

# Developing Teachers: Graduate Student Teaching Training

A summary of the teaching training program that has been implemented for graduate student instructors of General Psychology at the University of Kansas

Goals of orientation are to:

- Familiarize instructors with hybrid structure
- Introduce rationale for design of course
- Present expectations for Instructors, TAs, and Coordinator
- Provide information about good teaching
- Promote collaborative team atmosphere
- Provide time for instructors to plan



Orientation

During weekly team meetings, we discuss:

- Teaching & student issues
- Successes & challenges
- Teaching development
- Sharing of resources
- With mentorship by experienced faculty



Weekly Team Meetings

We use a cloud storage system that houses activity descriptions from previous instructors, organized by topic. Current instructors are strongly encouraged to add to this library of resources!



Shared Resources

Instructors are observed twice per semester using an observation protocol that quantifies use of class time. These observations, with qualitative feedback, are discussed with instructors so they can adjust their teaching as needed.



Observations

Graduate students are required to complete the teaching practicum for the department. This course covers a wide array of teaching-related material in a broad manner, providing more space for instructors to develop their teaching.



Concurrent Teaching Practicum

At the end of the year, the team meets at an off-campus location for food, fun, and celebration of a successful year! They are asked to reflect on their teaching, and provide advice for incoming instructors for the next year.



Celebration!

For more information, please contact:

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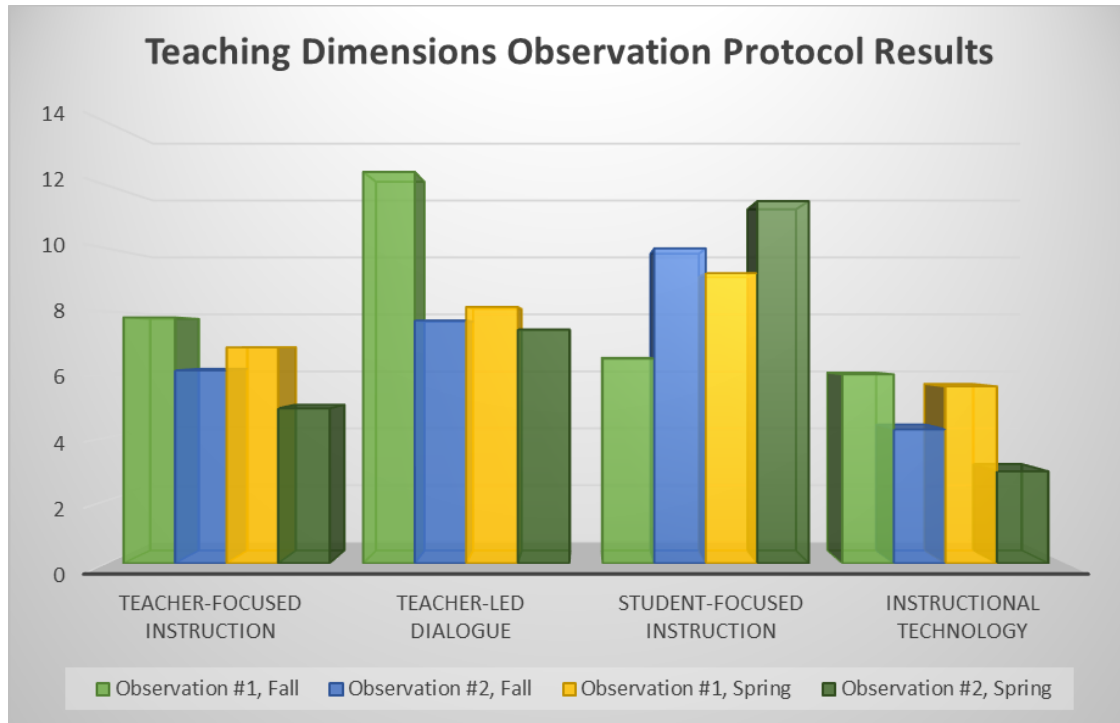


## Teaching Dimensions Observation Protocol (Hora & Ferrare, 2014)

Four times throughout the academic year the instructors are observed by a faculty member using both a quantitative measure and a qualitative measure. Afterwards, instructors meet with the observer to discuss the observation.

Using the Teaching Dimensions Observation Protocol, instructor and student behavior is coded in two-minute increments, which gives more objective feedback. When paired with subjective feedback, the resulting discussion is constructive and useful to instructors.

Below are results of the TDOP observations over time:



Over the course of the program, AIs were:

- Less likely to use instructor-focused instruction techniques, such as lecturing
- Less likely to use teacher-led dialogue as an instructional technique, such as call-and-response questions
- More likely to use student focused instruction, such as small group work
- Less reliant on instructional technology, such as PowerPoint and multimedia

A further interesting pattern is the tendency to return to instructor-focused instruction for lessons that have been previously prepared (compare Observation #1 for Fall and Spring). Though there is less instructor-focused instruction between the first observations of each semester, it does increase from the second observation of the Fall semester. This indicates that it can be more difficult to transform a previously prepared lesson plan than it is to create a new lesson plan.