

# TRAINING DOCOTORAL STUDENTS AS TEACHERS IN PUBLIC HEALTH: **PEDAGOGY IN HEALTH BEHAVIOR**

### **GUIDING QUESTIONS**

- > Did you receive formal preparation to teach?
- > What do Graduate Student Instructors (GSI) need to be prepared to teach at the college level?
- > How can graduate schools prepare GSI as teaching scholars?

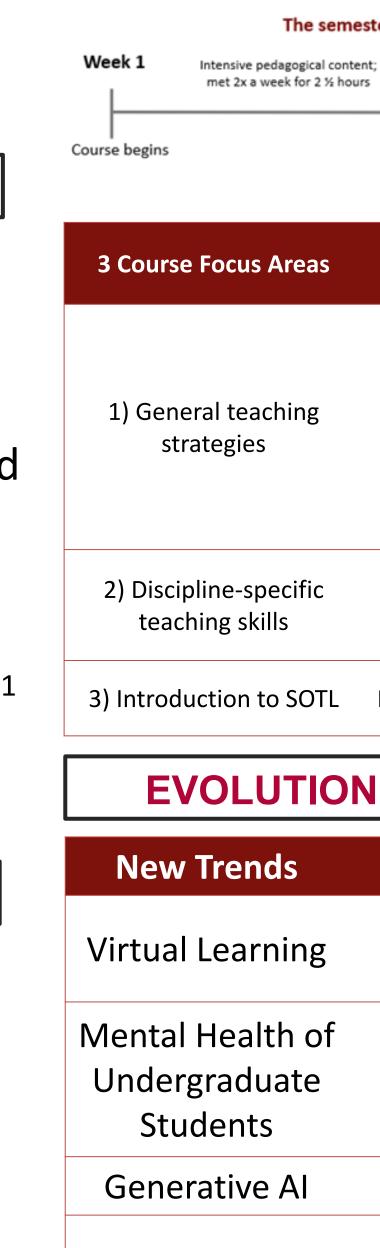
# BACKGROUND

- Public health doctoral education typically does not include teaching preparation.<sup>1</sup>
- New faculty report feeling unprepared to fulfill their instructional responsibilities.<sup>2,9</sup>
- Pedagogy courses can improve GSIs' teaching self-efficacy and instruction.<sup>1</sup>

## **ADDRESSING THE NEED**

- ✓ Develop a course for GSI to build selfefficacy as teachers and support their students' learning experiences.<sup>3</sup>
- ✓ Could be a model for other public health pedagogy courses.
- Evolved over time to meet new trends and challenges in higher education and public health.

SPH-H710: Pedagogy in Health Behavior, offered since Fall 2013, was developed in response to a need for more in-depth training for GSI who primarily serve as instructors-of-record for health courses. The course was developed based on the SoTL literature and other university pedagogy course frameworks and is now a required course.



Learning Management Systems

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#### **COURSE STRUCTURE**

The semester course structure and research timeline: Week 8 Week 16 Reflection and feedback forum; met 1x a week for 2 ½ hours Course end GSIs begin teaching

| <b>Content Addressed</b>   | Course Assignments   |
|--|--|
| Syllabus development<br>Active learning strategies<br>Classroom Management<br>Campus and University<br>Policies<br>Learning Objectives<br>Learning Assessments | Teaching philosophy<br>Teaching observations<br>Microteaching<br>Pedagogical strategy<br>research paper<br>Teaching reflection<br>papers<br>Course portfolio |
| Teaching sensitive topics<br>Health-related resources<br>Other PH-specific<br>Pedagogical strategy forum   |  |
|  |  |

# **EVOLUTION OF COURSE OVER TIME**

#### Why

During COVID Post-COVID<sup>4</sup>

Changes in social connections Changes in learning environments<sup>5</sup>

Academic Appropriateness<sup>6</sup>

Changes in technology- LXP (Learning Experience Platforms) Learning and Assessment Activities via LMS<sup>7</sup>

### **IMPACT OF THE COURSE<sup>3</sup>**

#### **Graduate Student Instructors:**

- Developed syllabi that were effective communicating course learning objectives and course requirements
- Learned effective ways to engage students in learning
- Exhibited varied teaching methods and strategies
- Developed a deeper appreciation for SoTL
- Determined evidence-based bestpractices to assess student learning
- Felt more confident and comfortable teaching their own course, and sensitive health-related topics; increased self-efficacy
- Established plans on how to balance teaching with other PhD and life responsibilities
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#### **CONTRIBUTIONS TO SOTL**

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