WHY INSTRUCTIONAL REDESIGN?

Welcome to the Drake Institute Teaching Support Program Instructional Redesign website. This initiative, which began in spring 2019, challenges faculty to examine the instructional strategies they implement in their courses.

The best teachers in higher education have expertise in both their disciplines and in the pedagogies that best support student success. They communicate clearly, prioritize student learning and continually refine what they do in the classroom, laboratory or clinic.

Research has shown that students benefit greatly from well-articulated and communicated learning outcomes, active learning strategies, purposeful use of technology and strong assessment and evaluation. In addition, experiential learning enhances retention of course content.

Successful teaching faculty establish an environment conducive to student learning, a student’s successful transition from one course to the next and, eventually, to a field of their choosing. Because Ohio State is dedicated to the success of faculty in the classroom, it provides opportunities for continuous professional learning and development of teaching skills.

Outstanding teaching, and the time and energy it takes to explore, implement and refine practices associated with this excellence, deserves to be rewarded. The Board of Trustees, president and provost want faculty members to know that they are supported in all their endeavors and that the university is committed to student success.

Through Instructional Redesign, university teachers intentionally infuse evidence-based strategies into their teaching with the goal of increasing student learning and enhancing the student experience.

IR OUTCOMES

The outcomes of Instructional Redesign are to:

* Encourage instructor reflection on instructional practices (how they teach)
* Engage instructors in assessing how instructional practices impact student learning (how they know teaching affects learning)
* Improve students’ learning experiences
* Increase the use of evidence-based practices across the university
* Encourage/promote classroom assessment
* Build a community around the pursuit of teaching excellence

WHO IS ELIGIBLE?

The Drake Institute encourages all instructors at Ohio State to implement evidence-based instructional strategies, assess their effectiveness, and reflect on and iterate teaching practices. Full-time (.75 FTE) tenure-track, clinical, teaching and practice faculty and lecturers may participate in IR for compensation if they have completed other elements of the Teaching Support Program, including the Teaching Practices Inventory, Teaching@OhioState modules, and the Drake Institute reading list reflection. Eligible faculty will receive a $1,150 one-time cash supplement for redesigning instruction in a course and submitting an IR portfolio documenting that redesign; assuming continuation of the program, the supplement will be available every five years.

IR PROCESS

1. Ensure you have completed the TPI, modules, and reading list -- all included in Teaching@OhioState.

2. Identify a “teaching problem” or challenge (for example, I want my students to be more engaged; I want to make instruction more inclusive; I want to make my material more relevant; faculty in my department want to ensure all student taking this course master the same outcomes).

3. Choose a way to learn more about how to address the problem or challenge through an IR Pathway (Drake Institute Teaching Endorsement, community of practice, curriculum team, or individual research/reflection, IR cohort, or faculty teaching team, among others).

4. Plan and develop your teaching intervention.

5. Teach with the redesigned instructional strategy.

6. Assess/evaluate the effectiveness of your intervention.

7. Document your findings in an Instructional Redesign portfolio.

8. Submit your IR portfolio in a single PDF file to drakeinstitute@osu.edu. Portfolios are accepted on a rolling basis with reviews every quarter.

IR PORTFOLIOS

Full details on IR Portfolio sections and guided questions to help faculty write those sections, as well as an IR template and rubric, are available on the Drake Institute website. There is no right or wrong way to construct a portfolio, and many thoughtful and reflective approaches will satisfy the guidelines. The Drake Institute website, How Are You Teaching?, contains portfolio examples for various disciplines.

Drake Institue staff are committed to assisting you through the instructional redesign process. We are available for one-on-one consultations, to work with teams or cohorts of fculty, and to provide regular pathway programming.

Please don’t hesitate to contact us if you have further questions.

We look forward to engaging with you in this important work and thank you for your commitment to enhancing student learning and the student experience.