

TRAINING DOCTORAL STUDENTS AS TEACHERS IN PUBLIC HEALTH: PEDAGOGY IN HEALTH BEHAVIOR

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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.¹
- New faculty report feeling unprepared to fulfill their instructional responsibilities.^{2,9}
- Pedagogy courses can improve GSIs' teaching self-efficacy and instruction.¹

ADDRESSING THE NEED

- ✓ Develop a course for GSI to build self-efficacy as teachers and support their students' learning experiences.³
- ✓ 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.

COURSE STRUCTURE

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.



3 Course Focus Areas	Content Addressed	Course Assignments
1) General teaching strategies	Syllabus development Active learning strategies Classroom Management Campus and University Policies Learning Objectives Learning Assessments	Teaching philosophy Teaching observations Microteaching Pedagogical strategy research paper
2) Discipline-specific teaching skills	Teaching sensitive topics Health-related resources Other PH-specific	Teaching reflection papers Course portfolio
3) Introduction to SOTL	Pedagogical strategy forum	

EVOLUTION OF COURSE OVER TIME

New Trends	Why
Virtual Learning	During COVID Post-COVID ⁴
Mental Health of Undergraduate Students	Changes in social connections Changes in learning environments ⁵
Generative AI	Academic Appropriateness ⁶
Learning Management Systems	Changes in technology- LXP (Learning Experience Platforms) Learning and Assessment Activities via LMS ⁷

IMPACT OF THE COURSE³

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 best-practices 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

CONTRIBUTIONS TO SOTL

Evaluation of the Public Health Pedagogy Course:

primary result indicated that self-efficacy increased over time³

Serving as a Model for Others: an approach to train future public health educators and practitioners

Evidence-Based, Best-Practices for the training of future faculty in public health: methods and

approaches that are specific to public health

GSI became scholarly teachers: making a connection with research and teaching⁸

Demonstration of the Positive Impact: pedagogy courses support faculty development for GSI, particularly in public health

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