

Psychometric Assessment of Pedagogical Aptitude: Evolutionary Computing and Data Visualization

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ABSTRACT

The need for an effective instrument to assess didactic skills and a promising approach to conceive and develop such a tool would be of great value to the education community. Computational assets and algorithmic approaches now exist that provide a new opportunity to augment current methods. This paper reviews the current status of teacher selection, analyzes the points of potential improvement, discusses various approaches and advances several emerging technologies that should significantly assure the selection of superior teachers. The millennia of teaching are surveyed with an eye toward the evaluative processes at various historical periods, culminating with a review of today's approaches. The needs for improvement, especially at the tertiary education level, are presented. The issues with which the authors were confronted in retaining university faculty are laid out and characterized. One set of issues that is covered in some depth is the use of other psychometric instruments to assess teacher aptitudes and skills, as well as the short-comings of those approaches. The paper then identifies several new capabilities in the computational science that may permit new and paradigm-shifting results. These would include using Evolutionary Computing to isolate hitherto unidentified markers of pedagogical capability and advanced Data Visualization techniques to recognize undiscovered correlations. A prototype instrument is discussed with accompanying results data. Early efforts at planning the optimal use of these new assets are described and data is presented indicating the potential utility of such approaches. The potential risks are also enumerated and characterized. Based on anecdotal and statistical data, the paper considers what impact an improvement of teacher/instructor/professor/trainer aptitudes might have on the individual teacher, the teaching community, the students/trainees, and the society at large. Where longitudinal studies are going to be required, the paper sets forth issues to be considered and parameters to be included. The conclusions are recorded, along with several potential research paths.

ABOUT THE AUTHORS

Jennifer Nolan, PhD, is the President of Catholic Polytechnic University and Professor of Psychology in their College of Arts and Sciences. Her earlier work specialized in memory, dementias, stroke and insulin resistance. She is a brain plasticity specialist and certified Cogmed provider. Previously, she was the C.O.O. and co-founder of a stroke and brain injury rehabilitation center. Dr. Nolan has taught university courses at UC Irvine, Loyola Marymount University, and Glendale Community College. She has conducted local and nationwide clinical trials, and published in both scientific journals and popular magazines. She received a BA in Psychology from Loyola Marymount and a Ph.D. in Psychology from the Dept. of Cognitive Science at the University of California, Irvine,

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