

47

CERTIFICATES AWARDED



1257

BADGES AWARDED



PARK UNIVERSITY

Course in Effective Teaching Practices Summary Report, Impact Levels 1-3 Cohort A

GENERATION DATE:
July 10, 2018

COHORT CODE:
Park-A_Fa17Spr18

ABOUT ACUE

The Association of College and University Educators (ACUE) believes that all college students deserve an extraordinary education and that faculty members play a critical role in their success. In partnership with institutions of higher education nationwide, ACUE supports and credentials faculty members in the use of evidence-based teaching practices that drive student engagement, retention, and learning. Faculty members who complete ACUE courses earn certificates in effective college instruction endorsed by the American Council on Education. ACUE's Community of Professional Practice connects college educators from across the country through member forums, podcasts, and updates on the latest developments in the scholarship of teaching and learning. To learn more, visit acue.org.

METHODOLOGY

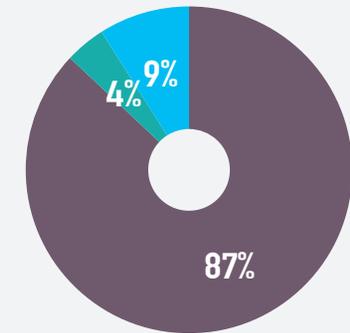
ACUE's six-level evaluation approach is grounded in the industry training model of Kirkpatrick and Kirkpatrick (2007) and informed by Guskey's (2000) and Hines's (2011) application to educational settings. The six levels are (1) faculty engagement, (2) faculty learning, (3) faculty implementation, (4) student engagement, (5) course-level student outcomes, and (6) institutional outcomes.

Included in this report are metrics for the first three levels: faculty engagement, faculty learning, and faculty implementation of evidence-based practices. Within ACUE's courses, participating faculty members are surveyed, in real time, about the usefulness and relevance of course content and which of the recommended techniques they learned or learned more about. In addition, faculty taking one of ACUE's courses report the teaching practices used via survey and submit a written reflection detailing the technique that was implemented.

End of course survey data based on 46 responses.

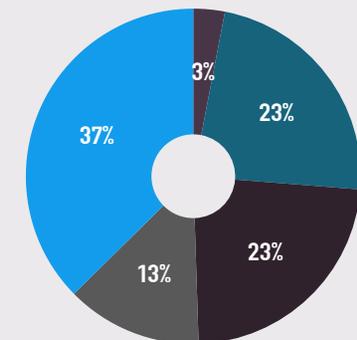
PARTICIPATION

Of 54 active course-takers:



Completed 25 modules	87%
Completed 11-24 modules	4%
Completed 0-10 modules	9%

DEMOGRAPHICS



Tenured	3%
On a tenure track	23%
Non-tenure track	23%
Non-teaching staff	13%
Other	37%

Based on 30 course-takers

1. ENGAGEMENT

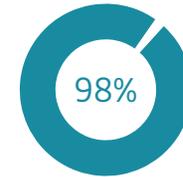
96% of faculty would recommend the ACUE course to a colleague.



100% of faculty report modules were helpful in refining their teaching practice.



98% of faculty found the content relevant to their work.



2. LEARNING

Faculty report **improved knowledge** of evidence-based teaching practices.

On average, course-completers:

Learned

45

new practices

(All course-takers, on average, learned **1.8** new practices per module.)

Learned more about

78

practices

(All course-takers, on average, learned more about **3.1** practices per module.)

3. IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

On average, course-completers:

Implemented

18

new practices

(All course-takers, on average, implemented **0.7** practices per module.)

Plan to implement

48

additional practices

(All course-takers, on average, plan to implement **1.9** additional practices per module.)

BELIEFS ABOUT TEACHING

After completing the course, faculty report increases in their:

Use of research to inform practice

74% agree before

96% agree after

Discussion with colleagues about teaching

78% agree before

93% agree after

BELIEFS ABOUT STUDENTS

After completing the course, faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

80% agree before

100% agree after

Helping students become better learners is part of their role as instructors

91% agree before

100% agree after

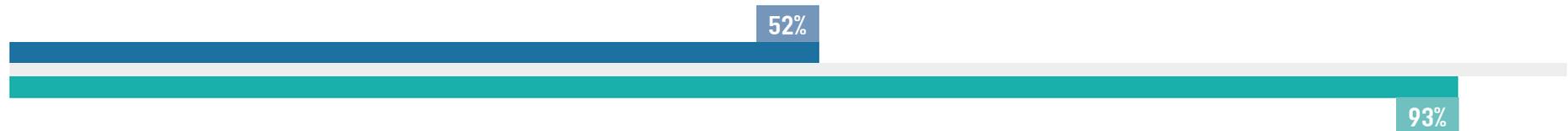
COURSE COMPETENCIES

After completing the course, faculty report increases in their confidence using evidence-based practices.

