

1.2 Sample description

The level of seniority and current work interests in relation to teaching and research

In regard to the level of seniority, the majority of the sample were within the 'Lecturer/ Senior Lecturer' group (n=469), of whom 58.6% identified being focused on teaching with further 41.4% stating being interested in research. In total, 68 respondents noted holding a 'Professor / Associate Professor' post of responsibility. Within this group of respondents, a majority (73.5%) highlighted research as their current work interest, with a smaller proportion (26.5%) noted being primarily focused on teaching. Further 68 respondents were from the 'Junior/Associate Lecturer' respondents group. The data analysis indicated that the majority of those were focused on teaching (79.2%), while a significant minority 20.8% identified research as their primary work interest (see Table 2).

Table 2 Current work interests in regard to the level of seniority of survey respondents

			Work interests teaching and research	
			Focus on teaching	Focus on research
Level of current position grouped by seniority	Professor / Associate Professor	Count	18	50
		% of Row	*26.5*	*73.5*
		% of Total	*2.8*	*7.8*
	Lecturer / Senior Lecturer	Count	275	194
		% of Row	*58.6*	*41.4*
		% of Total	*43.1*	*30.4*
	Junior /Associate Lecturer	Count	38	10
		% of Row	*79.2*	*20.8*
		% of Total	*6*	*1.6*
	Researcher	Count	7	46
		% of Row	*13.2*	*86.8*
		% of Total	*1.1*	*7.2*

In total, within the 'Professor/Associate Professor' grouping a higher proportion of respondents from Social Sciences and Humanities (79.2%) focused on research as their current work interest than from Science and Technology (71.9%) and Medical and Health Sciences (66.7%). Regarding the respondents within the 'Lecturer/Senior Lecturer' band – the response distribution for 'focus on teaching' and 'focus on research' was almost equal between three disciplinary areas. Nevertheless, a slightly

higher proportion of those from Medical and Health Sciences defined their current work interests within the area of teaching (60.3%) than those from Social Sciences and Humanities (58.9%) or Science and Technology group (57.1%). Reflecting on the results of the responses for the 'Junior / Associate Lecturer' grouping, a majority of the respondents from Social Sciences and Humanities (80%) and Science and Technology strand (81.3%) defined their current work interests as primarily located within teaching. As, there was only 2 respondents from Medical and Health Sciences, the data could not be meaningfully compared for this group of respondents. In total, 22 out of 23 respondents in 'Researcher' category and within Science and Technology area were focused on research. In turn, 18 out of 24 researchers from Social Sciences and Humanities identified research as their current work interests, while all 5 respondents from Medical and Health Sciences provided the same response.

Gender Profile in the current work interests of survey respondents

The majority of the sample were male (55.8%, n=387), who defined their current work interests as being primarily situated within research (50.4%, n=192) with a slightly smaller proportion of respondent highlighting teaching as their current work interests (49.6%, n=189). Furthermore, 44.2% (306) of the survey respondents described themselves as female. Conversely, the majority of females within the respondents stated being focused on teaching (57.1%, n=169) while a smaller proportion highlighted being focused on research as their current work interests (42.9%, n=127).

The length of employment in higher education and current higher education institution for Professor/Associate Professor category

Question 6 in Part 1 of the questionnaire explored the length of respondents' employment in the area of higher education. The data analysis revealed that those lecturing staff within 'Professor/Associate Professor' moved to the area of education before 2000 for both male and female respondents. In total, there were 49 male respondents in the 'Professor / Associate Professor' category. The analysis indicated that 16 respondents have secured employment between 1990 and 1999. Furthermore, 22 respondents indicated securing employment in the area of higher education between 1980 and 1989. And only 11 respondents in this category noted that they have secured employment in the area of higher education between 1965 and 1978.

The shortest time period of which the respondents were employed in their current institution (as explored though response to question 5 in the survey) was 1 year, while the longest period of employment for this group of respondents equated 40 years. In total, 24 respondents noted being employed in their current institution between 1 and 10 years.

Additionally, there were only 17 female respondents within the 'Professor/ Associate Professor' group who answered question 6 in the survey. In particular, only 7 respondents noted that they started their work in the area of higher education between 1990 and 1998. Further 7 respondents moved to the area of higher education between 1980 and 1989. And a significant minority (n=3) stated working in the area of higher education since 1979 (years 1976, 1975 and 1965 respectively). Furthermore, only 5 respondents within this group indicated being employed in their current institution for less than 5 years. Another 4 have worked in their current institution between 10 and 19 years, while further 6 noted the length of their employment being more than 20 years.

The length of employment in higher education and current higher education institution for Lecturer/Senior Lecturer category

In total, the responses to the question 6 about the length of the employment in the area of higher education in general were available for 468 respondents in the 'Lecturer/ Senior Lecturer' grouping. The data analysis indicated that 48 respondents have secured employment in the area of higher education between 2005 and 2009. Further, 123 have moved to the area of higher education between the years 2000 and 2004. Regarding the period between 1990 and 1999 – 205 respondents from the 'Lecturer / Senior Lecturer' grouping indicated moving to the area of higher education at that time period. And finally, 92 respondents highlighted being working in the area of higher education since at least 1989. Regarding the length of the employment in respondents' current institution – 88 lecturing staff indicated being working in their institutions less than 5 years, while 247 stated being employed in their current institutions between 5 and 15 years.

