

EMCORY





Originality

experiment most—graduate students!

Graduate students innovate by necessity as they teach for the first time.

Goals

We designed a novel monthly event featuring four-minute graduate student lightning talks over frozen yogurt and Vietnamese sandwiches with the following goals:

Capture and disseminate graduate student innovations in teaching. 2. Engage graduate students in their pedagogical development.

Departing from the traditional, faculty-driven model of TA training, this event leverages peer-to-peer learning in a fast, ongoing, and practical discussion of teaching.





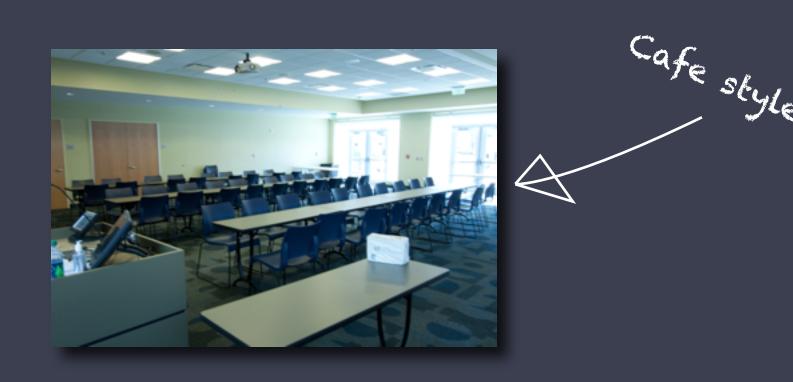
Sample Flashtalks

- peed Dating for Lab Partners riting Letters in the Classroom

Blogging in the Classroom

Talk.

An original indirect facilitation strategy empowers and engages student discussion.





The frozen yogurt machine and bánh mì sandwiches signal a unique learning space.

- Cheap! Local!
- Features food not available at any other campus event!
- Signals a different experience and paradigm!



Run

Yogurt

machine!

Strict timing of talks ensures student interest and develops presentation skills.

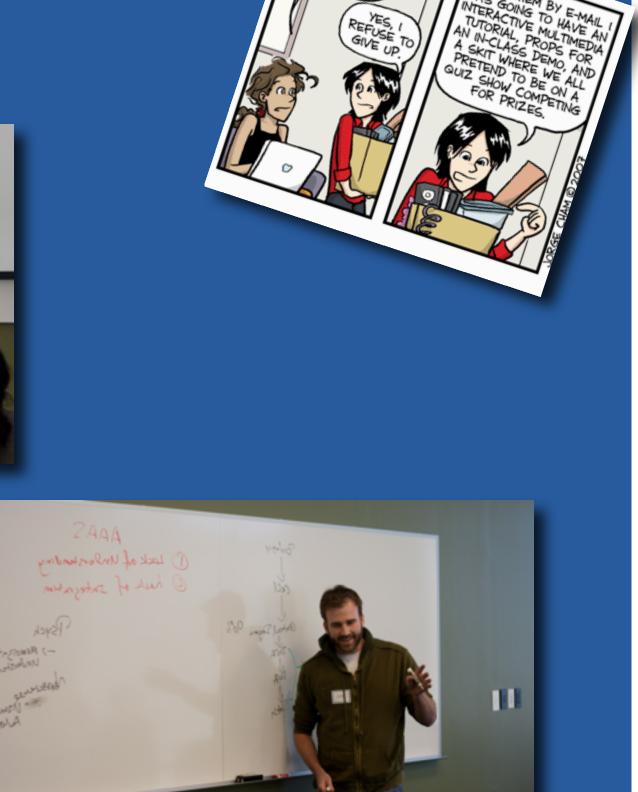


The event is also held to exactly 60 minutes, respecting graduate students' busy schedules.

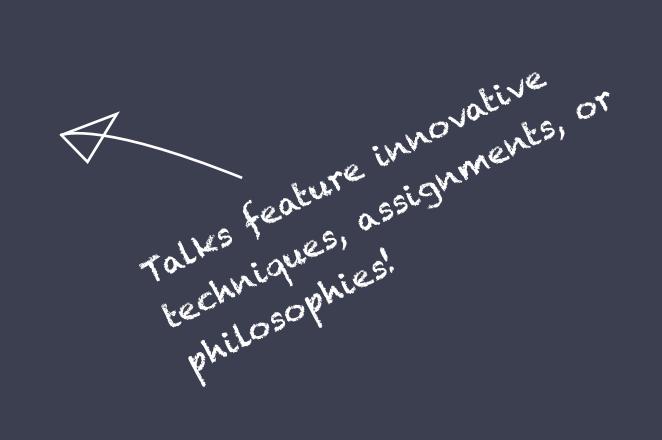
Changing Graduate Student Teaching One Fro-Yo and Bánh Mì at a Time Howard Chiou, MD-PhD Candidate Emory University School of Medicine and Department of Anthropology

The most innovative teaching on campus is likely to come from those who











Rather than a typical Q&A session, talks are followed by queueing. The lines for food and cafestyle tables are arranged purposively to encourage waiting and, consequently, conversations about teaching with people from disciplines outside their own.