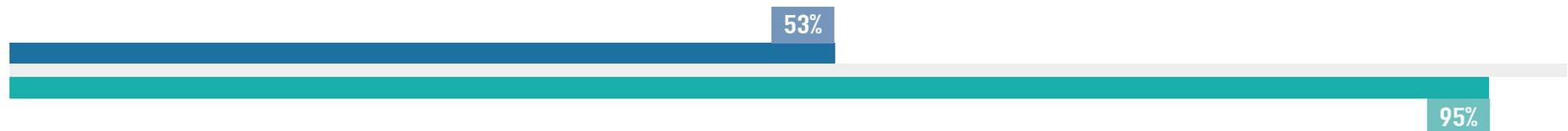
Unit 1: Designing an Effective Course and Class



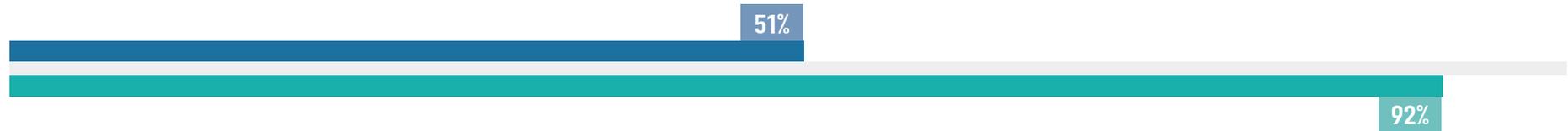
Unit 2: Establishing a Productive Learning Environment



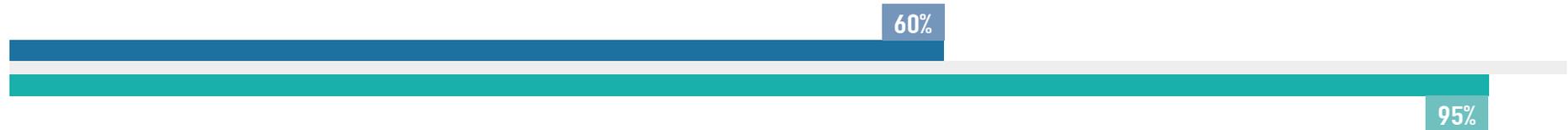
Unit 3: Using Active Learning Techniques



Unit 4: Promoting Higher Order Thinking



Unit 5: Assessing to Inform Instruction and Promote Learning



■ % of participants reporting confidence **before** taking the course

■ % of participants reporting confidence **after** taking the course

EXAMPLE REFLECTIONS

To complete each module, faculty:

- Select a technique from the module,
- Implement the technique in their classroom, and
- Write a reflection on the experience of implementing.

These written reflections:

- Describe what was done by the faculty member,
- Include the successes and challenges encountered, student reactions, as well as next steps for continuous improvement, and
- Are scored against a rubric by an ACUE national reader.

“ I chose to use examples of prior student’s work to help the students prepare for future assignments. I had the opportunity to implement this technique in the first week of the semester and I am already seeing the results. I teach a blended course so the students have online discussion forums due each week and I find that despite very detailed instructions, there are some who just don’t complete the weekly assignment the way I want them to. I provided them a model discussion post that met all the criteria I was looking for. I also provided a made up example of a poor discussion post similar to some I have seen in the past. **I asked the students if this clarified any questions they may have had and everyone was very appreciative. One student remarked that sometimes they don’t understand what the professor is looking for until the second or third week because of misunderstandings but seeing the examples I provided removed any concerns he had.**”

4E: DEVELOPING SELF-DIRECTED LEARNERS

“ I am someone who is an avid note taker both in school and in the workplace so this module really appealed to me. Until completing this module, I never thought about pausing or including a “survival card” to improve student success through note-taking. **These two simple techniques have really added to the success of student learning in my class because they enhance successful note taking resulting in student learning.** Pausing and making sure student grasp of classroom concepts has enabled students to acquire a complete set of notes to rely on. Additionally, the survival card is a great tool to assist students learn and achieve better test results. Much like teaching students how to write in a writing style like APA, note-taking will become a regular part of my courses.”