The length of employment in higher education and current higher education institution for Junior/Associate Lecturer category

The results of data analysis indicated that 17 respondents within the 'Junior/Associate Lecturer' grouping have moved to the area of higher education between 2005 and 2009. Further, 16 have moved to this area between 2000 and 2004. And finally, further 15 have worked in the area of higher education since at least 1999. Regarding the number of years spent working in the current institution, 24 agreed working less than 5 years, while further 22 – between 5 and 15 years. And finally, only 2 stated that they worked in their current institution more than 15 years.

The length of employment in higher education and current higher education institution for Researcher category

Only 52 respondents in the 'Researcher' grouping have provided the answer to question 6 in Part 1 of the questionnaire when asked about the length of their employment in the area of higher education. The data analysis results indicated that 22 researchers have secured employment in the area of higher education between 2005 and 2010. Further 20 respondents in this group noted securing employment between 2000 and 2004, while 10 researchers indicated working in the area of higher education since at least 1999. Regarding the length of their employment in their current institution, 29 researchers have worked in their institutions less than 5 years, while further 23 indicated working in their institution between 5 and 15 years. And finally, only 2 researchers stated working in their current institutions for 30 years.

1.3 Categorisation of the responses

The rating scale method was used to get an insight to what extent the respondents indicated their interest in specific activities for professional development which could be provided by the Dublin Centre for Academic Development. Specifically, the distributions of the responses for the two categories (teaching and research) were calculated and ranked according to the frequencies of responses falling into categories 'moderate' and 'great interest' See Table 3 below. The results for the first ten items are also presented below in Table 4.

Table 3 Areas of highest interest for professional development (responses to Q14-Q19 for categories 'moderate' and 'great interest') for the respondents grouped by two groups of current work interests (focus on teaching/focus on research)

Response indicated	Focus on Teaching		Focus on Research	
	Respond (%)	Rank	Respond (%)	Rank
Curriculum design	76.4%	**10**	59.4%	**14**
Writing learning outcomes	57.6%	**20**	37.7%	**23**
Aligning assessment and learning outcomes	73.8%	**11**	55.9%	**18**
Integrating research into undergraduate curriculum	73.6%	**12**	73.9%	**3**
Innovative delivery methods	88.4%	**2**	80.6%	**1**
Inquiry and problem based learning	78.7%	**9**	71.9%	**=5**
Alternative assessment methods	87.9%	**3**	70.1%	**9**
Small group teaching methods	67.4%	**16**	58.6%	**15**
Large group teaching methods	70.6%	**14**	67.1%	**10**
Use of new technology	80.4%	**7**	72.6%	**4**
Managing teaching in a laboratory	40%	**25**	32.5%	**25**
Methods of obtaining useful feedback from students	87.5%	**4**	70.6%	**8**
Expert assistance on interpreting student feedback	68.6%	**15**	52.6%	**19**
Peer feedback on my teaching	71%	**13**	63%	**12**
Microteaching to a peer group	44.3%	**24**	34.3%	**24**
Peer exchange on good practice	84.9%	**5**	71.9%	**=5**
Connecting with others within my own discipline	82.7%	**6**	71%	**7**
Access to research findings on teaching and learning in general	79.8%	**8**	65.3%	**11**
Access to research findings on teaching and learning in my discipline	89.9%	**1**	78%	**2**
Postgraduate qualification in teaching and learning	50.1%	**21**	44.3%	**20**
Fellowship opportunities	58.6%	**19**	58.4%	**16**
Preparation of teaching portfolio	60.7%	**18**	60.3%	**13**
Administrative requirements around teaching	47.4%	**22**	44.2%	**21**
Legal issues around teaching (health and safety, equality, etc.)	44.5%	**23**	39.4%	**22**
Training on accessibility for learners with various disabilities	64.6%	**17**	57.7%	**17**

Table 4 Survey responses (%) to Q14-Q19 for categories 'moderate' and 'great interest' regarding highest and lowest ranking areas of interest for professional development (two groups of institutions: Universities/ IoTs)

Response indicated	Focus on Teaching		Focus on Research	
	Respond (%)	Rank	Respond (%)	Rank
Access to research findings on teaching and learning in my discipline	89.9%	1	78%	2
Innovative delivery methods	88.4%	2	80.6%	1
Alternative assessment methods	87.9%	3	70.1%	9
Methods of obtaining useful feedback from students	87.5%	4	70.6%	8
Peer exchange on good practice	84.9%	5	71.9%	=5
Connecting with others within my own discipline	82.7%	6	71%	7
Use of new technology	80.4%	7	72.6%	4
Access to research findings on teaching and learning in general	79.8%	8	65.3%	11
Inquiry and problem based learning	78.7%	9	71.9%	=5
Curriculum design	76.4%	10	59.4%	14
Integrating research into undergraduate curriculum	73.6%	12	73.9%	3
Large group teaching methods	70.6%	14	67.1%	10

Reflecting on the results, a number of remarks can be made in regard to the kind of professional activities the lecturing staff across eight higher education institutions in the Dublin region would have liked to be provided for them by the Dublin Centre for Academic Development (DCAD). As can be seen from Table 1, for up to 90% of those respondents who defined their current work interest as in the area of teaching, professional development on access to research findings on teaching and learning in their own discipline was at the top of the list. Additionally, professional development around innovative delivery methods, alternative assessment methods and methods of obtaining useful feedback from students also recorded a strong interest among the respondents. In particular, for these activities the percentages of responses falling into categories 'moderate' or 'great' on the responses scale were around 87% from the total number of respondents from the category 'focus on teaching'.

