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Effects of an Intensive New Faculty Workshop on Teaching

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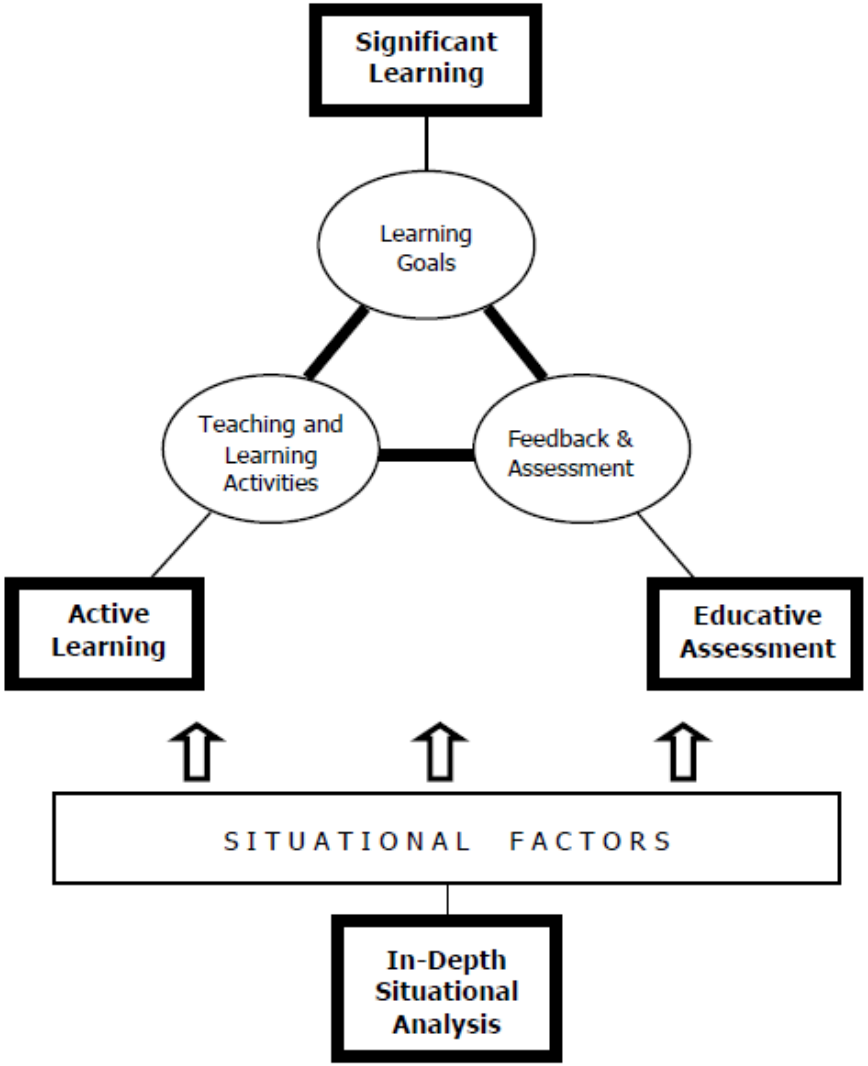
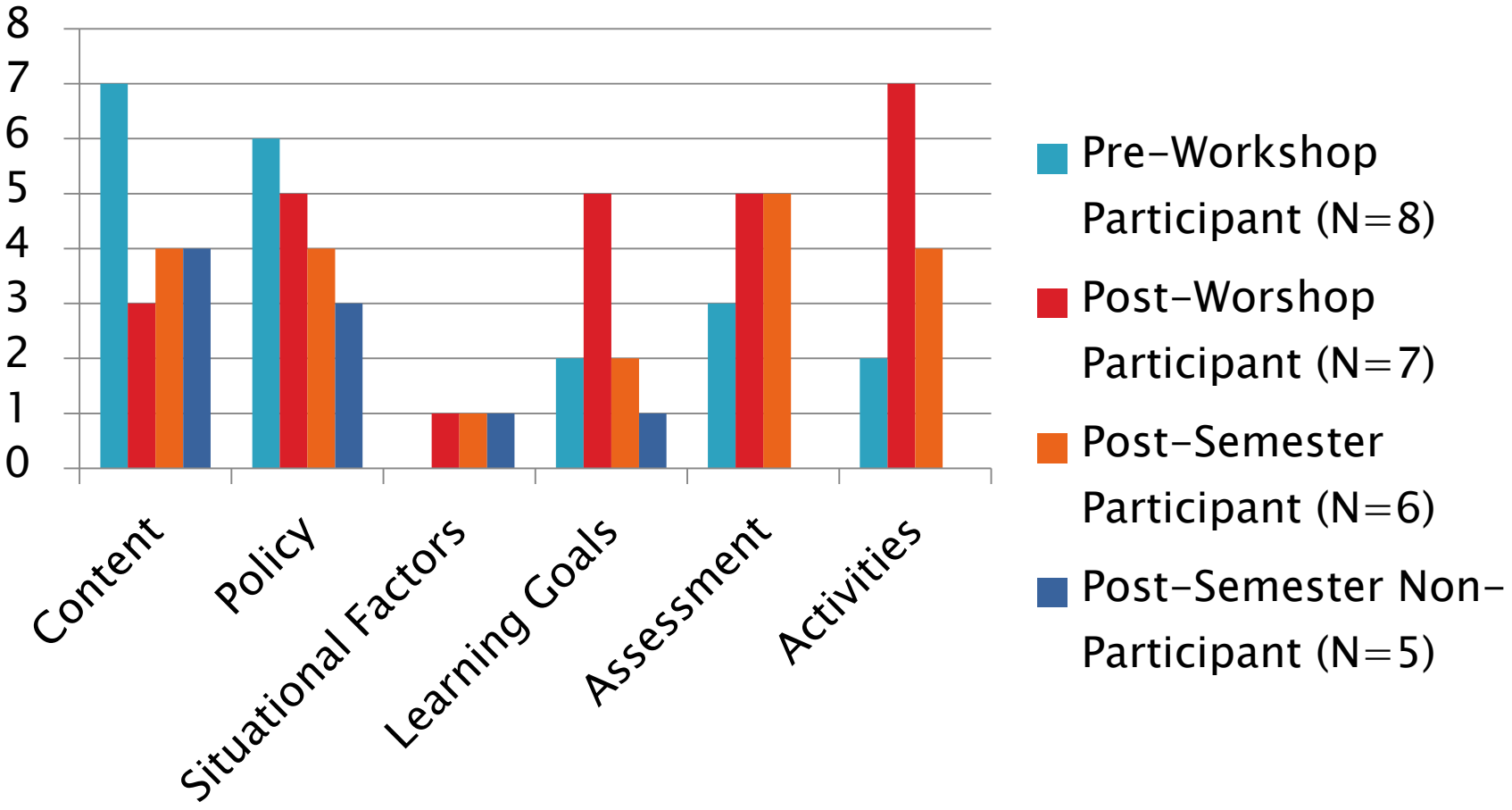
Summer Workshop

