

Talking About Teaching and Learning (TATAL): A Collaborative-reflective/Student as Partner Pedagogy

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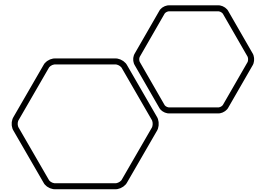
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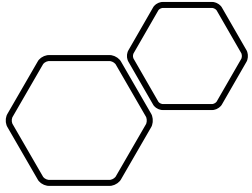
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Research Team

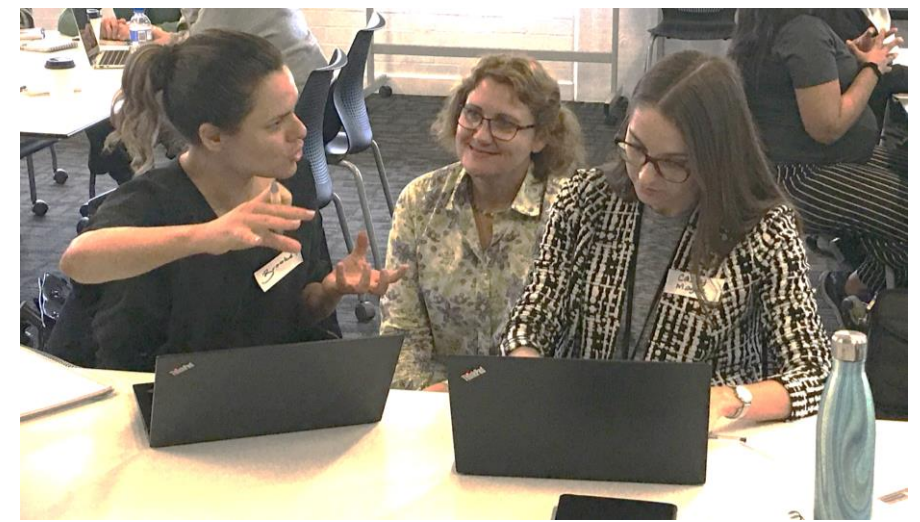
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Objectives

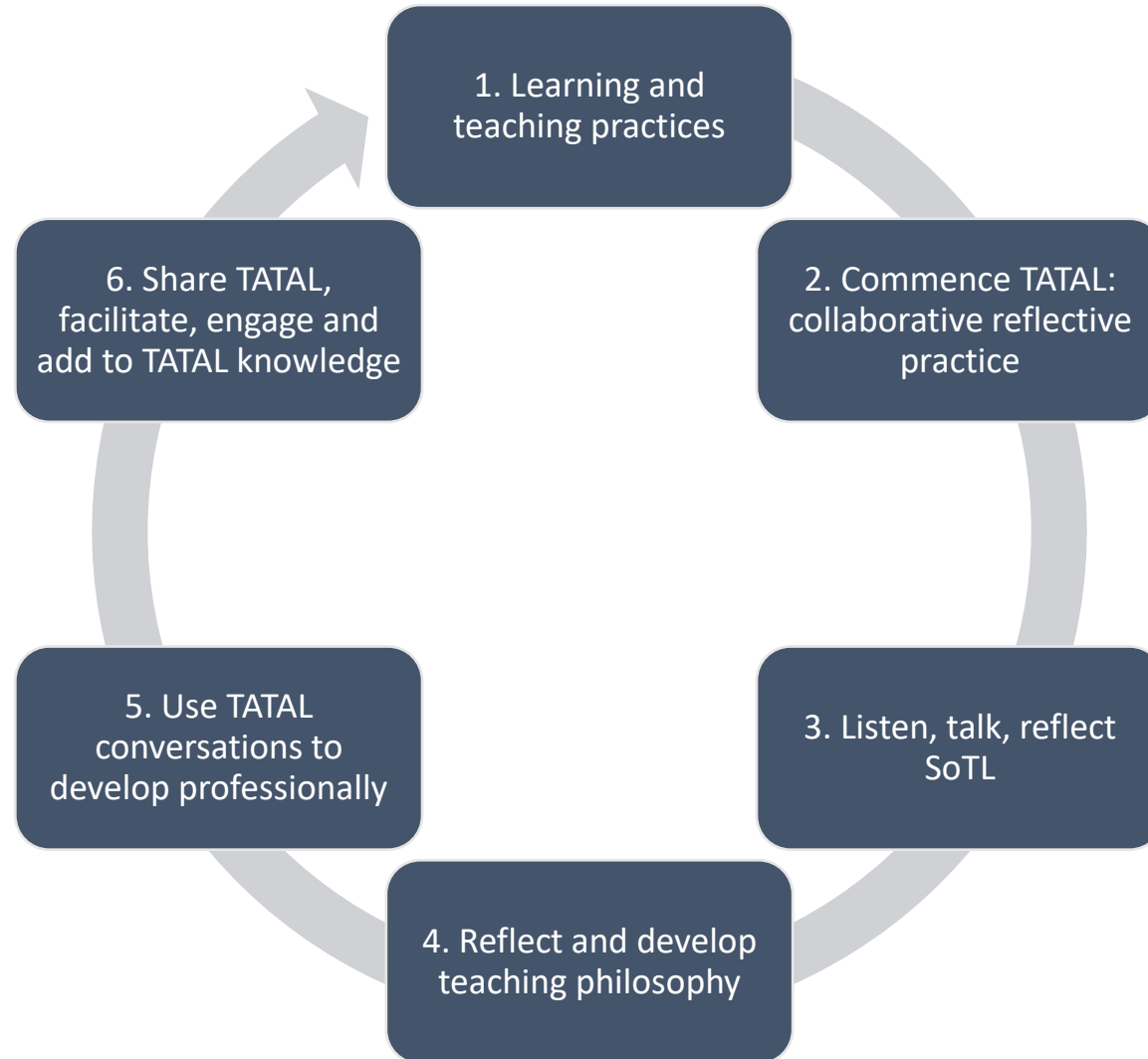
- **TaTaL Defined**
- **Research Project Overview**
- **Findings**
- **Implications**



