

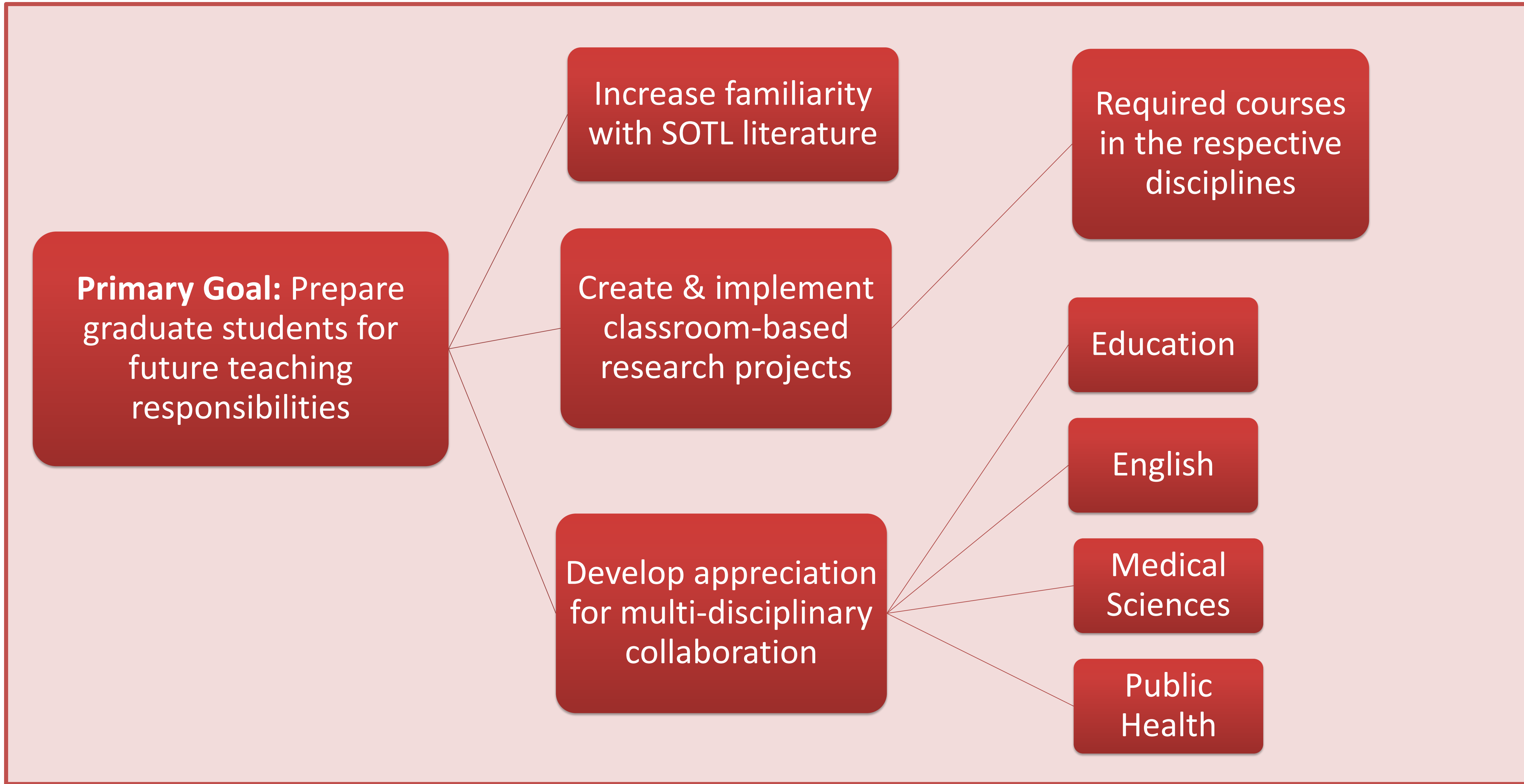


Learning Communities for Graduate Students: Supporting Scholarly Teaching



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| Timeline of Activities & Outcomes | | | |
|---|---|--|---|
| Fall 2012 | | | Spring 2013 |
| 1 Exploring Signature Pedagogies and Best Practice for Teaching | 2 Thinking about Learning Assessment | 3 Conceptualizing Classroom Research Projects | 4 Implementing Classroom Research Projects |
| ACTIVITIES: Online Forum Posts Guest Speakers Monthly Meetings Concept Maps of Disciplinary Thinking Peer Teaching Observations Micro-Teaching on Research Questions | | | |

Assessment of the Use of Student-Centered Facilitated Research Discussions (FRDs) in a Public Health Research Methods Course

Alyssa M. Lederer

Research Question
Does the use of FRDs effectively help students to synthesize course material, critically evaluate research, and appreciate the real-life impact of research?

Intervention
In groups of 5 peers, students review and develop an interactive 20 minute class session for their classmates on a selected research article.

Assessment
Anonymous online survey with closed- and open-ended questions



**Human Resource Management (HRM):
The transition from thinking like an employee to thinking like a manager**

Jill R. Sturts

Research Question
How can students make the transition from thinking like an employee to thinking like a manager early in a HRM course?

Intervention
Associate Instructor provided final project portfolio materials earlier in the course and students submitted outlines and received instructor feedback

Assessment
Sample writing and reflection and focus groups at course conclusion

**Embryology in the medical curriculum:
Student study approaches, attitudes, and beliefs**

Keely Cassidy

Research Question
How can we as educators best position the subject of human embryology appropriately and effectively within the medical curriculum?

Intervention
Associate instructor delivered the embryology lecture and distributed additional study materials and resources

Assessment
Anonymous pre- and post-surveys that included demographic information and data regarding student study approaches, as well as Likert scale and open-ended questions to assess student attitudes and beliefs regarding embryology