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Faculty Development in Higher Education: Long-Term Impact of a Summer Teaching and Learning Workshop

Diane C. Persellin
Trinity University, dpersell@trinity.edu

Terry Goodrick

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Diane Persellin[1] and Terry Goodrick[2]

Abstract: Past participants of the Associated Colleges of the South Summer Teaching and Learning Workshop were surveyed to determine long-term impact of this type of professional development experience. Results indicate a large majority of participants across rank and academic discipline continued to view the workshop as effective and valued feedback from the perspective of the learner. Females were more likely than males to report more awareness and thoughtfulness about their teaching since having attended the workshop and to report having tried new strategies and taken more risks in their teaching. This study supports the importance of an interdisciplinary forum for faculty development of teaching.

Keywords: faculty development, teaching and learning workshop, ideo-microteaching

I. Introduction.

Historically both new Ph.D.'s and mid-to-late career faculty have relied upon subject-matter knowledge to be sufficient for effective teaching. In the words of McGee and Caplow (1965), "any Ph.D. can teach." Professionally trained educators, however, dispute this statement. To empower learning is challenging and complex. Lee Shulman (1987), former president of the Carnegie Foundation for the Advancement of Teaching, argues that *subject matter knowledge* is only one of seven types of knowledge that expert teachers use. College educators also need to be grounded in what he terms as *pedagogical knowledge* (how to manage classrooms and present material) and *pedagogical content knowledge* (how to connect subject matter with teaching strategies that are most effective in communicating content. Lawler, Chen, and Venso (2007) state that we must employ a variety of teaching skills and strategies in today's classes and laboratories. Additionally, in *What the Best College Teachers Do,* Bain (2004) found in his fifteen-year study that the strongest, most effective college educators were learners who were "constantly trying to improve their own efforts to foster students' development" (p. 20).

Professors may have a fine grasp of content knowledge, but many may not have the skills and understandings required for effective teaching nor for strengthening their pedagogical skills. Even for those who do, the demands of research and campus and professional leadership leave little time for continued development of new teaching techniques and approaches. Also, many do not have a forum to discuss pedagogical issues, especially outside their disciplines. Although they may feel that their teaching was once a priority, their scholarship often gets more time, attention, reward, and acclaim (Baldwin, DeZure, Shaw, and Moretto, 2008).

Faculty development programs and teaching centers are one response to this deficit in professional development. At one time such programs and centers were found primarily in large research universities, but liberal arts colleges, small comprehensive universities, and community

[1] Department of Music, Trinity University, One Trinity Place, San Antonio, TX, 78212, diane.persellin@trinity.edu
[2] Department of Psychology, Birmingham Southern College, 900 Arkadelphia Road, Birmingham, AL, 35254, tgoodric@bsc.edu

colleges are starting to establish them (Hewson, Copeland, and Fishleder, 2001; Maxwell and Kazlauskas, 1992; Mooney and Reder, 2008). Increasingly, small colleges are participating in the Professional and Organization Development (POD) Network for faculty development programs and centers for teaching and learning (Reder, 2007). Offerings on each campus vary, but often include programs on technology, peer coaching, assessment strategies, and new teaching techniques.

For faculty members at institutions without on-campus teaching centers, summer workshops at other institutions or through consortia provide a means to address the need for faculty development of teaching. For instance, McGill University offers a summer workshop that focuses on course design and employs video-microteaching (Saroyan and Amundsen, 2004). Though now discontinued, the Great Lakes Colleges Association (GLCA) offered a similar program for 28 years (Frederick, 2008; Nowik, 1983), which also featured video-microteaching. Developed originally by Allen and Ryan (1969) as a means for training teachers at all levels, video-microteaching is based on psychological theories of behaviorism; it allows teachers in training to practice and give one another immediate feedback (Bell, 2007). Since its development in the late 1960s, microteaching has proved successful in settings including medical schools (Ananthakrishnan, 1993; Dennick, 1998; Higgins and Nicholl, 2003), instruction of graduate assistants (Ross and Dunphy, 2007), and universities such as Harvard (2009), MIT (2009), and Vanderbilt (2009).