TATAL: Talking about Teaching and Learning – Defined (Kennelly & McCormack, 2015)

- Started in 2008, an inclusive learning and teaching community-of-practice (CoP) where participants feel safe and respected.
- Facilitated online/face2face workshops sharing and exploring new ways of thinking about T&L.
- A collaborative pedagogy levelling power relationships and encouraging educators/facilitators to reflect and learn with participants (SaP).
- Encourages learning through collaborative and enhanced conversations with others and reflecting on philosophies of teaching.

TATAL Six-step Cyclical Process (Schonell et al., 2016)



TATAL Intense Workshops


Set ground rules for safe conversations

Free-writing about teaching beliefs and practices

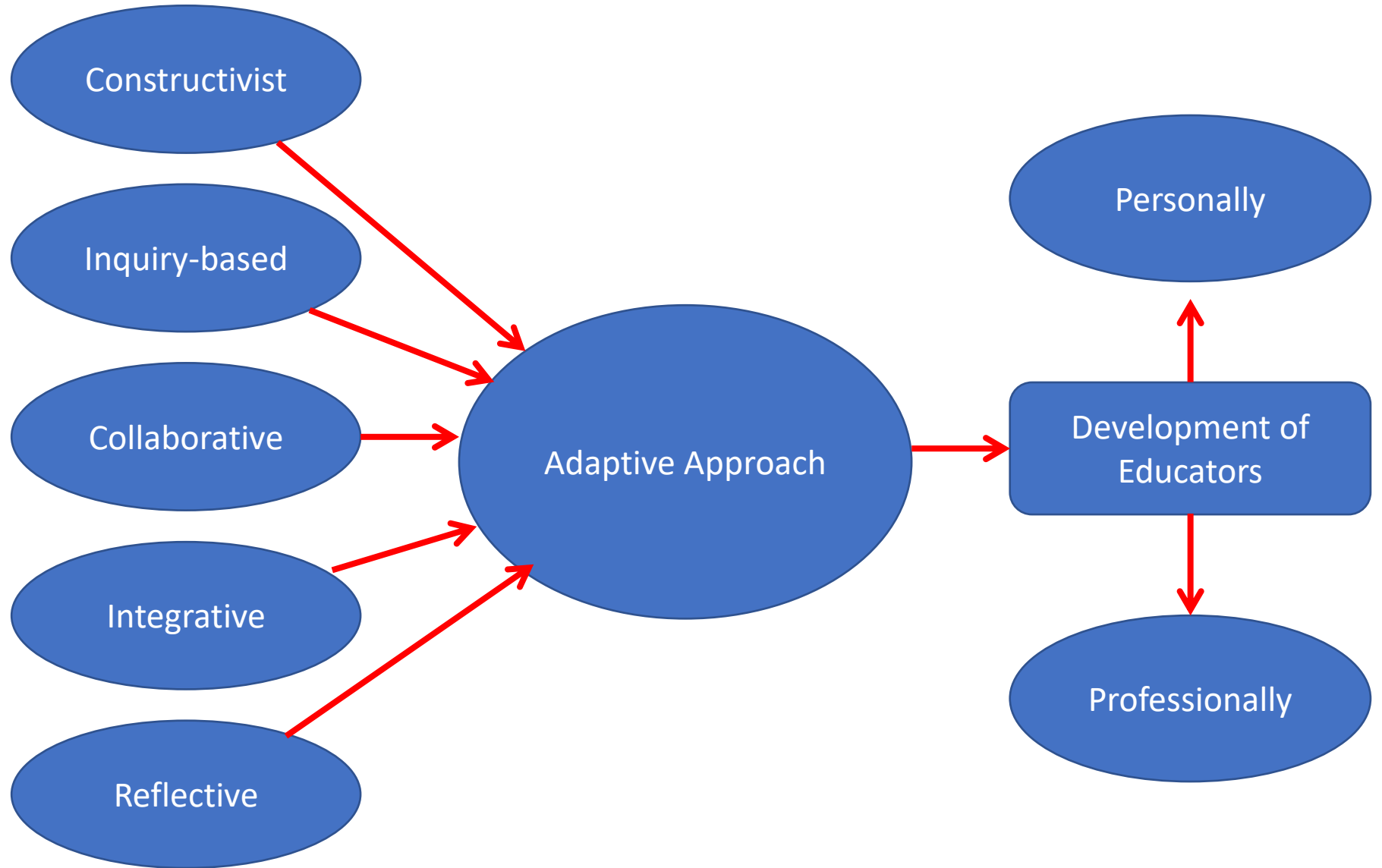
Share beliefs and experiences

Develop or reconceptualize personal teaching philosophy


Research Foci

- Contribute new knowledge and practice-focused insights on:
 - interaction of TATAL with SaP as collaborative communities-of-practice.
 - its impact on transforming academic practice of all participants.
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TATAL's Theoretical Basis



Methodology

- Flinders University Ethics (Project ID 4597)
 - 778 participants' feedback from 19 TATAL workshops (2015 – 2021)
 - Thematic analysis of qualitative data from workshop feedback
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<h2 style="text-align: center;">Thematic Descriptions</h2>	TATAL Responses (%)
Partnered Learning Community through reflection/conversations as collaboration/ partnership/collegial/team alignment	174 (17.59%)
Foundational beliefs/theories/frameworks/models	148 (14.96%)
Writing a TP	107 (10.82%)
Importance of quiet/reflection time (understanding self)	81 (8.19%)
Free/story writing	64 (6.47%)
