



19

CERTIFICATES AWARDED



492

BADGES AWARDED



PURDUE UNIVERSITY NORTHWEST

Course in Effective Teaching Practices

Summary Report, Impact Levels 1-3

Cohort A

GENERATION DATE:
July 12, 2018

COHORT CODE:
PNW-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

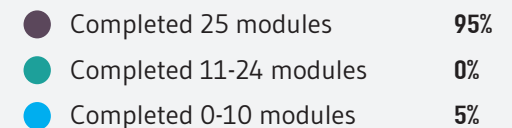
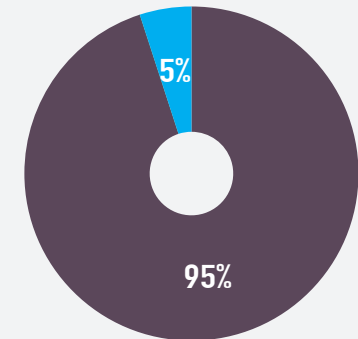
ACUE's six-level evaluation approach is grounded in the industry training model of Kirkpatrick and Kirkpatrick (2007) and informed by Guskey's (2000) and Hines's (2011) application to educational settings. The six levels are (1) faculty engagement, (2) faculty learning, (3) faculty implementation, (4)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

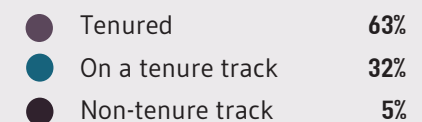
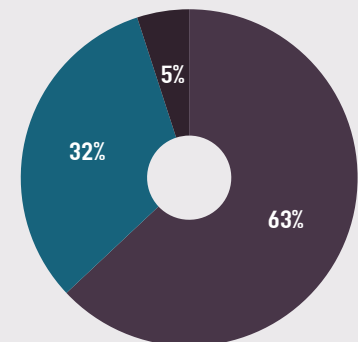
End of course survey data based on 19 responses.

PARTICIPATION

Of 20 active course-takers:



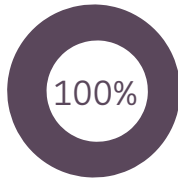
DEMOGRAPHICS



Based on 19 course-takers

1. ENGAGEMENT

100% of faculty would recommend the ACUE course to a colleague.



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



100% 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

73

new practices

(All course-takers, on average, learned **2.9** new practices per module.)

Learned more about

75

practices

(All course-takers, on average, learned more about **3.0** practices per module.)

3. IMPLEMENTATION

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

On average, course-completers:

Implemented

28

new practices

(All course-takers, on average, implemented **1.1** practices per module.)

Plan to implement

53

additional practices

(All course-takers, on average, plan to implement **2.1** additional practices per module.)

BELIEFS ABOUT TEACHING

After completing the course, faculty report increases in their:

Discussion with colleagues about teaching

68% agree before

100% agree after

Perception that students are receptive to their teaching methods

74% agree before

100% agree after

BELIEFS ABOUT STUDENTS

After completing the course, faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

