

Loser-Savkar Fellowship Application

Proposal

Abstract (Maximum 100 words)

Summarize how and what you propose to learn about teaching effectiveness during your project, and how you expect to apply what you learn to your teaching.

I propose to explore and incorporate into my teaching the principles of self-authorship and meaning-making. I was introduced to these principles last semester, when, in response to an increased incidence of student anxiety, I began the independent research that led me to the works of Dr. Marcia Baxter Magolda and Dr. Patrick Manning. These scholars demonstrate that cultivating in students self-authorship (Magolda) and meaning-making (Manning) can mitigate the effects of anxiety. I will apply what I learn by assigning self-reflective activities in which students chronicle, examine, and accept the evolution of their ideas and gain confidence in their inner voices.

Project (Maximum 500 words)

Please refer to the Reviewer Guide on the fellowship web site for an explanation of how proposals will be evaluated.

What aspects of your teaching effectiveness do you wish to develop further and why?

I strive for active classrooms that depend on students' ideas more than on my lectures. Generally, my in-class group work asks students to face outward (at an article, video, podcast, or other communication) and then share their interpretations. To supplement this approach, I would like to develop classroom strategies that encourage students to first look inward and trust that *their personal experiences* are valuable tools and necessary starting points as they begin to figure out who they are and what they believe. I wish to develop this aspect of my teaching because I believe that after my students recognize the value of their own ideas, the strength of their inner voices will become an important tool that guides them as they derive meaning from external situations and cope with challenges.

What independent study, course, workshop, or other method will you use to learn more about these aspects of teaching effectively?

To learn about this aspect of effective teaching, I'll adopt a multi-pronged approach that will include:

- Continuing my independent research by returning to Magolda, Manning, and others;
- Attending New Horizons, which offers numerous workshops about effective teaching that aren't content-related and are flexible enough to apply to many teaching situations;
- Surveying my colleagues from across the disciplines to learn how the sciences and social sciences help students gain confidence in their own skills
- Attending related NOVACares workshops and Writing Pedagogy Discussion Groups.
- Preparing a report of best practices and an action plan.

How do you expect to use this new knowledge of effective teaching to enhance learning by your students?

This new knowledge will enhance learning by nurturing students' critical thinking skills and self-confidence. It will encourage students to expand their worldview using an informed and critical approach in which *they* remain in charge of their beliefs while carefully considering the beliefs of others. It will encourage a growth mindset while still respecting their personal histories.

What results do you hope to see when you implement what you have learned?

I hope to see students take greater risks when sharing their views in class or choosing research topics. I hope to see them seriously consider ideas and information that contradict their long-held beliefs and then have the fortitude to either adopt a new belief or understand their reasons not to.

What other professional development have you done related to this project or teaching effectiveness?

Completed professional development related to this project:

1. Conducted independent scholarly research
2. Co-presented a PUP session on the teaching strategies of Dr. Patrick Manning
3. Co-led a discussion group based on "The Three Elements of Self-Authorship" by Dr. Marcia Baxter Magolda.
4. Surveyed my 99 ENG 112 students (using Google Forms) to discover the most common sources of writing anxiety

Schedule (Maximum 150 words)

Tell us when you intend to complete each activity in your proposal. Please note that all activities, including a final report, must be completed within one calendar year of the award.

Activity	Anticipated Completion Date
Interpret results of Writing Anxiety survey	February 2020
Attend New Horizons, 2020	April 2020
Survey colleagues	May 2020
Attend relevant NOVA cares workshops	December 2020
Conduct independent scholarly research	December 2020
Complete an action plan and report of best practices	January 2021
Submit a final report	February 2021