

Invitation Virtual Seminar 31 May 2023



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The Director of University of Pretoria - Mamelodi Campus, Prof Ntebogeng Mokgalaka-Fleischmann cordially invites you to a seminar on: **Relationships between undergraduate instructors' conceptions and instructional practices.**

Guest speakers:

Professor Roberts Idsardi, Eastern Washington University (EWU) and,
Professor Julie Luft, University of Georgia.

(Please see below the speaker's Biography)

Date: Wednesday, 31 May 2023

Time: 12:00-13:00

RSVP: Register [here](#) for this seminar
After registration, you will be added to the meeting platform

Enquiries: Prof Marissa Rollnick, marissa.rollnick@up.ac.za

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Speaker's Biography



Robert Idsardi is an Assistant Professor of biology education at Eastern Washington University (EWU). He has a Ph.D. in science education from the University of Georgia and a M.S. in entomology from the University of Florida. His research focuses on the adoption of evidence-based practices in undergraduate STEM courses and on K-12 STEM teacher preparation and retention.



Julie A. Luft is the Athletic Association Professor of Mathematics and Science Education and Distinguished Research Professor at the University of Georgia. Her research focuses on newly hired science teachers, and the professional learning of science teachers and faculty. She is currently the President Elect of the National Science Teaching Association, and recently became an AERA Fellow.

Abstract

Relationships between undergraduate instructors' conceptions and instructional practices

In this seminar, we will discuss the findings of a multiple methods study that explored how instructors' conceptions are related to their instructional practices. Three distinct clusters of participants were identified: congruent lecturers, congruent active learning facilitators, and incongruent lecturers. In the first two clusters, instructors' conceptions were aligned with their instructional practices. However, incongruent lecturers thought that students learn through active learning approaches but primarily lectured in their courses. Instructors in this group described several personal and contextual factors that influenced the relationship between their conceptions and practices. Student-centered conceptions may be necessary but are not sufficient for instructors to implement active learning. Implications focus on instructional and institutional change efforts. A focus on conceptions and practices alone may not sufficiently support faculty members in overcoming barriers that limit active learning instruction.



This study was funded by the National Science Foundation 1619686. **Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.**

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