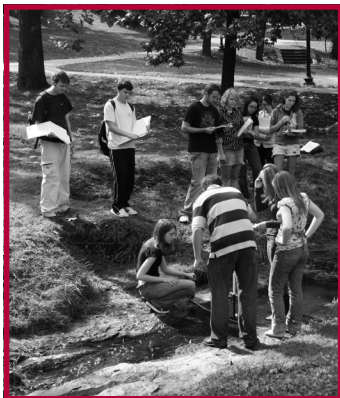


Disciplinary Discussions about Teaching and Learning

Workshops, Courses, Programs, and Fellowships

Chris Meyer/IU



Through workshops, courses, programs, and fellowships at both the department and campus level, AIs can continue development of their teaching skills beyond the orientation program to think more deeply about teaching and learning throughout the academic year and throughout their graduate careers.

DEPARTMENTAL WORKSHOPS

Departmental workshops provide opportunities for ongoing graduate student professional development in topics pertinent to the discipline and related to teaching, research, service, and career preparation. As examples, the workshop series of the Departments of African American and African Diaspora Studies, Astronomy, Political Science, and Religious Studies were highlighted in the 2007 AI brochure.

Individual offices in Instructional Support Services (<http://www.indiana.edu/~iss>) often collaborate with departments to design and implement custom workshops on issues in teaching and academic career preparation such as essay grading (Campus Writing Program), service learning (Office of Service Learning), lively discussions and teaching portfolios (Campus Instructional Consulting), and test construction (Bloomington Evaluation Services and Testing). Departments also may encourage or require their graduate students to attend campus workshops conducted by Instructional Support Services.

PEDAGOGY COURSES

Offered in 29 schools and departments around campus, these courses develop graduate students' disciplinary teaching skills such as organizing class time, lecturing, running discussions, grading, teaching with technology, and establishing a positive classroom climate. Additional topics often include course development (syllabus construction, textbook evaluation and selection); teaching philosophy and/or portfolio development; issues in higher education such as access, gender, ethnicity, and class; and discussions of the scholarship of teaching and learning (SOTL). Activities include discussions of readings and observations of the teaching styles of other AIs and faculty. Many courses also provide microteaching opportunities for AIs.

The majority of the pedagogy courses on campus offer three credits, and the departmental, introductory-level pedagogy course is generally required of all new AIs. Enrollment in these pedagogy courses ranges from less than 10 students to over 30 students. The departments of Communication and Culture, History, and Sociology each offer additional, elective pedagogy courses as part of their Preparing Future Faculty programs.

The office of Campus Instructional Consulting assists departments in designing these courses and maintains a web listing of courses, faculty contacts, and associated syllabi (<http://www.indiana.edu/~teaching/allabout/prepare/pedagogy.shtml>). Particularly comprehensive pedagogy courses include:

Anthropology A521 Internship – Teaching Anthropology

Communication and Culture C545 – Pedagogy in

Communication and Culture

Economics E502 – Teaching Economics to Undergraduates

English W501 – The Teaching of Composition in English

History H500 – Teaching College History

Medical Science M620 – Pedagogical Methods in Health Sciences

Sociology S506 – Teaching of Undergraduate Sociology

PREPARING FUTURE FACULTY PROGRAMS

These professional development opportunities for graduate students currently exist in the Departments of Communication and Culture, English, History, and Sociology and in the School of Journalism. In these programs facilitated by departmental faculty, graduate students become familiar with faculty roles and responsibilities at different types of academic institutions through readings, discussions, campus visits, projects in the scholarship of teaching and learning, and reflection. Graduate students often visit partner institutions to shadow faculty, to interact with faculty and students, to teach classes, to attend faculty meetings, and to offer colloquia. PFF graduate students have participated in local and national PFF conferences and made presentations at regional and national conferences.

THE DEPARTMENT OF BIOLOGY

MENTORED TEACHING SEMINAR

A number of Department of Biology faculty have had the good fortune to participate in IU's Freshman Learning Project (FLP), an intensive, two-week seminar sponsored by Instructional Support Services as well as the Office of Academic Affairs and Dean of the Faculties, in which faculty learn about a number of issues that affect student learning. Each participant also chooses a "bottleneck," which is a concept or thinking process that students find difficult. Participants then design classroom lessons to help students through those bottlenecks, practice these lessons on one another, and then implement them in their own courses. A very important component of the bottleneck lessons is the use of Classroom Assessment Techniques (CATs) as tools for active learning. The idea of the Department of Biology's Mentored Teaching Seminar, Z620, is to set up a similar experience for graduate students.

The Mentored Teaching Seminar was initiated in spring 2007, with an enrollment of six students. The enrollment for spring 2008 is 13 students. For the first nine weeks of the semester, the course meets once a week for two hours to discuss readings about issues related to teaching in general and to science and science teaching. During this time, the graduate students also make two field trips to observe effective teachers and interview teachers of introductory courses about bottlenecks. After choosing a bottleneck, each graduate student designs a lesson to address it. They practice their bottleneck lesson on their peers before teaching the lesson to a group of students enrolled in Biology L113, the introductory biology laboratory course. The seminar meets as often as necessary for the second portion of the semester to accommodate the practices and the presentations. The graduate students write regular, brief reflections on the readings, class meetings, and the bottleneck lessons as well as attend and provide feedback for bottleneck practice talks and presentations.

—Mimi Zolan, Professor, Department of Biology

THE DEPARTMENT OF HISTORY

JOB SEEKERS WORKSHOP

Each year in the early fall, the Department of History's director of graduate studies convenes a series of workshops designed for students who are either currently on the academic job market or who expect to be the following year. Typically, 10-15 graduate students participate each year. Every session of the Job Seekers Workshop includes a component helping job seekers to best present their teaching effectiveness, simply because almost all academic positions involve teaching.

