Developing Graduate Students' Self-Efficacy with Learner-Centred Lecturing

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Abstract

This paper presents the findings of a mixed-method case study conducted at the University of Guelph on the relationship between practice lecturing and graduate student self-efficacy. Building on the work of Boman (2013), and using surveys and individual interviews, we measured and characterized the perceived changes in graduate students' self-efficacy in learner-centred lecturing. Our research question was: In what ways, if any, does microteaching contribute to participants' perceived self-efficacy in learner-centred lecturing? Our results and discussion reveal that practice increases self-efficacy with respect to the design, facilitation, and assessment of learner-centred lectures, and is a vital component to graduate student teaching development programming.

Résumé

Cet article présente les résultats d'une étude de cas axée sur des méthodes mixtes, menée à l'Université de Guelph et portant sur les relations entre la pratique de l'exposé magistral et l'auto-efficience des étudiants des cycles