

University teachers' disposition towards Evidence-informed teaching (EIT)

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Problem statement

The relevance of evidence-informed teaching is widely recognised but little attention has been paid to university teachers' (UTs) perspectives towards evidence-informed practice and their engagement with educational empirical evidence.

Literature Review

EIT is about integrating research findings with professional expertise, and the perspectives of students. To stimulate EIT, it is crucial to understand university teachers' disposition towards EIT.

Attitude, challenges and uses

To conceptualise teachers' disposition towards EIT, an affective, a cognitive and a behavioral dimension, will be used as a framework.

Research Question

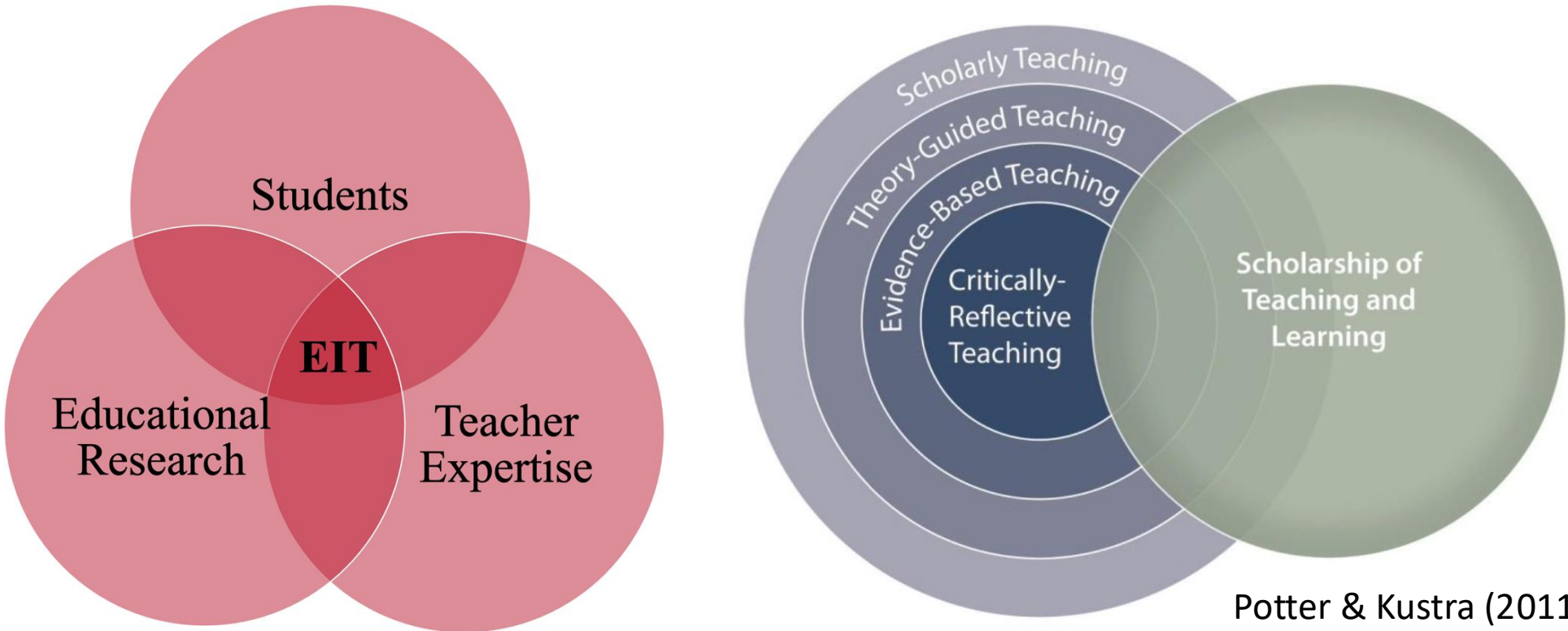
1. What are university teachers' disposition towards EIT?
2. How do teachers with different types of experience differ in their attitude, challenges and uses of ET?

Materials & Methods

- Quantitative research (online)
- N = 126 university teachers
- 6 faculties: FNWI, EB, FGw, FMG, FdR, UMC
- 4 validated constructs with 28 items, 2 open quest
- 6 – point Likert scale
- Open source dataset

Conclusions and Implications

- 89 % reported positive attitudes towards EIT, but 82% mentioned to have other priorities than EIT.
- 78% deal with EIT less than 2-4 times per year. More than 90% use it to base their educational decisions on emperical evidence.
- 84% reported resource-related challenges towards EIT, with higher challenges at Social and Behavioral Sciences (SBS)than 'Other' faculties.



Results

	Attitudes M (SD) n = 38	Challenges M (SD) n = 118	Uses M (SD) n = 115
BKO:			
Yes	4.15 (0.85)	3.56 (1.06)	2.79 (1.19)
No	4.67 (0.55)	3.11 (0.89)	2.57 (0.86)
F	n.s.	5.01*	n.s.
Faculty:			
Social & Behav. Science	4.33 (0.89)	3.38 (0.72)	2.76 (1.25)
Other	4.13 (0.72)	3.74 (0.75)	2.66 (0.84)
F	n.s.	7.00**	n.s.
Function:			
D-line (100% teacher)	4.46 (0.90)	3.46 (0.75)	2.87 (1.07)
U-line (partly teacher)	4.06 (0.66)	3.67 (0.75)	2.52 (1.13)
F	n.s.	n.s.	n.s.
Teaching Experience:			
Novices	4.61 (0.54)	3.46 (0.75)	2.73 (0.90)
Intermediates	4.34 (0.75)	3.54 (0.75)	2.82 (1.27)
Experts	4.06 (0.93)	3.60 (0.75)	2.60 (0.99)
F	n.s.	n.s	n.s.
Total	4.26 (0.86)	3.53 (0.75)	2.70 (1.09)

Univariate Tests. M, means; SD, standard deviation.
*p < 0.05. **p < 0.01.

	General challenges M (SD) n = 126	Knowledge-related challenges M (SD) n = 120	Resource-related challenges M (SD) n = 119
BKO:			
Yes	3.56 (1.06)	3.01 (1.01)	4.34 (0.93)
No	3.11 (0.89)	2.75 (0.92)	4.06 (0.97)
F	5.86*	n.s.	n.s.
Faculty:			
Social & Behav. Science	3.52 (1.09)	2.62 (0.92)	4.07 (0.95)
Other	3.22 (0.91)	3.43 (0.89)	4.47 (0.90)
F	n.s.	23.34**	5.23*
Function:			
D-line (100% teacher)	3.45 (1.08)	2.87 (0.93)	4.10 (0.97)
U-line (partly teacher)	3.44 (0.98)	3.06 (1.05)	4.46 (0.90)
F	n.s.	n.s.	n.s.
Teaching Experience			
Novices	3.12 (0.88)	3.02 (1.03)	4.17 (0.88)
Intermediates	3.22 (0.92)	3.11 (0.90)	4.24 (0.88)
Experts	3.79 (1.08)	2.78 (1.04)	4.31 (1.08)
F	5.75**	n.s.	n.s.
Total	3.39 (1.02)	2.96 (0.99)	4.24 (0.95)

Univariate Tests. M, means; SD, standard deviation.
*p < 0.05. **p < 0.01.

- UT's from 'Other' faculties report higher knowledge related challenges than from SBS.
- UT's with a teaching qualification (BKO) report higher general challenges than those without.
- Prioritize education at a policy level to ensure adequate resources are made available.
- Provide a selection and qualified summaries of recent findings in educational research.
- Align professionalisation programs to differences.