We devote individual sessions of the Job Seekers Workshop to writing cover letters, constructing curricula vitae, and composing teaching statements and compiling teaching dossiers. In addition, we strongly encourage participants to attend the Teaching Portfolio Workshop sponsored by Campus Instructional Consulting. At the end of the fall semester, we organize practice American Historical Association interviews (designed to simulate semi-finalist interviews held at the January meeting of the AHA) for interested students. In the early spring we hold a workshop, open to all graduate students, on campus (finalist) interviews, featuring IU Department of History professors and faculty from other nearby colleges and universities. We also organize practice job talks for students on an as-needed basis to help students prepare for a key component of the campus interview. In sum, by recognizing the growing importance of teaching in hiring decisions, the Department of History's Job Seekers Workshop helps students to succeed in a competitive academic job market.

– *Wendy Gamber, Professor and Director of Graduate Studies,
Department of History*

THE DEPARTMENT OF NEAR EASTERN LANGUAGES & CULTURES

CONFERENCE PRESENTATIONS ABOUT TEACHING

In April 2007, two graduate students from the Department of Near Eastern Languages and Cultures presented a paper at the National Council for Less Commonly Taught Languages Conference entitled “Poetry in the Arabic Language Classroom: Promoting Communicative Competence.” The presenters proposed engaging students in language learning through poetry. These popular common texts with a high “performative” quality can be appreciated as early as beginners’ level through listening and speaking rather than grammatical and syntactic analysis. With knowledge of the alphabet and the script and a very elementary idea of how a simple sentence is structured in Arabic, students can deal with short poems from a holistic perspective without the cumbersome mediations of analysis or word by word translation. The presenters shared four poems; two of them were an elementary level the other two poems were more advanced and suitable for a second year class. The liveliness of these poems and their affinity to music can be exploited brilliantly to make language learning a truly vivid experience.

– *Cigdem Balim, Director of Graduate Studies and Director of Language Instruction, Department of Near Eastern Languages and Cultures*

THE DEPARTMENT OF ANTHROPOLOGY

CONFERENCE PRESENTATIONS ABOUT TEACHING

In April 2007, three graduate students and a faculty member in the Department of Anthropology gave a presentation at the Annual Meeting of the Society for American Anthropology entitled “Making the Grade: Graduate Students as Future Professors.” In their presentation, they outlined several issues facing the graduate student instructor including basic preparation for teaching and classroom dynamics and explored the extent to which pedagogical training can address these issues. They also examined the availability of pedagogical training across a selection of archaeology graduate programs and outlined some best practices.

- *April Sievert, Director of Undergraduate Studies,
Department of Anthropology*

THE DEPARTMENT OF SOCIOLOGY

A COMPREHENSIVE PROGRAM FOR PREPARING GRADUATE STUDENTS TO TEACH

The Department of Sociology at Indiana University has long been committed to providing teacher training and professional development for graduate students. Students in their first and second years of the program have the opportunity to assist professors with undergraduate level courses and in their third year begin teaching their own, independent courses. In an effort to help students make this transition from student to instructor, for nearly four decades the department has offered a course to train and support graduate students entering their own class rooms for the first time. Building on this commitment to teacher training, in 1995 the department established a Preparing Future Faculty (PFF) program to ensure that all students in the graduate program receive training to make them excellent researchers and teachers and to provide advanced coursework, training, and experience in teaching and scholarship in a variety of settings, including liberal arts colleges. The establishment of a PFF program brought the department's dedication to training students in all the primary roles of faculty members—teaching, research, and service—to a new level. The architects of the PFF program were award winning scholar/teachers, Distinguished Professor and Chancellor's Professor Bernice Pescosolido, Rudy Professor Brian Powell, and Chancellor's Professor Rob Robinson. The program is based on the belief that graduate students should be prepared to enter faculty positions as competent professionals who have already begun a process of growth as teachers, scholars, and members of an academic community.

Here we summarize our three-course sequence leading to a Concentration in College Pedagogy.

To read a complete description of our Preparing Future Faculty program, see Supplemental Materials at <http://www.aiprep.indiana.edu>.

The first course, *The Teaching of Undergraduate Sociology*, is a three-credit hour course that meets weekly with a typical enrollment of 10 to 15 students who are in their first semester of teaching. The course is taught by award-winning faculty and is required of all of our first-time teachers to help them develop their courses, deliver informative lectures, lead effective discussions, deal with student problems, etc. This course actually begins in the summer with a series of three, two-hour workshops to help students prepare their syllabi and develop lectures.

The second course, *Issues in College Pedagogy*, a three-credit course meeting weekly, allows students who have completed at least one semester of teaching independently, to take a more reflective and sociological look at their teaching, become conversant with issues and problems facing higher education today, and link their own experiences in teaching to these larger issues. In recent years enrollment for this course has been between six and ten students.

The third course, *Research in Higher Education*, is also a three-credit course that meets weekly with a typical enrollment of six to ten students. This course provides an opportunity for students to connect their teaching and research interests by engaging in active scholarship on teaching and learning. Their SOTL project can take the form of collaborative research undertaken by the entire class, an individual research project, or small group efforts. Often, the results of this research have been presented in the Scholarship of Teaching and Learning program at Indiana University, presented at regional and national conferences in sociology and the scholarship of teaching learning, and published in printed outlets such as *Teaching Sociology*, the leading pedagogy journal in sociology.

– *Shelley Nelson, Graduate Student and PFF Fellow; Bernice Pescosolido, Chancellor's Professor; Brian Powell, Rudy Professor, Department of Sociology*