Online Teaching Immersion Experience for STEM Graduate Students and Postdoctoral Fellows

Mary Gozza-Cohen, PhD
Natalie Chernets, PhD
Lisa Kozlowski, PhD

mary.gozzacohen@jefferson.edu
ns485@drexel.edu
lisa.kozlowski@jefferson.edu

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Program Motivation

For institutions:
- Investing resources to create online courses and programs due to student demand
- Nursing programs leading transition to online programs
- Partnered with Widener University & Jefferson nursing faculty

For predoctoral students and postdoctoral fellows:
- Appreciate differences between on campus and online teaching as well as student learning
- Learn best practices for in class and online instruction
- Create advantage when applying for faculty positions
  - “Talk the talk”
  - Preparation of Teaching Portfolio
  - Understand time commitments and resources needed to create online course(s) to help during negotiation process

Funded by:
- Burroughs Wellcome Fund Career Guidance for Trainees grant
- 1 year pilot study

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## Program Timeline

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<td>Auditing an online science course, taught by faculty Mentor</td>
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<td>Weekly 1h meetings with the faculty Mentor</td>
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<td>Presentation of online module to peers and mentors</td>
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<td>Online Teaching Instructors’ panel discussion, job search</td>
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<td>Interview and Negotiation Workshop</td>
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<td>Innovate Online Learning Consortium conference</td>
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<td>Modification of existing JCBS course for online delivery</td>
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Modeling Course Design & Best Practices

Welcome

POCDPI

Principles of Online Course Development and Pedagogy I

We are nearing the end of this course. The course will end on 12/5 which is right around the corner, so please be sure to review the content in the combined Modules 7 & 8 for details.

Don't Forget to Schedule your Team Meeting with Me.

We are scheduled to meet on 12/5 and I would be very happy to meet in person to celebrate our exceptionally successful semester!

Enjoy! Dr. Gozza-Cohen

INSTRUCTOR INFORMATION

Dr. Mary Gozza-Cohen
mary.gozza-cohen@jefferson.edu
Phone: 215-503-8506
Office: 1020 Walnut St., Room 496
Office Hours: By Appointment

BLACKBOARD SUPPORT
Brittan Clark
brittany.clark@jefferson.edu
215-829-2830

REQUIRED TEXT

ACTIVITIES/ASSIGNMENTS | FINAL GRADE %
---|---
Discussions and Interactions | 20%
Reflection Journal Entries | 15%
Orientation Module | 20%
Science-Based Tutorial/Module | 25%
Professional Development Plan | 15%
Course Evaluation | 5%

Table of Contents

1. Introduction & Due Dates
2. Mini-Lectures
3. Resources & Task Instructions
4. Discussion and Assignment Links
5. Ask The Instructor - Module 2
Mentor/Mentee Discussion Topic Examples

- Increasing student engagement
- Promoting integrity
- Curriculum design
- Differential learning survey design
- Course-specific online tools
- Building good rubrics
- Topics related to trainee’s teaching experience, including how it overlapped with online teaching course, and how trainee chose to use specific teaching techniques
Successes

- Mentors - phenomenal, open, willing, involved
- Trainees - collaborative, took initiative, open minded
- Created a wonderful community
- Support from senior administration
- Buy in from trainees’ faculty advisors
- Utilized previously established pedagogy course to teach in class pedagogy
  - Collaboration between faculty members leading in class and online pedagogy courses to coordinate course topics
- Modules - a product to showcase but it was utilized in real classroom
  - Unexpected benefit to Postbaccalaureate students
- Providing networking and professional growth at OLC
- Potential advantage when seeking faculty positions
Challenges

• Trainee time commitment
• Communicating expectations for a pilot program
• How to foster excellent group dynamics in future classes
• Limited online science courses at Jefferson → Limited number of mentors
• Bureaucracy paying above and beyond to faculty and trainees
• Lost 2 trainees during the program
  • New job
  • Need to focus on research
• Redesign content order to accommodate authentic experience
Future Plans

- Professional Development workshops
  - Teaching Portfolio
  - Job Search and Interviewing
  - Negotiation Skills
- Program Assessment
- Convert online courses about online course development & pedagogy into credit-bearing courses
- Trainee collaboration with Jefferson biomedical research faculty on online course conversion or development
- Find additional funding source(s)
Developing And Delivering Online Learning Modules In STEM Lab Education

Presenters: Tess Cherlin, Bridget Curran, Rogan Magee, Aurore Lebrun, Mary Gozza-Cohen (Thomas Jefferson University)

Track: Teaching and Learning Innovation

Location: Magnolia Ballroom   Position: 3

Brief Abstract: Participation in the Burroughs Welcome Fund Career Guidance for Trainees grant required, in part, that participants create learning modules for students in the STEM fields. In this session, graduate student and postdoctoral fellow grant participants will share their experiences with module development, deployment and results of this effort.