For the respondents who defined their current work interests as in the area of research, professional development on innovative delivery methods recorded the greatest interest, with over 80% of respondents selecting categories 'moderate' or 'strong'. A

slightly lower proportion (78%) identified professional development on access to research findings on teaching and learning in my discipline as the activities they would have liked to be provided for them by the DCAD in the future.

Notably, reflecting on the rankings of the responses for both groups of the respondents some commonalities in their preferences for professional development activities can be identified. These relate to the findings that both groups rate activities around innovative delivery methods and access to research findings on teaching and learning in their own discipline as very important. Additionally, peer to peer opportunities ranked the 5th for the two groups of current work interests. In general, it can be highlighted that the first ten positions for the two bands of respondents ('Focus on teaching' and 'Focus on research') are occupied by the same professional development activities.

In turn, the greatest differences for the first ten professional development activities in the order of their importance for the respondents from two groups ('focus on teaching' and 'focus on research') occurred for the activities around alternative assessment methods, methods of obtaining useful feedback from students and integrating research into undergraduate curriculum. Importantly, in the regard to the findings the question to pose would be whether those lecturing staff who are most focused on research appear to have difficulties in integrating research into undergraduate curriculum or whether they find the current provision of professional development on integrating research into undergraduate curriculum the most useful so they express greater interest for these types of activities.

Overall, the lecturing staff of eight higher education institutions in the Dublin region who defined their current work interests in the area of teaching generally expressed greater interest in professional development than, the lecturing staff whose current work interests were mainly located in the area of research. Interestingly, the greatest differences in the proportion of responses falling into categories 'moderate' or 'strong' for two groups of respondents occurred in relation to professional development in the area of 'Planning and design' of teaching and learning. For instance, the difference in the responses occurred in regard to writing learning

outcomes (57.6% for those focused in teaching, and 37.7% for those interested in research) and curriculum design (76.4% and compared to 59.4%).

Reflecting on the six themes of professional development presented in Part 3 of the questionnaire, the areas of 'Delivery and practice' and 'Feedback on teaching' recorded the greatest interests for the survey respondents, while 'Planning and design' and 'Personal and professional development' appeared to be of less interest for the respondents in 'Focus on teaching' and 'Focus on research' categories (see Table 3).

1.3.1 Planning and design

The section 'Planning and design' contained four statements which focused on the respondents' perceptions of professional development around curriculum and assessment planning, defining learning objectives and relevance of research to the undergraduate curriculum teaching and learning. Reflecting on the percentages falling into 'moderate' or 'great interest' the most marked differences in the responses between two groups of respondents occurred in regard to writing learning outcomes and curriculum design. Nevertheless, around 74% of the lecturing staff from two groups of respondents ('Focus on teaching' and 'Focus on research') seemed to attribute equal importance to the integrating research into undergraduate curriculum by choosing 'moderate' or 'great interest' response option. Interestingly, in regard to the rank order of the professional development activities in the area of 'Planning and design', the respondents who defined their current work interests as in the area of research, expressed stronger interest for professional development on integrating research into undergraduate curriculum. In particular, this item was ranked the 3rd in the order of descending priority of the professional development which could be provided by the DCAD. To illustrate the distribution of the responses to the statements where the most marked differences seem to occur for the two groups of respondents three cross tabulations are presented below (Table 5 – Table 7).

Table 5 Cross tabulation between current work interests and Curriculum design as an area of interest for PD

Q14.1 Curriculum design			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	39	16	25	142	117
		% of Row	*11.5*	*4.7*	*7.4*	*41.9*	*34.5*
		% of Total	*6.2*	*2.5*	*3.9*	*22.4*	*18.5*
	Focus on Research	Count	49	35	36	112	63
		% of Row	*16.6*	*11.9*	*12.2*	*38*	*21.4*
		% of Total	*7.7*	*5.5*	*5.7*	*17.7*	*9.9*

Irrespective of the current work interests the responses of two groups cluster at the upper end of the scale. Notably, 76% of respondents in 'Focus on teaching' band have opted for the 'moderate' or 'great' interest. Although, the differences between the proportions of the responses between two groups option for the categories 'moderate' or 'great interest' appear to be considerable, the difference seem to mainly lie for those in 'great interest' response option (Table 5). A Mann-Whitney U test confirmed that there was a statistically significant difference in the respondents from two groups. This means that current work interests was a factor in how the respondents answered the question about curriculum design (U=29064.5, z= -4.6, p=0.000).

Table 6 below presents cross tabulation of the responses to the statement on writing learning outcomes. As can be seen from the results those respondents with a focus on teaching expressed greater interest in professional development on writing learning outcomes. In particular, 40.7% of respondents from 'Focus on teaching' group selected 'moderate' response option, while 26.4% from 'Focus on research' group opted for the same response. Similarly, a slightly higher proportion from 'Focus on teaching' selected 'great' interest, while only 11.3% from 'Focus on research' stated the same answer. A Mann-Whitney U test confirmed that there was a statistically significant difference in the respondents from two groups. This means that current work interests was a factor in how the respondents answered the question about writing learning outcomes (U=22917.5, z= -4.6, p=0.000).

Table 6 Cross tabulation between current work interests and Writing learning outcomes as an area of interest for PD

Q14. 2 Writing learning outcomes			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	68	33	42	137	57
		% of Row	*20.2*	*9.8*	*12.5*	*40.7*	*16.9*
		% of Total	*10.8*	*5.2*	*6.7*	*21.8*	*9.1*
	Focus on Research	Count	71	55	56	77	33
		% of Row	*24.3*	*18.8*	*19.2*	*26.4*	*11.3*
		% of Total	*11.3*	*8.7*	*8.9*	*12.2*	*5.2*

Similarly, current work interests appeared to be a factor in how survey respondents replied to the statement on professional development concerned with aligning assessment and learning outcomes: $U=26930.5$, $z= -5.398$, $p=0.000$. While a Mann-Whitney U test was unable to tell us whether the difference lie, according to the distribution of the responses aligning assessment and learning outcomes appear to be less important to the respondents focused on research. In particular, the main difference seems to lie for the 'great interest' category. In total, 34.2% from 'Focus on teaching' have selected this response option, while 18.6% from 'Focus on research' stated the same response.

