Teaching as though Learning Matters: A Systematic Study of Graduate Student Reflections on Learning to Teach (and Teaching for Learning) in Higher Education

Summary of Original Proposal
Jennifer Robinson (Anthropology), Valerie O’Loughlin (Medical Sciences)

Graduate students who teach have a story to tell. This project invites them to participate as both reflective practitioners and research subjects in a study about graduate student development in teaching. The project fills a gap in what we know about how graduate students learn to teach by going to their grassroots experience at IU. This is a study not of what faculty and administrators think works for grad students but of what grad students themselves experience as significant: carrying out a rich, systematic, qualitative study of what the effects of institutional support for teaching are. In particular, it focuses on the signature feature of IU’s preparing future faculty initiatives, the experience of learning in community. While our peer institutions have teaching centers that offer workshops and other centralized means for disseminating information about teaching, IU is unique in its emphasis on collaborative learning environments and departmental leadership that operate with and beyond teaching center leadership. In this way, the IU initiatives dovetail with theories of knowledge as socially constructed, student-centered learning as powerful, and institutions as a site of agency.

The study’s methodology embraces a humanistic, qualitative, inductive, teaching oriented approach that will be, nonetheless, systematic so as to enrich the current practice models based on statistical, convenient, and top-down approaches that prevail. This project (1) gives graduate students voice about their experiences and provides further professional development for them, while also (2) bringing systematic scrutiny to IU’s approach to preparing the next generation of postsecondary faculty in ways that (3) can inform IU’s programming with significant factors and promising models and (4) speak powerfully to peer institutions and graduate students across the country. It will result in a volume of collected narratives by graduate students, accompanied by systematic analysis and recommendations for supporting graduate students’ development as teachers.
Teaching as though Learning Matters 2015 SOTL Grant Proposal

Indiana University
Scholarship of Teaching in Learning Grant Proposal
November 6, 2015

Title of project:
Teaching as though Learning Matters: A Systematic Study of Graduate Student Reflections on Learning to Teach (and Teaching for Learning) in Higher Education

Name and Department/School of each Investigator:
Jennifer Meta Robinson, PhD, Professor of Practice
Department of Anthropology
Indiana University College of Arts and Sciences

Valerie O’Loughlin, PhD, Associate Professor of Anatomy and Cell Biology
Medical Sciences Program
Indiana University School of Medicine-Bloomington

Email Contact
Jennifer Robinson, jenmetar@indiana.edu

Funding Level Requested
Phase II—Two Years
Teaching as though Learning Matters 2015 SOTL Grant Proposal

Indiana University 2015 SOTL Grant Proposal

Teaching as though Learning Matters: A Systematic Study of Graduate Student Reflections on Learning to Teach (and Teaching for Learning) in Higher Education

Abstract: Graduate students who teach have a story to tell. This project invites them to participate as both reflective practitioners and research subjects in a study about graduate student development in teaching. The project fills a gap in what we know about how graduate students learn to teach by going to their grassroots experience at IU. This is a study not of what faculty and administrators think works for grad students but of what grad students themselves experience as significant: carrying out a rich, systematic, qualitative study of what the effects of institutional support for teaching are. In particular, it focuses on the signature feature of IU’s preparing future faculty initiatives, the experience of learning in community. While our peer institutions have teaching centers that offer workshops and other centralized means for disseminating information about teaching, IU is unique in its emphasis on collaborative learning environments and departmental leadership that operate with and beyond teaching center leadership. In this way, the IU initiatives dovetail with theories of knowledge as socially constructed, student-centered learning as powerful, and institutions as a site of agency. The study’s methodology embraces a humanistic, qualitative, inductive, teaching oriented approach that will be, nonetheless, systematic so as to enrich the current practice models based on statistical, convenient, and top-down approaches that prevail. This project (1) gives graduate students voice about their experiences and provides further professional development for them, while also (2) bringing systematic scrutiny to IU’s approach to preparing the next generation of postsecondary faculty in ways that (3) can inform IU’s programming with significant factors and promising models and (4) speak powerfully to peer institutions and graduate students across the country. It will result in a volume of collected narratives by graduate students, accompanied by systematic analysis and recommendations for supporting graduate students’ development as teachers.

Purpose of the Investigation: It is common knowledge that few college professors have training in how to teach. Derek Bok, long-time president of Harvard University called this “the most glaring defect of our graduate programs” (Derek Bok, “We Must Prepare Ph.D. Students for the Complicated Art of Teaching,” Chronicle of Higher Education, 11 Nov 2013). This lapse is particularly egregious when the cost and value of a college education, the deficiency of women and ethnic minorities from scientific fields, and the diversification of student demographics keep higher education at the center of public debate. At the same time, the practice of teaching becomes more demanding with new and interdisciplinary subjects, new instructional technologies, fewer faculty members protected by tenure, wider access to information but less understanding about the value of knowledge and wisdom, and so on. Educational research proliferates but faculty application of it still lags. Many colleges and universities now have teaching centers with professionalize staff who assist faculty and graduate students with instructional techniques and tools. Other institutions tap the experience of working faculty members for peer coaching in teaching. Nonetheless, a gap remains between robust, research-based connections between teaching and learning and strategies actually used in classroom teaching, curricular design, and instructional tool development.