58% agree before

100% agree after

All students can be successful in their course

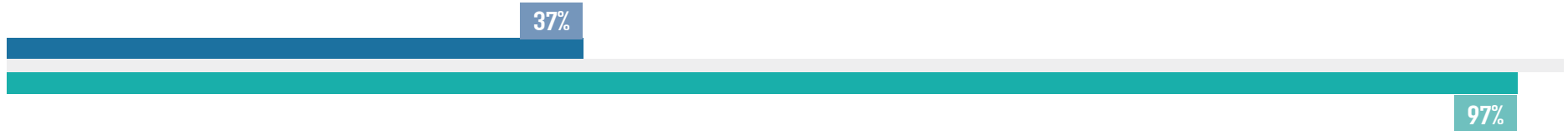
74% agree before

89% agree after

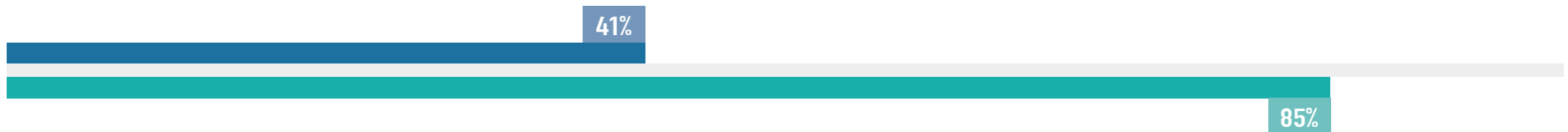
COURSE COMPETENCIES

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

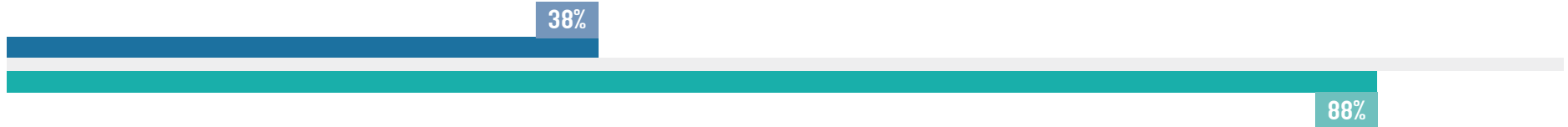
Unit 1: Designing an Effective Course and Class



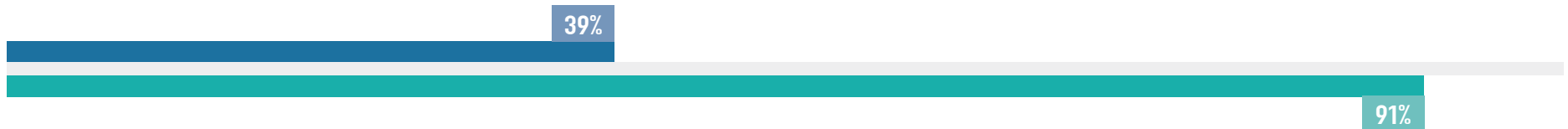
Unit 2: Establishing a Productive Learning Environment



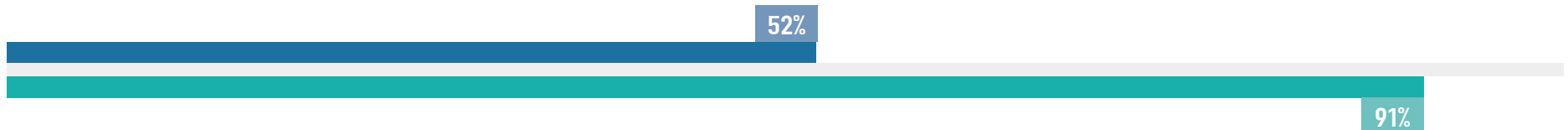
Unit 3: Using Active Learning Techniques



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.

“As parts of the classroom demonstration, a professor mentioned about explaining with students how everyone is unique. I implemented this technique before our first test this week. I also used different methods of giving quiz and test, understanding the fact that students learn in different ways. My explanations on individual uniqueness worked like a magic, as many students later testified to the statement, as the first time they ever heard about it in their classes. **I noticed a significant improvement in my students’ scores when I changed from given written homework to class presentation. In fact, it seems that students prepared more than to only solve problems; this exercise made them to study the materials, created PowerPoint and presented their work to the class.** Surprisingly, many of my students came to my office the following day to confirm that they were ready now to change their studying attitude. The made my day on Thursday and I was so happy that I implemented the technique.”

4E: DEVELOPING SELF-DIRECTED LEARNERS

“This module is one of the best modules for me, it had good impact in my class and students. I learned from this module when the best time for talking and pausing. Changing the voice tone during me talking had great effect for catching student’s attention. Speak deliberately and pause to allow processing time will help students to write down some important information in their notes. Actually, in the past I used to give students PPT slides and tell them that no need to take notes. During the class held on Tuesday, I asked student to take notes and I showed how beneficial it is for them to review the materials after the class. **I stopped to take attendance by looking at their notes and evaluate them by adding some points for note takers. As matter of fact, students asked many questions after I enforced them to take notes.**”