- Participants: New faculty to the College of Science and Mathematics at Georgia Southern
- When: 4 Weeks in July, Monday – Friday
- Goal: Guide faculty through the process of course development while sharing best practices in teaching and learning
- Product: Fully developed semester course including: syllabus, schedule, lectures, activities, and assessment materials

Key Components of Course Design



How would you go about planning and developing a new course?



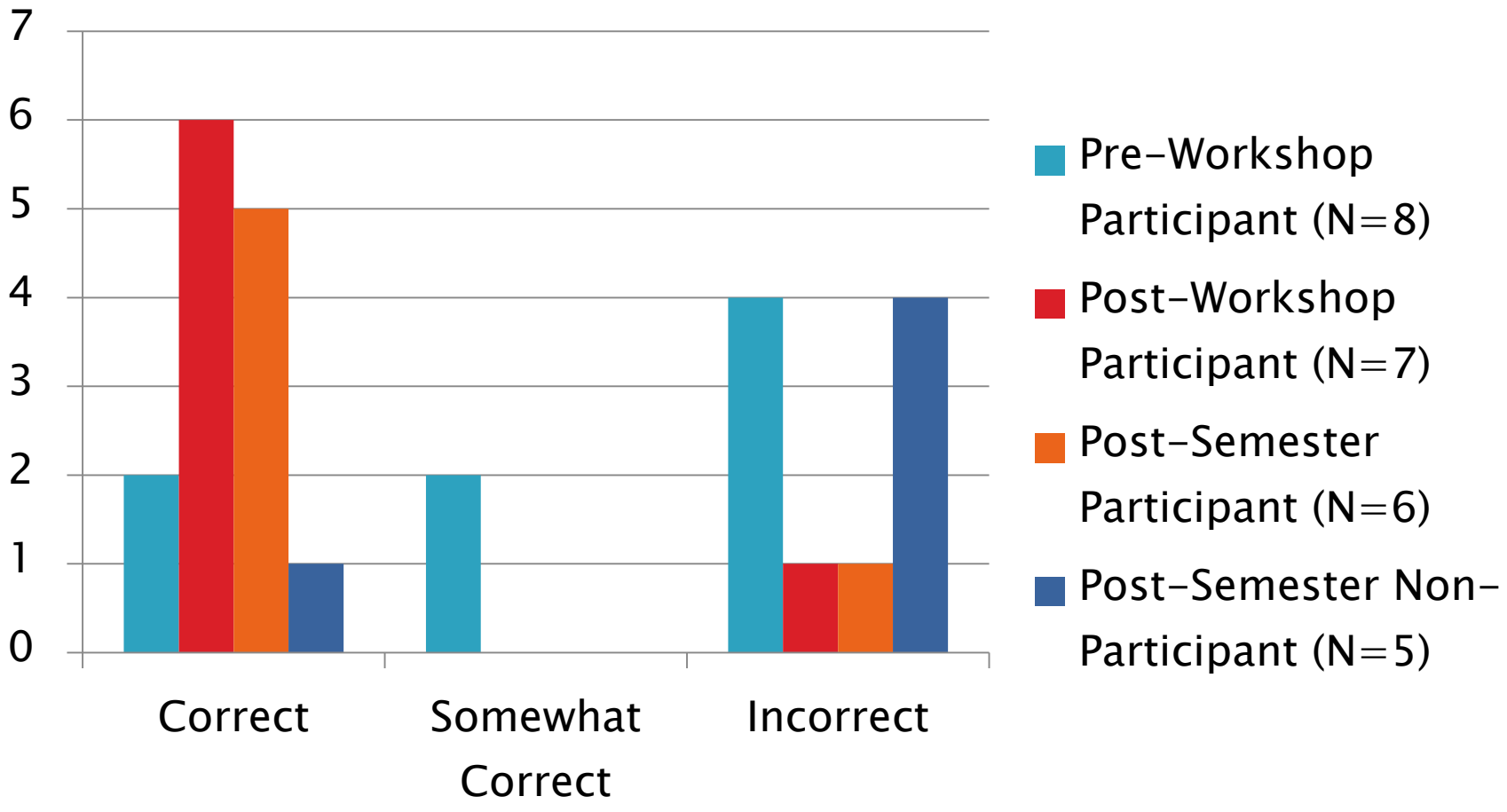
Filling Up Your Pedagogical Toolbox: How to Excel at Teaching and Learning

- Week 1: Engaging Learning Experiences
- Week 2: Classroom Assessment Techniques
- Week 3: Technology in the Classroom
- Week 4: Presentation of Lessons Developed by Participants

Engaging Learning Experiences

- Writing Course Learning Outcomes
  - Backward Course Design
  - Bloom's Taxonomy
- Designing a Student Centered Classroom
  - Active Learning
  - Cooperative Learning
  - Inductive Teaching and Learning
  - Flipping Your Classroom
- Building a Syllabus and Schedule
- Studied from
  - Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*
  - Barkley's *Student Engagement Techniques: A Handbook for College Faculty*

What is student centered teaching?



Classroom Assessment Techniques

- Designing Formative and Summative Classroom Techniques
  - Concept Maps
  - Creative Exercises
  - Rubrics
  - Performance Assessments
  - Multiple Choice Questions

- Building a Classroom Assessment Plan and Developing Assessment Materials for One Unit

- Studied from Angelo and Cross's *Classroom Assessment Techniques: A Handbook for College Teachers*

How will you determine whether or not your students are learning?

- Pre-Workshop Participants listed the following assessment techniques:
  - Pre/post test
  - Exams
  - Quizzes
  - In Class Assignments
  - Class Discussion
  - Homework Assignments
  - Surveys

- Post-Workshop Participants listed above assessments in addition to the following:
  - Formative Assessment
  - Clicker Questions
  - Performance Task
  - Concept Maps
  - System Diagraming Exercises
  - Assess Group Work
  - Evaluate Critical Thinking Skills & Higher Order Thinking Skills
  - Ability to Apply, Analyze, and Evaluate Scientific Information

Technology in the Classroom

- Investigated Technology Best Practices in the Classroom
  - WINGS Training
  - Google Training
  - IClicker2Training
  - Desire2Learn Training
  - Audio & Video Capture Training

- Building Technology Components of Course
- Studied from Manning and Johnson's *The Technology Toolbelt for Teaching*

Do you plan to incorporate technology into your new classroom? If so, how?