Do microteaching workshops impact teaching, particularly in the long term? The purpose of our study was to determine the long-term impact of a microteaching workshop, the Associated Colleges of the South (ACS) Summer Teaching and Learning Workshop (ACS, 2009). Evaluations at the end of each ACS Teaching and Learning Workshop have been positive. Numerous comments from participants suggest that the workshop has given them a greater understanding of their teaching strengths and weaknesses, new insight into the effects of specific behaviors in the classroom, ideas for new teaching strategies, and newfound confidence in their teaching.

By surveying as many of the past participants as possible we hoped to find out if the workshop—and its underlying approach to receiving feedback on teaching—continued to be viewed as a valuable professional development experience. Additional research questions included the following: Did participants think that they had been more likely to take risks with their teaching or try new teaching strategies since the workshop? Did they continue to reflect on their teaching or consult workshop materials? And finally, did gender, rank at the time of the workshop, or academic division make a difference in long-term perceptions of the workshop?

II. The Associated Colleges of the South (ACS) Summer Teaching and Learning Workshop and Video-microteaching.

Associated Colleges of the South (ACS) is a consortium of sixteen liberal arts colleges and universities in 12 states across the south. The consortium builds programs that would not be possible on individual colleges and thereby allows ideas and resources to be shared among its member institutions. In 1992, the ACS created the Summer Teaching and Learning Workshop, its flagship and longest-running program. Since its inception, this workshop has provided 370 faculty members from the consortium a means to hone teaching skills through feedback from small microteaching groups. It has also offered large-group plenary sessions on topics such as collaborative learning, the syllabus as a teaching tool, learning modalities, and diversity of

teaching styles. In addition to providing a forum for the discussion of broad pedagogical issues, these various large-group sessions also have allowed participants to give one another ideas about teaching problems faced by professors regardless of discipline.

Microteaching groups at the ACS workshop are composed of 5 or 6 professors from different colleges and disciplines plus two staff facilitators. Staff facilitators are former participants who are invited to return for training and to lead sessions. Each participant is videotaped teaching a seven-minute segment of a class to the group. After the tape is viewed by the entire group, the teacher is invited to comment or ask questions before soliciting feedback from the other participants. To ensure that feedback is from the perspective of colleagues as *learners* and not colleagues as critics, the staff uses the "Guidelines for Useful Feedback" (see appendix A) developed originally by Peter Frederick, who served for many years on the GLCA teaching workshop staff and trained the original ACS staff. These guidelines prompt participants to focus on how the professor's specific behaviors—what she or he does—affect comprehension. They also uncover the diversity of ways learners may be processing information in any one moment.

III. Method.

A. Population.

Attempts were made to secure e-mail addresses of all 370 former participants by contacting each institution, faculty colleagues in the participant's former department, and through an internet search for individuals no longer at an ACS institution. We were able to locate e-mail addresses for 331 of 370 faculty members who attended the workshop from 1992 – 2007. Every effort was made to maximize our response rate by resending the survey four times. Fifteen former participants had chosen to "opt out" of all Survey Monkey questionnaires. We had a 62% response rate to our electronic questionnaire, yielding a sample of 206 former participants.

B. Survey Design and Analysis.

Our survey consisted 12 Likert-scale items (6 = strongly agree to 1 = strongly disagree). These items were designed to determine current perceptions of the workshop, changes in behaviors and attitudes since the workshop, and any subsequent use of workshop materials. The respondents were invited to comment on each of the items and were asked to indicate gender, discipline, approximate number of years since attending the workshop, and both current rank and rank at the time of the workshop.

ACS schools tend to focus on a liberal arts curriculum. However, their offerings are also unique and not easily categorized. In this study, we divided respondents into five broad academic divisions most typically found in ACS member institutions: Natural Sciences, Social Sciences, Math and Computer Sciences, Humanities, Arts, and the applied fields of Education, Business, and Accounting. Descriptive statistics were compiled for each of the Likert-scale items. Possible effects of gender were analyzed using t-tests, and those of rank or academic division were analyzed using One-Way ANOVAs. Effect sizes were determined with d and ω^2.

