

As outlined in The Ohio State University strategic plan, exceptional teaching and learning are cornerstones of the university mission to support student success.

Teaching and learning are constantly evolving, lifelong pursuits. The Drake Institute for Teaching and Learning offers career-long professional learning opportunities and teaching resources to all who teach at Ohio State.

These tools are meant to prepare instructors to approach teaching using evidence-based practices that reach and inspire generations of diverse students.

Individual Instructor Consultations

Institute staff are available by appointment for one-on-one consultations on evidence-based and best practices related to teaching and learning topics, including:

- Assessing student learning
- Career progression
- Classroom management
- Assignment/activity design
- Inclusive teaching
- Evidence-based instructional strategies (e.g., active learning, universal design)
- Teaching international students
- Mentoring other faculty
- Peer review of instruction
- Interpreting and applying SEIs
- Engaging in SoTL/DBER
- Supervising/mentoring GTAs/TAs
- Syllabus construction
- Constructing a teaching portfolio
- Constructing a DEI statement
- Work/life balance

Small Group Instructional Diagnosis

Staff are also available to observe and provide formative feedback on classroom instruction and conduct Small Group Instructional Diagnosis (SGIDs) to assist teachers in refining and improving their teaching practice.

CONSULTANT: _____

EMAIL: _____



THE OHIO STATE UNIVERSITY
DRAKE INSTITUTE FOR TEACHING
AND LEARNING



“ *The institute seeks to engage instructors at all stages in their careers, impact their perspectives on and practice in the classroom, and transform teaching and learning at the university.* ”

Kay Halasek,
Professor of English

4138 Smith Laboratory
174 W. 18th Ave.
drakeinstitute@osu.edu

Columbus, OH 43210
Phone: 614-292-3644
Fax: 614-688-5498

drakeinstitute.osu.edu

“ I am focused on opportunities to design and implement the college classroom of tomorrow. Part of this requires developing sophisticated, student-centered digital learning pedagogies that humanizes instead of isolates. ”

Professor of Practice Kyle Ezell, Ed.D., F.A.I.C.P., C.U.D
Institute Senior Affiliate
Knowlton School of Architecture

SIGNATURE PROGRAMS

Course Design Institutes

During a CDI, instructors are introduced to a “backward design” process, as well as strategies to encourage significant learning. Participants receive the tools and resources necessary to build effective, student-centered courses. Most importantly, the CDI creates the time and space to concentrate on the work itself in the company of colleagues and educational developers.

Curriculum Development and Assessment

Curriculum design or redesign is initiated for a variety of reasons, including updates to or new accreditation standards, disciplinary changes, and evolving needs of future employers. An institute curriculum consultant with expertise across disciplines is available to guide you and your instructional team through a six-stage evidence-based design process.

FIT Mentors

Designed to promote success of new faculty, the New Faculty Foundation, Impact, Transformation (FIT) Mentoring Program matches small cohorts of new faculty with colleagues known for their excellence in teaching. These mentors bring to their cohorts significant expertise in and a commitment to guiding new faculty in meaningful conversations about teaching and learning.

Institute Affiliates

This program formally identifies instructors and staff dedicated to elevating, supporting and promoting instructional excellence. Currently, over three dozen affiliates support the institute through contributions based on their disciplinary expertise and instructional interests.

Instructional Redesign

The Instructional Redesign (IR) program supports adoption and assessment of evidence-based teaching. Instructors explore one or more literature-supported instructional strategies and plan assessment and evaluation that measure their impact and effectiveness. Full-time instructors (.75 FTE) who document their experience and findings are eligible for a \$1,150 cash supplement every five years.

Teaching Endorsements

Faculty, staff and students who participate in professional learning that promotes excellence in teaching can earn endorsements. These credentials, awarded three times annually, include, among others:

- Course Design in Higher Education
- Teaching Ethics and Human Values
- Inclusive Teaching
- Teaching Through Writing
- Meaningful Inquiry
- Information Literacy

Teaching@OhioState

Teaching@OhioState comprises a Teaching Practices Inventory (TPI) and a set of five learning modules in Carmen to equip instructors with tools to explore, refine or enhance current teaching practices.

Scholarly Teaching and Research Support

The institute forms Learning Communities for and awards funding to instructors engaged in scholarly teaching, Scholarship of Teaching and Learning or Disciplinary-Based Educational Research.

Facts and Figures

3,500+

instructors have completed
Teaching@OhioState

479

endorsements have been
awarded since the institute
began the program in the
2017-18 academic year

52

scholarly teaching and research projects
have been funded since spring 2018
to support faculty scholarship in
departments ranging from Chemistry to
Theatre and representing undergraduate,
graduate and professional programs

“ Spending time with great teachers is an honor and a privilege for anyone who values learning and knowledge ..., and I consider time spent in that company some of the most valuable in my career to date. The Drake Institute, in its people and programs, has been instrumental in my development as a teacher in higher education, putting many ... great teachers directly in my path and facilitating opportunities for professional growth. ”

Associate Prof. Teresa Burns, D.V.M., Ph.D., D.A.C.V.I.M.,
Institute Affiliate
College of Veterinary Medicine