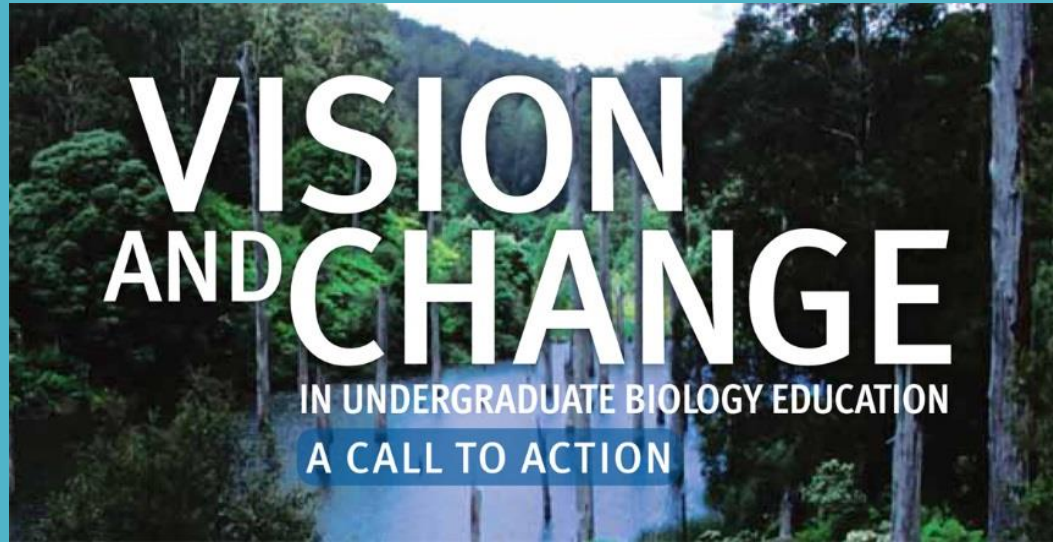


DEPARTMENT OF ECOLOGY & EVOLUTIONARY BIOLOGY

Spring 2016 Ph.D Exit Seminar

Anna Jo Auerbach – University of Tennessee

“How a *Vision and Change* reform of introductory biology improves faculty perceptions and use of active learning”



Helping to increase faculty use of active learning pedagogies in college classrooms has been a persistent challenge in biology education. The University of Tennessee, Division of Biology, implemented curriculum changes to their majors' two-course introductory sequence as outlined by the *Vision and Change in Undergraduate Biology Education* final report (AAAS, 2011). Goals of the curriculum reform included integrating core biological concepts and competencies into the courses using active learning pedagogical approaches. Instructors increased their average use of active learning by 12% throughout the three-year study. Come learn how they did it and how to start applying best practices to your own teaching! By the end of the talk, you will be able to:

1. Describe your own ideas of teaching and learning.
2. Explain how beliefs shape practices and apply to teaching and learning.
3. Understand HOW UT Division of Biology faculty instruction and beliefs about instruction changed throughout a curriculum reform.
4. Connect ideas from the change at UT to possible areas of change in your own teaching.
5. Evaluate your current teaching practices and make a decision to improve your own instruction.
6. Create a plan of action for change that consists of one goal.

If you have ever taught or plan to teach (formally or informally), this talk is for you!

Friday, April 8, 2016; Room 307, SERF; 3:30 - 4:30PM. - Pre-talk reception: 3:00 PM in Dabney 568