PURDUE UNIVERSITY NORTHWEST

Course in Effective Teaching Practices

Summary Report, Impact Levels 1-3

Cohort C

GENERATION DATE:
June 01, 2020

COHORT CODE:
PNW-C_Fa19Sp20

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 14 respondents.

PARTICIPATION

Of 23 active course-takers:
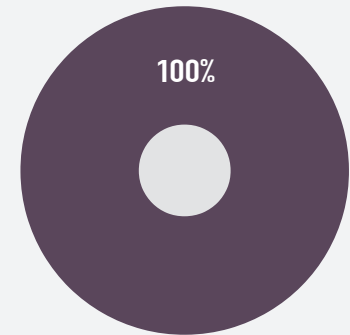
● Completed 25 modules	**100%**
● Completed 11-24 modules	**0%**
● Completed 0-10 modules	**0%**

DEMOGRAPHICS
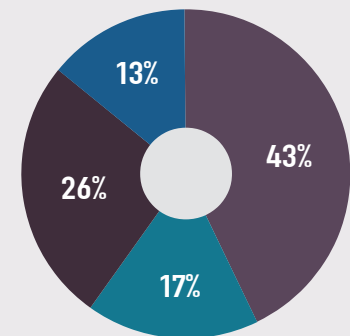
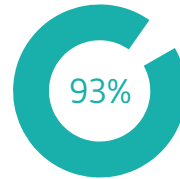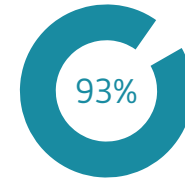|	
● Tenured	**43%**
● On a tenure track	**17%**
● Non-tenure track	**26%**
● Other	**13%**

Based on 23 course-takers

1. ENGAGEMENT

93% of faculty would recommend the ACUE course to a colleague.

93%
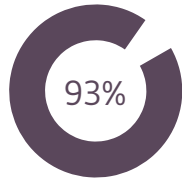
93% of faculty report modules were helpful in refining their teaching practice.

93%

93% of faculty found the content relevant to their work.

93%

2. LEARNING

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

On average, course-completers:

Learned

68

new practices

(All course-takers, on average, learned **2.7** new practices per module.)

Learned more about

80

practices

(All course-takers, on average, learned more about **3.2** practices per module.)

3. IMPLEMENTATION

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

On average, course-completers:

Implemented

25

new practices

★

(All course-takers, on average, implemented **1.0** practices per module.)

Plan to implement

68

additional practices

(All course-takers, on average, plan to implement **2.7** additional practices per module.)

BELIEFS ABOUT TEACHING

After completing the course, faculty report increases in their:

Use of research to inform practice

50% agree before

86% agree after

Perception that students are receptive to their teaching methods

71% agree before

100% agree after

BELIEFS ABOUT STUDENTS

After completing the course, faculty report increased agreement that:

All students can be successful in their course

100% agree before

100% agree after

Instructors can influence how students perceive their intelligence

93% agree before

93% 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

53%

92%

Unit 2: Establishing a Productive Learning Environment

42%

89%

Unit 3: Using Active Learning Techniques

32%

90%

Unit 4: Promoting Higher Order Thinking

43%

98%

Unit 5: Assessing to Inform Instruction and Promote Learning

59%

99%

■ % 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 Integrate visual tools in class sessions. **The students were very receptive to [the flowchart I created] and asked great questions**. In addition to using it in class, I also posted in on Blackboard for them to use as a reference. **The posting on BB was at their request!** We revisited the flowchart a few times during the semester. **I plan to take it one step further and use it systematically throughout the semester** so it is one of the first things they see, several more touch points in the middle of the semester and it will be one of the closing items of the semester when I teach it again.❞

4B: USING CONCEPT MAPS AND OTHER VISUALIZATION TOOLS

❝❝ I chose to create questions that would be scaffolded so as to increase in intention according to Bloom's taxonomy. **I was surprised how easy it was to increase the depth of their thinking on a topic by asking questions** that had them relate the information to other material/experiences and then have them analyze what the commonalities were. **The students were very engaged and interested**.❞

4D: USING ADVANCED QUESTIONING TECHNIQUES

❝❝ I implemented iClickers. **I found this technique was very successful! Both for me and the students**. We both had immediate feedback, and students who lagged did not feel alone, as they were able to see a large proportion of students also shared their misconceptions. **The iClickers were very useful in making them confront their lack of knowledge as well**, its very easy to fool yourself that you knew the answer to a rhetorical question the instructor asks, **it's harder to lie to yourself when you have clear evidence of picking the wrong answer. It also broke up the long lecture and gave students a fun break**. On occasion everybody in the class got the question right and we had a round of applause! A great morale booster.❞

