DEVELOPING UNDERGRADUATE FACULTY TEACHING PARTNERSHIPS TO ENHANCE LEARNER-CENTERED APPROACHES TO TEACHING

IL, IN, and MO Faculty Development Workshop
January 13 & 20th, 2006

Objective 1: Reflection on Your Teaching

Activity 1: With a specific course in mind, how do you currently teach, what are your strengths as a teacher and in what ways can you improve your class?

1. Appoint a recorder and speaker.
2. Introduce yourself to the table.
3. At the table, discuss the following questions and be prepared to present a brief introduction.
   a. Name, rank, department—-which course do you have in mind to develop, what do you do well in the class and what ways do you want to improve the class?
4. In a five-minute presentation, have a speaker introduce your table to the group.

At the conclusion of this workshop you will:

1. Develop a deeper understanding of your own practice, and the specific opportunities which you can be more learner-centered in your teaching
2. Define undergraduate and faculty teaching partnerships and describe ways to involve undergraduates in teaching and learning settings in your course
3. Create a proposal for an innovative model of developing an UFTP in your course

Objective 2: What is an UFTP, how does it work, and how can I use it?

Definition: Undergraduate faculty teaching partnerships (UFTP) occur when undergraduate students are given all or a portion of the teaching responsibilities within a course. Such partnerships vary by the degree, nature, and type of teaching responsibility given by the faculty member to the undergraduate teaching partner.

Purpose: UFTPs aim to create communities of learners among faculty and undergraduates, support learner-centered approaches to teaching and increase faculty productivity in learner-centered courses.
Activity 2

1. Divide the audience into groups according to the chapter that is in their packet. Ch 4, 8, 19, and 30.
2. Individually they need to read the article (5 minutes) and as a group outline the points given on the peer learning/group teaching handout (15-20 minutes) in their packets.
3. Group should appoint 1 recorder and 1 teacher to present the findings from their chapter.
4. Each group will be given 5-7 minutes to present their topic.

Models:
Introductory Seminar/Survey Courses---Chapter 4:

Problem-based Learning Course---Chapter 8:

Web-based Course---Chapter 19:

Faculty Development---Chapter 30:
**UFTP Benefits:**

Faculty:

Undergraduate Teacher:

Student:

**UFTP Challenges/Considerations**

Compensation of the Undergraduate Teachers

Selection Criteria for Undergraduate Teachers

Mentoring/Managing Undergraduate Teachers

**Objective 3: Developing an UFTP Award of Innovation Proposal**

*Frequently Asked Questions:*

**What is a UFTP?**

A University Faculty Teaching Partnership engages undergraduate students in the instructional process as student assistants or peer teachers. Undergraduate teaching assistants are given responsibility by faculty for part of their peers’ learning experience. Undergraduate TAs can experience a range of responsibility. They can provide incidental assistance on a specific in-class project or have full control of content selection, planning, delivery, and assessment.

**Who can apply for a UFTP Award of Innovation?**

Any faculty who teaches undergraduate students in the food and agriculture sciences. *Food and agricultural sciences* means basic, applied, and developmental research, extension, and teaching activities in the food and fiber, agricultural, renewable natural
resources, forestry, and physical and social sciences, in the broadest sense of these terms, including but not limited to, activities relating to the production, processing, marketing, distribution, conservation, utilization, consumption, research, and development of food and agriculturally related products and services, and inclusive of programs in agriculture, natural resources, aquaculture, forestry, veterinary medicine, home economics, rural human ecology, rural economic, community, or business development, and closely allied disciplines (from USDA request for applications). Faculty outside of Indiana, Illinois, and Missouri can apply, but will be responsible for travel expenses to West Lafayette, Urbana, or Columbia.

When do the UFTP projects need to be completed?

Projects need to be completed in the Fall, 2006 or Spring, 2007.

Do I need an approved Human Subjects Protocol?

This depends on your university IRB’s policy. The University of Illinois IRB has approved all activities conducted with professors. Some institutions will exempt Human Subject Review because of the University of Illinois protocol. Some institutions may require you to have a separate Human Subjects Protocol. We are willing to provide you a copy of our Human Subjects Protocol and technical assistance as needed.

What counts as evidence in documenting impact?

Evidence needs to be collected using social science methods such as pre/post-tests, questionnaires, interviews, observations, focus group interviews, reflections, evaluations (student, peer teachers, faculty), and student performance data (grades).

What are some examples of outcomes that could be measured as evidence?

Cognitive, affective, motivation, and/or behavioral outcomes should be measured. Some examples are self-efficacy, responsibility for one’s learning, beliefs about learning, attitude toward content, personal and interpersonal development, teamwork skills, sense of community, collective efficacy, interest motivation, engagement (cognitive, affective, behavioral), and academic performance (achievement).

How do you select peer educators? Wouldn’t this create conflicts of interest among the students in my course?

Applications, interviews, nominations by faculty members, or volunteers. Conflicts of interest CAN arise, if the peer educators are concurrently enrolled in the course in which they will serve as an educator. The best possible scenario would be for peer educators to be upper-level undergraduates who had previously completed the course.
How do you train peer educators to help them learn and execute their responsibilities?

Weekly meetings with the faculty member, the instructional team, or both; a pre-semester training workshop, training workshops periodically during the semester, concurrent enrollment in a peer educator’s course taught by the faculty member, require them to attend university sponsored faculty or teaching assistant workshops.

How does compensation affect the power relationship between faculty and undergraduate students?

Students who are concurrently enrolled in a course concurrently while they are working as a peer educator, might experience institutional level conflicts of interest. Ideally, students would NOT be compensated monetarily to teach a course in which they are enrolled. In this instance, independent study or honors credit would be more suitable. In regard to the relationship in general, it is important for the faculty supervisor to approach all individuals partnering in a UFTP as members of a total instructional team. Then, the specific roles, responsibilities, and expectations of all members of the instructional team should be clearly outlined in the beginning of the experience. Finally, it should be clear how the peer educators will be evaluated on performance, and regular performance evaluations with specific feedback should be conducted by the faculty member.

What type of tasks should be assigned to peer assistants—menial or meaningful?

It is important to define the job description(s) for peer assistants. These expectations and responsibilities should be clear. Peer assistants can help with menial tasks such as duplicating handouts, but it will be important to provide a balance with greater responsibility of more meaningful tasks such as teaching and assessing. The more responsibility that peer assistants are given, the more training and supervision they will need to be successful.

What resources have you used that have been helpful to create an UFTP?


UFTP Website at [http://let.aces.uiuc.edu/UFTP/index.html](http://let.aces.uiuc.edu/UFTP/index.html)

LCT Website at [http://lct.aces.uiuc.edu](http://lct.aces.uiuc.edu)

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