4C: TEACHING POWERFUL NOTE-TAKING SKILLS

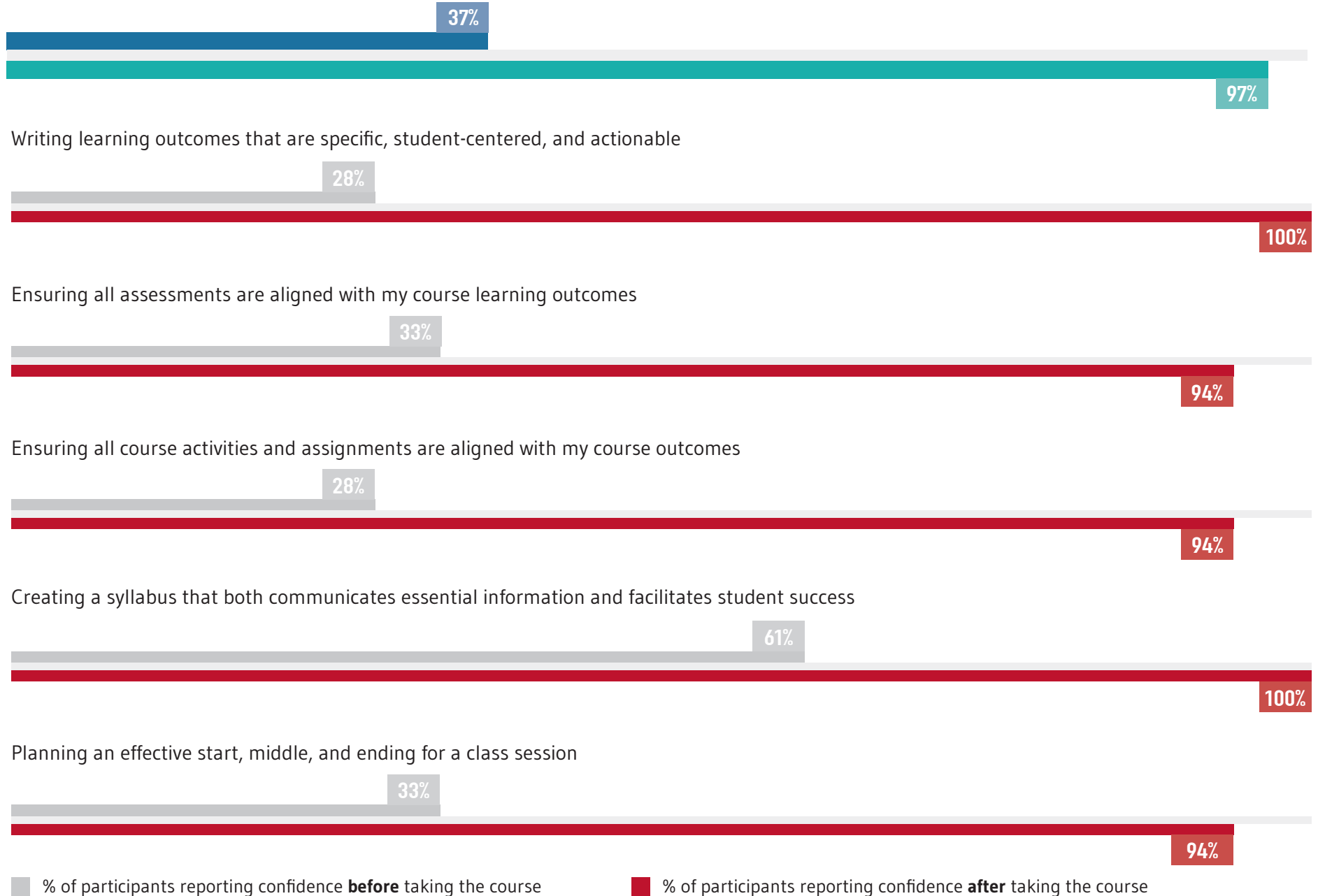
“I learned from this module two techniques which I implemented to improve the first day of my class. **While I always design activities to allow students to get to know each other and start to work in groups, this module makes me realize that I should do more to include myself in that community.** To do so I included an activity where I introduce myself: my educational background, my research interest, my hobbies, etc. I also revised my Student Information Sheet to include a question where they can ask me anything they want to know about me. It went very well. I was so mistaken when I thought students would not be interested in an old person like me! As a matter of fact, they were very curious, mainly about how many languages I can speak, how I have learned them, and where I have traveled.”

