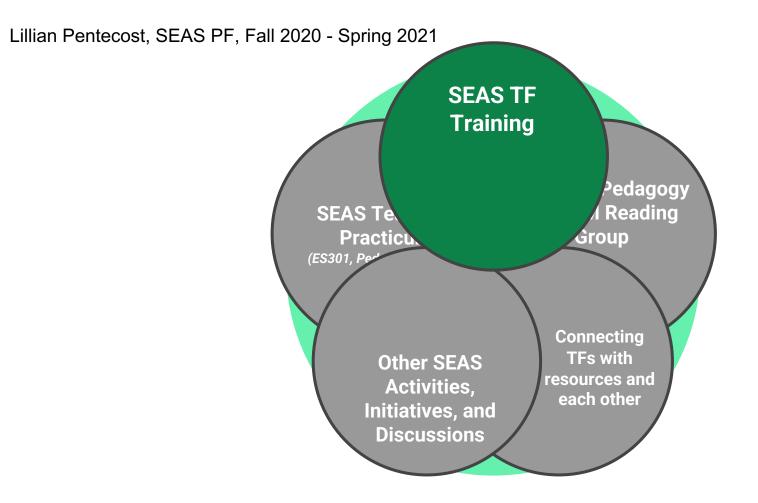
Lillian Pentecost, SEAS PF, Fall 2020 - Spring 2021





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# **SEAS TF Training**

Required micro-teaching for first-time TFs
42 sessions with 110 TFs, 1 hr/session
"Mini" micro-teaching, 1 PF & 2-4 TFs

## Key Issues

- Everyone is Zoom-fatigued!!!
- Lots of TFs!!!! (training is mostly firsttime TFs, full list is longer!)
- Different TF needs!!!!

## Results

- Higher engagement, response, and attendance rate than previous years (anecdotally)
- Smaller group led to more time for reflection and cross-TF feedback
- Piloting inclusive teaching strategies + discussions within micro-teaching

## Future Work

- Suggest: keep it remote for logistical reasons, keep it small for discussion, more SEAS PFs?
- How could we do better to fit unique TF needs across SEAS? → more PFs, tailor towards larger teaching staffs / courses vs. grad-to-other-grad TFs, for example

### Lillian Pentecost, SEAS PF, Fall 2020 - Spring 2021

### **SEAS TF Training**

- ➤ Required micro-teaching for first-time TFs
- ≻42 sessions with 110 TFs, 1 hr/session
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#### Inclusive Pedagogy in STEM Reading Group

- ≻Open to all SEAS graduate students
- ► Advertised explicitly to current TFs and ES301
- ≻Meet once-every-3-weeks to discuss readings
- ≻Attendance is 4-10, group input on themes

### SEAS Teaching Practicum (ES301)

 Voluntary pedagogy course co-led with John Girash for SEAS grad students (6 enrolled)
Weekly 2 hr meetings alternate teaching exercises and pedagogy discussions

#### Other SEAS Pedagogy-Related Initiatives,

- Activities & Discussions
- ➤ Responding to TF questions + needs
- ➤ Great things on the horizon for next year

### **Broader Themes and Questions**

- Higher engagement, response, and attendance rate than previous years (anecdotally)
- Smaller group led to more time for reflection and cross-TF feedback
- Piloting inclusive teaching strategies + discussions within micro-teaching (can/should be formalized?)
- Suggest: keep it remote for logistical reasons, keep it small for discussion, more SEAS PFs?
- How could we do better to fit unique TF needs across SEAS? → more PFs, tailor towards larger teaching staffs / courses vs. grad-to-other-grad TFs, for example
- Inclusive teaching strategies (ideas vs. practice in different science classrooms)
- Equity in group assignments and different types of learner-centered group activities
- Many pathways towards STEM higher-ed and careers (& what that means for instructors)
- Formation/ value of STEM student identity (as a scientist vs. intersectional student identities more broadly)
- Syllabus updates; organized activities and discussion topics; emphasize transparency in framing choices
- Co-developed each course meeting and traded "lead" per-activity within class meetings
- Balance of structured teaching and brainstorming exercises vs. open discussion
- Meet each student 1:1 to review multiple teaching videos throughout semester
- UPF workshop, invited faculty perspectives, other extra-impactful sessions
- Regular emails to full TF list with resources and events
- A handful of 1:1 teaching consultations throughout the year
- TF feedback survey in Fall (results available) and Spring (results under collection)
- SEAS DIB Fellows pilot program planning
- Context and logistics for transition to Allston campus
- Revamping CS290 curriculum towards professional development and "hidden grad student curriculum"
- How to teach towards pedagogy in a physical classroom from a virtual one?
- How to stay engaged with a diverse set of SEAS TFs without being a nuisance?
- How to foster more connections between SEAS TFs and Bok Center resources?
- What are other contexts in which critical pedagogy reflections and techniques can be leveraged?
- How to recruit additional SEAS PFs or manage/structure this workload in future?