Over the past 20+ years, Indiana University has pursued a unique path in preparing graduate students to be outstanding college teachers as well as innovative scholars. The campus Center for Innovative Teaching and Learning works with hundreds of graduate students every year to improve their teaching – through workshops, class visits, individual consultation, etc. The campus also offers approximately 30 courses on college teaching in 21 departments (see http://citl.indiana.edu/programs/aisupport/pedclass.php). Currently a proposal is before and Indiana State commission to create a customized curriculum that results in an officially transcripted graduate certificate of college pedagogy at IU. In addition, one department (Sociology) offers its own departmental
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certificate and two departments (History and HESA) offer graduate minors in college teaching. In short, a substantial cohort of faculty members across campus are active proponents of education in teaching. In addition, many publish and otherwise disseminate their scholarship of teaching and learning. IUB saw the genesis of the International Society for the Scholarship of Teaching and Learning, the home of two of the Society’s presidents, and was called the field’s “flagship” institution by Lee Shulman, formerly President of the Carnegie Foundation for the Advancement of Teaching. In practice, however, only a third of the College’s 70 degree-granting programs offer courses in pedagogy, and of those, only a few go beyond basic how-to techniques. Moreover, smaller departments may never have the capacity to prepare their graduate students fully for the complex roles they will face as faculty members. These important innovations, investments, and gaps make IU a particularly good place to examine the graduate student experience of learning to teach.

This project complements prior and ongoing research – which focus mostly on undergraduate learning, the single course experience, or quantitatively represented data – with a qualitative, humanistic, and grassroots analysis of the stories that graduate students tell about themselves. The project operates at three levels:

1. a voluntary, interdisciplinary learning community for graduate students who would like to reflect in writing and conversation on their teaching journey;
2. a research initiative that analyzes those written reflections for important significant trends and important divergences and highlight intervention points in the preparation of graduate students for their future roles as faculty members;
3. a published volume of first-person narratives and analytical chapters.

The project will document successes from IU’s approach for wide dissemination. As importantly, it will identify leverage points for improving our orientation of graduate students to evidence-based and theory-framed teaching – and thus our teaching of Indiana University undergraduate students across campus.

Research objectives: Through the development and production of an edited volume about graduate student experiences becoming scholarly teachers, the research objectives will be:

- To investigate the impact of community-based learning on graduate students’ experience learning about teaching.
- To investigate the catalyzing experiences of graduate students in learning to teach.
- To correlate those experiences with their intellectual investments in teaching with reflection, intention, student-centeredness, active learning, and other principles that support learning.
- To identify factors that can inform implementation of the proposed Graduate Certificate in College Teaching (proposed in 2015 by the College of Arts and Sciences, in partnership with the School of Education).
- To develop recommendations to pedagogy professors and the Center for Innovative Teaching and Learning for leveraging the study’s findings.
- To provide a research environment for the PIs that simultaneously enhances the experiences of graduate students participating (with professional development, a peer-reviewed professional publication, and a monetary stipend)

Previous research results: This project builds on previous and ongoing research initiatives led by the PIs on preparing graduate students to teach in higher education with attention to evidence of student learning.

- Robinson and colleagues (2013, 2015) designed and studied an interdisciplinary seminar for graduate students that taught classroom-based research principles for higher education through multidisciplinary conversation and critique. Funded by the Teagle Foundation, the project identified enablers and constraints of disciplinary discourse among novice teachers in structured interaction with faculty mentors and recommended practices for developing a shared language.
that supports teaching. Graduate students (12 unique individuals per year for 3 years) participated in a learning community in which they wrote course portfolios that documented interventions in teaching designed to improve learning outcomes. A research project was conducted on the design of the learning community, sanctioned by the IU Human Subjects Review Committee and resulting in a dissertation and several publications.

- As an IUB Learning Analytics Fellow in 2015, Robinson studied “big data” demographic descriptors in a large, multi-section, first-year, general education course. All big courses represent significant investments by the sponsoring departments, their schools, the graduate student section leaders, and the undergraduate students who hope they auger a successful college career. This project investigated patterns in demographics, teaching methods, and learning outcomes across a single large course (taught from the same syllabus by a coordinated team of graduate students who are instructors-of-record) in order to revise for greater student success in future iterations. The study found important variation in the success and persistence of student demographic cohorts and is making pilot and structural revisions accordingly. A next phase of the project will compare student success across sections and instructors. Additionally, it will begin to incorporate qualitative data as an effort toward humanizing “big data” for ethical and efficacious use in the future, in this course and others.

