



FCTL Mission

To serve the instructional community at MSU by:

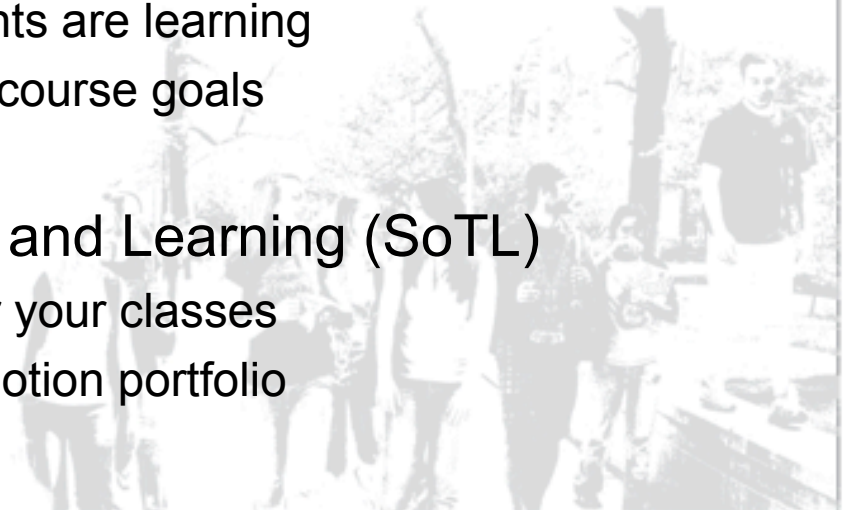
- promoting the enhancement of teaching and learning environments for all teaching modalities,
- improving student learning outcomes by providing guidance and support toward the understanding and implementation of best practices, and
- providing leadership in the creation and implementation of assessment plans for programs and classrooms, including the Scholarship of Teaching and Learning (SoTL).



Purpose

To explore the following:

- Your current teaching goals and practices
 - What we want our students to learn
 - How to find out what our students are learning
 - Evaluation tools that align with course goals
- The Scholarship of Teaching and Learning (SoTL)
 - Designing research projects for your classes
 - Using SoTL in tenure and promotion portfolio





16 Best Teaching Practices

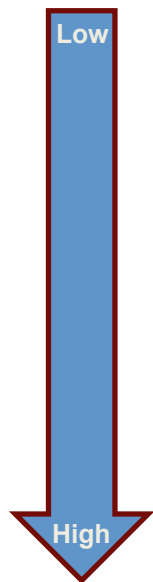
- Link on the FCTL website:
<http://www.missouristate.edu/fctl/89072.htm>
- Based on Ken Bain's book, *What the Best College Teachers Do*
- Developed by the faculty of the University of New South Wales (UNSW Australia)



Bloom's Taxonomy of Educational Objectives



Consider Bloom's levels of learning when creating outcomes:



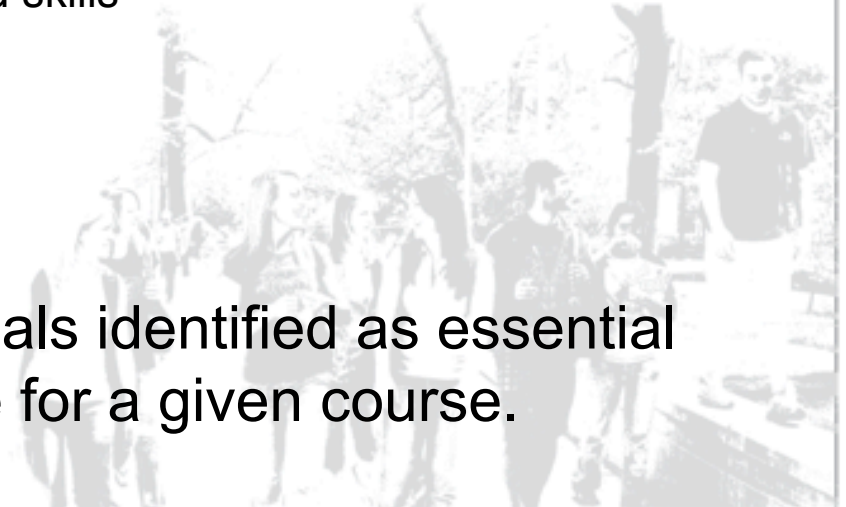
- **Knowledge** - To know and remember specific facts, terms concepts, principles or theories
- **Comprehension** - To understand, interpret, compare, contrast, explain
- **Application** - To apply knowledge to new situations to solve problems using required knowledge or skills
- **Analysis** - To identify the organizational structure of something; to identify parts, relationships, and organizing principles
- **Synthesis** - To create something, to integrate ideas into a solution, to propose an action plan, to formulate a new classification scheme
- **Evaluation** - To judge the quality of something based on its adequacy, value, logic or use