IV. Results.

Of the respondents, 51.4% were female and 48.6% were male. At the time of the workshop 7.8% were full professors, 13.1% were associate professors, 74.3% were assistant professors and 4.9% were instructors, adjuncts, or visiting professors. Percentages in academic divisions were as follows: Social Sciences, 22.3%; Natural Sciences, 25.4%; Math and Computer Sciences, 7.8%; Humanities, 30%; Arts, 8.3%; applied fields of Education, Business, and Accounting, 6.3%. Over 35 academic disciplines were represented in the sample. The mean number of years since attending the workshop was 6.34 years. The responses to each of the Likert-scale items are summarized in Table 1.

Table 1. Responses to survey on impact of teaching workshop.

	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I have tried a new teaching strategy, technique, or approach that I learned or saw at the workshop.	38.8%	32.5%	19.4%	1%	6.3%	1.9%
Since the workshop, I have become more aware and thoughtful about my teaching.	41.5%	38%	13.2%	2.4%	2.9%	2.0%
Since the workshop, I have more confidence in my teaching.	34.3%	34.8%	19.4%	3%	7%	1.5%
Since the workshop, I have taken more risks with my teaching.	25.4%	37.6%	24.4%	4.4%	6.8%	1.5%
Since the workshop, I have been more likely to talk about teaching with others.	24.9%	33.7%	25.4%	7.3%	6.8%	2%
I have recommended that my colleagues attend the workshop.	55.6%	26.3%	7.8%	2.9%	4.4%	2.9%
At the workshop, receiving feedback focused on behaviors and the student perspective, rather than evaluation, was helpful.	56.4%	27.5%	7.4%	4.9%	2.5%	1.5%
I have read my facilitators' notes that I received at the workshop.	31.0%	42.1%	12.7%	3.6%	5.6%	5.1%
I have viewed the videotape of my teaching that I received at the workshop.	18.1%	26.6%	8.5%	6.0%	24.1%	16.6%
Since the workshop, I have looked at or used handouts from the large group sessions.	11.5%	21.5%	21.0%	9.5%	25.0%	11.5%
I have kept in contact with people I met at the workshop.	7.9%	7.9%	19.8%	13.4%	38.6%	12.4%
Overall, the workshop was an effective professional developmental experience for me.	48.8%	33.2%	10.2%	1.0%	4.4%	2.4%

A. Trying New Techniques and Taking Risks in Teaching.

Ninety-one percent of the respondents agreed at some level with the statement, "I have tried a new teaching strategy, technique, or approach that I learned or saw at the ACS workshop," ($M = 4.91$, $SD = 1.22$). Eighty-seven percent of the respondents agreed that they had taken more risks in their teaching ($M = 4.66$, $SD = 1.19$).

B. Confidence and Awareness.

Eighty-nine percent of the respondents stated that they have more confidence in their teaching since attending this workshop ($M = 4.82$, $SD = 1.22$). Ninety-three percent of the respondents had some level of agreement with the statement, "Since the workshop, I have become more aware and thoughtful about my teaching" ($M = 5.07$, $SD = 1.11$).

C. Subsequent use of workshop materials and contact with former participants.

While 86% of the respondents agreed that they reviewed facilitator notes on the feedback from their microteaching sessions ($M = 4.74$, $SD = 1.36$), only 53% indicated that they had viewed the videotape of their teaching used during those sessions ($M = 3.59$, $SD = 1.83$). Fifty-four percent agreed they had looked at or used handouts from the large group sessions since the workshop ($M = 3.50$, $SD = 1.60$). While 84% agreed at some level that they had been more likely to talk about teaching with others since attending the workshop ($M = 4.57$, $SD = 1.24$), only 35% agreed that they had kept in contact with former participants ($M = 2.96$, $SD = 1.46$).

D. Microteaching Feedback and Overall Impact.

Ninety-one percent of the participants found feedback helpful that focused on behavior and student perspectives rather than evaluation or criticism of their teaching ($M = 5.26$, $SD = 1.11$). In fact 84% of the participants marked "strongly agree" or "agree" to this question (See figure 2).