2A: LEADING THE FIRST DAY OF CLASS

APPENDIX: COURSE COMPETENCIES

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

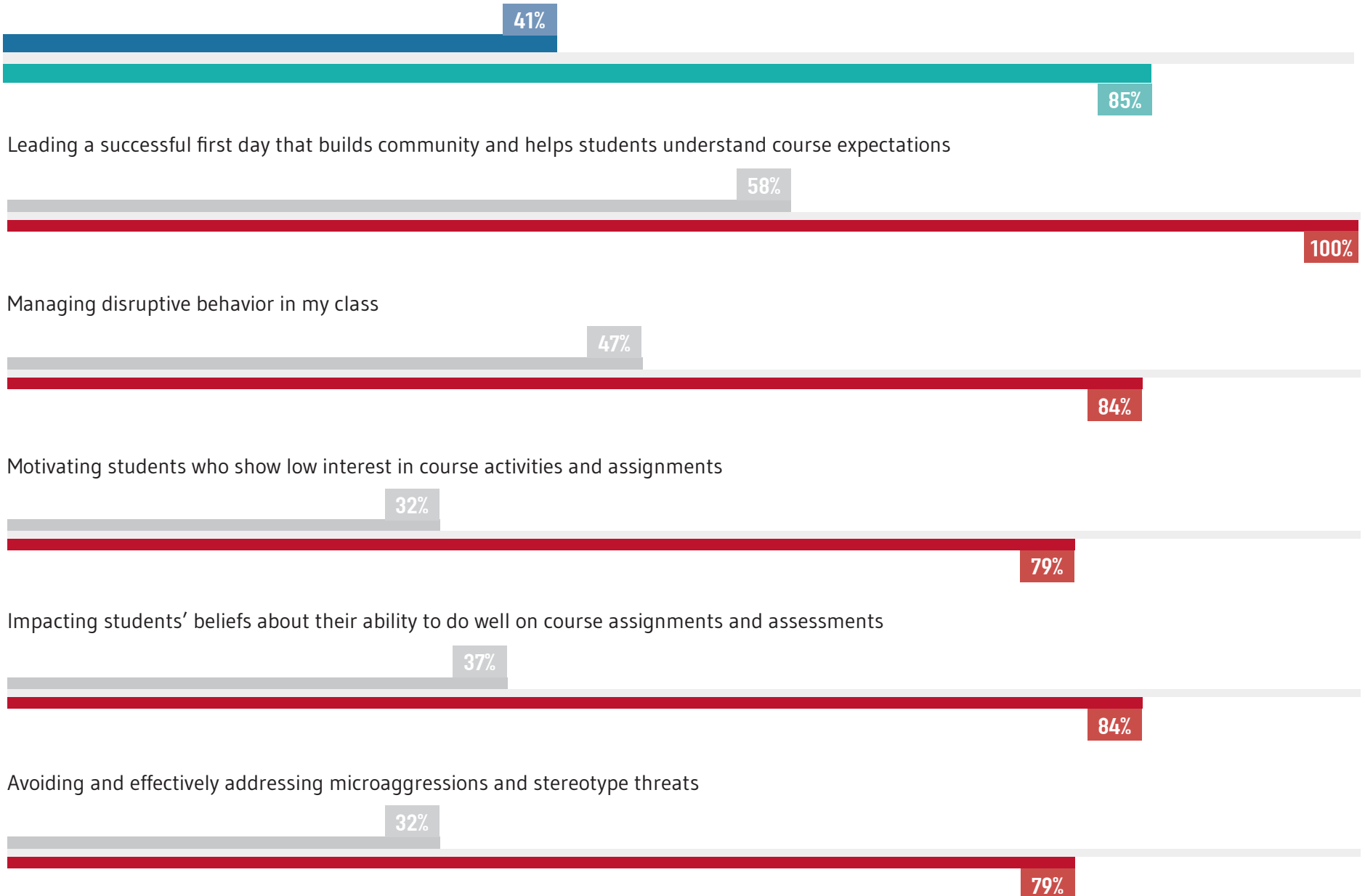