- Robinson is faculty leader for a proposed graduate certificate program in College Pedagogy that is under review by the State of Indiana Higher Education Commission during Fall 2015. The certificate will augment and coordinate current offerings by departments and centers and provide students with a skill set highly valued by academic employers nationwide. In the face of fierce competition nationally for faculty positions, the certificate will allow job candidates graduating from IU to document and discuss their teaching in theory-framed and evidence-based terms. It would also equip them to get off to a quick start in teaching in the early tenure years without losing valuable time for their research. The certificate program will distinguish IU graduates from competitors on the job market: at other top-tier universities, certificates in college teaching are uncommon and usually rely on teaching center workshops rather than faculty expertise. IU will set a new standard for academic preparation for college teaching by integrating departmental training, inter-disciplinary seminars, graduate-level reading and research, and practica.

- O’Loughlin and colleagues examined a pedagogy course (MSCI M620) in 2007. They discovered that graduate students were more reflexive, gained confidence in the classroom, and had a better understanding of how their students learned as a result of participating in the pedagogy course (Miller et al., 2010). Students enrolled in this class tend to be more advanced in their MS or PhD programs and have had prior academic teaching experience.

- O’Loughlin, Robinson and colleagues are currently making a multidisciplinary research evaluation of how teaching statements written in pedagogy courses influence graduate students' development as teacher-scholars. While most previous research on pedagogy courses has been limited to participant satisfaction surveys, this study makes a multi-disciplinary and large-scale assessment of pedagogy courses at IU. It examines seminar syllabi and online faculty surveys to compare and contrast courses. In addition, it evaluates draft and final teaching statements written in those courses to compare graduate students development. The larger sample sizes of this research should allow for generalizable results that may have impact beyond IU Bloomington.

**Significance of the study for undergraduate/graduate teaching and learning and assessment:** This study represents a significant step in understanding graduate education as lived experience. The teaching end of graduate education at most universities falls to education generalists in teaching centers, who may be highly qualified for their positions but who are, nonetheless, largely disconnected from the disciplinary professionalization of graduate students, which is essential for their success as future faculty. At the same time, departmental faculty who supervise (or “train”) graduate-student teachers are not necessarily informed about teaching beyond their personal experience and may even discourage their
students from becoming good at teaching. This project offers graduate students a chance to reflect on and mine their experiences for “lessons learned” and “journeys of professionalization” that they would like to share with their peers. It endorses their perspectives and gives them voice and audience in a community of peers. They will develop short (8-12 page) narratives about their experiences and workshop those in community in order to prepare them for publication. In addition, those texts will then become the data from on which the actual study rests—examining what grad students say matters in teaching development when they are given a broad canvas on which to articulate their experience. Specifically, it will assess the extensive emphasis on community-based learning opportunities for graduate students’ development as teachers; the catalyzing experiences of transformations in their teaching; their investments in teaching with high-impact practices; and directions for the proposed Graduate Certificate, CITL programs, and departmental opportunities in college pedagogy. Moreover, the resulting volume of grad student narratives framed with qualitative analysis of them as data will offer a different kind of “teaching tips” book for courses and workshops that orient grad students to teaching.

The book’s grassroots-up approach to giving grad students a quick start on teaching is unprecedented in the general literature on teaching. Such standards as the research-informed Teaching Tips by McKeatchie, the SOTL primer Opening Lines by Hutchings, and the practice-heavy Quick Hits by IU faculty simply do not empower graduate student voices or chronicle the experiences that matter to their teaching world. Other useful books are centered on task or discipline (e.g., Classroom Assessment Techniques by Angelo and Cross or The Anthropology Graduate’s Guide by Ellick and Watkins).

In addition, this project implicates improvements in undergraduate education because it offers further professional development (reflection, information, self-authorship, community) for the graduate students involved, most of whom will continue to teach undergraduates at IU and beyond. They will share teaching strategies and develop networks of knowledge about teaching that operate across departmental silos. In addition, lessons learned about what makes transformative teaching experiences for these grad students will be used to structure teaching development programs at IU in the future, which should benefit all IU undergraduate students.

