Not Just Role Transition

Learning to Teach in Post-Secondary Education

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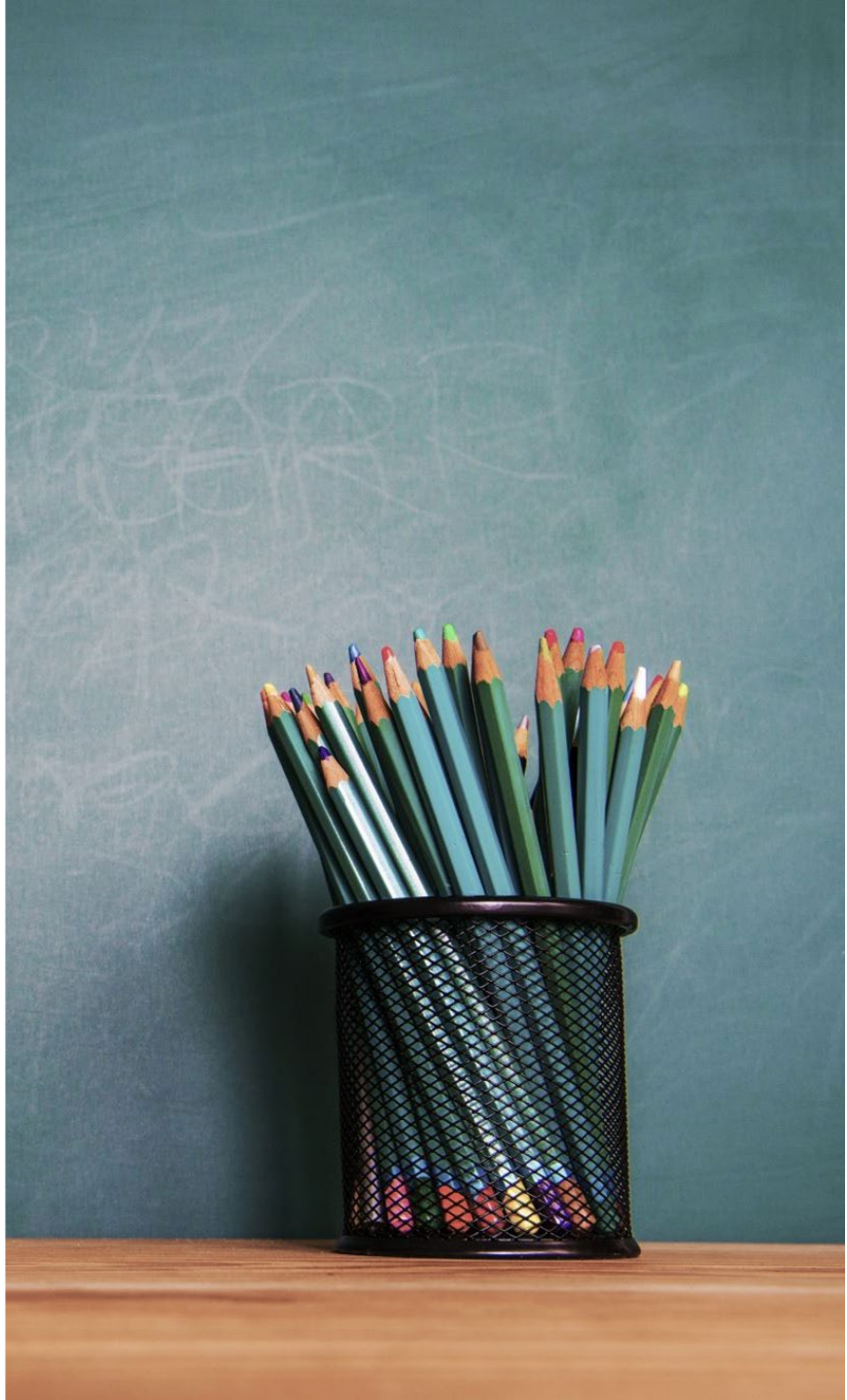


Research Purpose –Adult Learning

Explore stories of educators' processes of learning to teach

Goal to create a foundational understanding ⟶ ultimately to guide development of strategies to assist both new and experienced educators develop/refine sound pedagogical basis to help assure quality education.