4C: TEACHING POWERFUL NOTE-TAKING SKILLS

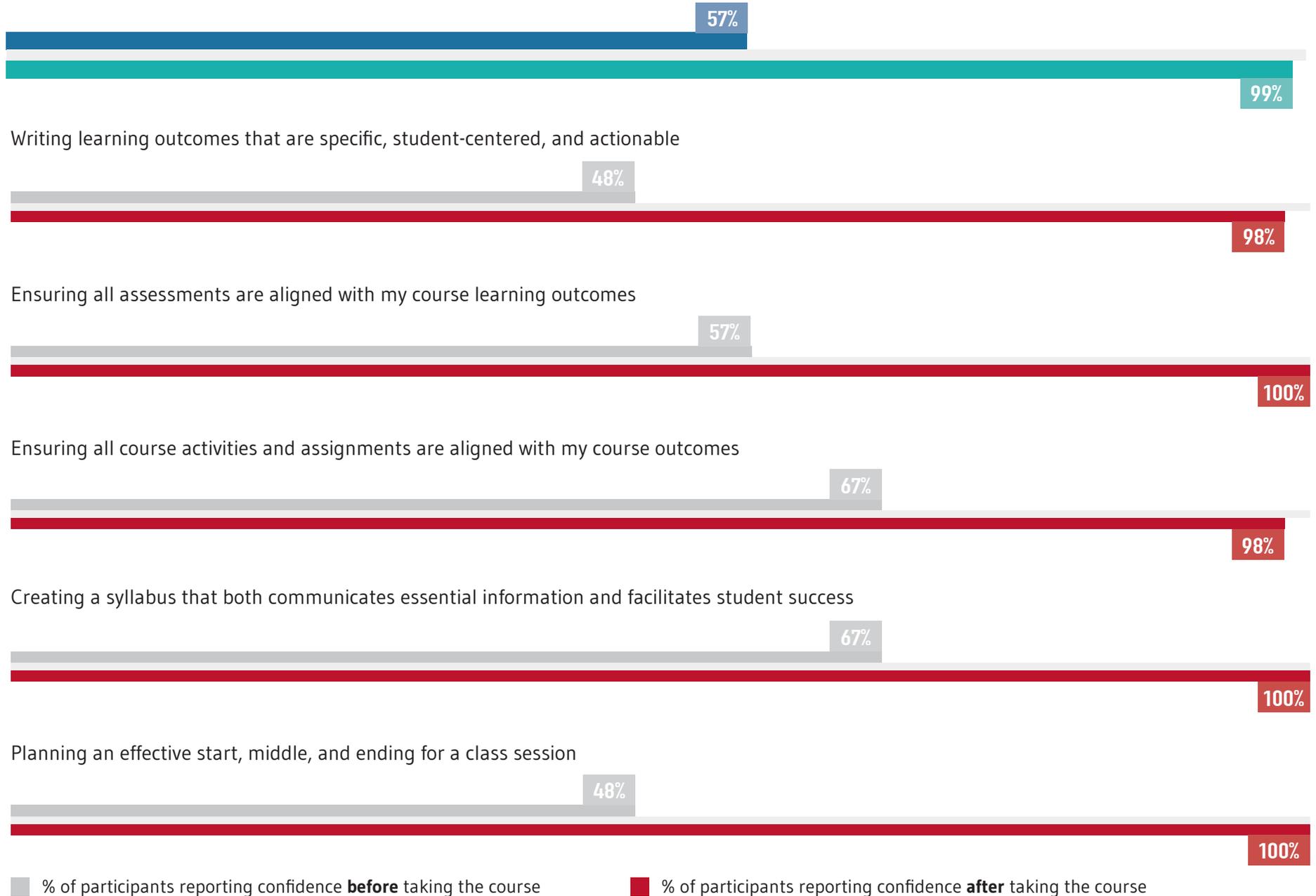
“ Today, in class, I applied advanced questioning techniques with a twist. I posted a chart of brand new material to the students. I broke them into groups and told them that they would be working to formulate one test question to ask me based on the chart. I explained they could not ask me yes or no questions, multiple choice, or true or false questions. The mock “test” question had to require me to expound on a point in the material. **The successes of this exercise were more than I had anticipated. They formulated questions for me that were real gaps in their understanding of the chart.** They asked questions that allowed a deeper discussion among us and that allowed me an opportunity to tie the material back to previous learning. I also plan to share the success of this technique with colleagues - as I found it quite beneficial and the group stated they had some “ah-ha” moments today.”