Ninety-two percent of the participants agreed at some level that the workshop was an effective professional development experience overall ($M = 5.14$, $SD = 1.18$). Eighty-nine percent of the participants agreed at some level that they had recommended that their colleagues attend ($M = 5.17$, $SD = 1.26$). Eighty-two percent responded "strongly agree" or "agree" to both of these questions.

E. Effects of Rank, Academic Division, and Gender on Survey Responses.

Rank at the time of participation in the workshop had no significant effect on responses to any of the Likert-scale items ($p > 0.05$), with the exception of "Since the workshop, I have looked at or used the handouts from the large group sessions," ($p < 0.01$). (See Tables 2a and 2b) The overall effect of rank on this item (ω^2) is considered small, accounting for only four percent of the variance in the responses to this question. Post hoc Games-Howell tests indicated that the associate professors were more likely than the assistant or full professors to have used the handouts ($p < 0.01$). The mean for associate professors was over half a standard deviation above the mean for the assistant professors ($d = 0.59$) and was nearly a full standard deviation above that of full professors ($d = 0.96$). These are considered medium and large effects respectively.
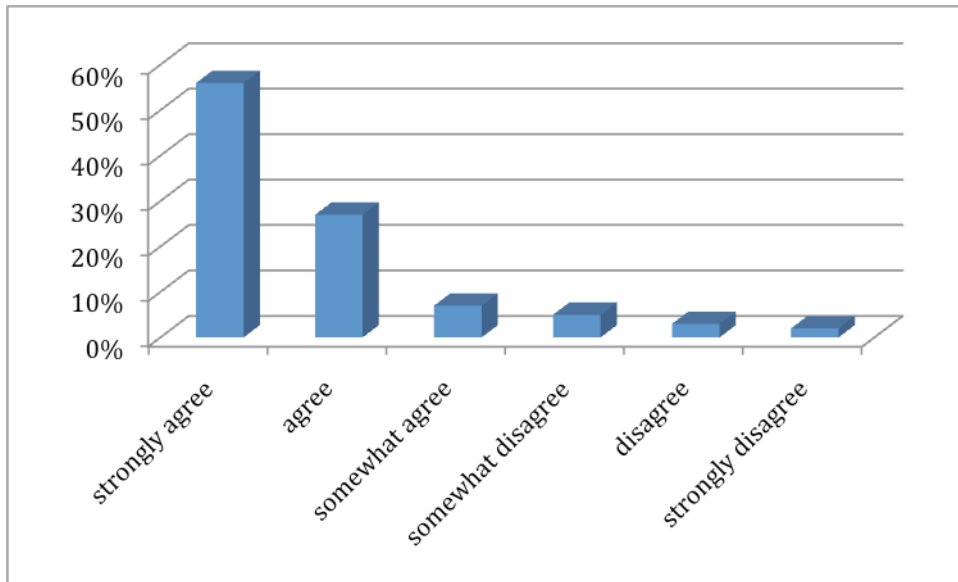
Figure 2. Responses to the question, **"At the workshop, receiving feedback that focused on behaviors and the student perspective, rather than evaluation or criticism of their teaching, was helpful."**

Table 2a. Means and standard deviations comparing rank at time of participation.
"Since the workshop I have looked at or used the handouts for the large group sessions."

Rank	*n*	*M*	*SD*
Adjunct, Visiting, Instructor	10	4.00	1.56
Assistant	147	3.38	1.60
Associate	27	4.33	1.59
Full	16	2.94	1.18

Table 2b. One-Way Analysis of Variance summary table comparing rank at time of participation on the item "Since the workshop I have looked at or used the handouts from the large group sessions."

Source	*df*	F	*p*	ω^2
"Looked at or Used the Handouts"				
Between Groups	3	3.84	0.01	0.04
Within Groups	196			
Total	199			

Note: This effect remains significant using the Welsh Statistic for heterogeneous variances.

Academic divisions had no significant effects on any of the Likert-scale items with the exception of "I have recommended that my colleagues attend the workshop." $p < 0.01$. (See Tables 3a and 3b). The overall effect (ω^2) of academic division on responses to this question is considered small, accounting for only five percent of the variance. Follow-up analysis using the Games-Howell test indicated that participants in Education, Business and Accounting were more likely to have recommended the workshop to their colleagues than were participants in the Humanities. The mean for participants in Education, Business and Accounting was nearly three quarters of a standard deviation higher than that of participants in the Humanities ($d = 0.72$). This

is considered a medium effect.

