***Becoming a Scholarly Practitioner***

This session will help faculty prepare for the first course(s) at Wilmington University.  Faculty will be introduced to key elements of teaching at Wilmington University, including:

|  |  |
| --- | --- |
| **Objectives** | 1. Developing our class agendas toward career-relevance.
2. Designing engaging class-sessions that help facilitate learning in accelerated courses.
3. Providing students with individualized attention and communicating effectively with students.
 |
| **Assessments** | Comprehension quiz  |

**Resources**

***Becoming a Scholarly Practitioner Overview***

At [Wilmington University](http://www.wilmu.edu/about/mission.aspx) we employ a scholar-practitioner model, where our ideal faculty member is an innovator and a successful leader in their professional field. Our curricula are designed to prepare students for similar professional success by emphasizing the real-world application of course learning material. As a result we oftentimes hire faculty members with little to no formal education nor prior experience in teaching…

But don’t worry! The Center for Teaching Excellence exists to help you develop teaching related skills in the classroom to pair with your professional expertise and experience. Our introductory series, *Becoming a Scholarly Practitioner,* is designed to introduce new faculty to the art of successful teaching at Wilmington University.

This first stop on our *Pathways to Instructional Excellence* is offered as the following online learning resource as well as live sessions on campus in New Castle.

* An introduction to the importance of [increasing the relevance](https://www.facultyfocus.com/articles/effective-teaching-strategies/teaching-unprepared-students-the-importance-of-increasing-relevance/) of course content
* Motivating students via establishing [relevance of content and student autonomy](https://www.facultyfocus.com/articles/effective-teaching-strategies/motivating-students-with-teaching-techniques-that-establish-relevance-promote-autonomy/)
* A forum with various articles introducing [different means of engaging students](https://www.facultyfocus.com/tag/engaging-students/) in the classroom
* Some tips for [connecting with our students](https://www.cte.cornell.edu/teaching-ideas/building-inclusive-classrooms/connecting-with-your-students.html)

***Becoming a Scholarly Practitioner takes experience and patience!***

Despite our best laid plans to deliver a perfect class our first time out there-in many cases faculty ‘won’t know what they don’t know’ until after they have taught a course or two. As such, while the material presented in this learning module will help you prepare for your first teaching assignment, the resources presented will sure to be valuable for experience faculty as well. We encourage you to review the materials presented frequently as you gain teaching experience in order to reflect and grow as a faculty member.

To earn credit for completing *Becoming a Scholarly Practitioner* faculty will be asked to complete a short comprehension quiz on the art of teaching at Wilmington University.

***How do I earn credit for this learning unit on my Pathway to Instructional Excellence?***

After reviewing the material presented in this unit, please complete the associated quiz. A score of 9 out of 10 or higher is required to earn the participation credit for this learning unit. The quiz is multiple choice, untimed, and may be taken multiple times.

If you have any questions about the content of a quiz or the information discussed in learning modules please send an email to facultydevelopment@wilmu.edu.