

Experiential Learning through Laboratory Teaching Internships Division of Biological Sciences, UGA



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ESCI 4100, Laboratory Teaching Internship

- Offered every Fall and Spring semester by the College of Education, Department of Mathematics and Science Education, in partnership with the Division of Biological Sciences and Chemistry Department.
- 3 credit hours, graded S/U
- Requirements for admission (application required):
 - Junior or Senior (i.e. completed 60+ credit hours)
 - Minimum GPA of 2.8
 - CHEM 1212 with a C or better
 - BIOL 1107 & BIOL 1108 with grades of B- or better
- Counts toward the 39 hours of upper division course work, but does not count as a Biology Elective for the Biology major.
- Experience and academic credit, but no stipend

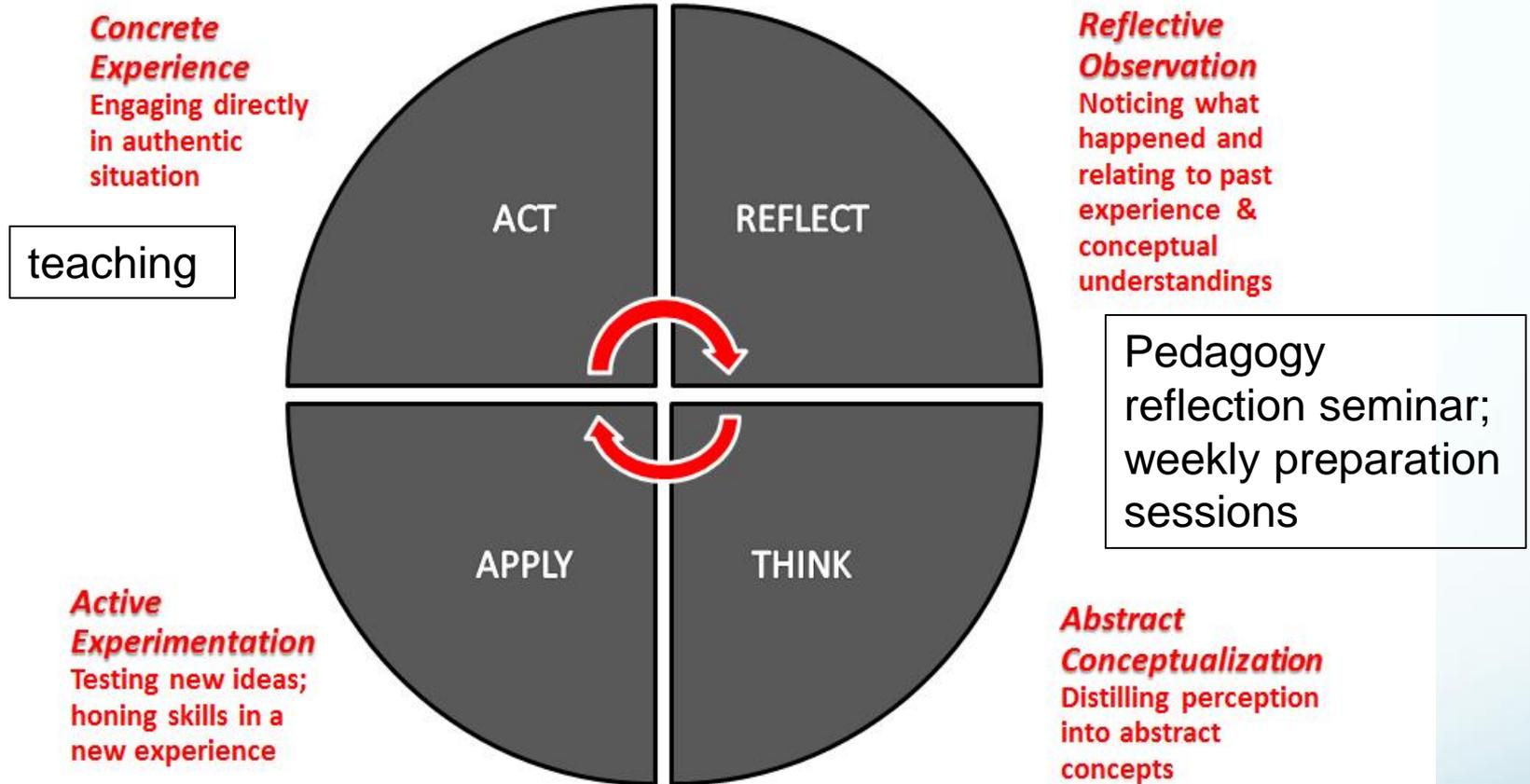
Teaching is Transferrable!