- Link on the FCTL website¹: <http://www.missouristate.edu/fctl/90018.htm>



Teaching Goals Inventory

- Teaching Goals Inventory (TGI) – A simple tool used to help identify and clarify teaching goals
- TGI Identified Goals Clusters
 - Basic academic skills
 - Discipline specific knowledge and skills
 - Work and career preparation
 - Higher order thinking skills
 - Personal development
 - Liberal Arts and academic values
- TGI is self-scored based on goals identified as essential and on teacher's identified role for a given course.

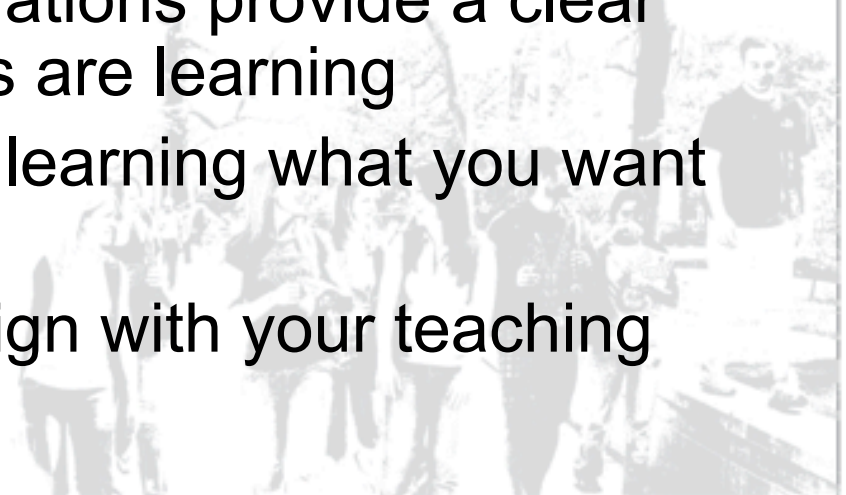




Evaluation

Think About...

- What types of evaluations you currently use
- How you decide which evaluation tools to use
- Whether your current evaluations provide a clear picture of what the students are learning
- Whether your students are learning what you want them to learn
- Whether the evaluations align with your teaching goals