**Research methodology, including data collection and analysis:** Please see the appended Research Timeline and Budget Narrative for more information. The research method will be similar to the one that PI Robinson used in the Teagle Collegium in the sense that there are two layers of activity to the project: 1. a professionalization opportunity for graduate students that offers benefits to them and 2. an informed consent research study that participants can opt into. In this professionalization opportunity, graduate students will be invited to apply for a seat in a learning community based on a 250-word description of a significant teaching experience. Examples of questions they might address include:

- What is a formative teaching experience you had at IU that others can learn from?
- What artifacts do you have from your teaching life that could be useful for others (a lesson plan, syllabus, reflection, teaching journal, syllabus, pedagogy syllabus, writing assignment, etc.)?
- How have you developed your teaching identity and authority?
- How has interacting with others shaped your teaching?
- How did teaching become more/less important when it was in a community context?
- How has research in the classroom changed your teaching experience, role, or identity?
- What is the narrative version of your SOTL or educational research project? What is the most important part for other graduate students to know about? How did you identify its question, design the intervention, collect and analyze the data, publish or present it?
- What is the “back story” for your teaching statement? How did you come to be the person it represents? What is the achievement it represents? What issues did you deliberate about? How did you find its focus?
- How do you create a classroom that is a learning space for both students and yourself?
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- What was a challenging moment in your learning, teaching, or professional development? What resources, conversations, informal structures were valuable as you investigated and resolved it? Why are you interested in that challenge still? Why should others be?
- What do you want upcoming graduate students and faculty mentors to know about learning about teaching and teaching for learning?
- What can you recommend to new grad students or others based on your experience?

Students chosen to participate will then attend community meetings at which they will engage in verbal and written reflection about experiences important to their teaching, focusing on the most meaningful activities, accomplishments, barriers, and outcomes. The resulting first-person, reflective, narrative essays and case studies will include teaching defined broadly: as it occurs in a classroom, a lab, in the field, in sections and recitations, in tutorials, one-on-one, and so on. Students completing narratives will be offered a $100 honorarium. Students invited and consenting to publication will have their narratives disseminated in a book that acts as a crowd-sourced portrait of how graduate students develop their teaching in a social context – embracing and proactively constructing numerous kinds of opportunities that allow them to learn about teaching and teach for learning. The chapter authors will include current and former Indiana University graduate students (some of whom may join by conferencing technology). The goal is to gain wide representation of disciplines and issues attendant to learning about how to teach.

The narratives will undergo qualitative analysis using discourse, narrative, thematic, and critical lenses to identify significant trends and important divergences. Theories of identity, power, pedagogy, and reception are expected to be employed in making meaning from the data. We expect to attend to powerful drivers such as motivation (intrinsic vs. extrinsic), locus of control (individual, institutional, authoritative, etc.), and genre (reflection, intervention, transformation, justification, argument, etc.). Finally, we will use the narratives to map, inductively, graduate teaching experiences to learning development theory. For example, we anticipate that Kolb’s experiential learning model may usefully describe development: from concrete experience to active experimentation, reflective observation, and abstract conceptualization.

In addition, a survey of participants’ perceptions and recommendations will be administered and the final volume with narratives and analysis will be made available to IU administrators, faculty, and teaching center staff with influence on graduate education.

**Outcomes and impact on student learning:** We anticipate the following outcomes and impact may emerge from the data:
- Recommendations for enhancing the value and revising the design of graduate-student learning communities for teaching
- Recommendations for constellations of professionalization opportunities
- Intentional engagement with hidden curricula
- Clarification of self-defined identities and their intersections with current professionalization opportunities
- The identification of indicators for future directions for graduate students

**Measures of success for the project:** We will consider this project to be a success if it:
- Enrolls at least 30 participants
- Brings at least 20 narratives to completion
- Results in a published volume of narratives and analysis

**Manner which results will be disseminated:**
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- A published volume of graduate student narratives, the qualitative analysis of them, and recommendations for implementing findings.
- National and international conference presentations
- IU SOTL program presentations
- Appropriate departmental colloquia and committee meetings
- (An interactive web site with continuing contributions from grad students around the world would be desirable but beyond the scope of the current proposal.)

**Reflective teaching practices:** This entire project is premised upon reflection. The graduate-student learning community will be practicing facilitated reflection, each person writing a reflective narrative about what he or she considers to be the most important experience of development in teaching. In addition, those reflections will serve readers to reflect on their teaching. Finally, the project will offer a mirror to Indiana University, itself, so that staff, administrators, and faculty can consider current policies and programs and make intentional changes.
Budget Narrative

