Las$ng	
  Effects	 of	 a	 Graduate
  Pedagogy	 Course	 on	 the	 Development	 of	 Teacher-Scholars
1
Medical
Sciences,
2Campus
Instructional
Consulting,
3Sociology,
4Anthropology,
Indiana
University,
Bloomington,
IN
47045

Graduate students’ progression from excellent to scholarly teachers

Evidence of scholarly teaching: draft versus final teaching statements

Teaching Statement Scoring Rubric

- Five dimensions, scored from 0 (absent) to 3 (exceptional)
- Multiple criteria within each dimension (total of 27)
- Statements scored by four independent graduate student researchers (raters)

Comparison of draft and final teaching statements

Evidence of lasting scholarly teaching: six-month follow-up interviews

Students said they enhanced their teaching skills:
- Developed increased confidence in the classroom
- Gained a deeper understanding of their students
- Examined how to evaluate student learning
- Evaluated their own teaching effectiveness
- Discovered an array of teaching techniques and styles

Students said they progressed as teacher-scholars:
- Engaged in a forum to discuss teaching statements and teaching portfolios
- Received collaboration, communication, feedback re: teaching statements and teaching portfolios
- Developed an interest in pedagogical research
- Learned to multi-task with respect to teaching, research, and service

Disconnects: Our students said they:
- Struggled with how to measure and document teaching effectiveness
- Lacked some documentation from past TA experiences for use in their portfolios
- Had difficulty justifying time spent on teaching improvement with the competing demands of coursework and research

As a result of taking M620, did students:

- Develop complex attitudes regarding teaching?
- Explore methods of evaluating teaching?
- Envision becoming involved in a teaching network?
- Demonstrate lasting scholarly approaches?

Interview themes regarding graduate students’ self-awareness as teacher-scholars

Themes
- Teaching
- Disciplines
- Scholarship of teaching
- Communication
- Reflective
- Professional development
- Future
- Professional growth
- Complexity
- Confidence
- Understanding of students
- Professional
- Student
- Environment
- Effectiveness
- Time
- Lack of teaching portfolio materials
- Ego

Subthemes
- Changing definitions of what constitutes teaching
- Critical thinking about their teaching
- Important aspects of their teaching
- Self-reflection in a teaching role
- Engaging in a forum to discuss teaching statements
- Evaluating their own teaching effectiveness
- Developing an array of teaching techniques and styles

Frequency
- 12
- 11
- 11
- 10
- 10
- 6
- 6
- 6
- 6
- 5
- 5
- 5
- 5
- 4
- 4
- 4
- 4
- 4

Our research team: A novel intersection of graduate student development and the scholarship of teaching and learning

- Multidisciplinary team of graduate students (science, social science, and humanities)
- Students involved from inception to presentation of research:
  - Developed teaching statement rubric
  - Scored teaching statements
  - Conducted student interviews
  - Transcribed and coded interview data
  - Performed inductive analysis of qualitative data
  - Prepared research papers and posters as co-authors

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