Reflections on Teaching:  
Where we were, where we are  
and where we could be  

Jim Borgford-Parnell
Legacy Fallacy

**Definition:** A hegemonic myth that is both untrue and has been with the academy for a long time.

**Prime example:** *If a person is expert in something, that person can automatically teach that thing to others.*
Teaching Conceptions

Individual’s beliefs and assumptions about:

• Education
• Students
• Learning (epistemology)
• Teachers
Kember’s multi-level categorization model of conceptions of teaching

Teacher-centered/Content-oriented

- Imparting information
- Transmitting structured knowledge

Student-centered/Learning-oriented

- Facilitating understanding
- Conceptual change
- Intellectual development

Student teacher
- Interaction/apprenticeship

Conceptual Framework

Where more FD work should be done (before teaching)

Teaching-Centered Content-Oriented Conceptions of Teaching

Student-Centered Learning-Centered Conceptions of Teaching

Where most FD work is done (during teaching)

Experience & Perception of Cues in a Research University Teaching Environment

Experience & Perception of Cues in a Research University Teaching Environment

Conceptions can lead to

Disconfirming cues can lead to

Minimally Adequate Teaching Practice

Effective Teaching Practice

Legacy Fallacies (short list)

• If a person is expert in something, that person can automatically teach that thing to others.
• In higher education, an obligation to teach competently is not a professional or ethical standard.
• If a person has some teaching success, that person can automatically teach others to teach successfully.
• If a person wants it enough, they can become a good teacher.
• Best teaching practices are “best” everywhere.
• Improving teaching need not involve students.
• Teaching adults is the same as teaching children.
• Students are learners and faculty are something else.