4D: USING ADVANCED QUESTIONING TECHNIQUES

APPENDIX: COURSE COMPETENCIES

After completing the course, faculty report increases in their confidence using evidence-based practices.

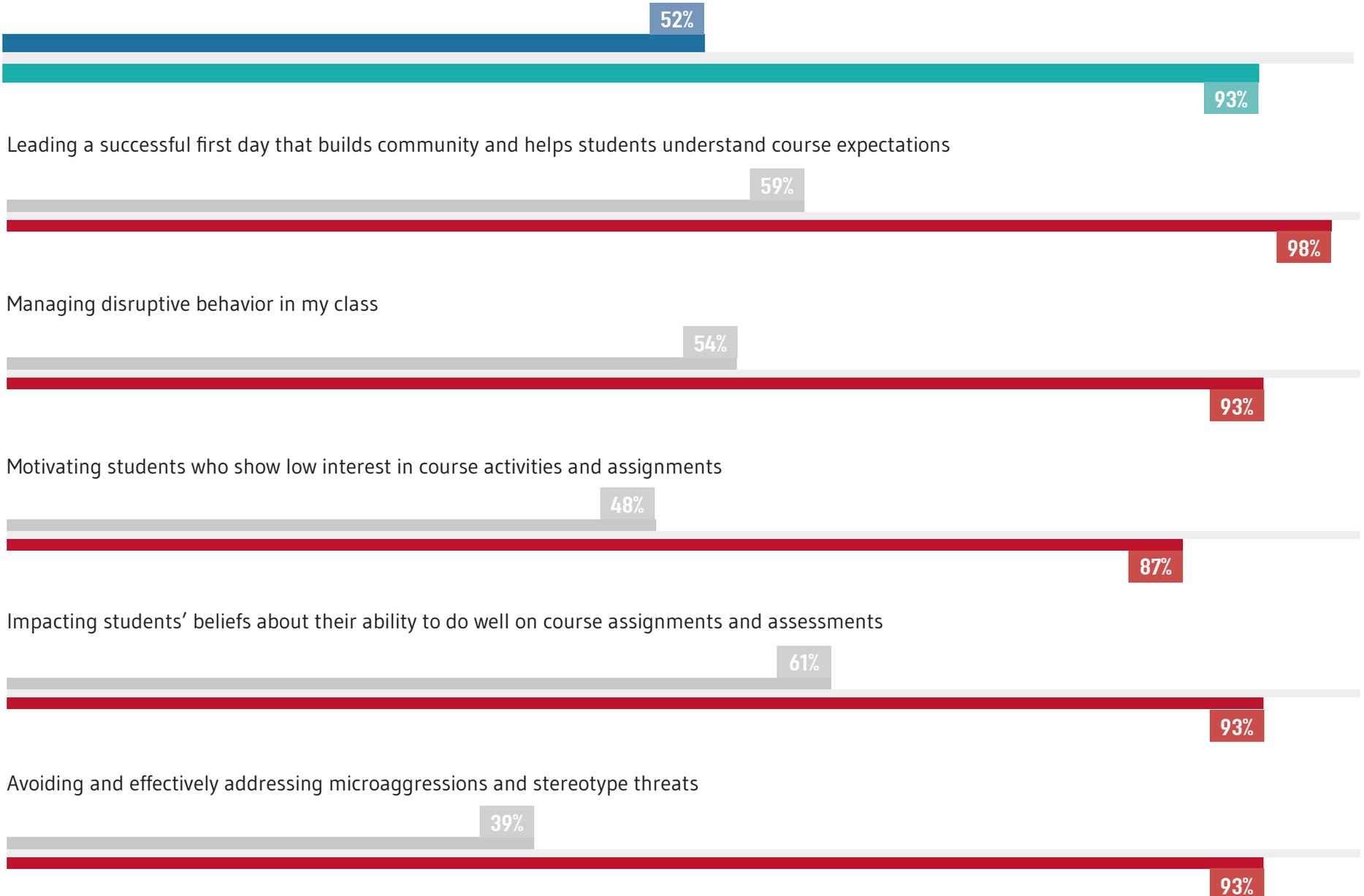
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Unit 2: Establishing a Productive Learning Environment



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Unit 5: Assessing to Inform Instruction and Promote Learning