- Teaching skills are transferrable to many other careers.
 - organizing and presenting information
 - explaining your thoughts clearly and concisely
 - offering alternative explanations when necessary (think on your feet)
 - engaging your audience
 - speaking in front of groups
 - leading discussions
 - promoting critical thinking in yourself and others
 - improving writing skills by teaching and assessing writing

What does an undergraduate teaching intern do?

- Co-teach one lab section, every week, under the mentorship of a graduate laboratory assistant (GLA) and Laboratory Coordinator/Director.
- Teach in their choice of BIOL 1103L or BIOL 1104L.
- Assume an increasing role during the semester until being in charge of one or more labs later in the semester.
- Attend weekly lab teaching preparation meetings with the GLAs, Laboratory Coordinator/Director, and course Lab Manager.
- Attend a weekly reflection seminar sharing experiences and discussing pedagogical issues.
 - requirements for the reflective seminar may include assigned readings, reflective essays, drafting a teaching philosophy statement, photoessays

Experiential learning in theory

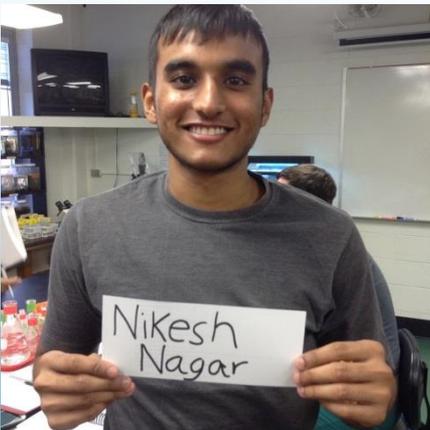


As interns and teaching mentors develop a teaching relationship, students are compelled to apply their experiences, continue their professional development and, thereby, nurture a deeper understanding of the teaching field field.

Thinking in the teaching setting:
Presentation at conferences such as GSTA;
pursue other forms of authentic teaching

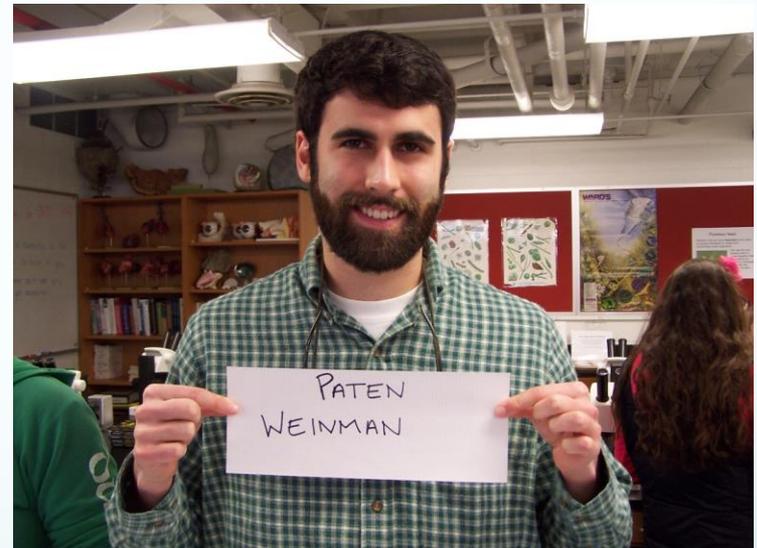
How does this improve undergraduate student experience - interns?

