1. Relevance & Purpose

- Traditional course settings are rarely effective regarding the development of teaching competence BUT coherent certificate programs are effective (Fendler et al., 2013, p. 28; Postareff et al., 2007; Gibbs & Coffey, 2004).

- Coherent faculty development programs addressing teaching competence in a comprehensive way are widely missing (Becker, Wild, Tadsen & Stegmüller, 2011, p. 236).

- The study builds a bridge between research on attitude development towards one's own teaching and research about the effectiveness of instruments for faculty development.

2. Research Questions

- How should a certificate program be designed in order to address Conceptions of Teaching?
- What influences the transfer of attitudes towards teaching into teaching practice (Approaches to Teaching)?
- What does good teaching mean for my research?

3. Key Concepts

4. Certificate Program at the University of St. Gallen

Certificate program of teacher training
- 1.5 years duration (10 ECTS)
- starts fall 2014

- 7 workshops eFit for Higher Educations
  - kick-off event
  - planning lessons
  - conducting lessons
  - assessing competence development of students
  - teaching and learning at the University of St. Gallen
  - reflection of one’s own development

- portfolio paper or disciplinary didactical journal article
- mentoring peer-coaching observations
- individual consulting from experts in higher education development
- teaching project

5. Normative Framework and Assumptions

- Systematic literature review in order to define the normative goal of good teaching in general and for the University of St. Gallen (focus group conducted with seven students from different levels at University for validation purposes)

- Key success factors for the development of Conceptions of Teaching by means of a certificate program

6. Research Design

Mixed Methods/Intervention Study
- control group: last cohort of the previous (course based) faculty development at the University of St. Gallen (N = 16)
- experimental group: new cohort starting in the fall of 2014 with the advanced faculty development at the University of St. Gallen (N = 20)

Data Collection Waves
- Oolbekkink-Marchand et al. (2004) used metaphors to evoke utterances about teaching beliefs and attitudes from secondary school teachers.
- My research: By using metaphors, the focus groups are given prompts to support…
  - explicating their teaching conceptions
  - contrasting different Conceptions of Teaching
  - reflecting their own teaching philosophies.

7. Metaphors as Impulses

- Oolbekkink-Marchand et al. (2004) used metaphors to evoke utterances about teaching beliefs and attitudes from secondary school teachers.
- My research: By using metaphors, the focus groups are given prompts to support…
  - explicating their teaching conceptions
  - contrasting different Conceptions of Teaching
  - reflecting their own teaching philosophies.

8. Initial Findings

- Focus group discussions with control cohort show that metaphors foster reflection about own Conception of Teaching
- Rich variety of metaphors for teaching triggers lively debates; examples of mentioned metaphors are:

The relationship between Conceptions of Teaching, teaching approaches and learning outcomes of students.