The Teagle Collegium on Inquiry in Action
Supporting Transformations in Graduate Student Teaching through Critical Reflection
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Questions
• Can the research orientation of university faculty members and graduate students inform and advance their own teaching practices and enhance their students’ learning?
• Can recent developments in the learning sciences in conjunction with critical reflections informed by classroom observations help prepare future college teachers?
• How can we incorporate teaching as part of the academic training of graduate programs at the department and university levels?

Model and Framework
The Teagle Collegium draws on the expertise of faculty from four departments to consider how to help graduate students reflect on their teaching using theory and evidence about learning.

Three elements hypothesized to promote critical reflection about teaching:
1. Reflection on signature pedagogies, to foster a sense of the history and intention of disciplinary practices;
2. Creation of an interdisciplinary community, to contribute to, and challenge, teaching assumptions and practices; and
3. Review of literature on learning and assessment, to provide tools for reflecting on and revising teaching practices.

Findings
We have documented a shift in the Fellows’ reflections about and attempts to include inquiry practices in their teaching

Reflections about Inquiry Practice
1. A Concept Map activity supported insight into differences between teaching content and teaching processes.
   "I’ve benefitted greatly from the chance to talk to my departmental colleagues (and bounce our ideas off of other disciplinary identities) in order to get a better sense of what our primary goals might be. And I’m excited about being much more intentional about aligning my teaching style and practices with those goals and objectives." (Written reflection, 1/09)

2. Interdisciplinary discussion invited fellows to explain, compare, and contrast disciplinary practices, supporting deeper understanding and revision of signature pedagogies and practices.
   In doing this process, I realized that, the courses I teach, and I think quite a bit of the biological courses, exist in this part right here (gestures to "content" concept map). We don’t teach the observational studies, experiments, so much. Most of what we spend our time doing is teaching the knowledge which is interesting because most of us spend our time doing the research. (Collegium, 12/08)

3. Discourse around differences between “content-centered” versus “learner-centered” instruction supported personal reflection about Fellows’ own teaching practices.
   "The collegium forced me to think, o.k. what are the kinds of thinking I want the students to get out of this class? And that’s also changed the kinds of activities that I’ve done this semester." (Interview, 4/09)

Attempts to include Inquiry Practices
1. Fellows used tools to document learning and promote understanding.
   Concept maps have grown out of the collegium. I think [my students] have really gotten a lot out of that. It’s such a small class and it seems beneficial for them to be able to really discuss how they’re making these connections…. I now really understand how [a student] is thinking about [an idea], and how that is different then, let’s say, someone else…. I want them to build on it [each others work] because it could get deeper and more intricate. And they can do it. I think that would solidify and kind of get them to deepen their understanding. (Interview, 4/09)
   "My class in the fall was discussion based, with the assignments only consisting of papers and no tests. So, the CATs helped me to figure out before the paper was due if the students were understanding the material as well as gave them practice in various skills." (Written reflection, 1/09)

2. Fellows used less lecture, more activities.
   Although I personally excelled in lecture-based classrooms, many students do not respond well to this format, and I might have found a deeper connection to certain subjects in school had they been presented to me in a learner-centered way. (Interview, 1/09)
   "Previously I would….just get up and talk, just like we see everybody else doing. And, this semester I decided that I wanted their time and what they got out of it to be their job…. My job is to create activities that they see utility in so that they remain engaged." (Interview, 4/09)

Conclusions
• Graduate students need to reflect on the nature of expertise and the relationship between content and process in their disciplines before they can be critical about their own teaching practices and the ways those practices invite and support expertise development for their undergraduate students.
• Graduate students are willing to implement pedagogical changes but do not yet know how to evaluate them.
• The Collegium model is sufficiently sound that it should be further tested and its impact should be extended by adding additional departmental teams, beginning with one from the School of Education.

Multilayered Outcomes & Effects
The program is designed to be modular and scalable. It builds from individual inquiry projects toward comparative analyses across courses within each department and across departments in science, social science, and the humanities. Additional departmental teams can be added, and the process could be adapted to other initiatives and institutional contexts.

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See http://sites.google.com/a/indiana.edu/iu-teagle-collegium/