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](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 use 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 asks 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](http://www.missouristate.edu/fctl/71947.htm)
  • Resources - [http://www.missouristate.edu/fctl/facultyprofdev.htm](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

### Teaching Excellence Rubric

<table>
<thead>
<tr>
<th>Continuous improvement of courses taught on a regular basis</th>
<th>Evidence of change in the syllabi</th>
<th>Use of assessments to assess effectiveness of the course</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Evidence of change to course material</td>
<td>Evidence of continuous review and reflection on teaching practice</td>
</tr>
<tr>
<td></td>
<td>Peer review of materials</td>
<td>Use of teaching narrative showing in depth reflection on courses taught and necessary improvements</td>
</tr>
<tr>
<td>Pedagogical Research or Scholarship of Teaching and Learning</td>
<td>Research on use and effectiveness of different modalities in classroom or teaching methods</td>
<td>Improvement made based on students' feedback and other assessments</td>
</tr>
<tr>
<td>[Generally, pedagogical research or SOIL 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]</td>
<td>Research on use and effectiveness of Classroom Assessment Techniques (CATs)</td>
<td>Presentations at regional, local, state, national, and international conferences</td>
</tr>
<tr>
<td></td>
<td>Research informed by teaching</td>
<td>Peer reviewed publications</td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary evaluation of teaching methods</td>
<td></td>
</tr>
</tbody>
</table>

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](http://www.missouristate.edu/fctl).
Contact Us

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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!