Equipping Future Faculty with Instructional Methods & Technology
Presentation at SITE 2008

This presentation describes the development of instructional technology courses for graduate students planning on careers as teaching faculty in disciplines outside education. These courses have been extremely well received and show a tremendous demand among graduate students for instructional technology training. The presentation would be of benefit to institutions examining ways to provide instructional technology training for graduate instructors/future faculty in a wide range of disciplines.

The course sequence described here was developed in a medium-sized, research-extensive university (Duke University, Durham, North Carolina.) Historically, graduate instructor teaching and technology training has been handled by individual academic schools and departments at this university. There is currently movement towards offering additional training more centrally, including the development of courses to support graduate instructor technology use.

In summer, 2006, a needs assessment was conducted at the university to uncover departmental and graduate student needs and perceptions regarding instructional technology training. This resulted in the development of the course Instructional Uses of Technology. This course was designed to complement an existing course (Introduction to College Teaching) and provide PhD students planning on faculty careers in a wide range of disciplines with opportunities to develop confidence and competence with current uses of technology in a constructivist learning environment.

Content in the course includes exploration of instructional technology tools such as learning management systems, web and graphic design, instructional hard- and software, intellectual property issues and interactive web 2.0 tools as well as an introduction to theories of learning. Completion of this course includes development of an style-sheet driven electronic teaching portfolio using an html editor (list of urls to be provided in proceedings submission.)

Previous to the development of this course, instructional technology training for graduate instructors was offered in the form of stand-alone workshops; typically, about 25 students would complete the four workshop sequence for credit each year. The new offering, a semester-long, regular credit-bearing course, has been enormously popular among graduate students in a very wide range of disciplines across the university. All sections of this course, in the three semesters offered so far, have filled up almost immediately (typically 40 seats.) For Spring 2007, there was a waitlist of over 70. This suggests a ravenous demand for instructional technology training among the university’s graduate students in a wide range of disciplines. This is also supported by both anecdotal conversations with graduate students and student course evaluations of Instructional Uses of Technology.
Currently, a second course is being planned for Spring 2008 to provide students the opportunity for more applied use of instructional technology and direct feedback on their teaching. In the new course, *The College Teaching Practicum*, each student will lead four progressively more interactive teaching demonstrations that will be observed by classmates, instructors, and for the third and fourth presentations, undergraduate volunteers. Each presentation will also be video recorded; students will submit self-evaluations based on feedback from others and observation of their own teaching videos. We will use iTunes U for video distribution.

Additionally, the university is currently building a complex of new flexible and technology enhanced classrooms. *The College Teaching Practicum* will be conducted in this new space as a way to both expose the participants to innovative uses of classroom space and to model for other graduate instructors (as well as regular faculty) alternatives to traditional models of instruction (i.e., lecture.)