HERDSA, HEA, AFHEA Fellow, Awards, jobs, promotion	44 (4.45%)
Hearing/listening to others' stories/TP/ perspectives/conversations	34 (3.44%)
Collegial, likeminded, excellent facilitators, mentors, and guides	34 (3.44%)

<h2 style="text-align: center;">Thematic Descriptions</h2>	TOTAL Responses (%)
Sharing, informing stories/articulating TP/ metaphors/experiences	32 (3.24%)
Supportive resources (i.e., content, examples, multidisciplinary, workshop booklet)	29 (2.93%)
Talking/discussing about learning and teaching (reflective practice, deeper level)	24 (2.43%)
Safe, trusting, respectful, low risk, friendly space to reflect in sharing with peers, ground rules	25 (2.53%)
Confirmation/affirmation/confidence, positive feedback, and articulation of T/L beliefs	17 (1.72%)
Resilience/coping strategies of T/L beliefs	9 (0.91%)
Learning/expanding own perspective about teaching, explore new thoughts	8 (0.81%)
<p style="text-align: right;">Totals</p>	989

Application

- Findings confirm that TATAL develops:
 - critical reflection
 - reduces traditional power dynamics
 - acknowledges the role of participants in learning relationships

Summary

- TATAL = “Students as Partners” as a collaborative pedagogical approach to education.
- Power of the TATAL experience and its pedagogical connection to the Communities of Practice and Students as Partners.
- Students as Partners feedback impacts TATAL and TATAL feedback informs Students as Partners.
- Communities of Practice are critical and need to be funded, supported, and recognized in practice.
- TATAL is a significant pedagogical approach to professional development and educator training that should be encouraged and shared so that the positive benefits are made available to all.

As the result of our research...

- [ISSOTL2022 video.mp4](#)

Q & A



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