5D: CHECKING FOR STUDENT UNDERSTANDING

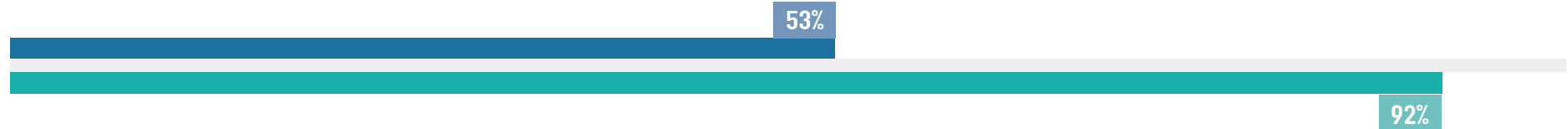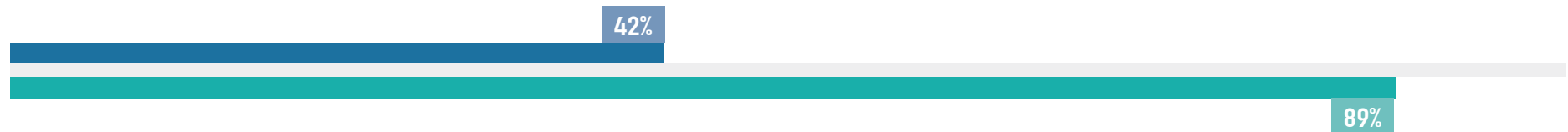# APPENDIX: COURSE COMPETENCIES

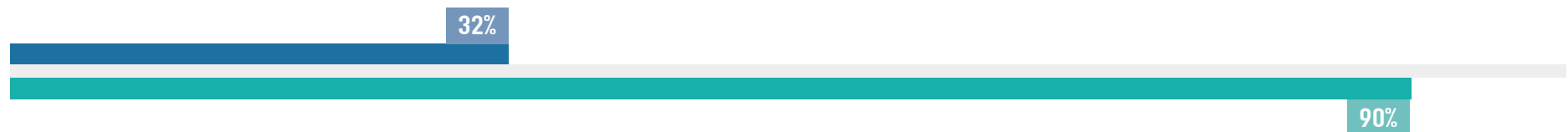After completing the course, faculty report increases in their confidence using evidence-based practices.

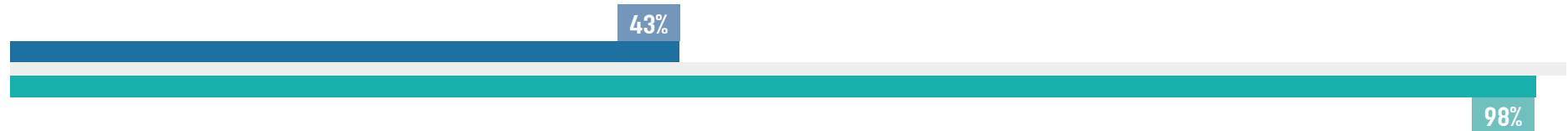## Unit 1: Designing an Effective Course and Class

53%

92%

Writing learning outcomes that are specific, student-centered, and actionable

50%

93%

Ensuring all assessments are aligned with my course learning outcomes

43%

93%

Ensuring all course activities and assignments are aligned with my course outcomes

57%

86%

Creating a syllabus that both communicates essential information and facilitates student success

