

**TAKING TIME FOR TEACHING:  
WHY CARE ABOUT PEDAGOGY?**


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AEC Pedagogy Brownbag Series  
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**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

**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

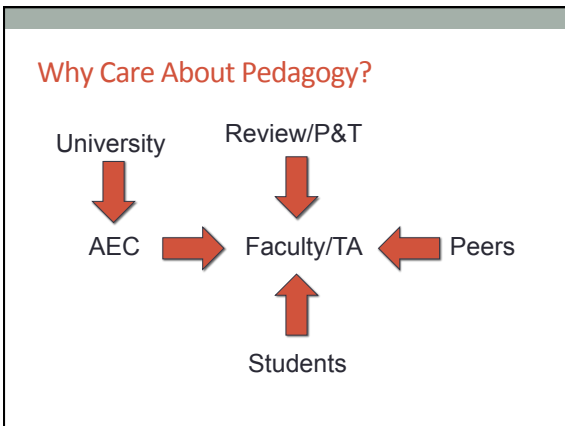
  
Faculty

Faculty



- How does classroom feel? Do you want to teach today?
- Indirect feedback: Course Enrollments, reputation
- Direct student feedback (evals, emails, in-person)
- SET Scores

**Student Driven Incentives**



**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?

### 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

AEC 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.

Call for applications	Sept. 15
Applications due	Nov. 1
Notifications of award	Dec. 1
Window for IRB approval	Jan. 9 – Mar 24 (winter term)
Research start date	Apr. 3 (first day of spring term)

### 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!**