<table>
<thead>
<tr>
<th>EXPENSE</th>
<th>JUSTIFICATION</th>
<th>COST</th>
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<tbody>
<tr>
<td>Graduate student</td>
<td>Graduate students participating in the learning community and submitting a final narrative describing</td>
<td>$50 per completed student narrative, estimated 30</td>
</tr>
<tr>
<td>honorarium</td>
<td>their experience will be compensated $100, each. This funding is not contingent upon consenting to be a</td>
<td>Total cost: $1560</td>
</tr>
<tr>
<td></td>
<td>research subject. Any graduate students not consenting to be a research subject will not be considered</td>
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<tr>
<td></td>
<td>for the published volume but, with their consent, may still be published in an online forum that may</td>
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<tr>
<td></td>
<td>be developed at a future time.</td>
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<tr>
<td>Research Coordinator</td>
<td>The research coordinator will assist with learning community logistics, data collection and analysis,</td>
<td>$20/hr for approximately 122 hours</td>
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<tr>
<td></td>
<td>and assist with manuscript preparation.</td>
<td>Total cost: $2400</td>
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<tr>
<td>Travel to selected conferences (e.g., ISSOTL, Lilly, POD)</td>
<td>In order to disseminate results, funds are needed to help defray travel costs for each researcher to</td>
<td>$500/researcher</td>
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<td></td>
<td>attend one conference.</td>
<td>Total: $1000</td>
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<td></td>
<td><strong>Total: $5000</strong></td>
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Research Timeline

<table>
<thead>
<tr>
<th>Dates</th>
<th>Research Events</th>
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</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>• submit SOTL grant</td>
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<tr>
<td></td>
<td>• invite pilot group of graduate students (11/10)</td>
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<tr>
<td></td>
<td>• received pilot descriptions (12/1)</td>
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<tr>
<td></td>
<td>• convene pilot group to introduce project (finals week)</td>
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<tr>
<td>Spring 2016</td>
<td>• hire research coordinator</td>
</tr>
<tr>
<td></td>
<td>• submit IRB approval for study</td>
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<td></td>
<td>• set times and agendas for learning community meetings</td>
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<tr>
<td></td>
<td>• develop learning community assessment instrument</td>
</tr>
<tr>
<td></td>
<td>• convene pilot group (January)</td>
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<tr>
<td></td>
<td>• firm up call for participation and send out (2/1)</td>
</tr>
<tr>
<td></td>
<td>• receive application descriptions (3/1)</td>
</tr>
<tr>
<td></td>
<td>• convene learning community participants (3/21)</td>
</tr>
<tr>
<td></td>
<td>• collect formal consent</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>• collect final narratives (6/1)</td>
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<tr>
<td>Fall 2016</td>
<td>• complete preliminary analysis (9/20)</td>
</tr>
<tr>
<td></td>
<td>• submit a book prospectus (10/15)</td>
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<tr>
<td>Spring 2017</td>
<td>• complete analytical chapters (2/1)</td>
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<tr>
<td></td>
<td>• submit conference proposals</td>
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<tr>
<td></td>
<td>• submit full manuscript (5/1)</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>• receive reviews and revise for publication (11/1)</td>
</tr>
<tr>
<td></td>
<td>• present conference proposals</td>
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</tbody>
</table>
References Cited:


EDUCATION

Ph.D. in English, Doctoral Minor in Folklore. Indiana University 2001.
Bachelor of Arts, Magna Cum Laude in English. Western Kentucky University 1988.

ACADEMIC APPOINTMENTS

Indiana University, Bloomington

Professor of Practice. Department of Anthropology, 2015-present.
  Course Director for Interpersonal Communication, 2008-present.
  Affiliated faculty, Center for the Study of Global Change, 2007-present.

Professor of Practice. Department of Communication and Culture, 2013-2015.
  Senior Lecturer, Department of Communication and Culture, 2008-2013.
  Adjunct Assistant Professor, Department of Communication and Culture, 2000, 2006-2008.

PUBLICATIONS, Selected

Books

Book Series Editor

Articles and Book Chapters—Performance and Environment—redacted for short CV

Articles and Book Chapters—Scholarship of Teaching and Learning, Selected


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**PRESENTATIONS AND CONFERENCE PAPERS, Selected**

**Keynote and Plenary Presentations**


Plenary Panel with Mary Taylor Huber and Jacqueline Dewar. International Institute for SOTL Scholars and Mentors, Loyola Marymount University, Los Angeles, June 1, 2012.
“Stories from the Field: Space, Place, and the Performance of Self.” Association for the Study of Literature and Environment biannual meeting, Bloomington, IN, June 2011.

“Faculty Inquiry Networks in the Scholarship of Teaching and Learning” SOTL Commons Conference, Statesboro, GA, March 2011.

“Building Faculty Development Networks.” International Symposium, Future of Faculty Development in Japan: Building the Core in Faculty Development, Kyoto University. January 2009.


“Expanding the Scholarship of Teaching and Learning.” Continuous Improvement Symposium of the Association for the Advancement of Collegiate Schools of Business, St. Louis, October 2001.

Invited Presentations, Selected


Conference Papers and Presentations (Peer Reviewed), Selected


**GRANTS, Selected**


Pezzullo, P. and J. M. Robinson ”Teaching Sustainability and Environmental Literacy in the Humanities: Phase 1, Communicating Sustainability.” Proposal for Sustainability Course Development Fellowship. Indiana University Office of the Vice Provost for Faculty and Academic Affairs, 2009. $8000.