Table 3a. Means and standard deviations comparing academic division.

Academic Division	n	M	SD
Social Sciences	45	5.36	1.09
Natural Sciences	52	5.38	1.16
Math and Computer Sciences	16	4.81	1.22
Humanities	62	4.74	1.55
Arts	17	5.47	0.72
Education, Business and Accounting	13	5.77	0.60

Table 3b. One-Way Analysis of Variance summary table comparing academic division on the item "I have recommended that my colleagues attend the workshop."

Source	df	F	p	ω^2
"Recommended that my colleagues attend"				
Between Groups	5	3.11	0.01	0.05
Within Groups	199			
Total	204			

Note: This effect remains significant using the Welsh Statistic for heterogeneous variances.

Gender had a statistically significant effect on responses to three of the questions. Table 4 shows the mean for females was higher than that of males on the item, "I have tried a new teaching strategy or technique," ($p = 0.044$, $d = -0.29$); for the item, "Since the workshop I have become more aware and thoughtful about my teaching," ($p = 0.025$, $d = -0.32$); and for the item, "Since the workshop I have taken more risks with my teaching," ($p = 0.035$, $d = -0.30$). The effect sizes for these gender differences are considered medium.

Table 4. Comparison of male and female participants.

Item	n	M(SD)	t	p	d
"New Strategy or Technique"					
Males	100	4.73 (1.30)	-2.04	0.043	-0.29
Females	106	5.08 (1.13)			
"Aware and Thoughtful"					
Males	100	4.89 (1.23)	-2.28	0.024	-0.32
Females	105	5.24 (0.95)			
"Taken More Risks in Teaching"					
Males	100	4.48 (1.19)	-2.12	0.035	-0.30
Females	105	4.83 (1.16)			

V. Discussion.

Our survey results suggest that the workshop continues to be perceived as a positive professional development experience by former participants and that the enthusiastic response we receive immediately after the workshop may remain many years later. As one male environmental

studies associate professor commented, "This was my most valuable professional development experience in the area of teaching. The spirit of this workshop has stayed with me to this day (10 years later!)." A variety of factors probably contributed to the long-term impact of the workshop, but some were related likely to the structure of the microteaching groups.

Since each microteaching group is composed of faculty from different disciplines, participants are more likely see and experience a wider variety of teaching techniques and approaches than those typically used in their discipline. Such diversity allows teachers to receive feedback from participants without expertise in their discipline. As such, the feedback is from the perspective of *learners*, not disciplinary colleagues who already have mastery of the field. One participant commented that it had been a long time since he had had the opportunity to sit in on lectures in which he "had no background." He noted, "It was fascinating to see how I listened and processed the information." He went on to say, "by having to articulate my own thought processes, I gained insight into my students' perspective." Another participant noted that "A person from a very different discipline provided the most useful feedback."

Because individual microteaching groups are composed of participants from different institutions, it seems highly unlikely they would ever be in a formal evaluative position of one another. Additionally, participants are kept in the same microteaching group over the course of the five-day workshop. It is possible this practice allows a sense of camaraderie and trust to develop within the group. After the workshop, participants were given the videotapes that were recorded and viewed during the microteaching sessions, as well as handwritten notes made by the facilitators. No permanent record of teaching at the workshop is kept.

Taken together, these structural characteristics, as well as the type of feedback participants receive, likely contribute to a non-evaluative and nonthreatening environment. As a female communications participant commented, "The workshop is superbly and expertly conducted, providing a *safe* place in which professors can explore both their strengths and weaknesses as a teacher" (italics added). Similarly a male chemistry professor commented, "For those looking to take a hard, honest look at their classroom performance/interactions, the feedback and support from colleagues (often quite experienced) was very helpful." These comments reinforce the idea that the way in which the microteaching groups are formed without duplication of discipline or institution contributes to the positive experience of the participants.

