Building Faculty Curriculum Literacy

Presentation Recording
Passcode: &=LD0np3

Knowledge, skills and mindsets



What do faculty need to know **(knowledge)**, be able to do **(skills)** and believe **(mindsets)** to design and facilitate coursework and field experiences to fully prepare candidates to use HQIM skillfully?

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Teaching Works

Reference Materials:
tinyurl.com/rsfm27vp

Knowledge, skills and mindsets



Q&A:

- Could you share a bit more about how Teaching Works defines curriculum literacy for faculty? What are the most essential understandings you want faculty to develop about HQIM and how do you reconcile this with “faculty autonomy”?
- In your sessions with EPP faculty, what kinds of learning structures or activities seem to most effectively deepen curriculum literacy?
- How do you help faculty move from studying curriculum theoretically to redesigning or teaching their coursework with HQIM embedded?
- Are there particular ways you’ve seen EPPs successfully adapt / use Teaching Works’ open-source materials for their own local faculty development?

Carousel



Activity Instructions:

- **Move to one of three stations:** Beliefs, Knowledge, Skills.
- Spend **~5 minutes** at each station, then rotate to the next.
- At each station, add highlights from your worksheet onto the chart paper and build on what others have written.
- **Include inputs, activities, and strategies that support faculty needs for that area.**
- Incorporate relevant ideas from the Teaching Works presentation and discussion as you add to the charts.