Aligning Evaluation Tools with Course Goals

Basic Academic Skills

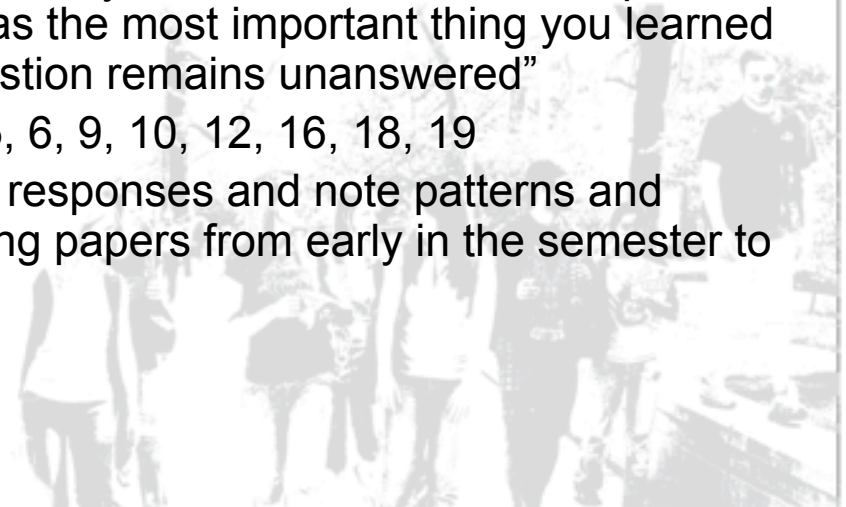
- Empty Outlines (CAT 4)
 - **Time Required:** Faculty = Medium; Students = Low
 - Empty or partially completed outline on an in-class presentation or homework assignment. Students have a limited amount of time to fill in the blank spaces. Many faculty already uses outline to help students organize their learning but fewer use outlines to assess students' learning.
 - **Related Teaching Goals (TG):** 9, 10, 12, 16, 18
 - **Turning data into info:** Counting the number of correct responses or examine range of responses focusing on patterns that emerge.
- Minute Paper (CAT 6)



Aligning Evaluation Tools with Course Goals

Discipline-Specific Knowledge and Skills

- Minute Paper (CAT 6)
 - **Time Required:** Faculty = Low; Students = Low
 - Provide a quick way to obtain written feedback on student learning. The instructor stops class two minutes early and asks students to respond to the following questions: “What was the most important thing you learned today?” and “What important question remains unanswered”
 - **Related Teaching Goals (TG):** 5, 6, 9, 10, 12, 16, 18, 19
 - **Turning data into info:** Tabulate responses and note patterns and useful comments. Consider saving papers from early in the semester to compare responses.
- Categorizing Grid (CAT 8)





Aligning Evaluation Tools with Course Goals

Work and Career Preparation

- Group-Work Evaluations (CAT 47)
- One-Sentence Summary (CAT 13)
 - **Time Required:** Faculty = Low; Students = Medium
 - This technique challenges the students to answer the questions “Who does what to whom, when, where, how, and why?” about a given topic and then synthesize their answers in one sentence.
 - **Related Teaching Goals (TG):** 5, 11, 12, 14, 16, 22, 37, 43
 - **Turning data into info:** Draw slash marks between the focus elements of the sentence. Evaluate the quality of each segment by writing a zero, a check mark, or a plus above the element.



Aligning Evaluation Tools with Course Goals

Higher-Order Thinking Skills

- Approximate Analogies (CAT 15)
 - **Time Required:** Faculty = Low; Students = Low
 - This technique challenges the students to complete the second half of an analogy (A is to B as X is to Y).
 - **Related Teaching Goals (TG):** 5, 7, 11, 19, 27, 51
 - **Turning data into info:** Sort responses into “good” and “poor/wrong” piles. Choose a few of each category to share with the class and explain what makes the examples good or poor.
- Diagnostic Learning Logs (CAT 40)
- One-Sentence Summary (CAT 13)



Aligning Evaluation Tools with Course Goals

Personal Development

- Assignment Assessments (CAT 49)
 - **Time Required:** Faculty = Low; Students = Low
 - This technique ask students to consider the value of class assignments (e.g., term papers, daily homework) to them as learners.
 - **Related Teaching Goals (TG):** 16, 24, 50, 51
 - **Turning data into info:** Quantify the open ended responses obtained. Sort them according to types of responses. Pick out a few exemplary comments to share with the class when you summarize the data.
- Group-Work Evaluations (CAT 47)



Aligning Evaluation Tools with Course Goals

Liberal Arts and Academic Values

- Approximate Analogies (CAT 15)
- Pros and Cons Grid (CAT 10)
- Student-Generated Test Questions
 - **Time Required:** Faculty = Medium; Students = Medium
 - Ask students to generate test questions. This technique allows the instructor to see what the students find important and what they remembered.
 - **Related Teaching Goals (TG):** 1, 16, 18, 19, 24, 39, 43
 - **Turning data into info:** Make a rough tally of the types of questions the students propose. How many require only knowledge of facts? How many require synthesis or analysis? Take a look at the range of topics. Are some left out? Are some overrepresented?