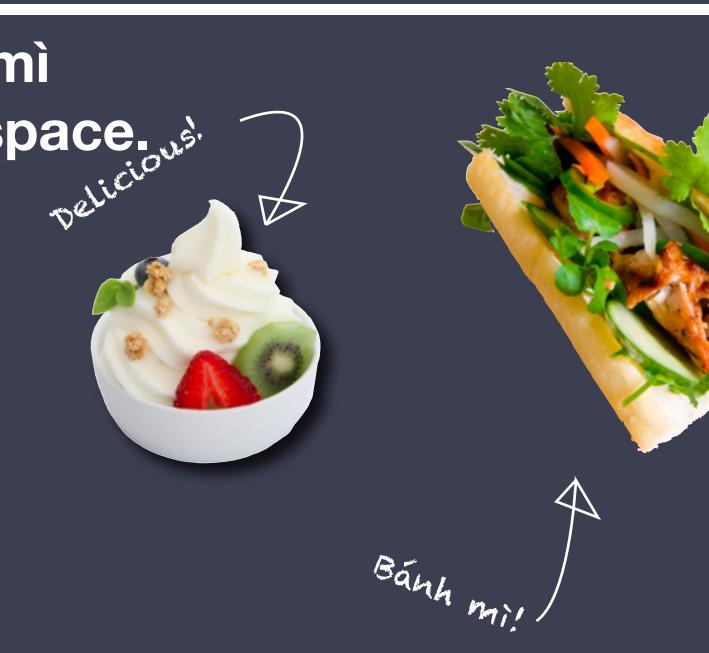
Discussion is also facilitated through an innovative audience-chosen award. Students are asked to vote for the most useful talk, emphasizing pedagogical content over style. However, there is only one vote for every four students—each table votes by consensus. This process not only increases audience engagement and focuses discussions on teaching, but also encourages speakers to develop talks that are useful for other graduate students.



1 minute left?

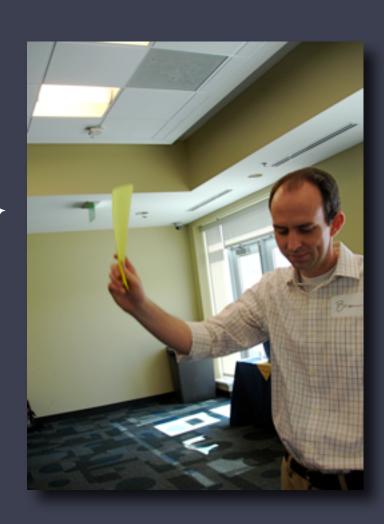
Yellow card!





