

UCI School of Education

Fall 2020 BrownBag Series

Revealing problematic notions of teaching using document elicitation in interviews

Featuring [Natascha Tellinger Buswell](#), Assistant Professor of Teaching
UCI Department of Mechanical and Aerospace Engineering

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Registration Required, Available Here:

https://uci.zoom.us/webinar/register/WN_5dTQQA0SDu5AT48tbh

Abstract: With poor teaching quality being of concern in higher education in engineering, this research investigates an interview approach that aims to gain insight into an instructor's teaching methods and conceptions. This interview approach is called document elicitation, a method based on the interviewing approach of photo elicitation. Understanding an instructor's teaching conceptions and methods is useful in gaining insight into how and why people teach. Using document elicitation during an interview with two documents, (1) course syllabi, and (2) statements of teaching philosophy, this presentation demonstrates the generative descriptions of teaching syllabi and statements of teaching philosophy offer in a document elicitation setting. Semi-structured interviews were conducted with twelve assistant professors of engineering. The analysis focuses on the document elicitation portion of the interviews. Inductive-deductive thematic analysis was used to develop a codebook of teaching conceptions and methods. The teaching conceptions and methods that the participants describe include active learning techniques, inclusive practices, and challenges. Special attention is paid to the problematic notions that the participants describe, highlighting that instructors' intended teaching practices may differ from their enacted practices. This research may particularly interest people who conduct interviews for research and/or hiring purposes. Document elicitation as part of a hiring interview seems a promising way to learn about candidates' teaching conceptions and methods.

Bio: Natascha Trellinger Buswell is an Assistant Professor of Teaching in the Department of Mechanical and Aerospace Engineering at UC Irvine. She earned her Ph.D. in engineering education at Purdue University and her B.S. in aerospace engineering at Syracuse University. Her research examines the pathways and experiences of early-career faculty at non-R1 institutions. She uses qualitative research methods and is focused on understanding and supporting all students through her teaching and

research. Buswell is a co-director of the UCI Education Research Initiative and is committed to diversifying STEM through inclusive teaching.