In regard to professional development around integrating research into undergraduate curriculum, current work interest of the respondents did not seem to influence how they answered to this statement. Reflecting on the results, it can be highlighted that irrespective of the current work interests, the responses were skewed towards the upper end of the scale, with slightly higher proportion of respondents from 'Focus on Research' selecting 'great' interest option (see Table 7). In turn, respondents from 'Focus on teaching' group attributed a slightly greater importance to the professional development of this type (as reflected in 'moderate' interest response option).

Table 7 Cross tabulation between current work interests and Integrating research into undergraduate curriculum as an area of interest for PD

			Q14. 4 Integrating research into undergraduate curriculum				
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	53	17	19	132	116
		% of Row	*15.7*	*5*	*5.6*	*39.2*	*34.4*
		% of Total	*8.4*	*2.7*	*3*	*20.9*	*18.4*
	Focus on Research	Count	30	25	22	100	118
		% of Row	*10.2*	*8.5*	*7.5*	*33.9*	*40*
		% of Total	*4.7*	*4*	*3.5*	*15.8*	*18.7*

1.3.2 Delivery and practice

Exploring the results in regard to expressed interest to professional development activities in the area of 'Delivery and practice', it is evident that activities on innovative delivery methods recorded the highest proportion of respondents in 'moderate' or 'great interest' response options. For example, professional development of this type was on the second place in the list of descending order of priority for the lecturing staff in 'Focus on teaching' group (with 88.4% selecting 'moderate' or 'great interest' option). Nevertheless, the same professional development was on the first place in list of the descending order of priority for the respondents in 'Focus on research' group with 80.6% selecting 'moderate' or 'great interest'. A cross tabulation between current work interests and innovative delivery methods is presented below in Table 8.

Table 8 Cross tabulation between current work interests and Innovative delivery methods as an area of interest for PD

			Q15.1 Innovative delivery methods				
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	16	11	12	112	186
		% of Row	*4.7*	*3.3*	*3.6*	*33.2*	*55.2*
		% of Total	*2.5*	*1.7*	*1.9*	*17.8*	*29.5*
	Focus on Research	Count	28	12	17	132	104
		% of Row	*9.6*	*4.1*	*5.8*	*45.1*	*35.5*
		% of Total	*4.4*	*1.9*	*2.7*	*21*	*16.5*

A Mann-Whitney U test confirmed that current work interests was a factor in respondents' views on the importance of professional development on innovative delivery methods: U=34495, z= -4.38, p=0.000.

Table 9 presents cross tabulation between current work interests and the extent of interest for professional development on inquiry and problem based learning. Comparing the distribution of the responses for those in 'Focus on teaching' band with the respondents 'Focus on research' band, it can be stated that those oriented towards teaching attributed greater importance to the inquiry and problem based learning. Moreover, the difference in the responses across two groups was statistically significant: U=31493, z= -2.374, p=0.018. Reflecting on the results, most marked differences seem to lie for the response option 'great' interest, with 40% of those respondents focused on teaching selecting this response option.

Table 9 Cross tabulation between current work interests and Inquiry about problem based learning as an area of interest for PD

Q15.2 Inquiry about problem based learning							
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	46	13	13	131	136
		% of Row	*13.6*	*3.8*	*3.8*	*38.6*	*40.1*
		% of Total	*7.3*	*2.1*	*2.1*	*20.8*	*21.6*
	Focus on Research	Count	51	16	15	121	89
		% of Row	*17.5*	*5.5*	*5.1*	*41.4*	*30.5*
		% of Total	*8.1*	*2.5*	*2.4*	*19.2*	*14.1*

Similarly, professional development on alternative assessment methods recorded greater interest for those with a focus on teaching. This is more evident when comparing overall proportion of the responses across all four categories 'no interest' to 'great interest'. More specifically, this item was ranked the third for those focused on teaching and the ninth for those respondents with a focus on research. In turn, a Mann-Whitney U test revealed that current work interests was a factor in the response to the statement on alternative assessment methods. The difference in the responses of two groups was statistically significant: U=29784, z= -4.529, p=0.000.

Table 10 Cross tabulation between current work interests and Alternative assessment methods as an area of interest for PD

Q15.3 Alternative assessment methods							
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	23	7	11	134	162
		% of Row	*6.8*	*2.1*	*3.3*	*39.8*	*48.1*
		% of Total	*3.7*	*1.1*	*1.8*	*21.3*	*25.8*
	Focus on Research	Count	53	13	21	122	82
		% of Row	*18.2*	*4.5*	*7.2*	*41.9*	*28.2*
		% of Total	*8.4*	*2.1*	*3.3*	*19.4*	*13.1*

The data analysis in regard to the distribution of responses on professional development around small group teaching methods revealed that professional development of this type was regarded more important by the respondents from 'Focus on teaching' category. In total, 67.4% of those oriented on teaching selected 'moderate' or 'great interest' while 58.6% of lecturing staff from 'Focus on research' indicated the same response. A Mann-Whitney U test established a statistically significant difference between the responses of participants from different areas of work interests: U=25212, z= -3.584, p=0.000. Similarly, the current work interests appeared to the factor in the responses to the statement on professional development on large group teaching methods: U=28147, z= -3.204, p=0.000. Nevertheless, reflecting on the proportion of the responses falling into 'moderate' or 'great interest' response categories the difference does not appear to be as large as in the response to professional development on small group teaching methods. It can be argued that, the respondents in both groups 'Focus on teaching' and 'Focus on research' attributed somewhat a greater importance to the professional development on large groups teaching methods than on small group teaching methods.

