

Reasons your colleagues work with us. What will yours be?

Teaching innovation

"We [faculty] recognize that research goals and horizons change, but sometimes overlook this view when it comes to our teaching. Keeping up with pedagogical advances and exploring innovative ways to engage and assess our students are just some of the things Schreyer Institute can deliver."

Efficiency

"Why wouldn't they? Unless faculty enjoy doing a lot of leg work in areas where they probably don't have expertise (teaching methods, course design, etc.) only to end up re-inventing the wheel, then working with these folks is a no-brainer. The Institute is a bottomless well of tried and tested pedagogical approaches, so it is THE place to go if you want to effectively improve your teaching or SRTEs (hopefully both) in the most efficient way possible."

Tap into student perspectives

"Why work with the Schreyer Institute? The first response that pops into my head is one that I would not have expected or appreciated before you observed my classes: to understand how the students experience the class and what they need to learn. Trying to see the class from the students' perspective has really changed the way I organize and present information, and I would not have been able to figure it out without your help."

Data collection and troubleshooting

"I have contacted SITE teaching consultants to work with me one-on-one for several reasons: tabulating and interpreting SRTE and midsemester feedback from my students, visiting my classroom to observe, document, and evaluate my teaching, address behavioral and classroom management problems in a large lecture class, and provide suggestions on the organization, layout, and content of my course webpage. These consults are extremely valuable for pinpointing specific issues or problems I want to work on in my class. When I get worried about an issue that is not going well, SITE is my first phone call."

Expert feedback in a safe setting

"I have utilized their online classes, live presentations, and consultancy services. In each case, I was able to acquire new pedagogical knowledge and skills, practice scenarios in a safe environment, and receive expert feedback to enhance my teaching. The consultancy service is a particular source of ongoing help. An added benefit of the Schreyer Institute is that, as a tenure-track professor, I am able to use my faculty development activities in my teaching portfolio as evidence of my commitment to the teaching mission of Penn State."

Customized

"This is not a cookie-cutter approach, but one that (as all good learning and teaching does) meets instructors where they are. Suggestions for constructive and realistic changes in course design and pedagogical approach are only offered once consultants have a good understanding of what instructors are doing and trying to achieve in their courses."