



**Teachers Are Engaging Learners Too  
Plenary Address  
Thursday, November 3, 2022 - 9:05-9:25 a.m.**

**Ron Chenail, PhD**

**NSU Florida Provost and Executive Vice President of Academic Affairs**

# Plenary Main Points

- The simplest way for us as educators to embrace a learner-centered pedagogy is to act as learners along with our students.
- This identity can be difficult because of years of training and experiences can influence us to separate ourselves as learners from our teaching activities.
- Serving as “Sages on Stages” and even “Guides of the Sides” can rob us as faculty from the sheer joys and rewards as learners and students from learning along with us as co-learners.
- We can help our students learn not by being hierarchical teachers as experts, but by being learners ourselves in the presence of our learning students.
- The process begins by re-engaging yourself as a learner while you teach.

# Know Your Teaching and Learning Patterns

- The Ant
- The Shotgun
- The Double Helix

# Integrate Your Faculty Roles

- Teaching
- Research and Scholarship
- Clinical and Community Service

# Connect Your Faculty Roles with Your Students

- Flip yourself into your classroom
- Create real-world learning objectives
- Create publishable assignments
- Create collaborative assignments
- Teach what you research and research what you teach

# Publishable Teaching and Learning

- Systematic and Narrative Reviews of the Literature
  - Course Subject Matter
  - Instructional Design and Delivery
- Teaching Innovations
- Learner Experiential Research
- Progressive Writing
- Local / Global

# Case Example

- Double Helix Thread: Improving qualitative research practice
- Course Assignment: Qualitative Interviewing
- Practice Improvement: Interviewing the investigator
- Syllabus Enhancement: Thicker description of the assignment
- Conference Presentation: Advances in Qualitative Methods Conference
- Published Article: *The Qualitative Report*

# Create Your Strategic Learning Plan

- Vision Statement
- Priorities: Teaching, Research/Scholarship, and Service
- Action Plan with Timeline
- Measurable Outcomes



# Resources

- Boyer, E. L. (1997). *Scholarship reconsidered: Priorities of the professoriate*. Jossey-Bass.
- Chenail, R. J. (2022). Learning how learners learn qualitative research. In J. Richards, A. Skukauskaitė, & R. J. Chenail (Eds.), *Engaging students in socially constructed qualitative research pedagogies* (pp. 1-16). Brill.
- Richards, J., Skukauskaitė, A., & Chenail, R. J. (Eds.). (2022). *Engaging students in socially constructed qualitative research pedagogies*. Brill.

# Plenary Presenter

Ron Chenail, PhD is Provost and Executive Vice President for Academic Affairs and Professor of Family Therapy at Nova Southeastern University.

In his 44 years of teaching, he has taught students from kindergarten to post-doctoral institutes and all points in-between.

His latest book, edited with Janet Richards and Audra Skukauskaitė, *Engaging Students in Socially Constructed Qualitative Research Pedagogies*, was published this year by Brill.

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