71%

93%

Planning an effective start, middle, and ending for a class session

43%

93%

■ % of participants reporting confidence **before** taking the course   ■ % of participants reporting confidence **after** taking the course
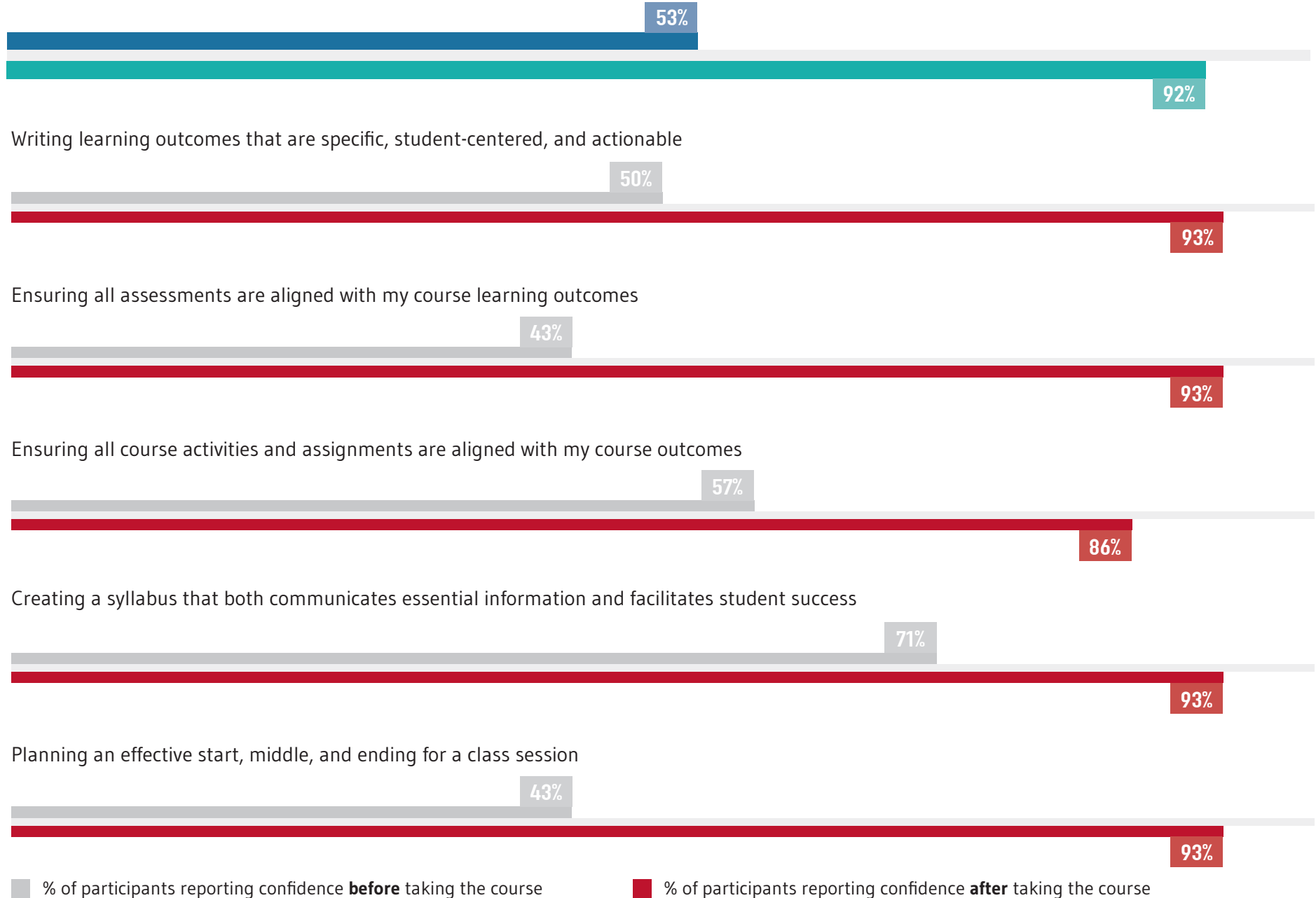
APPENDIX: COURSE COMPETENCIES

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

Unit 2: Establishing a Productive Learning Environment

42%

89%

Leading a successful first day that builds community and helps students understand course expectations

43%

93%

Managing disruptive behavior in my class

43%

86%

Motivating students who show low interest in course activities and assignments

36%

86%

Impacting students' beliefs about their ability to do well on course assignments and assessments

43%

86%

Avoiding and effectively addressing microaggressions and stereotype threats

43%

93%

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APPENDIX: COURSE COMPETENCIES

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

Unit 3: Using Active Learning Techniques

32%

90%

Using active learning techniques in a small- to medium-sized class

36%

86%

Using active learning techniques in a large class

14%

92%

Delivering lectures that are paced to keep students engaged

43%

100%

Ensuring the majority of students engage in and learn from class discussions

43%

92%

Engaging quiet students in classroom discussions

29%

86%

Managing dominant talkers during classroom discussions

29%

86%

██ % of participants reporting confidence **before** taking the course ██ % of participants reporting confidence **after** taking the course

