



Higher Order Teaching: Preparing Future Faculty to Be Effective Educators

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Objectives

- ✓ Address the gap in preparing future faculty to be effective educators.
- ✓ Discuss the *Preparing Future Faculty Series*.
- ✓ Review course components.
- ✓ Share feedback.
- ✓ Facilitate discussion.

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Existing Gap in Preparing Future Faculty to Be Effective Educators

- Traditional doctoral preparation
- Limited pedagogical training

Flaherty, (2019); Gaff et al., (2003).

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Overview

In 2016, 45% of all doctorate recipients with employment commitments (excluding postdoc) in the U.S. reported that their principal job was in academia.

www.nsf.gov/statistics/2018/nsf18304/report/what-are-the-postgraduation-trends/first-postgraduate-position-academic-employment.cfm

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Overview

Typical – faculty are assigned teaching responsibilities with limited to no structured experiences with pedagogy.

Preparing Future Faculty - doctoral experience for those interested in academic careers should:

- a) provide opportunities to develop and obtain recognition as researchers;
- b) include teaching experience - independent and varied responsibilities, support, and feedback; and
- c) offer exposure to and experience with service

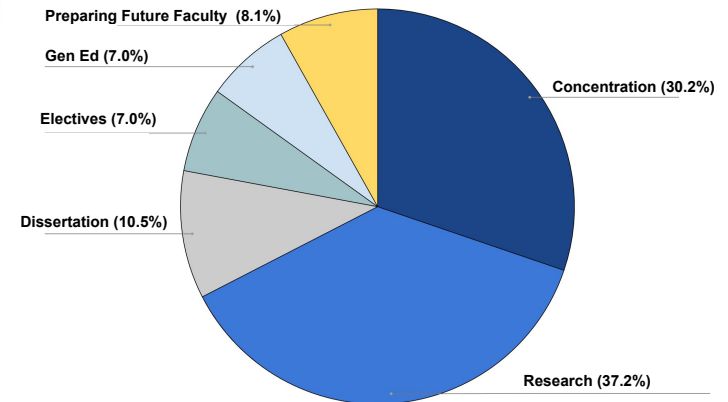
Winter et al. (2018) Gaff et al. (2003)

Teaching Philosophy

- a) Interviewing - asked to articulate teaching philosophy.
- b) Struggle with response - limited knowledge and experience of teaching perspectives and strategies.
- c) Past DS = greater confidence in articulating philosophy than current DS - affirming need to provide opportunities to develop teaching philosophies.

Boyce et al. (2019)

Overview Springfield College



Preparing Future Faculty Series (PFFS)

What is it?

- Modeled after Association of American Colleges and Universities

What is its purpose?

- Academia
- Teaching, service, and scholarship

Why is it important?

- Supports development of pedagogical skills
- Aids transition

PFFS Courses

Doctoral Seminar: 710

Serves needs of first-year doctoral students

Scholarly Writing: 716

Introduces various forms of scholarly writing and peer review process

Instructional Effectiveness: 715

Focuses on faculty role of teaching

Seminar in Higher Ed: 718

Prepares for job search and entering roles in academia

Instructional Effectiveness in Higher Education: 715

Course Description: Designed to strengthen the pedagogical content knowledge of doctoral students preparing to teach in higher education. Evidence-based instructional strategies, course design, and curriculum development are examined and practiced. Reflective teaching is emphasized.

Course Objectives

Students will be able to:

design components of college-level course

construct developmentally appropriate content and progression

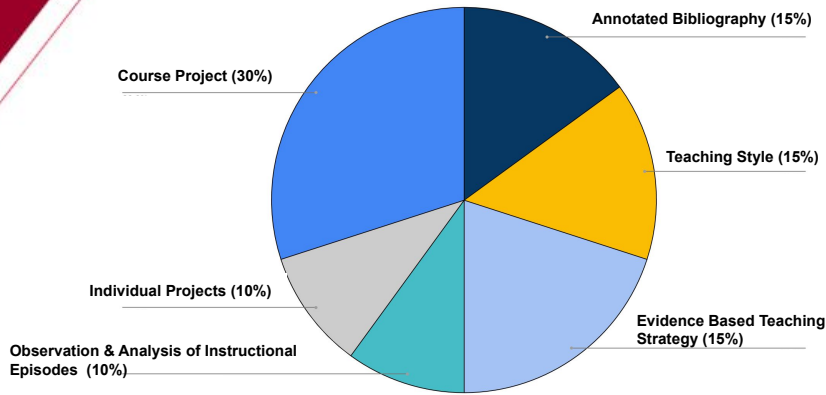
plan effectively & enhance student learning