**AWARDS, Selected**


Theodore M. Hesburgh Faculty Development Award, for the Scholarship of Teaching and Learning Initiative. Sponsored by TIAA-CREF. Initiative director and proposal co-author. $30,000. 2003.

**SERVICE, Selected**

**Guest Lectures, Selected**

“Teaching in Community: Pedagogical Communication across the Four Fields.” E521 Internship in Teaching Anthropology, sponsored by Chancellor’s Professor Anya Peterson Royce. Anthropology Department, Indiana University, November 6, 2014.


**International Society for the Scholarship of Teaching and Learning, Selected**

# Curriculum Vitae (abridged and teaching-focused)

**NAME:** O'Loughlin, Valerie Dean (maiden name: Valerie Lynn Dean)

## EDUCATION:

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DEGREE</th>
<th>DATE</th>
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<tbody>
<tr>
<td>Indiana University, Bloomington</td>
<td>Ph.D., Biological Anthropology (outside minor in Anatomy)</td>
<td>June 1995</td>
</tr>
<tr>
<td>Indiana University, Bloomington</td>
<td>M.A. Biological Anthropology (outside minor in Anatomy)</td>
<td>June 1992</td>
</tr>
<tr>
<td>College of William and Mary in Virginia</td>
<td>B.S., Physics &amp; Anthropology</td>
<td>May 1989</td>
</tr>
</tbody>
</table>

## APPOINTMENTS:

### ACADEMIC (in-rank position marked with an asterisk)

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>RANK/TITLE</th>
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<tbody>
<tr>
<td>Indiana University School of Medicine, Bloomington</td>
<td>Assistant Professor of Anatomy and Director of Undergraduate Human Anatomy</td>
<td>1997-2006</td>
</tr>
<tr>
<td>Indiana University School of Medicine, Bloomington</td>
<td>Associate Professor of Anatomy and Director of Undergraduate Human Anatomy</td>
<td>2006-2010</td>
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<tr>
<td>*Indiana University School of Medicine, Bloomington</td>
<td>Associate Professor of Anatomy and Cell Biology, (tenure track position)</td>
<td>2010-present</td>
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## PROFESSIONAL ORGANIZATION MEMBERSHIPS: (all memberships are in-rank)

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<th>ORGANIZATION</th>
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<tr>
<td>American Association of Anatomists (AAA)</td>
<td>2002-present</td>
</tr>
<tr>
<td>American Association of Clinical Anatomists (AACA)</td>
<td>2003-6, 2011-present</td>
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<td>Human Anatomy and Physiology Society (HAPS)</td>
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<td>International Society for the Scholarship of Teaching and Learning (IS-SOTL)</td>
<td>2004-present</td>
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<td>National Science Teachers Association</td>
<td>2001-2013</td>
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<td>Sigma Xi</td>
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<td>American Association of Physical Anthropologists (AAPA)</td>
<td>1992-present</td>
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<tr>
<td>International Association for Medical Science Educators (IAMSE)</td>
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## PROFESSIONAL TEACHING HONORS AND AWARDS: (in-rank activities marked with an asterisk)

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<tr>
<th>AWARD NAME</th>
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<tbody>
<tr>
<td>Trustee Teaching Award</td>
<td>Indiana University</td>
<td>2001</td>
</tr>
<tr>
<td>Elected member of FACET (Faculty Colloquium on Excellence in Teaching)</td>
<td>Indiana University</td>
<td>2002</td>
</tr>
<tr>
<td>Basmajian Award (in recognition of excellence in teaching gross anatomy and outstanding accomplishments in biomedical research or scholarship in education)</td>
<td>American Association of Anatomists</td>
<td>2007</td>
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<tr>
<td>*Who’s Who in America</td>
<td>Marquis’ Who’s Who</td>
<td>2007-present</td>
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<tr>
<td>Trustee Teaching Award ($2500)</td>
<td>IU School of Medicine (IUSM)</td>
<td>2008</td>
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<tr>
<td>*Who’s Who in the World</td>
<td>Marquis’ Who’s Who</td>
<td>2008-present</td>
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<tr>
<td>*Trustee Teaching Award</td>
<td>IU School of Medicine (IUSM)</td>
<td>2012</td>
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<td>*Trustee Teaching Award</td>
<td>IU School of Medicine (IUSM)</td>
<td>2014</td>
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<tr>
<td>*IUSM Scholar Educator Award (Honors a faculty member who approaches teaching and learning from a scholarly lens)</td>
<td>IU School of Medicine</td>
<td>2014</td>
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<tr>
<td>*IUSM Outstanding Professor in Basic Sciences</td>
<td>IU School of Medicine (IUSM)</td>
<td>2015</td>
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</tbody>
</table>
TEACHING: (in-rank activities marked with an asterisk)

