

PEER and Faculty Development Lessons from the Pandemic

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Faculty involved in education research have highly varied backgrounds. Some have received formal training through graduate programs in discipline-based education research (DBER), others may begin as a postdoctoral researcher, still others may not have begun until they were established faculty at an institution. Some are hired because of their education specialities (Bush et al., 2017), while others grow into this role as part of their engagement with the pedagogical mission of their unit.

Researchers who complete graduate programs or post-doctoral programs in education research are prepared for research. Those who become involved with education research as faculty have limited options for formal learning and guidance. The Professional development for Emerging Education Researchers (PEER) program was established to support these emerging DBER practitioners (Franklin et al., 2018). PEER offers workshops and mentoring to support emerging DBER practitioners in developing their education research skills.

PEER is strongly grounded in two theoretical perspectives: responsive teaching, and communities of practice. Responsive teaching is a model of teaching in STEM education that places high importance on centering and responding to the ideas of students and the connections they are making (Robertson et al., 2015). PEER workshops also seek to develop a local community of practice among participants (Wenger, 1999). Many emerging practitioners are still developing their identity as education researchers, and a community of fellow practitioners is critical to supporting that development.

The challenges posed by the COVID-19 pandemic led to changes to PEER's structure as we pivoted to an online format. PEER has returned to offering in person workshops, but lessons learned during the pandemic have had lasting effects on how we assess and respond to the needs and interests of participants. Notably the existence of new hybrid and online formats, and the addition of an online "kickoff" meeting which is now held before most PEER workshops.

In this poster we present lessons learned during the pandemic, and the impacts on PEER. We discuss implications for professional development initiatives, focusing on integrating online sessions for community building and pre-workshop preparation. Pre-workshop online meetings can serve as tools for informing both participants and facilitators about the structure of the workshop, and identifying adjustments that may need to be made to the program.

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Online Field Schools

- Keep sessions short: reduce burnout
- Lots of small group discussions
- Facilitator panels: divide facilitators across different online rooms

Pandemic Changes

Virtual Kickoffs

- Pre-fieldschool introductions!
- We are doing these even for in person field schools now
- Establish expectations for program ahead of time
- Get early participant feedback

Gateway Workshops

- Lightning fast, often online, 1.5-3 hours
- Quick introduction to fundamental topics
- Inexpensive, can be run at professional meetings/conferences
- Provide exposure

PEER

- Professional development for Emerging Education Researchers
- Est. 2014
- 22 in person field schools
- 4 online workshops
- Hundreds of participants
- Across 3 continents



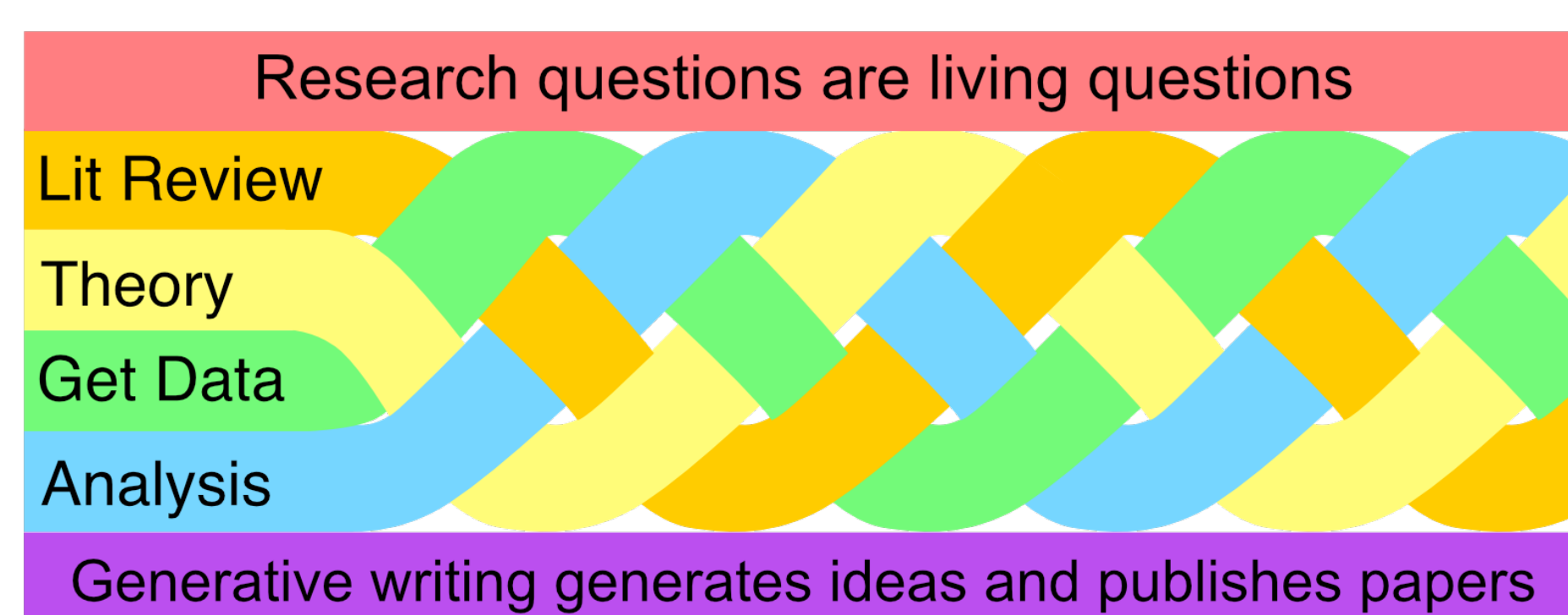
Get Involved!

- Participate in the program
- Be a local host, and we'll come to you
- Join us as a facilitator
- Online/in-person gateways (15.3 hours)
- Introductory field schools (~5 days)
- Advanced field schools (~5 days)

Modules

Research Life	Teaching	Ethics	Analysis	Communication	Research Design
Personal Paths	Listening to Students	Collaboration	Video Coding	Literature Reviews	Research Questions
PEER Principles	Fostering Equity	Human Subjects	Emergent Coding	Paper Structure	Data & Access
		Authorship	Doing Interviews	Choosing a Journal	Case vs Recurrence
			Quantitative with R	Skeptical Audiences	Finding a Group
				Beautiful Posters	Project Planning

Our Research Model



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