

http://www.eos.ubc.ca/research/cwsei/eossei-times.html

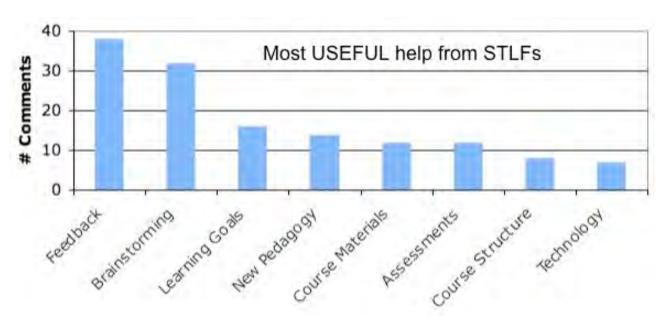
What Your Colleagues Said... (about their work with EOS-SEI)

"The experience of transforming a course and the interaction with STLFs and others in CWSEI has permanently changed my approach to teaching - definitely a long-term effect."

In anticipation of a transition in the EOS-SEI project model, we interviewed 22 EOS faculty members (your colleagues) who have worked closely with the EOS-SEI Science Teaching and Learning Fellows (STLFs) on evidence-based improvements to their courses. Here is what **they** said:

What STLF help has been most useful to you that will help you sustain your effort in your future teaching (when STLF help is no longer available)?

- Impartial FEEDBACK to the instructor about what works and what doesn't (using data from surveys, interviews, observations, and assessments).
- BRAINSTORMING, source of NEW IDEAS, SOUNDING BOARD for ideas (someone to talk to)
- Help with LEARNING GOALS (how to write good ones, how to distinguish them from a list of topics).
- Help with NEW PEDAGOGY (activities, worksheets, clickers, etc. to make learning student-centred)
- Help with COURSE MATERIALS (identify key content, design activity structure, revamp lab structure)
- Help with ASSESSMENTS (align assessments to learning goals, write good multiple choice Qs)
 "Being beat on the head about the fact you can only write [good] assessments based on learning goals"
- Help with COURSE STRUCTURE
- Help with [new-to-you] TECHNOLOGY



What ADVICE would you give a fellow faculty member who is just starting to work with an STLF? (Those listed here were mentioned at least 4 times)

Pick A FEW THINGS and TRY them, based on YOUR course and YOUR situation. ITERATE.

- Ask for and BE OPEN to NEW IDEAS, constructive FEEDBACK & suggestions.
- It's WORTH THE TIME investment.
 "Takes time but it's worth it. You'll get out what you put in."
- Be PATIENT.
- · Ask for STLF help with LEARNING GOALS.
- Have FREQUENT, REGULAR meetings, even if SHORT.

Additional good advice from your colleagues:

- Discuss expectations. STLFs are there to help you do things, not to do them for you.
- Be willing to give up content if your goal is for students to MASTER content.
- It's all about getting students involved. STLFs can help you do that in your case.
- Observe other people's classes. There's nothing like seeing it in action.
- Make plans ahead of time. Don't wait. Spend time thinking.
- Communicate with students often, about why you're doing what you're doing.
- Collect data and respond to it.
- Keep records.

What will the new EOS-SEI model look like?

EOS-SEI will likely run until December 2012. That's not very far off! In the time remaining, we want to maximize the impact of this \$1.625M project on teaching and learning in EOS. One key to sustainability of this effort beyond the project end-date is **CRITICAL MASS**.

The new model will aim to provide:

- **EVERYONE** involved in instruction in EOS the opportunity to benefit from our current amazing resources in teaching and learning.
- **Structured consultation**, based on (1) what your colleagues say works (above), applied to (2) your situation, with particular "best-match" STLFs.
- Lower level of commitment for instructors compared to the first round of transformed courses, but still **specific**, **tailored**, **evidence-based effort & support**.
- We'll come to you (though you can come to us too!)



(Wordcloud from"What STLF help has been most useful?")

Contact EOS-SEI: To talk about your course(s) or teaching and learning in general, visit EOS-South 361, or contact Francis Jones (<u>fjones@eos.ubc.ca</u>), Erin Lane (<u>elane@eos.ubc.ca</u>), Josh Caulkins (<u>jcaulkins@eos.ubc.ca</u>) or Sara Harris (<u>sharris@eos.ubc.ca</u>). See also http://www.eos.ubc.ca/research/cwsei/.