  Role: Course Director and Lecturer (Fall and Summer sessions)

*2010-Present: **Human Anatomy for Medical Imaging Evaluation (ANAT A480/580)**
  Role: Course Developer, Course Director and Instructor

  Role: Course Director (since 2008) and Lecturer

*2007-Present: **Pedagogical Methods in Health Sciences (MSCI M620):**
  Role: Course developer, Co-Course Director and Instructor

*2008-Present: **Anatomy Seminar (Anatomy A850):**
  Role: Co-Course Director and Instructor

*2008-Present: **Research in Anatomy (Anatomy A800):**
  Role: Co-Course Director and Mentor

*2009-Present: **Anatomy Teaching Practicum (Anatomy A878):**
  Role: Course Director and Instructor/Mentor

*Selected: **Anatomy Readings (Anatomy A530):**
  Semesters: Role: Instructor/Mentor

GRANTS/FELLOWSHIPS IN TEACHING: (in-rank activities marked with an asterisk)

1. Indiana University, Teaching & Learning Technologies Centers, Media Assistant Grant, $1500, (11/01)
2. Indiana University, Scholarship of Teaching and Learning (SOTL) Research Grant, $1500, Valerie O’Loughlin, PI (8/2001-8/2002)
5. IHETS (Indiana Higher Education Telecommunication System), Course and Module Development Grant for “Interactive Human Embryology Animation Modules for Medical Students, Medical Professionals and Patients,” $19,780, Valerie O’Loughlin, PI (6/2003-3/31/05)
8. *Indiana University 2015 Scholarship of Teaching and Learning (SOTL) Grant for A Multidisciplinary Evaluation of Pedagogy Courses’ Influence on Graduate Student Development as Teacher-Scholars” (Valerie O’Loughlin, PI; Catherine-Sherwood-Laughlin and Jennifer Robinson, Co-Investigators) ($5000)

TEACHING PRESENTATIONS FROM LAST 5 YEARS: (in-rank activities marked with an asterisk)

REGIONAL

<table>
<thead>
<tr>
<th>Title</th>
<th>Organization</th>
<th>Date</th>
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<tbody>
<tr>
<td>O’Loughlin, VD, Braun, MW and Kearns, KD. Assessing the role of a</td>
<td>Indiana University’s Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)</td>
<td>March 2010</td>
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<td>graduate pedagogy course in the development of future teacher-scholars</td>
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<tr>
<td>O’Loughlin, VD, Braun, MW, Kearns, KD, Heacock, I, Sullivan, CS, and</td>
<td>Indiana University’s Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN)</td>
<td>March 2010</td>
</tr>
<tr>
<td>Miller, LE. Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-Scholars</td>
<td></td>
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</tbody>
</table>
*O’Loughlin, VD. A ‘How-to’ Guide for Developing a Publishable Scholarship of Teaching and Learning Project

UI School of Medicine Academy of Teaching Scholars Program (Indianapolis) June 2011


Indiana University’s Edward C. Moore Symposium on Excellence in Teaching (Indianapolis, IN) March 2014

*O’Loughlin, VD. Preparing Future (and Current) Faculty to Become Teacher-Scholars

IU School of Medicine, Medical Sciences Seminar series (P&T seminar) November 2015

**NATIONAL**

Title

*Griffith, LM, Braun, MW, Kearns, KD and O’Loughlin, VD. A Pedagogy Course’s influence on Graduate Students’ Self-Awareness as Teacher Scholars

Organization 2010 Professional and Organizational Development Network in Higher Education (POD) (St. Louis, MO)

Date October 2010

*O’Loughlin, VD and Griffith, LM. Developing Metacognitive Skills Through the Use of Blogs in an Upper-Level Undergraduate Anatomy Course

American Association of Anatomists, 2011 Experimental Biology Meetings (Washington, DC)

April 2011

*O’Loughlin, VD. A Mixed Methods Assessment of the Role of a Graduate Pedagogy Class on Teacher-Scholar Development

American Association of Clinical Anatomists (AACA) (Columbus, OH)

July 2011

*Thompson, AR, Braun, MW and O’Loughlin, VD. How Do Block Scheduling and Integrated Testing Affect Medical Student Performance?