A cross tabulation of the responses between current work interests and extent of interest expressed to professional development on the use of new technology is presented below in Table 11. The results for the both groups of respondents are skewed towards the upper end of the scale, indicating that respondents from both groups attributed some importance to professional development on the use of new technology. However, the most marked differences seem to lie in the response for the

category 'great interest' with 45% of those focused on teaching opting for this type of the response. According to a Mann-Whitney U test the current work interests was a factor in the perceived importance of the professional development on the use of new technology: U=30113, z= -4.05, p=0.000.

Table 11 Cross tabulation between current work interests and Use of new technology as an area of interest for PD

			Q15.6 Use of new technology				
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	41	8	17	119	152
		% of Row	*12.2*	*2.4*	*5*	*35.3*	*45.1*
		% of Total	*6.5*	*1.3*	*2.7*	*18.9*	*24.2*
	Focus on Research	Count	43	16	21	125	87
		% of Row	*14.7*	*5.5*	*7.2*	*42.8*	*29.8*
		% of Total	*6.8*	*2.5*	*3.3*	*19.9*	*13.8*

The last statement in the 'Delivery and practice' section dealt with the perceived importance of professional development on managing teaching in a laboratory. Comparing the proportion of responses across 'no interest' to 'great interest', there is a negative skew in the response distribution with the highest responses given for 'no interest' option. This was true for the lecturing staff in a 'Focus on teaching' and 'Focus on research' group (Table 12). Importantly, there was no statistically significant difference in the responses of two groups of respondents: U=30805, z= -1.703, p=0.089.

Table 12 Cross tabulation between current work interests and Managing teaching in a laboratory as an area of interest for PD

			Q15.7 Managing teaching in a laboratory				
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	53	116	32	72	62
		% of Row	*15.8*	*34.6*	*9.6*	*21.5*	*18.5*
		% of Total	*8.5*	*18.6*	*5.1*	*11.5*	*9.9*
	Focus on Research	Count	51	106	38	59	35
		% of Row	*17.6*	*36.7*	*13.1*	*20.4*	*12.1*
		% of Total	*8.2*	*17*	*6.1*	*9.5*	*5.6*

In summary, the greatest differences in rankings for the respondents in both groups ('Focus on teaching' and 'Focus on research') in the section 'Delivery and practice' seem to lie in their response to three statements: alternative assessment methods, inquiry and problem based learning and large group teaching methods. Notably, the respondents from 'Focus on teaching' group seem to attribute greater importance to the professional development of these types (according to the percentages of responses in the 'moderate' or 'great interest' category).

1.3.3 Feedback on teaching

The section 'feedback on teaching' contained only two statements. The first statement explored survey respondents' perception of the importance of professional development on methods of obtaining useful feedback from students. In turn, the second statement asked about expert assistance on interpreting students' feedback. The results indicated that methods of obtaining useful feedback from students recorded a greater interest from the respondents from both groups 'Focus on teaching' and 'Focus on research' than professional development on interpreting students' feedback. Comparing the rankings of the responses for both statements according on the proportion of the responses falling into 'moderate' or 'great interest' response options in Table 1 in Appendix, it is evident that feedback on teaching recorded greater interest for those lecturing staff with a focus on teaching.

The greatest differences in regard to methods of obtaining useful feedback from students seem to occur within 'great interest' response option (Table 13). A Mann-Whitney U test established a statistically significant difference between the responses of two groups: $U=31468$, $z= -4.073$, $p=0.000$. This means that current work interests was a factor in the response to this statement. Overall, professional development on methods of obtaining useful feedback from students was perceived as very important with almost 90% of respondents opting for 'moderate' or 'great interest' option.

Table 13 Cross tabulation between current work interests and Methods of obtaining useful feedback from students as an area of interest for PD

Q16.1 Methods of obtaining useful feedback from students			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	18	13	11	136	158
		% of Row	*5.4*	*3.9*	*3.3*	*40.5*	*47*
		% of Total	*2.9*	*2.1*	*1.8*	*21.8*	*25.3*
	Focus on Research	Count	47	17	21	121	83
		% of Row	*16.3*	*5.9*	*7.3*	*41.9*	*28.7*
		% of Total	*7.5*	*2.7*	*3.4*	*19.4*	*13.3*

The data analysis on the distribution of the response towards professional development on expert assistance on interpreting student feedback indicated that again a slightly higher proportion of those oriented on teaching have chosen 'great interest' than those with a focus on research (Table 14). A Mann-Whitney U test revealed a statistically significant result in the responses: U=23111, z= -5.471, p=0.000.

