



School of Arts & Sciences
Department of Chemistry

UNPACKING OUR THINKING ABOUT TEACHING IN ORDER TO ENHANCE STUDENT LEARNING ACROSS CURRICULUM

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In this era of instructional transformation of STEM courses at the postsecondary level, the focus has been on educating science faculty about so-called evidence-based instructional practices, i.e. practices that have been empirically proven to enhance student learning outcomes. However, a lot less attention has been given to faculty's thinking about their teaching especially at the topic level. In this seminar, we will present the results of a mixed-method study that explored variations in the pedagogical approaches to teaching resonance among seven organic chemistry instructors and the relationship between these approaches and students' conceptual understanding of this concept. Finally, we will leverage results from a recent social network study to explore ways we can address the challenges identified in the resonance study.