What is SoTL?

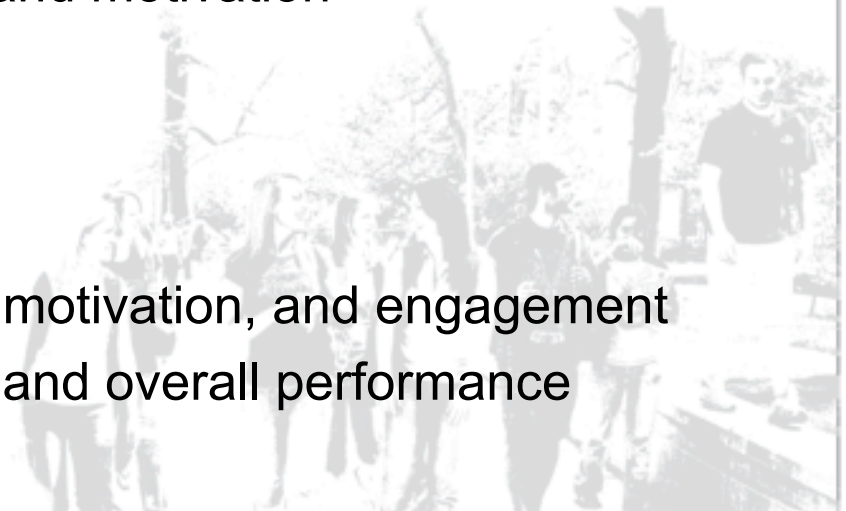
- **Systematic study** of teaching and learning (This *is* research)
- Public sharing and review
 - Presentations
 - Publications
 - Performances
- Links on the FCTL website:
 - SoTL Defined - <http://www.missouristate.edu/fctl/71947.htm>
 - Resources - <http://www.missouristate.edu/fctl/facultyprofdev.htm>





Examples

- Lora Hobbs, REL 100
 - Compared modalities
 - Assessed student perceptions of modalities and of learning
 - Assessed basic student needs and motivation
- PSY 121
 - Compared modalities
 - Assessed basic student needs, motivation, and engagement
 - Examined test scores, quizzes, and overall performance





Your Research Ideas

- Determine question or problem of interest
 - Simple (i.e. Am I an effective teacher?)
 - Moderate (i.e. Is this new technique improving student learning and perceptions?)
 - Complex (i.e. How does this new modality compare with a traditional course format?)
- Explore the literature
 - Find context, theory, current practices
 - Consider previous practices





Next Steps

- Determine how to assess the question or problem.
Consider:
 - Research Design
 - Timeline
 - Instruments
 - Analysis
 - Dissemination of results
- Contact the FCTL. We can help!