Table 14 Cross tabulation between current work interests and Expert assistance on interpreting student feedback as an area of interest for PD

Q16.2 Expert assistance on interpreting student feedback			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	57	24	24	123	107
		% of Row	*17*	*7.2*	*7.2*	*36.7*	*31.9*
		% of Total	*9.1*	*3.8*	*3.8*	*19.7*	*17.1*
	Focus on Research	Count	63	38	36	111	41
		% of Row	*21.8*	*13.1*	*12.5*	*38.4*	*14.2*
		% of Total	*10.1*	*6.1*	*5.8*	*17.8*	*6.6*

1.3.4 Peer to peer opportunities

Section 'Peer to peer opportunities' contained four statements on professional development around communication and collaboration with colleagues. Reflecting on

the result, activities around peer exchange on good practice recorded the greatest interests for survey respondents from both groups 'Focus on teaching' and 'Focus on research'. This was followed by connecting with others within respondents' own discipline. Least interest was recorded in the response to the statement on microteaching.

A cross tabulation between current work interests and peer feedback on my teaching is presented below in Table 15. The results indicate that almost half of the respondents in 'Focus on teaching' group express no interest or little interest in professional development of this type. In turn, less than 15% of respondents from 'Focus on teaching' group indicate the same response. Nevertheless, most of the responses for both groups seem to cluster around 'moderate' interest response option. A Mann-Whitney U test was carried out to explore for statistical significance in the differences in the responses. The result indicated that current work interests was a factor in the perceived importance of the professional development on peer feedback on teaching: U=29431, z= -2.474, p=0.013.

Table 15 Cross tabulation between current work interests and Peer feedback on my teaching as an area of interest for PD

Q17.1 Peer feedback on my teaching							
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	54	20	24	147	93
		% of Row	*16*	*5.9*	*7.1*	*43.5*	*27.5*
		% of Total	*8.5*	*3.2*	*3.8*	*23.2*	*14.7*
	Focus on Research	Count	61	20	28	132	54
		% of Row	*20.7*	*6.8*	*9.5*	*44.7*	*18.3*
		% of Total	*9.6*	*3.2*	*4.4*	*20.9*	*8.5*

Professional development on microteaching to a peer group was ranked the twenty fourth in the list of descending order of priority by both groups of respondents (Table 1 in Appendix). Nevertheless, there seem to be difference in how the respondents answered the questions with a Mann-Whitney U test revealing a statistically significant result: U=18748, z= -2.274, p=0.023. In turn, the respondents from 'Focus

on teaching' groups expressed a greater interest towards opportunities around peer exchange on good practice (Table 16). There seem to be a positive skew of the response distribution for the respondents in 'Focus on teaching' group. Also quite a high proportion of lecturing staff (43%) from 'Focus on research' group express 'moderate' interest for peer exchange on good practice. To explore if the current work interest was a factor in how survey respondents answered the question, a Mann-Whitney U test was carried out. The result was statistically significant: U=30426.5, z= -4.536, p=0.000.

Table 16 Cross tabulation between current work interests and Peer exchange on good practice as an area of interest for PD

Q17.3 Peer exchange on good practice			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	33	7	11	137	149
		% of Row	*9.8*	*2.1*	*3.3*	*40.7*	*44.2*
		% of Total	*5.3*	*1.1*	*1.8*	*21.8*	*23.7*
	Focus on Research	Count	40	21	21	125	84
		% of Row	*13.7*	*7.2*	*7.2*	*43*	*28.9*
		% of Total	*6.4*	*3.3*	*3.3*	*19.9*	*13.4*

A cross tabulation between current work interests and professional development on connecting with others within respondents' own discipline is presented below in Table 17. Reflecting on the result, it can be stated that professional development of this type was of considerable importance to those oriented on teaching than to the respondents from 'Focus on research' group. Similarly, the current work interests of the survey respondents appeared to be a factor in their response to the statement on connecting with other within their own disciplines.

Table 17 Cross tabulation between current work interests and Connecting with others within my discipline as an area of interest for PD

Q17.4 Connecting with others within my discipline			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	43	8	7	124	153
		% of Row	*12.8*	*2.4*	*2.1*	*37*	*45.7*
		% of Total	*6.8*	*1.3*	*1.1*	*19.7*	*24.4*

	Focus on Research	Count	55	17	13	108	100
		% of Row	*18.8*	*5.8*	*4.4*	*36.9*	*34.1*
		% of Total	*8.8*	*2.7*	*2.1*	*17.2*	*15.9*

In summary, the professional development on exchange of good practice and on the opportunities to collaborate and communicate is the most valued. In turn, the activities which imply the feedback and evaluation record the least interest among the respondents in the 'Peer to peer opportunities' section.

1.3. 5 Scholarship and research

The results on the response distribution of survey participants across two areas of work interests to the questionnaire statements in section 'Scholarship and research' are presented below. The rankings of the areas for professional development revealed a great deal of similarities between the two groups. Reflecting on the percentages of responses falling into categories 'moderate' or 'great interest' it is evident that fellowships opportunities are regarded by the respondents in 'Focus on teaching' and 'Focus on research' as equally important. In turn, professional development on access to research findings on teaching and learning in general, access on research findings in respondents' own discipline and postgraduate qualification in teaching and learning appear to be of greater importance to the respondents from 'Focus on teaching' group. Table 18 below presents a cross tabulation between current work interests and professional development on access to research findings on teaching and learning in general. As can be seen from the table, 37.1% of those in the 'Focus on teaching' group expressed a 'great interest' in professional development of this type. Further 42.7% expressed a 'moderate' interest, while a slightly higher percentage (44.3%) of those in 'Focus on teaching' group have opted for 'moderate' interest response option. Moreover, there was also a statistically significant difference in respondents' views in regard to professional development on access to research findings on teaching and learning in general: U=27379.5, z= -5.2, p=0.000.