implement evidence-based teaching strategies & teaching styles

create various assessments

self reflect on teaching

Course Assessments



Course Assessments

Annotated Bibliography	Teaching Style
<ul style="list-style-type: none"> • Topics - teaching, learning, students • Comment on effectiveness and usefulness to teaching 	<ul style="list-style-type: none"> • Mosston's teaching styles • Overview, implementation, benefits • Teach lesson • Peer assessed

Course Assessments

Evidence-based Teaching Strategies	Observation & Analysis of Instructional Episodes
<ul style="list-style-type: none"> • Overview, implementation, evidence supporting effectiveness relative to student learning/enjoyment • Teach lesson: informal or formal assessment • Peer assessed 	<ul style="list-style-type: none"> • 1. Entire class - Task System • 2. Solo - Systematic Observation Instrument

Course Assessments

Individual Projects	Course Design Project
<ul style="list-style-type: none"> • Situational Factors • Learning Objectives • Instructional Materials • Assessments 	<ul style="list-style-type: none"> • 15-week course • Situational Factors, Course Description, Learning Objectives, Assessments, EB strategies & Teaching Styles Used, Instructional Materials, Outline, Sample Lesson

Sample Course Resources



1

CETL

Center for Excellence in Teaching and Learning



2

Handbook

Faculty Handbook



3

Library

Collaborate with Library Liaisons



4

Journals

Faculty Focus, Inside Higher Ed, Chronicle

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Share Feedback

"I came into this course with no teaching experience. I liked learning that there are **various teaching styles/theories out there to inform what instructors do in the classroom.**

"I liked the course design project that we did for the course. As future faculty members we have to **prepare new or adjust old syllabi.**"

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Testimonials

Christine Jenkins (2019) Assistant Professor Biology, Chemistry and Physics, Hudson Valley Community College

"Even though I had already been teaching for 9 years, this course opened my eyes to a wide variety of teaching styles and strategies. It was even more beneficial to work with other students in trying out these techniques first hand. Being around others with different teaching styles and strengths/weaknesses - it helped me expand my options for delivery, as well as helped me to hone in even more on what techniques work best for me."

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"I thought the course was filled with many helpful **pedagogical practices** and useful content to assist anyone be an **effective educator.**"

"I really liked the sample **teaching lessons** and seeing a full lesson come together with **different teaching styles.**"

"I enjoyed the opportunity to **try out different delivery systems** I didn't know about, and the chance to learn from peers who have a different background than myself."

Testimonials

Andrew Moore (2017) Assistant Professor of Kinesiology, College of Education, Augusta University

“PHED 715 was very helpful, as I did not have any instructional experience up to that point. I think the course was probably more beneficial for students who had a GA concurrently because they could actually try out the suggestions and techniques that we went over. For me, that knowledge just kind of sat on a shelf for two years until I started teaching at AU, and was a little less accessible. I definitely think that the courses served their purpose for me and that I am doing well as a faculty member in part because of that emphasis at SC.”

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Testimonials

Jennifer Bossi (2015) Assistant Professor of Exercise Science, Winthrop University

“The instructional effectiveness class was very helpful for me especially in my first year of teaching. This class gave me experience using different teaching techniques so I already had practice using them before I tried them with my students. In addition, through this class I was able to observe both my peers and more experienced faculty and could reflect on what worked and what didn't work in the classroom. During my first couple years of teaching I felt like I was more prepared than most of my colleagues.”

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Think-Pair-Share

Share innovative PFF learning experiences and practical applications.

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Think-Pair-Share

- What innovative learning experiences and practical applications are your doctoral programs instituting to help prepare future faculty to become effective educators?
- What role do you feel mentoring and/or apprenticeship plays in the preparation of future faculty?
- If preparing doctoral students to be effective educators is important, why do few programs required teaching preparation courses? Barriers?
- Suggestions for enhancing the preparation of future faculty?

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Questions?

Thank you!

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