

Established-Career Faculty Development

... a set of workshops, communities, and initiatives starting Fall 2006...
(For exact dates, please call 405-744-3977.)

- 10 of the 14 Early-Career Faculty Development modules voted “high interest” to established faculty
- Focus group development of need-based topics to improve teaching and learning
- Communities of faculty interested in specific teaching- and learning-related topics
- Strongly supported by the Provost

High Interest, High Relevance Teaching and Learning Topics

- **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.
- **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.
- **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.
- **Team-based learning**
Making use of a student team-based format where my focus is on ensuring higher order thinking and learning rather than just covering large quantities of facts and materials.
- **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.
- **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.
- **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.
- **Classroom assessment strategies**
I can use assessment strategies such as journals and logs, portfolios, presentations, simulations, models, technology-based projects, and performance assessments.
- **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?
- **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.

Focus Group Development of Need-Based Topics

The ITLE has commissioned the OSU Bureau for Social Research to plan and moderate three focus groups, 1.5 hours each, involving eight participants each from across all colleges at OSU-Stillwater. The Bureau will recruit and communicate with participants, transcribe recordings, perform content analysis, and prepare written report of findings that will provide guidance on the needs of established-career faculty to improve various aspects of their teaching and their students’ learning. To be completed in December 2006.

Communities for Multi-College Study and Sharing on Teaching and Learning

“Communities” exist and function effectively for the informal discussion and sharing of knowledge on specific topics. Various faculty from across campus have expressed interest in the use of communities to delve more deeply into specific items of interest that transcend colleges within the university. Some of these topics will be derived from the focus group studies. An expert on the development and nurturing of communities will be brought in to assist in ITLE’s development of hosting these sessions. Scholarly research, proposals, grants, and publications are highly likely as faculty pursue the scholarship of teaching and learning.



Rev 090806A