

Advancement of Research Expertise Series (Graduate Research Teaching Fellowship)

Description:

Advancement of Research Expertise Series provides a graduate level workshops opportunity, which can be a great opportunity for pedagogical training. Currently the training model in our department includes: Teaching Assistantships (with guest lecturing), the Teaching in Psychology Course, and Teaching a full scale class (the Research Methods as a Florence Sales Fellowship). The Graduate Research Teaching Fellowship (Workshop Leaders) provides an opportunity and support structure for course planning on a smaller scale through the ARES workshops. As GTF I will help prepare documents that can be used in your teaching portfolio (including a workshop syllabus, student evaluations of your teaching, and teaching observation). To maximize the utility of this opportunity, ARES is a multi-day workshop, and split it into sections if led/co-led by a group. Sectioning the workshop allows each speaker to gain specific feedback to improve their own lecturing/teaching style.

Objectives:

1. Generate a pedagogical program to scaffold on current basic teaching training with pedagogical training in multiday workshop development to prepare students for full course development
2. Create an opportunity for graduate students to teach highly specialized multi-day workshops on research topics with a graduate/post-baccalaureate audience where workshop leaders will implement the pedagogical training and gain substantive teaching experience
3. Generate teaching portfolio materials and a support structure for professional development in teaching (e.g., workshop plan, teaching observation report, and student feedback)

Timeline:

Pre-Workshop

- 6 to 4 weeks before the workshop: standard workshop survey to meet probing the experience level and interests of both workshop leaders and attendees
- 4 to 3 week before the workshop: draft the lesson plan and meet with Searle Graduate Teaching Fellow to discuss tailoring the lesson to the interest of registered attendees and to maximize active learning and in class assessment techniques, and to discuss the future observation
- 3 to 2 weeks before the workshop: Graduate Research Teaching Fellow will submit a revised workshop plan to the Searle Graduate Teaching Fellow which will be used to further promote the workshop

Workshop

- Teaching observation by GTF: Searle Graduate Teaching Fellow will attend all meetings using the standard teaching observation approach to evaluate the workshop.
- Evaluation by attendees: Initial evaluation from each attendees regarding the workshop overall and each of the workshop leaders

Post-Workshop

- 1 to 2 weeks after the workshop:
 - Graduate Research Teaching Fellow will complete a brief survey about how the workshop went, what they would change, and what they would have wanted in terms of the level of support from the Searle Graduate Teaching Fellow
 - Searle Graduate Teaching Fellow and Graduate Research Teaching Fellow will meet to talk about the Searle Graduate Teaching Fellow feedback, the attendees' feedback, and the Workshop Leaders impressions; and generate a plan for compiling the feedback and workshop plan into teaching portfolio documents
- 4 to 6 weeks after the workshop:
 - Searle Graduate Teaching Fellow will survey the attendees to probe the attendees' implementation of the skills learned and whether the initial learning was effective in providing longer term solutions/resources

Departmental Support: The department now confers an award for completing the Graduate Research Teaching Fellowship. The Graduate Research Teaching Fellowship title has a small award distributed by workshop (\$100/workshop to be split evenly among fellows). Additionally, the program has a budget of \$100 per workshop for refreshments and food. Thanks and recognition is owed to our Director of Graduate Students, Dr. Edith Chen, for advocating for these resources.