ANGELA MCCASKILL, Dept of Accounting and Management, West Virginia University Institute of Technology, Beckley, WV, 25801, YOGAN PANTA, Dept of Mechanical Engineering West Virginia University Institute of Technology, Beckley, WV, 25801, KENAN HATIPOGLU, Dept of Electrical and Computer Engineering, West Virginia University Institute of Technology, Beckley, WV, 25801 and SANISH RAI Dept of Computer Science and Information Systems, West Virginia University Institute of Technology, Beckley, WV, 25801. Faculty Cohort on Teaching and Learning at WVU Tech.

Teacher Effectiveness is an elusive concept to define when we consider the complex task of teaching and the multitude of contexts in which teachers work. When discussing the qualities of effective teachers and the effective teaching practices to employ, there is little consensus on what they are or how we can measure them. Teacher effectiveness has been defined as behavior that results in increased student learning (Seidel & Shavelson, 2007). In fact, there is considerable debate as to whether we should judge teacher effectiveness based on teacher inputs (e.g., qualifications), the teaching process (e.g., instructional practices), the product of teaching (e.g., effects on student learning), or a composite of these elements (Strong, Ward, & Grant, 2011). We are working on various teaching practices employed through our faculty cohort at WVU Tech across several disciplines. Two years ago, WVU Tech faculty cohort was formed that comprised of ten faculty who felt a need of effective teaching techniques for better learning environment in their classrooms. With a continuous support from WVU-TLC, Tech faculty cohort is a very dynamic and collaborative forum that implements various ACUE modules in the classroom. We share our personal experiences discuss and learn from each other that brings faculty together to explore innovative approaches to boost teaching and learning process. We have monthly cohort meetings during the academic year that are specifically focused on some specific teaching modules implemented by cohort participants. Through this paper, we will summarize our cohort experiences to the academic community.