Literature

- Nursing education
- Higher education
- Teacher education
- Continuing education

Learning to Teach is a Holistic Process

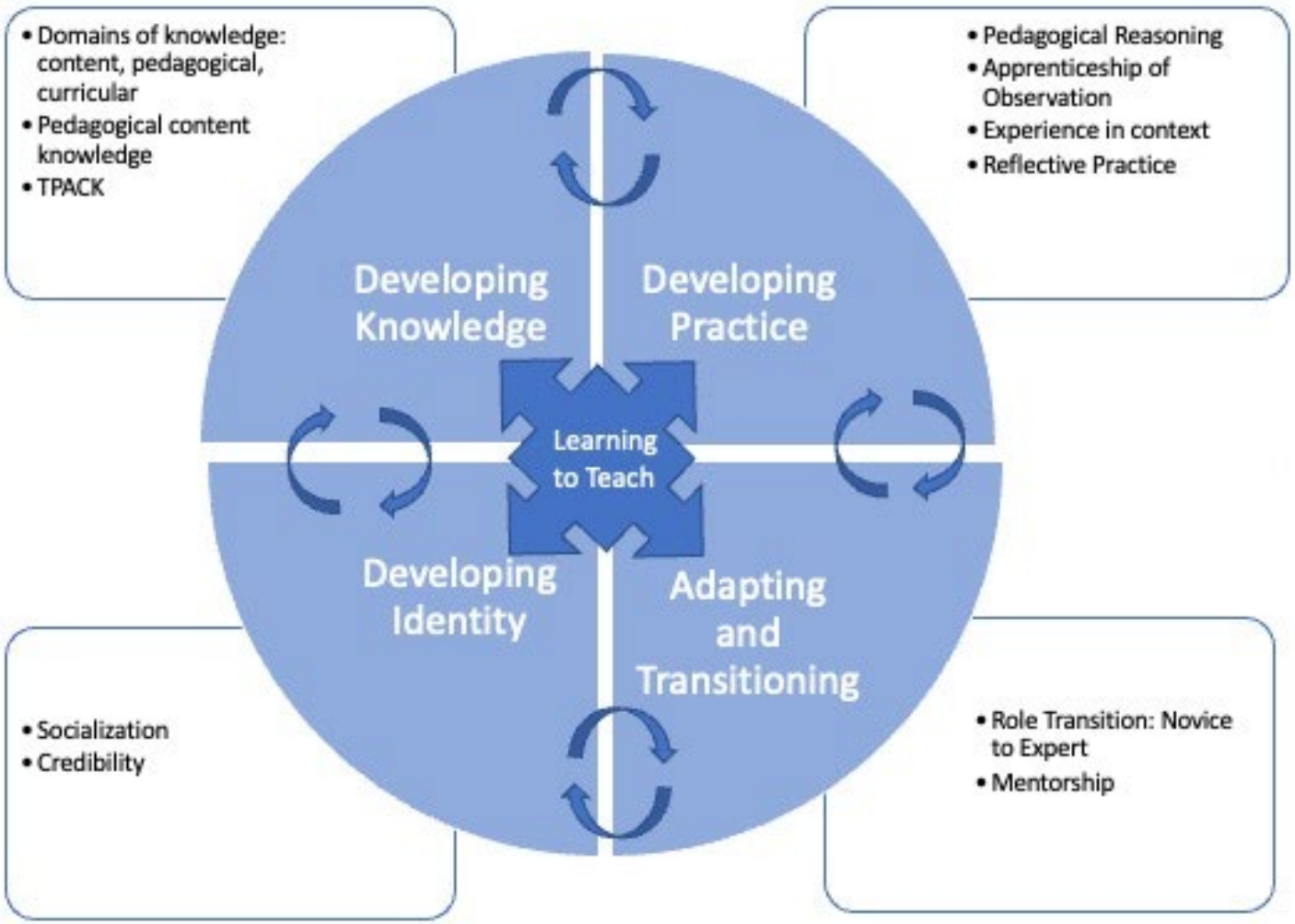
Not reducible

Knowledge + Practice

Ongoing

Relationships

Identity


• Domains of knowledge: content, pedagogical, curricular
• Pedagogical content knowledge
• TPACK
• Pedagogical Reasoning
• Apprenticeship of Observation
• Experience in context
• Reflective Practice
Developing Knowledge
Developing Practice
Learning to Teach
Developing Identity
Adapting and Transitioning
• Socialization
• Credibility
• Role Transition: Novice to Expert
• Mentorship

Overall Implication

Need comprehensive and cohesive preparation for teaching role:

- Addresses and supports all dimensions of LTT
- Extends beyond orientation, supports experiential learning
- Grounded in adult learning theory
- Based in relationship

Final Thought

- At BCIT alone, faculty teach thousands of learners in a variety of disciplines. Their impact on each profession is thus extensive…

Should learning to teach in PSIs be left up to chance?

Contact michelle_kokan@bcit.ca for questions, further thoughts, or to obtain references