Receiving and giving feedback from the perspective of the learner as opposed to that of the evaluator may develop in participants an ability to examine their teaching from a third-party perspective. For instance, a participant commented, "I felt pretty aware and thoughtful about it (*my teaching*) before the workshop, but I learned new ways to observe my teaching." She went on to say, "The feedback from my group gave me some new objective information—taught me to observe some of the things I was doing more automatically/unconsciously and to use those more to my advantage." Other participants commented they had always given their teaching a lot of thought, but that the workshop had broadened the types of things they think about in their teaching.

In their comments, several respondents wrote that they had recommended the workshop to their junior colleagues, and indeed, the majority of former participants were junior faculty members when they attended the workshop. Our analysis, however, suggests the workshop is valued equally by faculty members at all points in their careers. A full professor noted that after 27 years of college teaching he had begun to lose confidence in his ability to engage the interest of his students. He wrote that the workshop had helped him "to rediscover my natural teaching skills and to complement those by developing new skills, especially in terms of more varied classroom activities and new kinds of writing assignments." Participants across rank commented

on the importance of getting new ideas from seeing others teach.

In terms of looking at or using the plenary handouts since attending the workshop, it is interesting to note that associate professors were most likely to have done so. One might predict the less experienced assistant professors would be more likely to consult them again, but perhaps a certain amount of experience and skill may be necessary before professors feel comfortable adding new approaches and techniques to their teaching repertoires. A number of comments from junior faculty members suggest the workshop may have had other benefits for them, such as confirming career choice, building confidence, or developing their teaching philosophies.

Our analysis suggests that faculty from all academic divisions perceived the workshop as having been beneficial to them. Participants in the applied areas of Education and Business/Accounting were most likely to recommend the workshop to others, but only significantly more so than participants in the Humanities, who were the least likely to recommend the workshop to others. It is not surprising that participants from Education would view the workshop favorably. As for Business or Accounting, it is possible that professors in that area do not have as many interdisciplinary forums for the discussion of their teaching, so they are especially responsive to that aspect of the workshop. In describing the benefits of working with professors from different disciplines, a participant commented that the ACS workshop had been "the only workshop, seminar, or conference I have ever attended that was not Business Administration oriented." Also, in some areas of the Humanities, such as Foreign Languages, professors may tend to recommend more discipline-specific venues for development of teaching. A few participants (from various disciplines) noted that their institutions already did a good job recommending the workshop to faculty.

Although gender did not affect perceptions of overall effectiveness of the workshop, we found it interesting that females were more likely than males to report having tried new strategies and having taken risks in their teaching since attending the workshop. Our female sample also reported more awareness and thoughtfulness about their teaching than males. This general tendency may prompt their being more open to changes or experimentation independent of the workshop experience itself. The effect sizes found in gender research tend to be small (Hyde, 2005); the ones we found are in line with or larger than many. Our data suggest gender differences in the professional development of teaching may be a fruitful area for future research.

A very small percentage of participants did not perceive the workshop as having been particularly valuable. Comments from these participants suggest that taking nearly a week of time away from summer research was problematic. One participant found the experience to be intimidating. Some think that feedback from other professors, even as learners, is too different from feedback one might get from actual students. A few participants commented that they would have preferred more time discussing techniques outside the small microteaching groups.

The majority of participants indicate interest in attending the workshop to their academic deans and ask to be sent to it. As such, we cannot rule out the possibility that the workshop selects for participants who are open to and responsive to this type of faculty development experience or who may have continued to develop their teaching by other means. On the other hand, some participants, particularly those who may have been asked to attend by their deans, may not have been as responsive. Not being aware of why they were nominated to attend, these participants may have entered the workshop with different expectations. We were not able to examine these potential effects.