Table 18 Cross tabulation between current work interests and Access to research findings on teaching and learning in general as an area of interest for PD

Q18.1 Access to research findings on teaching and learning in general			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	43	10	15	144	125
		% of Row	*12.8*	*3*	*4.5*	*42.7*	*37.1*
		% of Total	*6.8*	*1.6*	*2.4*	*22.9*	*19.9*
	Focus on Research	Count	47	16	38	129	61
		% of Row	*16.2*	*5.5*	*13.1*	*44.3*	*21*
		% of Total	*7.5*	*2.5*	*6.1*	*20.5*	*9.7*

Notably, the professional development on access to research findings on teaching and learning in respondents' own discipline was regarded as the most important by the respondents from 'Focus on teaching' group with 90% selecting 'moderate' or 'great interest' option. More specifically, this type of professional development was ranked the first in the list of descending order of priority of all twenty five professional development activities as explored in Part 3 of the questionnaire. It was on the second place in the list of descending order of priority for those in 'Focus on research' group. A Table 19 below presents a cross tabulation between current work interests and access to research finings on teaching and learning in respondents' own discipline. As cab be seen from the table, the responses for two bands are skewed toward the upper end of the scale. To note, a Mann-Whitney U test indicated that current work interest was a factor in expressed interest to professional development on access to research findings on teaching and learning in respondents' own discipline: U=35002.5, z= -3.76, p=0.000

Table 19 Cross tabulation between current work interests and Access to research findings on teaching and learning in my discipline as an area of interest for PD

Q18.2 Access to research findings on teaching and learning in my discipline			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	18	7	9	123	180
		% of Row	*5.3*	*2.1*	*2.7*	*36.5*	*53.4*
		% of Total	*2.9*	*1.1*	*1.4*	*19.6*	*28.7*

	Focus on Research	Count	29	14	21	114	113
		% of Row	*10*	*4.8*	*7.2*	*39.2*	*38.8*
		% of Total	*4.6*	*2.2*	*3.3*	*18.2*	*18*

Reflecting on the results in regard to the expressed interest for postgraduate qualification on teaching and learning, it is evident that a slightly higher proportion of respondents from 'Focus on teaching' group (50.1%) have selected 'moderate' or 'great interest' response option than those in 'Focus on research group' (44.3%). A Mann-Whitney U test was used to establish whether the difference in the responses was statistically significant. The test confirmed that current work interests of lecturing staff was a factor in how the respondents answered the question about postgraduate qualification in teaching and learning. To note, the professional development of this type appeared to be perceived as least important within 'Scholarship and research' section by the respondents.

In turn, the professional development activities concerned with fellowship opportunities were perceived equally important by the respondents from 'Focus on teaching' and 'Focus on research' work interests groups. In particular, 58.6% of those focused on teaching selected 'moderate' or 'great interest' option, with 58.4% of those focused on research stating the same response. Furthermore, a Mann-Whitney U test did not confirm that current work interest was a factor in the views' of survey respondents.

1.3.6 Personal professional development and leadership

The section 'Personal professional development and leadership' in Part 3 of the questionnaire contained four statements. The distribution of the responses to these questionnaire statements were analysed and presented below. Reflecting on the distribution of the responses for these statements it can be highlighted that greatest interest from the respondents oriented on teaching was expressed in professional development on training on accessibility for learners with various disabilities. In turn, the lecturing staff oriented on research expressed the greatest interest in professional development on preparation of teaching portfolio. The least interest for the respondents across two areas of work interest was recorded for the legal issues around

teaching such as health, safety and equality to mention a few. This was particularly evident for the respondents oriented on research.

The response distribution in regard to professional development on preparation of teaching portfolio is quite similar for both groups of respondents. In particular, 60.7% of those lecturing staff with the 'Focus on teaching' selected 'moderate' or 'great interest' categories, while 60.3% from 'Focus on research' group stated the same response. Additionally, the response distribution to the professional development on administrative requirements around teaching was also similar for both groups of respondents. Nevertheless, according to the responses for 'moderate' and 'great' response options, a slightly higher percentage of the respondents oriented on teaching expressed a greater interest for professional development of this type (47.4% as compared to 44.2%). A Mann-Whitney U test established that this result was not statistically significant: U=24497.5, z= -1.914, p=0.056.

A cross tabulation between current work interests and professional development on legal issues around teaching is presented below in Table 20. It is evident that those focused on teaching regarded activities around health, safety and equality as more important than those focused on research. There is a positive skew of the responses towards the upper end of the scale with a slightly higher percentage of those focused on teaching selecting a 'great' interest response option. When a Mann-Whitney U test was carried out the result indicated that current work interest was a factor in the perceived importance of the professional development on legal issues around teaching: U=22717.5, z= -3,328 p=0.001.

Table 20 Cross tabulation between current work interests and Legal issues around teaching as an area of interest for PD

Q19.3 Legal issues around teaching							
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	100	39	49	98	53
		% of Row	*29.5*	*11.5*	*14.5*	*28.9*	*15.6*
		% of Total	*15.8*	*6.2*	*7.7*	*15.5*	*8.4*
	Focus on Research	Count	65	56	57	88	28
		% of Row	*22.1*	*19*	*19.4*	*29.9*	*9.5*

		% of Total	10.3	8.8	9	13.9	4.4

The results on the response distribution to the questionnaire statement on training on accessibility for learners with various disabilities indicate a similarity on the ranking of the professional development of this type. As can be seen from Table 3 training on accessibility for learners with various disabilities was ranked the 17th for those in 'Focus on research' and for those in 'Focus on teaching' group. A more detailed cross tabulation is presented in Table 21 below. Two remarks cab ne made about these findings. Firstly, there is a positive skew in the distribution of the responses towards the upper end of the scale. Secondly, it appears that the lecturing staff oriented on teaching, appear to regard professional development on training on accessibility for learners with various disabilities as more important than those in 'Focus on research' group. Moreover, a Mann-Whitney U test established a statistically significant result in the responses between the two groups: U=27236.5, z= -2.575 p=0.010. This means that current work interest was a factor in the perceived importance of the professional development of this type.

