TAKING TIME FOR TEACHING:
WHY CARE ABOUT PEDAGOGY?
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AEC Pedagogy Brownbag Series
October 7, 2016

University Pedagogy Incentives
- OSU Mission Statement: Goal 2
  - “Provide an excellent teaching and learning environment and achieve student access, persistence and success through graduation and beyond that matches the best land grant universities in the country.”
- New Budget Model

AEC Department Incentives
- New Budget Model Rewards:
  - Undergrad/Grad Majors: Recruitment, retention, graduation
  - Student credit hours (“butts in seats” & “eyes on screens”)
  - Alternative delivery methods: Ecampus, Summer, etc.
  - Weight for diversity and inclusion categories
- Quality Engagement Model:
  - Reputation, job placement, alumni support of department
  - PROF Reviews, P&T, Peers

Why Care About Pedagogy?
- University
- Review/P&T
- AEC
- Faculty/TA
- Peers
- Students

Taking Time for Teaching: AEC Department
- How do we align our curriculum to recruit, retain, & graduate undergrad majors & grad students?
  - Subject matter alignment
  - Skills alignment
    - Which skills do we expect students to have when they graduate?
  - How can we all teach those skills consistently?

Faculty

Student Driven Incentives
- How does classroom feel? Do you want to teach today?
- Indirect feedback: Course Enrollments, reputation
- Direct student feedback (evals, emails, in-person)
- SET Scores
Taking Time for Teaching: AEC Department

- How do we align our pedagogy for our subject matter and to meet the needs of our students?
  - What is unique about teaching Applied Econ topics?
  - Research needed to understand our students’ needs?
    - Pedagogy is the art, science or profession of teaching (Merriam-Webster) and includes application of the scientific method.
    - recognition and formulation of a problem/issue
    - collection of data through observation and experiment
    - formulation and testing of hypotheses
  - This can provide insights & knowledge about student needs and how to improve AEC teaching.

Actively Exploring Pedagogy Questions in AEC

- One issue observed by Christy is that Ecampus grade distributions may be double-peaked (bimodal), while campus grades are not
  - Are other classes observing the same issue?

AEC and Econ Course Data

- Ecampus Courses
  - More B’s than A’s except in Summer, and more F’s than D’s in 2 terms.

- Econ Ecampus Courses
  - More B’s than A’s in two terms, and more F’s than D’s in 3 terms.

Research Questions

- Is this variation (double-peaked) significant?
  - What factors drive double-peaked grade distributions for Ecampus classes? Student characteristics, class structure, or other factors?
    - Are there more registered, non-participants in Ecampus classes compared to campus? Could this drive the double-peaked grade distribution?
    - Are some graded assignments contributing more than others to the double-peaked final grade distribution?
  - What classes would be a good vehicle for representing overall Ecampus/campus differences?
    - Ecampus and campus classes taught by the same instructor?
  - Is there something unique about teaching Econ topics?

Incentive to Actively Explore Pedagogy Questions

- Extended Campus Research Fellows (ECRF) Program - funding available to support research, development and scholarship efforts of faculty and/or departments in the area of distance/online education, including hybrid delivery
  - Fellows funded up to $20K for one year, with additional $5K available to present research results at an online teaching and learning conference.

<table>
<thead>
<tr>
<th>Call for applications</th>
<th>Sept. 15</th>
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<tbody>
<tr>
<td>Applications due</td>
<td>Nov. 1</td>
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<td>Notifications of award</td>
<td>Dec. 3</td>
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<td>Window for IRB approval</td>
<td>Jan. 9 – Mar 24 (winter term)</td>
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<tr>
<td>Research start date</td>
<td>Apr. 3 (first day of spring term)</td>
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Taking Time for Teaching: AEC Faculty

- How can we implement continuous improvement in our teaching to respond to demands for student success from all levels?
  - RELENTLESS INCREMENTALISM!