Trial and Error: Socialization's Failure to Teach Us How to Teach

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1

Land Acknowledgement

University of Denver resides on lands that are held in stewardship by the **Cheyenne** and **Arapaho** tribes. It is with much gratitude that we recognize the descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapahoe Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma.

We wish to acknowledge and honor the **Miami**, **Delaware**, **Potawatomi**, and Shawnee people, on whose ancestral homelands and resources Indiana University Bloomington is built.

2

Background

- Faculty receive little to no training prior to their entrance into teaching and advising (Tulane & Beckert, 20110)
- Instead, they are trained as experts in their field (Creamer et al., 2001) despite being responsible for the formal curriculum and aspects of student learning (Bourassa & Kruger, 2001).
- Important to think about how faculty are prepared and what ongoing development they receive related to pedagogical practices (Mundy et al., 2012).

3

Research Questions

The purpose of this study is to understand the influences on faculty teaching and preparation for challenging teaching situations to help faculty improve their teaching efficiently and effectively.

1. How prepared are various faculty for dealing with challenging teaching situations?
2. How strongly do select factors influence various faculty members' teaching practices?
3. What are faculty perspectives on useful or desirable teaching-related training?

4

Faculty Teaching Development

Graduate School Pre-training

Little attention is dedicated to preparing graduate students for teaching, which has implications for faculty who are unprepared to conduct challenging conversations with students

Institutionalized Teaching Development

Teaching and Learning Centers
The effectiveness of these professional development opportunities is unclear, especially when these opportunities are often of a voluntary and optional nature, and questions remain about how faculty should learn to be teachers

Faculty Development Programs
teaching and professional development should occur early in a faculty member's career before they establish their own approach and are influenced by departmental cultures (Gibbs & Coffey, 2004; Olesen & Hora, 2014)

5

Theoretical Background

- Socialization (Tierney & Rhoades, 1993):
  - Anticipatory stage: what occurs during faculty graduate training. Introduction to roles, norms, values, and attitudes of the professoriate.
  - Organizational stage: 2 phases (initial entry and role continuance). Optimal transition happens when there is congruence between norms and values learned in the anticipatory stage and the initial entry.
- Socialization is bidirectional

- Socialization provides the lens for the questions posted in this study to understand how faculty are prepared to be effective teachers.

6

Strategies to Deal with Difficult Situations

- **Pedagogical Approaches**: Using inclusive pedagogy, beginning the course with ground rules conversation, creating safe spaces, trust and rapport building.
- **Emotional Responses**: Employing empathy, showing a level of care. Using humor to deescalate a situation.
- **Conflict Resolution**: Using mediation, dialogue, or listening skills. Engaging students in one-on-one conversations.
- **Conduct**: Removing disruptive students from class.
- **Resources**: Providing students information about resources on campus (Title IX, mental health, etc.)

13

Further Thoughts

- Colleagues and peers are more influential than mentors, is there a problem with accessibility to mentors?
- Are similarly low numbers for the influence of programming due to access?
- Discipline and academic position impact influences, how can we cross disciplinary lines?
- Faculty learn to teach in a variety of ways, but overwhelmingly teacher-related training happens on the job; how can we provide trainings to faculty before they enter the classroom and what continued training can help strengthen their experiences?
- Faculty largely seem prepared for difficult situations…are they really prepared? How can we learn from the strategies with others without creating burden?

14

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15