- Public speaking
- Working one on one with “clients”
- Find a new path or confirm interests in teaching (MAT programs)
- Continued internships in other courses

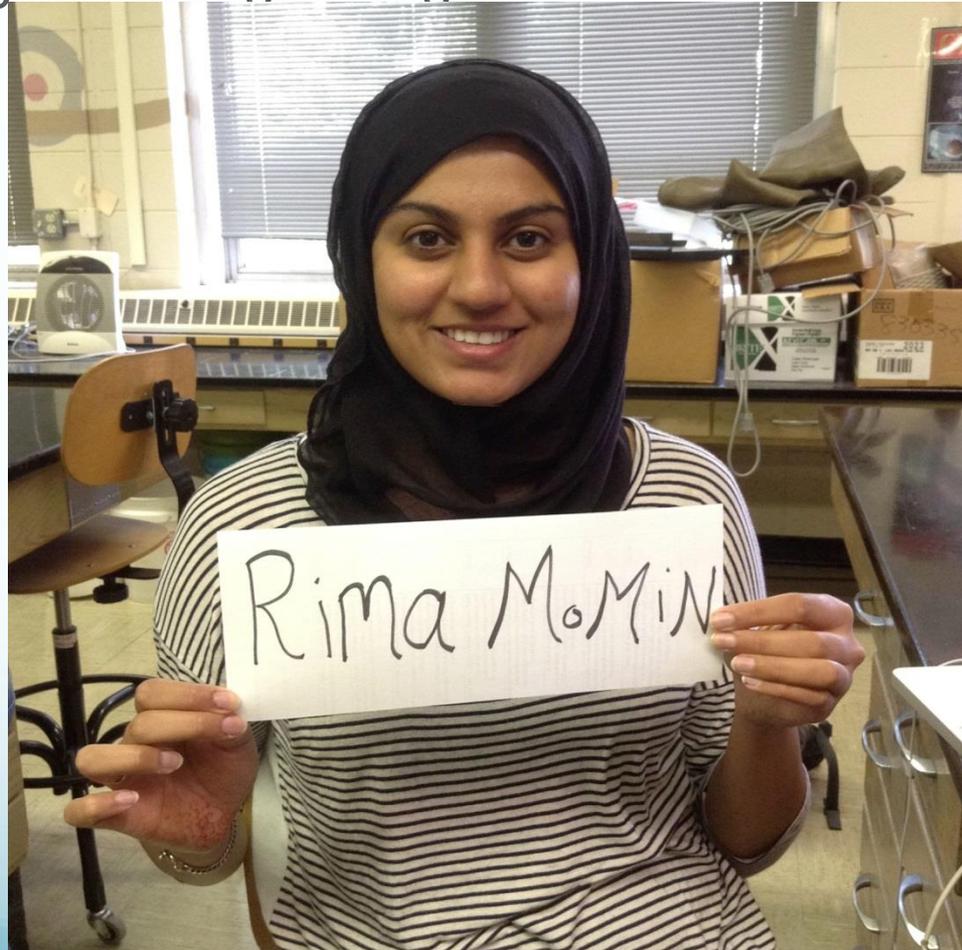


How does this improve undergraduate student experience – lab students?

- *...help was invaluable in understanding some of the more difficult concepts.*
- *Helps with labs in a way that is comfortable/understandable*
- *Logically lead discussion or explanation from one point to another without being confusing.*
- *Explain difficult concepts without “dumbing down” materials*
- *Gets us involved and wanting to learn laboratory process*
- *Felt just like another classmate with whom we could discuss lab more easily.*



- *Helps lead us to an answer but makes us think for ourselves.*
- *Help you in the learning process. She facilitates our learning by guiding us through things we don't understand.*



Taking this to the next level...

- Continue offering this course!
- Expansion to university course designation to include all STEM disciplines
 - Support all types of undergraduate Learning Assistants in STEM disciplines
 - Foundational pedagogy and training
 - Reflection opportunities throughout the semester
 - Continue to meet UGA's Experiential Learning Requirements but scaled to additional Learning Assistants
 - Reach higher number of STEM undergraduate students