

Faculti Summary

<https://faculti.net/faculty-beliefs-and-the-need-for-teaching-improvement/>

Here are five key points from the video:

1. **Study Inspiration and Methodology**: The authors conducted a conceptual replication of Patricia Cross's 1976 survey on faculty beliefs about teaching and learning, focusing on two Canadian universities with different institutional conveidos—a research-intensive university and a teaching-intensive university. By adapting the original survey to modern conveidos, they aimed to explore how faculty beliefs may have changed over the course of 40 years.
2. **Consistent Findings on Faculty Self-Assessment**: Across both institutional types, the study found that a vast majority of faculty (97%) rated their teaching as good or above average, mirroring the findings from Cross's original study. This suggests little change in faculty self-perception over four decades, indicating a persistent belief among educators that they are performing well despite ongoing critiques of teaching practices in higher education.
3. **Recognition of Good Teaching**: Both studies revealed that faculty members felt there was insufficient institutional commitment to recognizing and rewarding good teaching, a perception that remains unchanged over the years. This lack of systematic recognition may contribute to the stagnation in teaching practices, as there is little incentive for faculty to alter their teaching methods if they feel adequately recognized without making changes.
4. **Critiques of Teaching Methods and Practices**: Historical critiques of higher education teaching, dating back to Socrates and including significant reports like the Boyer Commission and the Deering report, highlight longstanding issues such as the ineffectiveness of the lecture method and a lack of student-centered teaching. The authors noted that despite various recommendations over the years, little progress had been made in altering teaching practices.
5. **Potential Explanations for Resistance to Change**: The video discusses various factors that may contribute to the resistance to changing teaching practices in higher education. These include a general satisfaction with current teaching performance among faculty, a reliance on student evaluations that perceive teaching positively, and the psychological concepts of self-enhancement bias and the Dunning-Kruger effect, which suggest that faculty may lack awareness of their teaching deficiencies due to limited feedback and professional development in pedagogy.

These points summarize the essence of the video, covering its methodological aspect, findings, and implications related to faculty beliefs about teaching.