

Need

How can we encourage the use of research-based practices for interactive teaching?

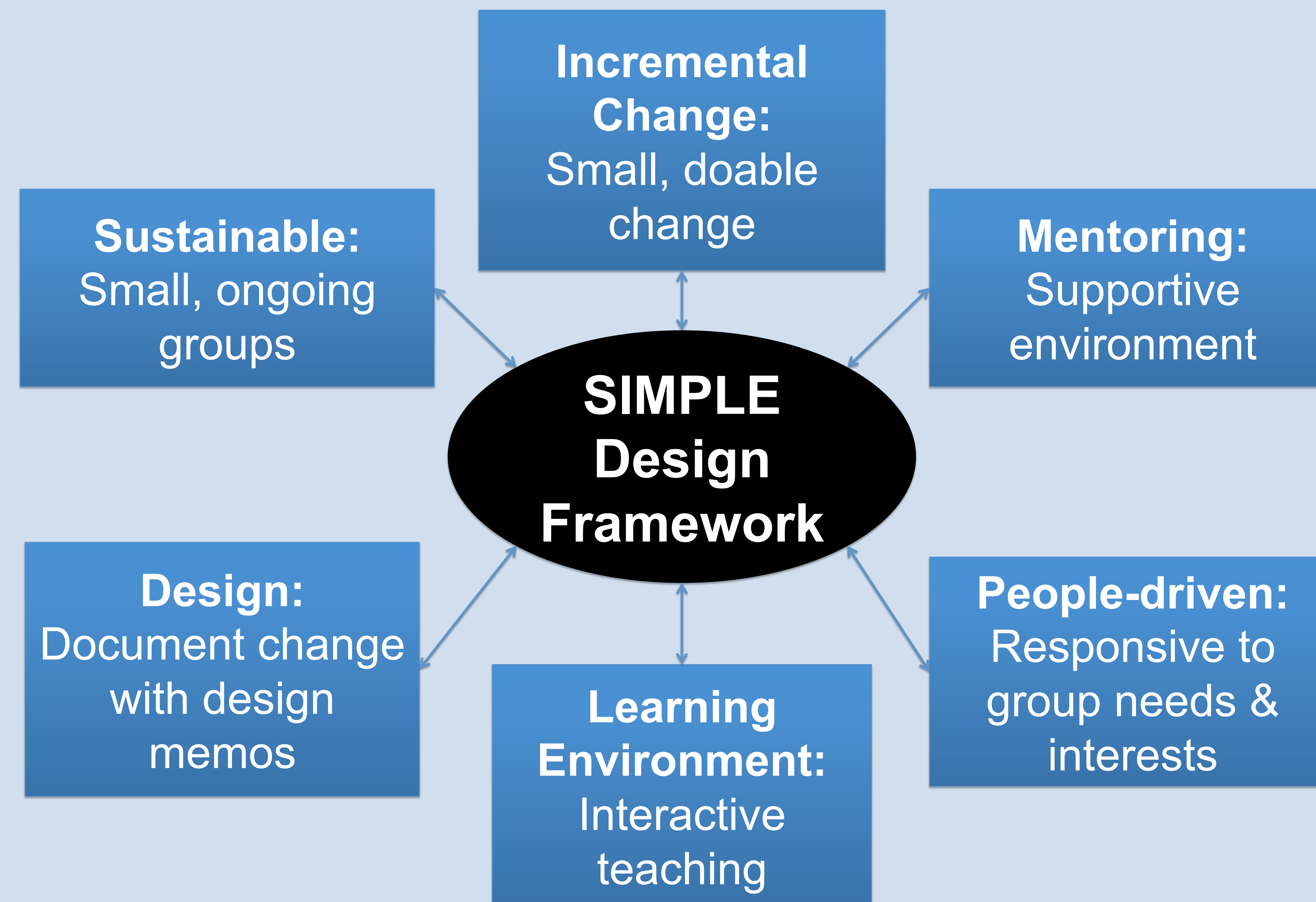
How can instructors engage in ongoing teaching development?

We provide a model, the **SIMPLE Design Framework**, for creating small group, design-based structures to support faculty as they implement interactive teaching strategies.

Variations

The SIMPLE principles are realized in diverse ways across groups.

- Meetings: Structured or Focused
- Inclusion of Graduate TAs
- Common strategies vs. Individual strategies
- Role of the group leader



Approach

- Develop a network of **small, discipline-based** faculty learning communities.
- Participants learn about and try **interactive teaching** strategies, try new evidence-based strategies, and document their experience.
- Support **incremental change**
- Group leader scaffolds discussion.
- Data collection via meeting transcripts, interviews, and written reflections to study the experiences and evolution of teaching practices for group leaders and participants.

Benefits

"The most beneficial thing was talking with other people in our department, specifically talking about teaching. You know, when we go to faculty meetings or other kinds of meetings, we don't spend our time talking about different ideas or different teaching strategies, we have all kinds of business to do. So, it was nice [that it was] made up of just people who are really focused on their teaching and wanted to make improvements."

Challenges

Our largest challenge is instructors' scarcity of time to commit to faculty development. We address this by allowing maximal flexibility in how groups are structured and the frequency and format in which they meet. Group leaders are aware of the culture in their departments and have adapted groups to suit members' needs.

Publications

Nelson, J. K., & Hjalmarson, M. (2015, June). Faculty Autonomy in Teaching Development Groups. *Proceedings of the 2015 ASEE Annual Conference and Exposition*. Seattle, Washington.

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Schwebach, J.R., Gerasimova, D., Luther, D.A., Verhoeven, A.B., Davis, C.P., Gostel, M., Romulo, C., Schreffler, L., Seshaiyer, P., Nelson, J.K. (2015). Advancing graduate education and faculty development with discipline based education research and the SIMPLE framework: Design memos in biology for active teaching. *ATINER'S Conference Paper Series, No: BIO2015-1599*. Athens, Greece.

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