

**BUILDING REFLECTIVE
TEACHING PRACTICES
AMONG DOCTORAL
STUDENTS**

Wabash
Center
Graduate
Program
Teaching
Initiative

WHY ATTENDING TO DEVELOPMENT OF TEACHING MATTERS

- THE LARGER CONTEXT OF HIGHER EDUCATION RAISES THE QUESTION
- EVIDENCE OF TEACHING EXPERIENCE AND SKILL MATTERS ON THE JOB SEARCH
 - FACULTY POSITIONS
 - OTHER POSITIONS

GRADUATE PROGRAMS FACE AN ISSUE:

- "WE WANT OUR GRADUATES TO BE PREPARED TO CONTRIBUTE IN OUTSTANDING WAYS TO THEIR FIELDS"

AND

- "WE WANT OUR GRADUATES TO BE PREPARED TO TEACH"

WORKING ASSUMPTIONS FOR THIS SESSION:

- PRIMARY FOCUS OF GRADUATE PROGRAMS IS TRAINING RESEARCHERS/SCHOLARS
- A GRADUATE PROGRAM CANNOT DO EVERYTHING BY WAY OF TEACHER PREPARATION
- GRADUATE PROGRAMS SHOULD DO THOSE THINGS THAT BEST POSITION A GRADUATE TO ASSUME A FULL-TIME TEACHING POST AND TO BE ABLE TO CONTINUE TO DEVELOP AS A TEACHER/SCHOLAR

FUNDAMENTAL QUESTION BEHIND THIS SESSION:

- WHAT CAN A TEACHER PREPARATION PROGRAM DO WELL TO PREPARE A GRADUATE TO BEGIN TEACHING AND TO BE ABLE TO TAKE ADVANTAGE OF OPPORTUNITIES TO CONTINUE TO DEVELOP AS TEACHERS ONCE THEY HAVE ASSUMED FACULTY POSITIONS?

GOAL IS FOR YOU TO BE ABLE TO ANSWER FOR YOUR PROGRAM:

- **WHAT SHOULD [NAME OF YOUR PROGRAM] DO TO PREPARE OUR GRADUATES TO BEGIN TEACHING AND TO BE ABLE TO TAKE ADVANTAGE OF OPPORTUNITIES TO CONTINUE TO DEVELOP AS TEACHERS ONCE THEY HAVE ASSUMED FACULTY POSTS?**

LEAVE THIS GATHERING:

- Better able to articulate what it is that makes the strengths of your teacher preparation program strengths

LEAVE THIS GATHERING

- **Having identified modifications or additions to your program that could improve its coherence, quality and impact and have:**
 - A concrete description of modifications/additions
 - Clear sense of how they would add to or strengthen your program
 - Description of concrete steps you need to take to implement a modification, and
 - Realistic appraisal of the personnel, resources, plan and responses to counter-arguments or obstacles that will be required to implement the change

EXERCISE 1 – TOP 3-5

DRAWING ON INFORMATION YOU GATHERED FROM YOUR ALUMS AS WELL AS FROM YOUR EXPERIENCE AS FACULTY WHO TEACH, AS FACULTY WHO HIRE TEACHERS, AND AS FACULTY AND ADMINISTRATORS WHO MAKE PROFESSIONAL JUDGMENTS ABOUT THE QUALITY OF TEACHING OF OTHER FACULTY, IDENTIFY THE TOP 3-5 THINGS YOU MOST WANT GRADUATES OF YOUR PROGRAMS TO:

- UNDERSTAND ABOUT TEACHING
- KNOW HOW TO DO AS THEY TEACH
- HAVE INTERNALIZED AS PRACTICES AROUND THEIR TEACHING

WHEN THEY LEAVE YOUR PROGRAM

EXERCISE 2 - TA/PRECEPTOR/TEACHING FELLOW

- IDENTIFYING STRENGTHS, GAPS, AND MODIFICATIONS

EXERCISE 3 - RELATIONSHIP AND RELATIVE SIGNIFICANCE

- **RETURN TO YOUR RESPONSES FROM EXERCISE 1 ON THE TOP 3-5**
- **IN WHAT WAYS DO THE STRENGTHS AND GAPS YOU IDENTIFIED IN YOUR TA/PRECEPTOR/TEACHING FELLOW OPPORTUNITIES RELATE TO THE TOP 3-5 THINGS YOU WANT YOUR GRADUATES TO WALK AWAY WITH?**

EXERCISE 4: THE MOST USEFUL THING

- IDENTIFY ONE MODIFICATION YOU WANT TO MAKE
 - WHY IS IT IMPORTANT TO MAKE IT?
 - WHY IS IT IMPORTANT TO MAKE IT AT THIS TIME?
 - WHAT PEOPLE, RESOURCES, AND PLAN DO YOU NEED TO MOVE FORWARD ON IT?
 - WHAT CHALLENGES WILL YOU FACE?
 - WITH WHAT COUNTER ARGUMENTS WILL YOU CONTEND?
 - WHAT WILL BE THE SIGNS OF SUCCESS?