

# Six Lessons from Administering a Biology Teaching Professional Development Course

Erica Szeyller and Judith S. Ridgway

The Ohio State University, Center for Life Sciences Education, 1735 Neil Ave., Columbus OH 43210 USA.

([szeyller.1@osu.edu](mailto:szeyller.1@osu.edu); [ridgway.14@osu.edu](mailto:ridgway.14@osu.edu))

Teaching professional development (TPD) is nationally recommended for improving biology education, however the community lacks information on how to successfully implement TPD programs. To help bridge that gap, we discussed six transferable lessons from 10 years of experience in administering a biology TPD course at The Ohio State University. These lessons are: make TPD mandatory; support TAs with variety in TPD options; help TAs plan for the course; don't do all of the TPD by yourself; take advantage of technology for TPD delivery and marketing; and be aware that buy-in by the TAs, faculty, and administrators will happen. At the end of this workshop, participants reflected on their current and potential TPD program components, recalled best practices for a TPD course, analyzed the usefulness of TPD components to their own situation, and identified initial steps to instigate change to their own TPD program. Participants engaged in solo reflection, as well as small- and large-group discussion.

**Keywords:** teaching assistant, professional development, undergraduate, graduate, biology

## Mission, Review Process & Disclaimer

The Association for Biology Laboratory Education (ABLE) was founded in 1979 to promote information exchange among university and college educators actively concerned with teaching biology in a laboratory setting. The focus of ABLE is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. For more information about ABLE, please visit <http://www.ableweb.org/>.

Papers published in *Tested Studies for Laboratory Teaching: Peer-Reviewed Proceedings of the Conference of the Association for Biology Laboratory Education* are evaluated and selected by a committee prior to presentation at the conference, peer-reviewed by participants at the conference, and edited by members of the ABLE Editorial Board.

## Citing This Article

Szeyller E, Ridgway, J S. 2019. Six lessons from administering a biology teaching professional development course. Article 51 In: McMahon K, editor. *Tested studies for laboratory teaching*. Volume 40. Proceedings of the 40th Conference of the Association for Biology Laboratory Education (ABLE). <http://www.ableweb.org/volumes/vol-40/?art=51>

Compilation © 2019 by the Association for Biology Laboratory Education, ISBN 1-890444-17-0. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the copyright owner.

ABLE strongly encourages individuals to use the exercises in this proceedings volume in their teaching program. If this exercise is used solely at one's own institution with no intent for profit, it is excluded from the preceding copyright restriction, unless otherwise noted on the copyright notice of the individual chapter in this volume. Proper credit to this publication must be included in your laboratory outline for each use; a sample citation is given above.