Facilitating Faculty Development for Classroom Excellence

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PETE’s Program

• Peers Engaging in Teaching Excellence
• Teaching improvement program
• Go-to program for enhancing classroom performance
• Multiple components
  – Teaching workshops
  – Peer coaching
Peer Coaching of Instruction

• Pilot program Spring 2018
• 32 participants
  – All levels of tenure-track faculty (n=30) and Ph.D. graduate students (n=2)
  – Paired across disciplines and tenure levels
  – Varied class sizes (large to small lecture)
  – Varied class level (intro to capstone)
Participant survey

• Collegiality and familiarity with CASNR teaching faculty outside of department
• Effectiveness in completing self-assessment
• Effectiveness in your teaching
• Anticipate applying information learned
• Goals for personal growth in teaching
Peer Coaching of Instruction

• Goals of the program for CASNR:
  – Develop an *encouraging* culture
  – Develop collaboration throughout the college
  – Utilize the program as a way to share ideas, techniques and best practices

• *Not* a peer evaluation for annual appraisal or promotion
Expectations

• Meet as a team prior to course visits
• Visit the team members course twice/semester
• Follow-up with the peer coach after each visit
• Complete a pre- and post- participation survey
Survey Results and Goals

- Survey questions:
  - Scale questions on a scale of 1 to 5
    - 1=not at all familiar/effective/likely
    - 5=highly familiar/effective/likely
  - Goals were self reported/stated by faculty
In the beginning....

- Collegiality and familiarity (35%)
- Effectiveness in self-assessment (35%)
- Effectiveness in your teaching (80%)
- Anticipate applying information from the program (85%)
Peer Coaching of Instruction

• Initial goals of the participants:
  – Help share teaching ideas
  – Improve teaching strategies
  – Determine my weaknesses in my teaching structure/philosophy
  – Get outside faculty input on lecture plan and execution
  – Get immediate feedback
  – Learn techniques for adding interactive learning to a large classroom
At the end....

• Collegiality and familiarity (76%)
• Effectiveness in self-assessment (76%)
• Effectiveness in your teaching (100%)
• Anticipate applying information from the program. (76%)
Did you accomplish and set new goals?

- Accomplish original?
- Set new?
- Participate again?
New goals of participants

• Incorporate active learning and teaching technology
• Integrate a student response system
• Integrate strategies in both of our classes, develop a survey for students and publish the data
• Increase class attendance
What they learned

• Need distinct modules that can be completed in one lecture
• Need to be mindful to engage all students, not just a few
• Sat in the back of the room as an evaluator and it gave me a whole new perspective on my classes and the students in the back
• Need to slow down
• Teaching assessment is less controlled compared to research I am trained to conduct
• Don’t be afraid to adjust the room layout depending on class size
• It is valuable for our students to see us engaged in professional development—they recognize that we are trying to improve our teaching for their benefit
Suggestions for improvement/goals for CASNR

- Provide more structured feedback
- Have a designated topic or speaker at lunch
- Allow participants to attend different types of courses rather than the same course twice
- Encourage continued collaboration after the program
- Vary the semester this is offered
- Create a cohort to enhance scholarship of teaching
Thank you!

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