SHIFTING MY MENTORING AND CLASSROOM PEDAGOGY: LESSONS LEARNED FROM STEM STUDENT FOCUS GROUPS

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ABSTRACT

This session shares initial research findings when STEM faculty engage in exemplar efforts towards continuous improvement in pedagogy. Undergraduate computer science and mathematics students participated in a student focus group, led by an educational researcher outside STEM, over their first 2 years in college. Focus group meetings engaged in robust discussion about successes and challenges as students transitioned to college and their chosen major. The educational researcher recorded, transcribed, and anonymized the data so that STEM faculty on the research team could then engage with the data and reflect on their classroom and student mentoring pedagogies. The presentation will provide example shifts in thinking about first year and intro-level courses, and with reflections on how STEM faculty have integrated these ideas into current practice. As a birds of a feather session, focus group data prompts will be shared with participants for roundtable discussions and collaborative discussion on best practices in STEM pedagogy and undergraduate mentoring.

BIOGRAPHY

The project team represent four faculty at Kutztown across disciplines (Wolfmeyer, educational researcher; Frye, Computer Science; Kronenthal and Lu, mathematics) who collaborate on NSF S-STEM award #2029307 via shared mentoring responsibilities for mathematics and computer science undergraduate students.