

Early-Career Faculty Development Curriculum

... a set of 14 two-hour modules starting early October through mid April...
(For exact dates, please go to <http://itle.okstate.edu/FD/fdprogram2006.html> or call 405-744-6757)

- Focused on teaching and learning – our students deserve the best
- Focused on teaching and learning – to prepare our students well for lifelong learning
- Focused on teaching and learning – one of the “musts” for RPT
- Designed for early-career (1st three years) faculty; worthwhile for all faculty
- Designed by successful, experienced faculty; strongly supported by the Provost

1 What is known about how students learn

Individual students learn in ways that may not match my style of teaching. To be effective, I need to know both my “style” and the different ways students learn.

2 Faculty who have succeeded at various places on the continuum (PANEL)

I can hear from, and interact with, some heavy hitters who have excelled at teaching and promoting student learning.

3 Instructional design

Designing my course so that (1) my students have a better opportunity to learn the material, (2) my instruction is more effective and (3) I maximize instructional opportunities.

4 Classroom assessment strategies

I can use assessment strategies such as journals and logs, portfolios, presentations, simulations, models, technology-based projects, and performance assessments.

5 Diversity in the classroom

There are simple, positive and proactive steps that I can use to include notions of diversity and inclusion into my teaching to entice more students to become actively engaged.

6 Managing my course

Guidelines and best practices I can use to set expectations and behaviors, provide timely communications, deliver materials, and give constructive assessments and feedback.

7 Tips and Tricks for Teaching with Technology to Improve Student Learning

By understanding my own teaching style, my learner’s readiness, and matching instructional strategies to appropriate technologies, technology can be my instructional partner.

8 Team-based learning

Making use of a team-based format where my focus is on ensuring higher order thinking and learning rather than just covering large quantities of facts and materials.

9 Distributed learning (PANEL)

Multi-media, studio-based, on-line, distance learning (DL), PODcasting, e-bringing of experts from afar into my classroom, hybrid courses, and others are available for my use.

10 Intellectual property – protecting myself and OSU

Protecting my own materials and legally using the materials of others is big today. What I can do to stay legal and ethical.

11 Advising as a form of instruction

Every time I work with students I am “advising.” Great advising is learned, and I want to take advantage of every opportunity to prepare my students well for the future.

12 Mentoring and how to be mentored

I can grow professionally with counsel from those I respect and with whom I have rapport. What is good mentoring? How do I recognize it? How do I benefit from it?

13 Documenting my accomplishments

Every year I face the A & D process. Before long, I’ll be seeking R, P, or T. How can I document and present my career accomplishments for OSU or elsewhere?

14 Demonstrating scholarship in teaching

There is a “Scholarship of Teaching and Learning” and professors can pursue it every day. Developing new approaches to disseminate course materials through lecture, books, web sites and many other educational venues constitute this form of scholarship.

