



**hyllis · cluskey-itus**

# Introduction

## □ Context for this study

- Acknowledge funding from:
  - ▣ Cross Chair, SoTL
  - ▣ CTLT
  - ▣ Wallace Foundation



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# Research questions

- How are classes taught by faculty-practitioners and non-practitioners in applied disciplines similar and different?
- What do students report about the teaching methods and their learning in classes taught by faculty-practitioners and non-practitioners?



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# Research methodology

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- 7 Campuses
- 4 Applied disciplines
- 15 Classrooms
- Classroom observations
- Student focus groups
- Classroom materials
- Faculty interviews\*

\* data not included in this presentation



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# Finding: Classroom observations

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- Teaching methods used
  - ▣ Both
  - ▣ Students responsible for classmates' learning
    - Practitioners
    - Non-practitioners
  - ▣ Application of material
    - Practitioners
    - Non-practitioners



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# Finding: Student focus groups

- When students are really learning something, what is happening in the class?
  - ▣ Continue discussion outside class
  - ▣ Faculty interprets material
  - ▣ Relevant to practice
  - ▣ “I am not playing solitaire”



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# Implications for your teaching

- Offer examples from practice
- Maintain connections to the field
- Involve professionals in the class
- Others??



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