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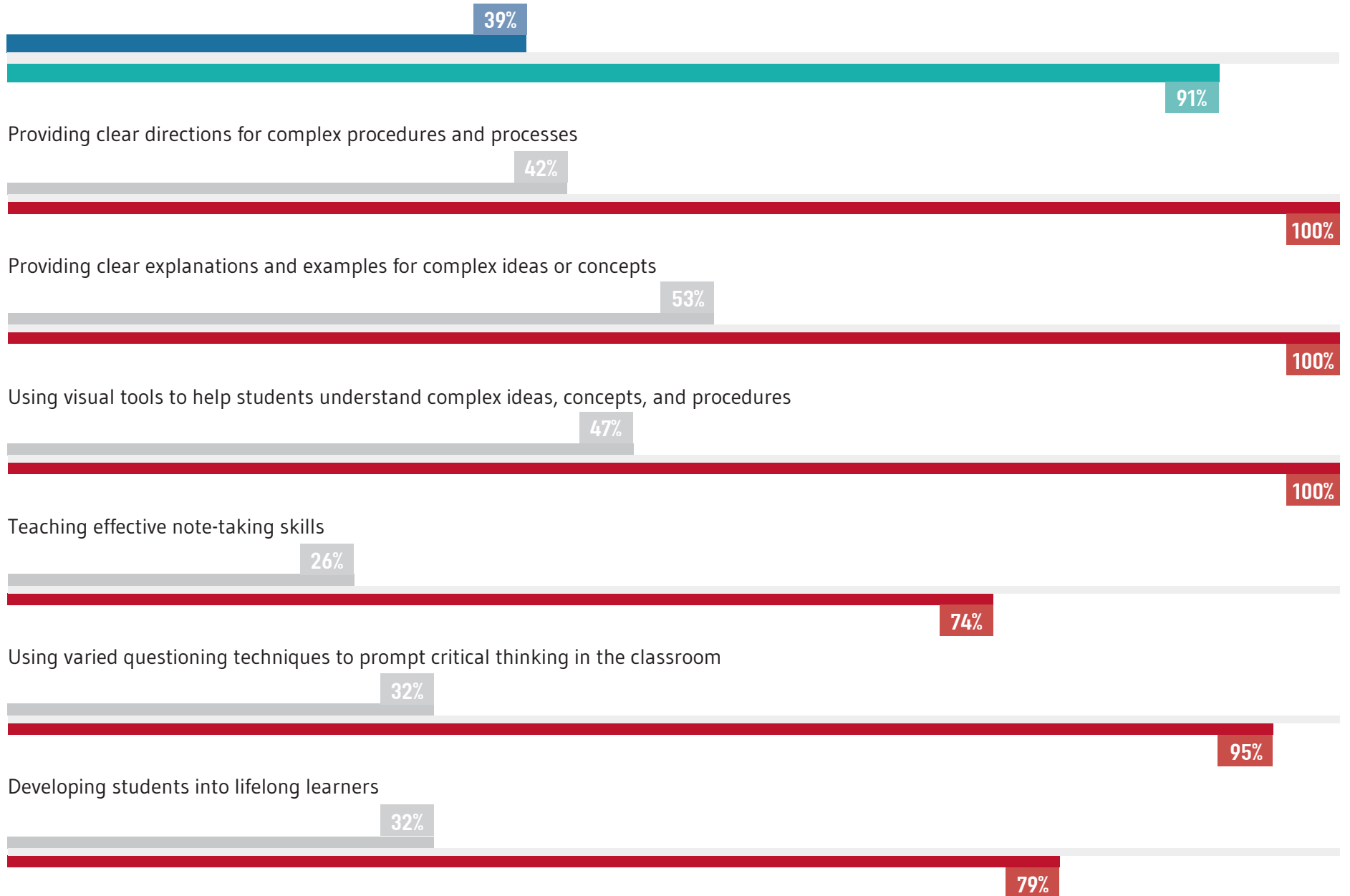
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