Despite these limitations, many participants commented on how the workshop was "restorative" when they had anticipated otherwise. Several commented on the pleasure they

experienced in this venue, which appeared to have been unique for them. A participant wrote, "It was just really fun to talk about teaching with people who really cared about it as much as I do, since I am not really surrounded by people like that in my current position." In commenting about the way in which the workshop had built his confidence, a participant who was in his second year of teaching at the time he attended wrote, "Just being around people who viewed teaching and learning in such open and creative ways has completely changed the way I see myself as a teacher." These comments speak to an aspect of the workshop that is difficult to quantify but may contribute greatly to its success. In reflecting on his work over many years with the GLCA summer workshop, Peter Frederick (2008) stated his belief that faculty respond favorably to the workshop experience because they are relieved to learn other professors share the same problems they do. As an opportunity to focus on pedagogy within a supportive, interdisciplinary venue, the workshop may provide a means for faculty to overcome what Shulman (1987) has called "pedagogical solitude"—a phenomenon in which faculty feel isolated and uncomfortable about seeking help with their teaching. Reder (2007) suggests that teaching needs to be conceived as a collaborative practice that is done within a community open to discussion, discovery, refinement, and improvement. It is our belief that the ACS Summer Teaching and Learning Workshop has provided such a community.

VI. Conclusion.

The ACS Teaching and Learning Workshop has brought together faculty members from different institutions across different disciplines, and at different points in their careers to 1) receive feedback on teaching in a non-evaluative setting, 2) give feedback on the teaching of others from a perspective of learning, 3) have the chance to observe teaching strategies and approaches from different disciplines, 4) share teaching problems and concerns, and 5) discuss broad pedagogical issues. The results of our survey suggest that the workshop has had a lasting impact on the professional development of its participants and has provided a valuable forum for faculty development of teaching. A large majority of participants, particularly female respondents, reported more awareness and thoughtfulness about their teaching, having tried new strategies, and having taken more risks in their teaching since having attended the workshop. A large majority of participants also continued to perceive the underlying approach to microteaching—receiving feedback from the perspective of the learner—as valuable. Other institutions and consortia may consider using workshops such as this as useful models for developing similar programs in order to support faculty development of teaching. Additionally, this study may encourage academic institutions to explore implementing various components of this workshop on their campuses, such as the guidelines for peer feedback, as well as establishing interdisciplinary forums for discussing teaching and learning.

Appendix

Appendix 1. Guidelines for Useful Feedback in Microteaching.

1. During a teaching segment when you are a participating as a student, you should not role-play as a "typical" student. Just be yourself.

2. After the segment, the "teacher" will have the first opportunity to comment before listening to others.

3. Feedback from others is most helpful when it is descriptive and specific, expressing one's *subjective experience as a learner* during the segment. Do not make evaluative, judgmental comments, best avoided by starting sentences with "I" rather than "you." Examples of helpful comments:

    "I had trouble understanding the concept before you drew the diagram on the board."
    "I became nervous when you said you'd be asking us each to answer in French."
    "I understood the principle when you restated it that third time."
    "I felt encouraged when you said you knew a lot of us were anxious about math courses."
    "I saw the point clearly when you presented the picture of the forest canopy."
    "I felt relieved when you understood what I was trying to say."

4. Helpful feedback focuses on behavior and your own experience rather than on the person. "You're a real intellectual," or "You have a dominating personality," are not helpful. "I don't understand all that lingo," or "I felt intimidated," or I felt like I couldn't interrupt" might be. The teacher can then decide what to do with the feedback.

5. Feedback should be checked with others to determine the extent of agreement about a particular experience or observation. Is this one person's impression, or is it widely shared? Remember: different students experience their learning in different ways, depending on cultural, social, and other individual characteristics.

6. Because each microteaching session raises shared issues of concerns to be explored, not problems to be solved, please do not offer advice or solutions ("this is what I do") unless specifically invited to do so. (No fair asking, "Would you like to know what I do in that situation?" since it's difficult for the other person to say "no.")

7. Finally, remember that pointing out what worked for you as a learner is as helpful and constructive as commenting on moments that were confusing. Your goal in providing feedback is to inform the teacher of your experience so that he or she can decide which behaviors to modify or maintain.

8. When you are the person receiving feedback, it is best not to feel compelled to respond to each point, but rather to listen quietly and try to understand what others' experiences were as you taught, asking only for clarification. The group facilitator will keep notes of comments made and give them to you and will make sure you do not get overloaded with too much feedback.

    Adapted from the work of Peter Frederick

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