The professional formation of university teachers:

The contribution of human resource departments
HR departments' contribution

HR departments do contribute:

a. Through direct training.
b. By shaping the working environment, as colleagues experience it.

We know too little about (b).

Strategically, we should know more.

We should collaborate in research enquiries.
The complex outcomes of good higher education.

Professional knowing.

Professional learning.

A project: the contribution of Human Resource department to professional formation of university teachers.
Pascarella and Terenzini (2005)

- College *can* affect students. Key elements include:
  - Diversity.
  - Engagement.
  - Quality of the whole experience (in and out of class).

- Challenges to:
  - Course-based approaches.
  - Default ‘instructional’ patterns.
  - ‘Bedrock cultures’.
The complex outcomes of good higher education.

Professional knowing.

Professional learning.

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Professional knowing

Propositional

Procedural
Professional knowing

Propositional

Procedural
Implicit and tacit knowing
Work as emotional activity
A study of traders
The complex outcomes of good higher education.

Professional knowing.

Professional learning.

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Developing expertise

1. Novice.

2. Advanced beginner.

3. Competence.

4. Proficiency.

5. Expertise.

(Dreyfus and Dreyfus, 2005)
Non-formal learning


Our work

- OU p/t data
- OU f/t data
- PiT
Implication

- Neither direct instruction
- nor
- Event-delivery approaches
- to professional learning
- is sufficient
Bringing about change


- Other work on cultural differences between effective and ‘stuck’ schools and departments.
How do professionals learn?

- Intentional and non-intentional.
- Formal and non-formal.

Research findings.
The complex outcomes of good higher education.

Professional knowing.

Professional learning.

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In England


  - Dominated by ‘possessive individualism’

  - Some HR departments seen as ‘very reactive … no large strategic initiatives’ (p. 74)

  - Silence on the quality of working environments.
A vision

- Creating working environments …
- … rich in affordances ….
- … for self-actualization …
- … through professional learning.
A project

- Find out more about Human Resource practices and the professional formation of teachers.
- Identify, describe and disseminate cases of interesting practice.
- Develop a scientific account of the relationship between HR practices and professional formation.
- Envisage theory-informed and evidence-led ways of helping HR departments here.
- Explore the webs of connection between HR practices and students’ learning experiences.
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