

TEACHING GOALS – SHORT & LONG TERM

As a lifelong learner, I embrace the opportunity to grow as a scholar by teaching new subject matter and by presenting familiar subjects in new ways. I continually revise my existing courses and constantly reassess my teaching and classroom activities. Each semester (before, during, and after), I assess my courses and think about what I can do to make them clearer, more fun, and more memorable. I review each day's lecture after class to consider what worked, what didn't work, and how it might best be changed to make it as clear as possibly can be. I recognize that I can always improve as a teacher, and I strive to improve myself and myself classes everyday. I take student feedback seriously and constantly work to address issues of concern. I attend workshops to improve my teaching skills. I work to stay current in my field. There are a number of things I would like to improve about my teaching within the individual courses (short-term) I teach and broadly (long-term).

SHORT-TERM TEACHING GOALS

NUTR 3500 Research Methodology

With the removal of NUTR 3501, I am currently working redesigning NUTR 3500 to focus more on the below skill sets related to research and writing. This WI course will emphasize the importance of critically reviewing literature and drawing sound conclusions about important concepts in food and nutrition. This skill set is vital to our students as future health professionals.

- Identifying a Research Problem/Topic [e.g. Focusing Interest, Selecting Perspective, Writing a Thesis Statement]
- Searching the Literature for Reputable Sources [e.g. Managing Data, Mapping the Literature]
- Developing an Argument [e.g. Building a Case, Basic of an Argument, Understanding Claims in the Literature, Building Evidence (Quality, Relevance et.), Logical Connection of Evidence to Claim]
- Surveying and Critiquing Literature Critically [e.g. Gathering/Using Credible Sources, Reading Critically]
- Synthesizing Research from Literature to Create New Text [e.g. Writing to Understand, Writing to be Understood, Emphasis on Drafting Process – “Writing as a Process”]

Throughout the semester they will be guided through the development of a 15-20 page (including abstract, figures, and tables) literature review following the below format. The manuscript will loosely mirror the form of a publishable literature review (e.g. systematic review).

- **Introduction:** Presents the topic and states why a review is needed. The clearly stated objective should be linked to the research question and how the research questions were developed.
- **Methods:** Detailed information should be provided on inclusion/exclusion criteria, search strategies, databases, and other search engines or manual methods for identifying articles, comparative analysis across articles, summary, and synthesis strategies. This section should also include a diagram that contains the number of all articles found by the initial search, how many were excluded, and why.
- **Discussion:** Compares the results to any previous reviews on this topic. If other reviews are not available, the Discussion should compare key findings to those already reported in the literature. The Discussion should include any limitations of the review.
- **Implications for Research and Practice:** Concisely states how these findings or major conclusions could be applied to best practices, if they can, and what additional research would strengthen the conclusions or extend the results to larger audiences. Any policy implications should also be included in this section.

NUTR 3105 Nutritional Biochemistry

In Spring 2015, I will begin teaching NUTR 3105-WI. Currently the course is design to incorporate writing through micro-themes. The idea behind a microtheme is to present an argument about an assigned topic or question as clearly and concisely as possible, without sacrificing evidence to support the microtheme's thesis. In the future, the microtheme assignment will be redesigned to teach students how to write for the lay public. Students will be asked to compose a 500-700 OpEd-like article about a “hot topic” related to or based in nutritional biochemistry. The ultimate goal is to challenge students to write translate nutrition science to the general public. The addition of this writing

assignment in NUTR 3105-WI will also expose student to other genres of writing (e.g. technical vs. lay).

LONG-TERM TEACHING GOALS

As previously described under “Scholarship of Teaching”, in order to assess both WI courses using a standardized approach, Spring 2015 I will begin to shift my focus to assessment of **writing apprehension** and **self-efficacy** for important writing skills sets among dietetic students. Based on my observations, many students do not understand the writing process and fear writing-related tasks.

In addition to conducting research surrounding these constructs among dietetic students, I will work to improve my teaching strategies by diversifying the types of writing assignments students engage with through their upper-level NUTR WI courses (e.g. NUTR 3500- technical; NUTR 3105 – lay, translation to the public).

Dietitians play a key role in communicating health information to the public. Our students should become more comfortable with the writing process, writing in multiple formats and genres, and understanding how to translate and use science to guide the public on how to make healthy living decisions.