American Association of Anatomists, 2012 Experimental Biology Meetings (San Diego, CA)

April 2012

*Thompson, AR and O’Loughlin, VD. Evaluating an Anatomy-Specific Tool for Blooming Exam Questions

American Association of Anatomists, 2013 Experimental Biology Meetings (Boston, MA)

April 2013

*Waggoner, JS, Braun, MW and O’Loughlin, VD. Student Perceptions and Preferences of Two TBL Modalities in the Second Year Medical Curriculum

American Association of Anatomists, 2013 Experimental Biology Meetings (Boston, MA)

April 2013

*Hanson, DC, Braun, MW, Bauman, M and O’Loughlin, VD. Attitudes toward the implementation of computerized testing at IU School of Medicine

American Association of Anatomists, 2014 Experimental Biology Meetings (San Diego, CA)

April 2014

**INTERNATIONAL**

Title

*O’Loughlin, VD. Educational Research on and Pedagogical Methods for Teaching Anatomy to Pre-medical (Undergraduate) Students

Organization 22nd International Symposium on Morphological Sciences (Sao Paulo, Brazil)

Date February 2012

*O’Loughlin, VD. Performing Educational Research in Gross Anatomy and Microscopic Anatomy (keynote speaker)

1st Annual International Conference on Microscopic and Macroscopic Anatomy (Singapore)

July 2014


34th Annual Lilly International Conference on College Teaching (Oxford, OH)

November 2014

**TEACHING PUBLICATIONS (in-rank activities marked with an asterisk)**

Textbooks


Published Book Chapters on Teaching

Published Papers on Teaching (last 5 years)
November 7, 2015

SOTL Grant Committee
Center for Innovative Teaching and Learning
Wells Library, E250
Indiana University Bloomington

Dear SOTL Grant Selection Committee,

I am pleased to support Robinson and O’Loughlin’s proposal "Teaching as Though Learning Matters" for a SOTL grant. Their project will focus on the analysis of transformative teaching experiences of graduate students in several disciplines across the IUB campus, creating a learning community in which graduate students can reflect on formative and transformative experiences in a multi-disciplinary context. Student participants will also write open-ended narratives about their teaching experiences that will be analyzed by the co-investigators and then collected into a volume for potential publication.

During the many years IUB has supported the SOTL program, graduate students have been some of the most engaged and innovative participants, especially when they come from departments lacking sustained support for graduate student pedagogical development. Thus it is fitting that this project will seek to analyze and disseminate the comparative experiences of this vanguard of young disciplinary experts while encouraging their development as an intellectual community. This research will also align with the proposed graduate certificate in college pedagogy that Robinson has submitted to the College of Arts and Sciences.

The research team has already begun planning this fall and will issue a call for participation in the coming weeks. Funding will allow them to provide honoraria to participating students and will help with data collection and analysis, and conference travel. With Robinson and O’Loughlin’s collaborative knowledge and experience in both SOTL and graduate student pedagogical development, I am confident that this project will make an important contribution to the future of graduate student education, at IU and beyond.

Sincerely,

Jeanne Sept
Chair and Professor of Anthropology
sept@indiana.edu
November 10, 2015

SOTL Grant Committee
Center for Innovative Teaching and Learning
Wells Library, 2nd Floor
Indiana University
Bloomington, IN 47405

Dear Members of the Grant Committee:

Medical Sciences strongly supports the 2015 Scholarship of Teaching and Learning (SoTL) grant proposal submitted by Dr. Jennifer Robinson of the Department of Anthropology and Dr. Valerie O’Loughlin of Medical Sciences, entitled “Teaching as though Learning Matters: A Systematic Study of Graduate Student Reflections on Learning to Teach (and Teaching for Learning) in Higher Education.”

Dr. Valerie O’Loughlin and colleagues have previously demonstrated the effectiveness of a Medical Sciences pedagogy course on the development of graduate students as teacher-scholars, and they have presented and published their current findings in top-tier journals and at regional national and international meetings. Dr. Jen Robinson has led multiple efforts both supporting and researching the preparation of graduate students to teach in higher education. She has led graduate student learning communities (funded by the Teagle Foundation) and is the faculty leader for developing a graduate certificate program in College Pedagogy. In addition, Drs. O’Loughlin, Robinson, Sherwood-Loughlin, and Kearns are examining the effects of multiple pedagogy courses’ influences on Indiana University graduate student development as teacher scholars. Both Drs. Robinson and O’Loughlin have proven track records in presenting and publishing their educational research about graduate student teacher development.

Drs. Robinson and O’Loughlin’s current research proposal will build on their previous educational research and most notably provide a student voice to the question about teacher development. The to-be-published volume of graduate student narratives will provide other institutions and other graduate students worthwhile data and recommendations about how to develop as scholarly teachers. Indiana University’s efforts in graduate student instructor development will be highlighted and showcased as a result.

Please strongly consider this worthy proposal for a 2015 SoTL grant. This office and our faculty are strongly committed to this project and are eager to share the results of these educational research efforts. Thank you.

Sincerely,

John B. Watkins III, Ph.D.
Associate Dean and Director
Professor of Pharmacology & Toxicology
Adjunct Professor of Optometry