Table 21 Cross tabulation between current work interests and Training on accessibility for learners with various disabilities as an area of interest for PD

Q19.4 Training on accessibility for learners with various disabilities							
			Neutral	No interest	Little	Moderate	Great
Current work interests	Focus on Teaching	Count	69	21	30	137	82
		% of Row	20.4	6.2	8.8	40.4	24.2
		% of Total	10.9	3.3	4.7	21.7	13
	Focus on Research	Count	63	29	32	118	51
		% of Row	21.5	9.9	10.9	40.3	17.4
		% of Total	10	4.6	5.1	18.7	8.1

1.4 Summary

The sections above provided a descriptive overview of survey results in relation to the highest and lowest ranking areas of interest for professional development which could be provided by the Centre for Academic Development (DCAD) in the future. For comparative purposes the views of survey respondents from two groups of current

work interests such as 'Focus on teaching' and 'Focus on research' were discussed. In total, the views of lecturing staff towards the following six areas of professional development were explored in Part 3 of the questionnaire: planning and design, delivery and practice, feedback on teaching, peer to peer opportunities, scholarship and research, personal professional development and leadership. The summary of the preliminary results is presented below.

1) Priority areas for staff development include the professional development activities within the areas of 'Delivery and practice', 'Scholarship and research' and 'Peer to peer opportunities'. A particularly strong interest was revealed in the access to research findings on teaching and learning in respondents own discipline, innovative delivery methods, alternative assessment methods and peer exchange on good practice.

In general, it can be highlighted that the first few positions in the list of professional development interest for the two groups of respondents (**'Focus on teaching'** and **'Focus on research'**) are occupied by almost the same activities (according to the percentages of responses falling into **'moderate'** or **'great' interest**):

i) Access to research findings on teaching and learning in my discipline: **89.9%** from 'Focus on teaching', **78%** from 'Focus on research' groups;

ii) Innovative delivery methods: **88.4%** from 'Focus on teaching', **80.6%** from 'Focus on research' groups;

iii) Alternative assessment methods: **87.9%** from 'Focus on teaching', **70.1%** from 'Focus on research' groups;

iv) Methods of obtaining useful feedback from students: **87.5%** from 'Focus on teaching', **70.6%** from 'Focus on research' groups;

v) Peer exchange on good practice: **84.9%** from 'Focus on teaching', **71.9%** from 'Focus on research' groups;

vi) Connecting with others within my own discipline: **82.7%** from 'Focus on teaching', **71%** from 'Focus on research' groups;

vii) Use of new technology: **80.4%** from 'Focus on teaching', **72.6%** from 'Focus on research' groups;

viii) Access to research findings on teaching and learning in general: **79.8%** from 'Focus on teaching', **65.3%** from 'Focus on research' groups;

ix) Inquiry and problem based learning: **78.7%** from 'Focus on teaching', **71.9%** from 'Focus on research' groups;

x) Curriculum design: **76.4%** from 'Focus on teaching', **59.4%** from 'Focus on research' groups;

Overall, the lecturing staff from 'Focus on teaching' group expressed a greater interest in professional development than the lecturing staff from 'Focus on research' group. The main differences in the view of respondents from two groups were observed in responses to the activities in the area of 'Planning and design'.

Reflecting on the six themes of professional development presented in Part 3 of the questionnaire, the areas of 'Delivery and practice' and 'Feedback on teaching' recorded the greatest interests for the survey respondents, while 'Planning and design' and 'Personal and professional development' appeared to be of less interest.

2) Priority themes for staff development in **'Planning and design'** area include Curriculum design (**76.4%**); Aligning assessment and learning outcomes (**73.8%**) and Integrating research into undergraduate curriculum (**73.6%**) for those in 'Focus on teaching' group. In turn, **73.9%** from 'Focus on research' group are also 'strongly' or 'moderately' interested in integrating research into undergraduate curriculum.

3) Priority themes for staff development around **'Delivery and practice'**: strong interest revealed in innovative delivery methods (**88.4%**) and alternative assessment methods (**87.9%**) by those focused on teaching. Similarly, the respondents oriented towards research were most interested in innovative delivery methods (**80.6%**).

4) Priority themes for staff development in **'Feedback on teaching'** for both groups centered around methods of obtaining useful feedback from students (**87.5%** for those in 'Focus on teaching' and **70.6%** for those in 'Focus on research' group).

5) Priority themes for staff development in **'Peer to peer opportunities'** directly relate to peer exchange on good practice (**84.9%** from teaching and **71.9%** from research) and connecting with other colleagues (**82.7%** and **71%** accordingly).

6) Priority themes for staff development in **'Scholarship and research'** for both groups included access to research findings on teaching and learning in respondents' own discipline (**89.9%** for those from 'Focus on teaching' group and **78%** for those from 'Focus on research group'). Notably, this area was ranked the first in the list of the descending order of priority of professional development interests.

7) Priority themes for staff development in **'Personal professional development and leadership'** area related to professional development on training on accessibility for learners with various disabilities (**64.6%**) for the respondents focused on teaching and activities around preparation of teaching portfolio for those focused on research (**60.3%**).