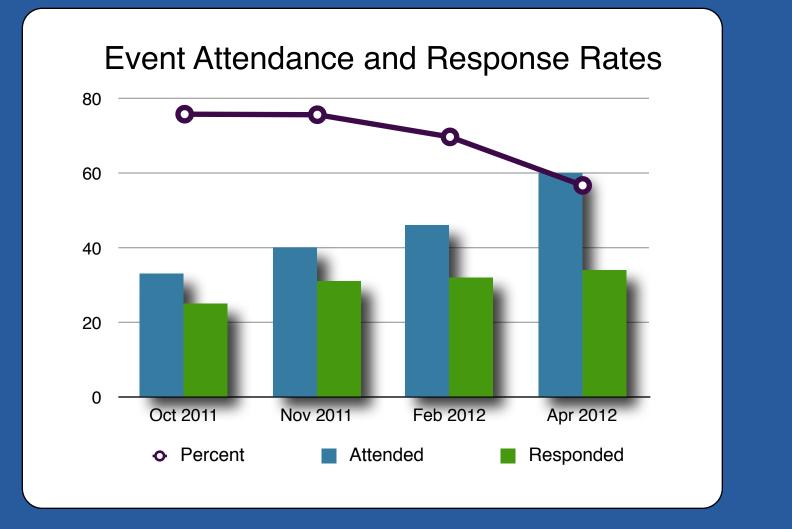


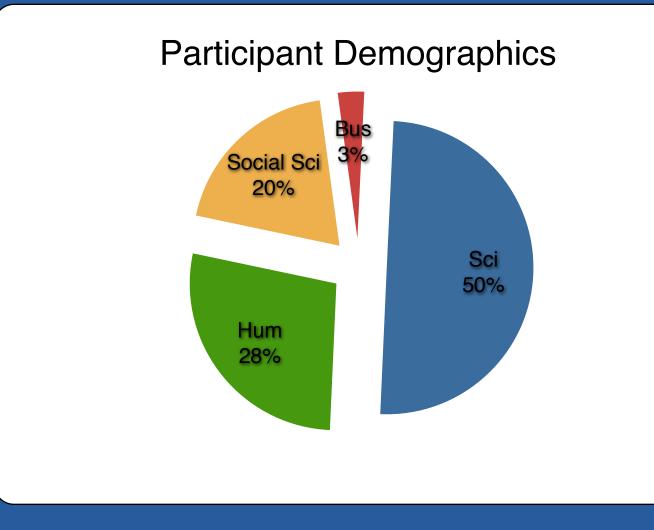
This is a quick way to get fresh ideas, meet peers, and grab a bite!



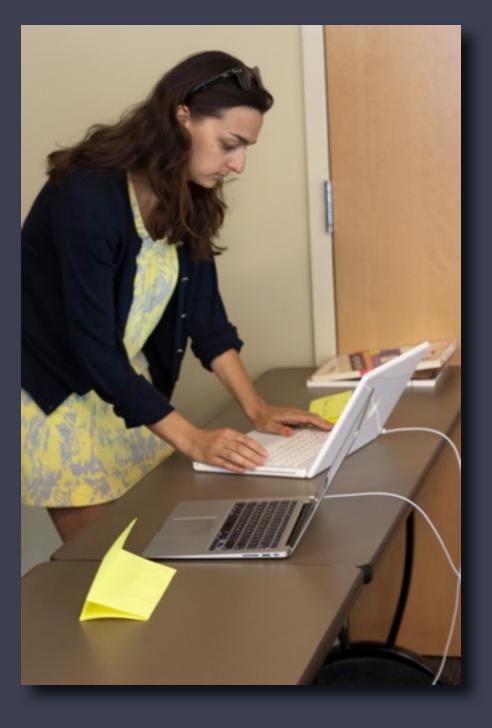
Scope

This program has demonstrated success with four events during the 2011-2012 academic year. The Laney Graduate School has committed funding support for at least two years.





Results





Qualitative and quantitative evaluations were sent to each participant via e-mail.

N = 122, Mean RR = 69.9%

Selected Qualitative Feedbacl

graduate students from across the graduate school. Meeting to talk about our teaching makes so much sense! The format of the event

loved the format. It was easy to chat with other people about the flash talk topics, and the talks were the perfect length to spark an interest and get you thinking about the subject, instead of rambling on and on till boredom is reached."

"I almost never get to meet or hear from those teaching in the humanities or social sciences as a life scientist. It's great to get ideas and feedback from them. It also makes me feel more connected to the greater graduate school."

"The diversity of talks was great. The good turnout made it exciting, the food was npressive that it was only 1 hour. Even though some talks were field specific or were generally things that one might have known on their own, it was really exciting to hear from people who thought and cared about teaching, and that so many students showed up."

Multiple students have also told us they adopted and adapted techniques learned at the event in their own teaching!

Effectiveness

Administratively lightweight.

As the talks are given by graduate students, and graduate students nominate themselves or friends to speak, the administrative tasks are limited to identifying speakers, event logistics, and evaluation.

We estimate this administrative workload to be 5 hours total for each event.

Low cost.

Our budget consists almost entirely of food. We have minimized costs by utilizing off-campus vendors, which also helps appeal to graduate students by offering food incentives outside the norm.

The prizes offered for the most useful talk contest are minimal and consist primarily of office items.

Per Event Costs (60 Participants)	
Yogurt x 60	\$250 - 300
Bánh mì x 60	\$125 - 200
Drinks x 60	\$20
Per Event Average	\$550
Per Person Average	\$9,16

Brian Croxall, PhD, Digital Humanities Strategist and Lecturer of English Emory University Robert W. Woodruff Library and Department of English

Student enthusiasm for the program resulted in an invitation to deliver a "Best of Eat. Talk. Teach. Run!" as one of the campus-wide plenary sessions in the August 2012 mandatory three-day TA training course, including over 300 students.

We were called "The Most Useful Part of TA Training!"



Transferability

This high-impact low-cost model easily extends to multiple populations, topics, and institutions.

We have demonstrated some evidence of transferability on our own campus. The Department of Anthropology, for example, independently experimented with a similar format.

The Emory Center for Ethics, the Center for Faculty Development and Excellence, and individual faculty wanting to improve their teaching have also contacted us with interest in the program.

Acknowledgments

- Dr. Lisa A. Tedesco, Dean, Laney Graduate School, Emory University Dr. Cora E. Macbeth, Assistant Dean, Student Affairs.
- Dr. Carolyn Denard, Interim Assistant Dean, Student Affairs. Mrs. Sherice Allen Henry, Program Coordinator, Academic and Student Affairs.

Take a recipe card!