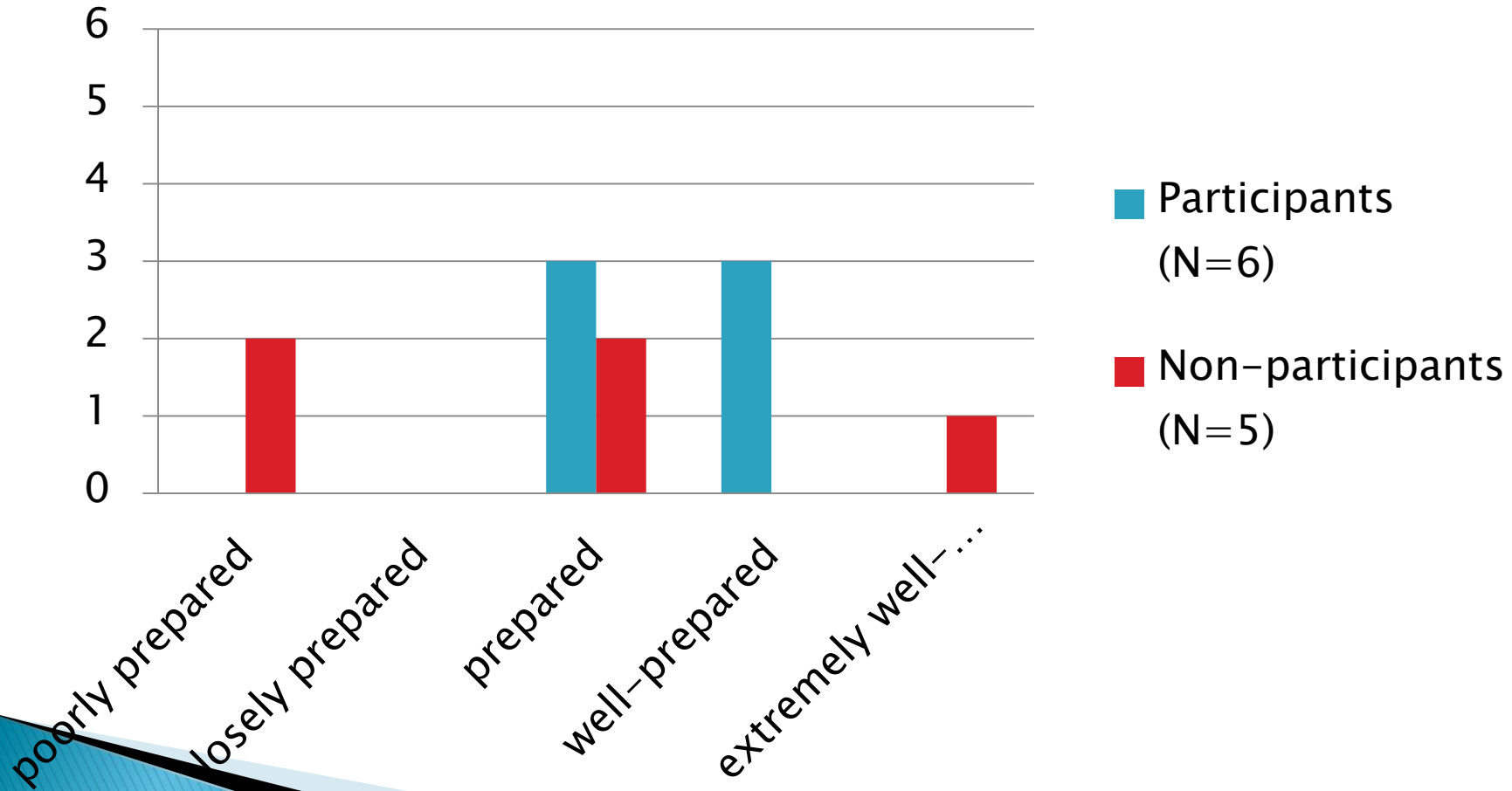
- Both Pre-Workshop Participants and Non-Participants were all eager to incorporate technology into their classrooms, they listed following technologies
  - Course Management Systems
  - Discipline Specific Software
  - PowerPoint Presentations
  - Clickers
  - Videos

- Post-Workshop Participants listed above technologies in addition to the following:
  - Google Chat for Office Hours
  - Google Drive for Drawing System Diagrams
  - Course Management Systems for Just-in-Time Teaching
  - Concept Maps on Bubbl.US
  - Podcast
  - Web-quest
  - PhET Simulations