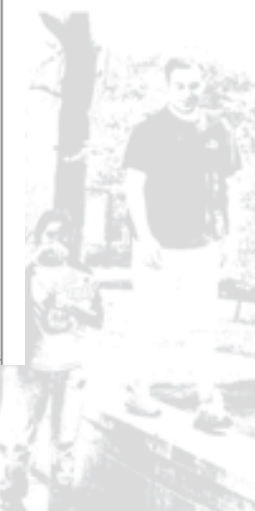
Tenure and Promotion

follow your
PASSION
find your
PLACE

Teaching Excellence Rubric

	I	
Continuous improvement of courses taught on a regular basis	Evidence of change in the syllabi Evidence of change to course material Peer review of materials	Use of assessments to assess effectiveness of the course Evidence of continuous review and reflection on teaching practice Use of teaching narrative showing in depth reflection on courses taught and necessary improvements Improvement made based on students' feedback and other assessments
Pedagogical Research or Scholarship of Teaching and Learning <i>[Generally, pedagogical research or SoTL publications with a conceptual/theoretical orientation and that provide evidence that the efficacy of the pedagogy has been systematically studied and evaluated may be cross-referenced under research]</i>	Research on use and effectiveness of different modalities in classroom or teaching methods Research on use and effectiveness of Classroom Assessment Techniques (CATs) Research informed by teaching Interdisciplinary evaluation of teaching methods	Presentations at regional, local, state, national, and international conferences Peer reviewed publications

http://www.missouristate.edu/assets/fctl/DocumentingandEvaluatingTeaching_TeachingExcellenceRubric.pdf



Tenure and Promotion

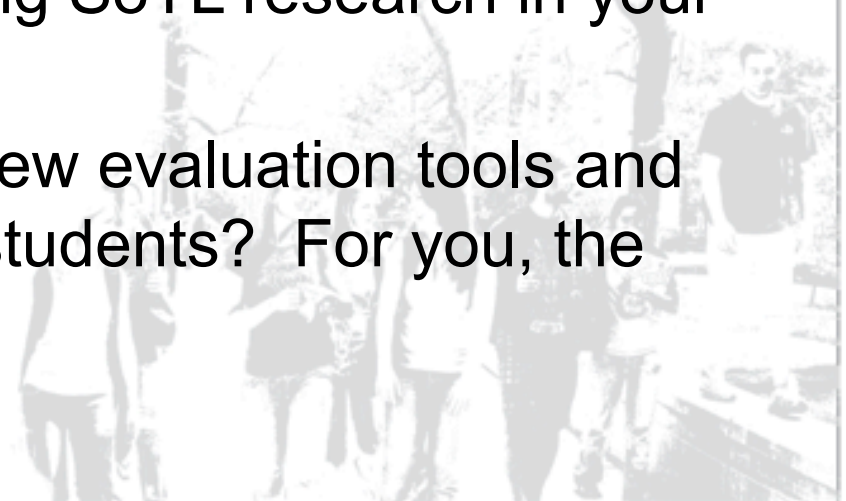
- Scholarship of Teaching and Learning research projects can be cross-referenced
 - Used to document teaching effectiveness
 - Count toward research
 - Local, national, and international presentations
 - Peer reviewed publications





Discussion

- Are these practical evaluation and research options for your classrooms?
- What hurdles might keep you from introducing new evaluation tools or conducting SoTL research in your courses?
- What benefits might these new evaluation tools and SoTL projects bring for the students? For you, the teachers?



References



1. FCTL Website: <http://www.missouristate.edu/fctl>.
2. Bain, K. (2004). *What the Best College Teachers Do*. Massachusetts: Harvard University Press.
3. Bloom B. S. (1956). [*Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain*](#). New York: David McKay Co Inc.
4. Angelo, T. A., and Cross, K. P. (1993). *Classroom Assessment Techniques*. San Francisco: Jossey-Bass Publishers.
5. Hobbs, L. (2010). *Hybrid Vigor in Education?* <http://www.missouristate.edu/assets/fctl/LoraHobbs-Course-Transformation2.pdf>.
6. Svinivki, M., & McKeachie, W. J. (2006). *McKeachie's teaching tips: Strategies, research, and theory for college and university teachers* (13th ed.) L. Schreiber-Ganster (ed.). USA: Wadsworth.
7. McKinney, K. (2007). *Enhancing Learning Through the Scholarship of Teaching and Learning*. USA: Anker Publishing.



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Feedback

- Please take a few minutes to fill out a follow-up questionnaire regarding the 25th Showcase for Teaching and Learning (see link below).

<https://www.surveymonkey.com/s/R7HWBG8>

- Your feedback will help improve future Showcase offerings so that we may better serve MSU's instructional community.

THANK YOU!