Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-Scholars
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Graduate students’ progression from excellent to scholarly teachers

<table>
<thead>
<tr>
<th>Aspect</th>
<th>New graduate student</th>
<th>Junior colleague</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; research skills</td>
<td>Survival</td>
<td>Developing skills</td>
</tr>
<tr>
<td>Disciplinary language</td>
<td>Simplistic</td>
<td>Insider</td>
</tr>
<tr>
<td>Interpersonal reliance</td>
<td>Dependent</td>
<td>Independent or counter-dependent</td>
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</tbody>
</table>

Evidence of scholarly teaching: draft versus final teaching statements

**Teaching Statement Scoring Rubric**
- Five dimensions, scored from 0 (absent) to 3 (exceptional)
- Multiple criteria within each dimension (total of 27)
- Statements scored by four independent graduate student researchers (raters)

**Comparison of draft and final teaching statements**

Evidence of lasting scholarly teaching: six-month follow-up interviews

**Students said they enhanced their teaching skills:**
- Developed increased confidence in the classroom
- Gained a deeper understanding of their students
- Examined how to evaluate student learning
- Evaluated their own teaching effectiveness
- Discovered an array of teaching techniques and styles

**Students said they progressed as teacher-scholars:**
- Engaged in a forum to discuss their teaching
- Received collaboration, communication, feedback re: teaching statements and teaching portfolios
- Developed an interest in pedagogical research
- Learned to multi-task with respect to teaching, research, and service

**Disconnects: Our students said they:**
- Struggled with how to measure and document teaching effectiveness
- Lacked some documentation from past TA experiences for use in their portfolios
- Had difficulty justifying time spent on teaching improvement with the competing demands of coursework and research

As a result of taking M620, did students:

<table>
<thead>
<tr>
<th>Develop complex attitudes regarding teaching?</th>
<th>Evaluate teaching methods?</th>
<th>Envision becoming involved in a teaching network?</th>
<th>Demonstrate lasting scholarly approaches?</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

Our research team: A novel intersection of graduate student development and the scholarship of teaching and learning

- Multidisciplinary team of graduate students (science, social science and humanities)
- Students involved from inception to presentation of research:
  - Developed teaching statement rubric
  - Scored teaching statements
  - Conducted student interviews
  - Transcribed and coded interview data
  - Performed inductive analysis of qualitative data
  - Prepared research papers and posters as co-authors

**Our SOTL Research Website:**
http://medsci.indiana.edu/m620/sotl_08/start.htm

**Evidence of lasting scholarly teaching: activities and mindsets**
- Participation in multiple extracurricular pedagogical activities well after completing course
  - Teaching portfolio share fair
  - Attendance at SOTL talks
  - Use of instructional support services

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  - Jackie Cullison (Medical Sciences)

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A new course for future STEM faculty: MSCI M620: Pedagogical Methods in Health Sciences

- Student learning styles
- Classroom presentation
- Classroom research
- Scholarship of teaching
- Teaching philosophy

Pedagogy Class Demographics

Spring 2007
- Ten participants (7 women, 3 men)
- Elective participation
- Multiple disciplines (medical sciences, anthropology, kinesiology, applied health, biology)
- Varied teaching backgrounds

Did our students develop as teacher-scholars?

As a result of taking the pedagogy course, did our students:
1. Develop a more complex attitude regarding teaching?
2. Evaluate their teaching methods and explore alternative teaching strategies?
3. Assess their teaching effectiveness?
4. Envision themselves becoming involved in a public teaching resource network?
5. Develop lasting attitudes about scholarly teaching?

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