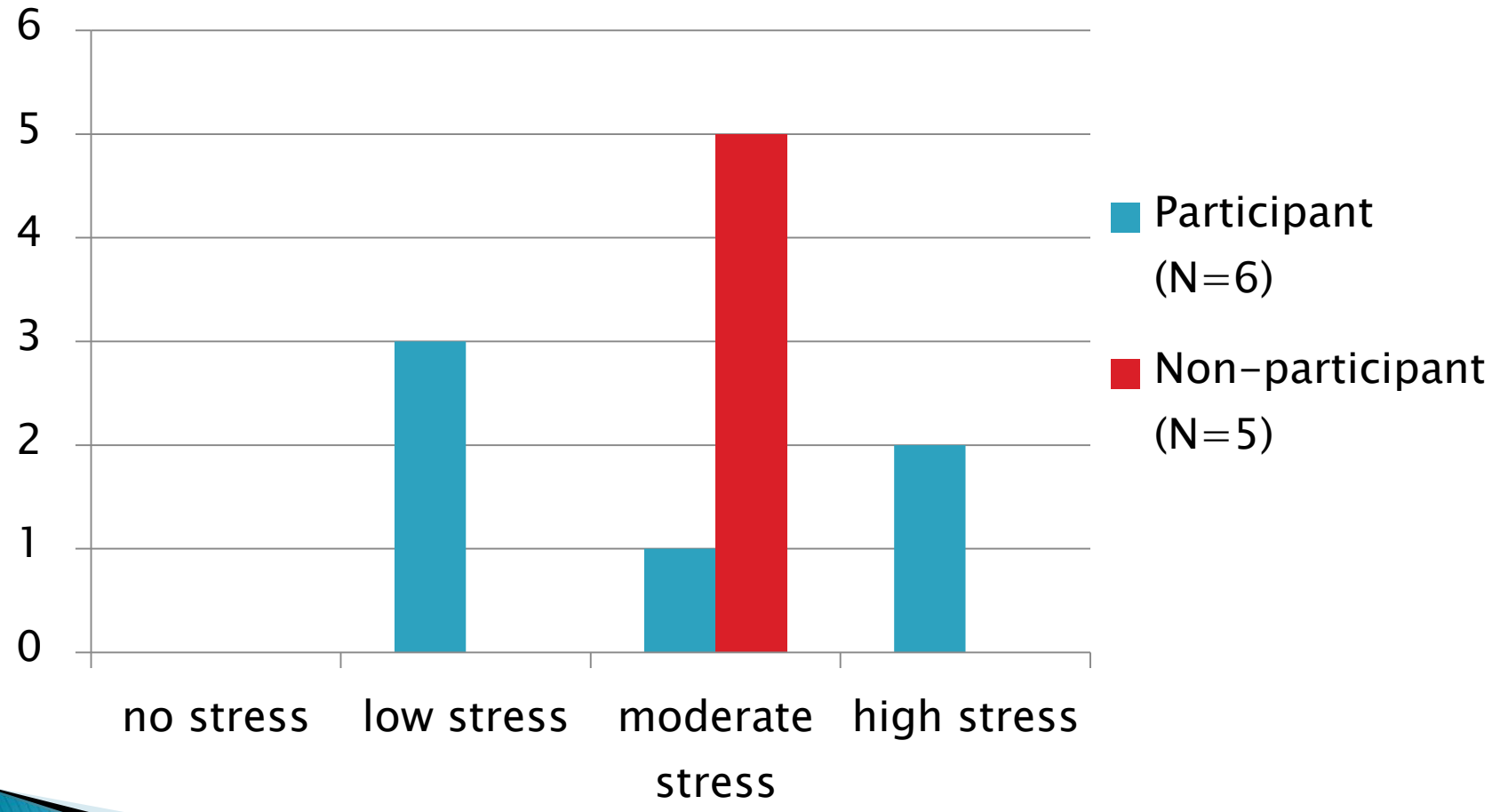
Unexpected Value Added

- Interdisciplinary Research Collaborations Emerged among Workshop Participants
- Workshop Participants were viewed as more Research Productive during First Semester at GSU
- Less Complaints were Elevated to Department Chairs concerning Workshop Participants Teaching Styles
- Workshop Participants were Involved in CTLS Activities on Campus
  - Reading Round Tables
  - Faculty Learning Communities

How well prepared were you to teach your course(s) at the beginning of the semester?



What was your level of stress due to course preparation at the beginning of the semester?



Conclusions

- New Faculty Exited Workshop with
  - Syllabus
  - Course Schedule
  - Classroom Activities
  - Lectures
  - Assessment Materials
  - Classroom Technology Skills

- Participants were Equipped to
  - Develop a Student Centered Classroom
  - Utilize Formative & Summative Assessment Techniques
  - Creatively Incorporate Technology into their Courses

Thanks to the COSM Dean's Office for Financially Supporting the Workshop