APPENDIX: COURSE COMPETENCIES

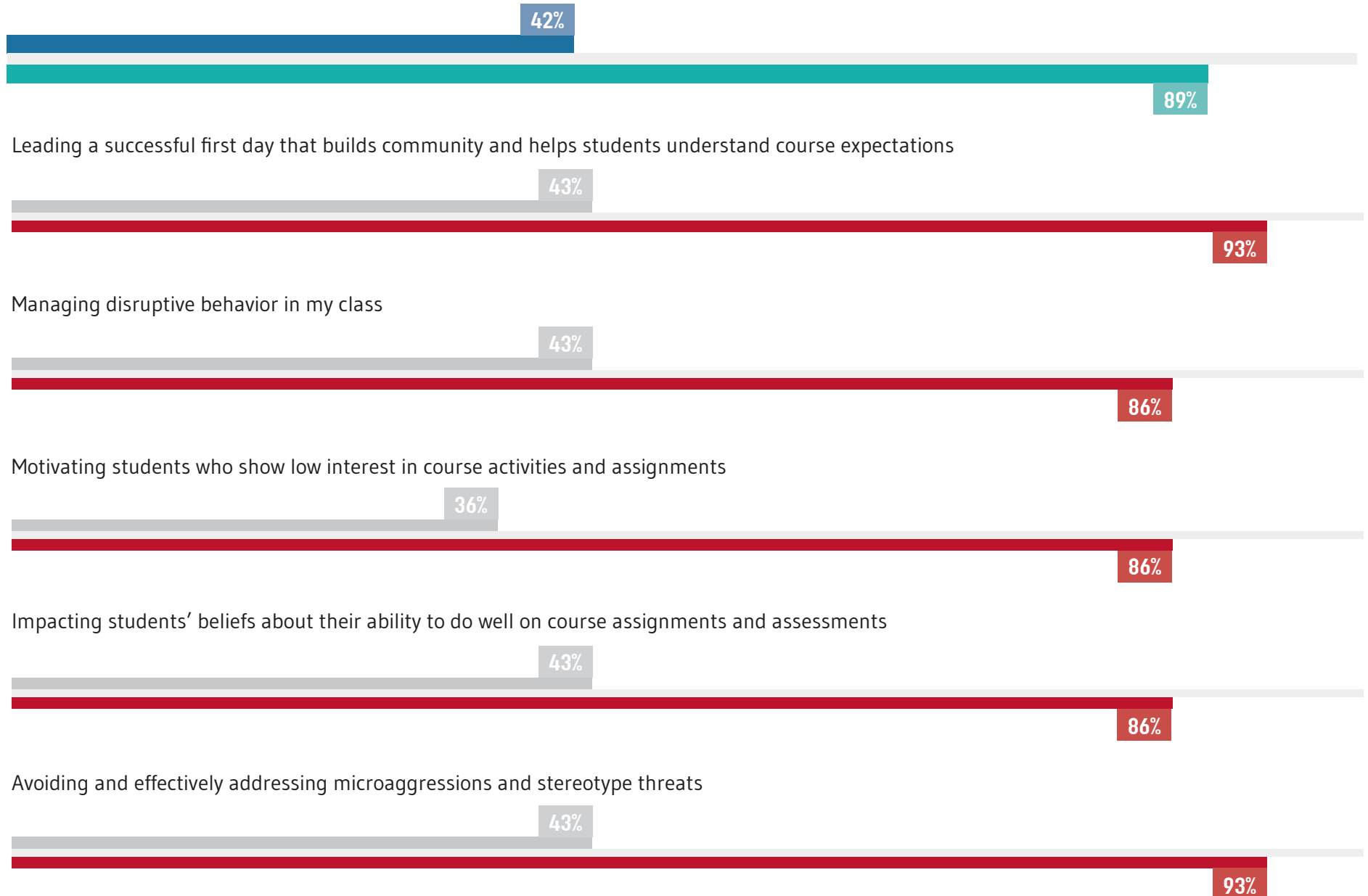After completing the course, faculty report increases in their confidence using evidence-based practices.

Unit 4: Promoting Higher Order Thinking

43%

98%

Providing clear directions for complex procedures and processes

57%

100%

Providing clear explanations and examples for complex ideas or concepts

57%

100%

Using visual tools to help students understand complex ideas, concepts, and procedures

57%

100%

Teaching effective note-taking skills

29%

85%

Using varied questioning techniques to prompt critical thinking in the classroom

21%

100%

Developing students into lifelong learners
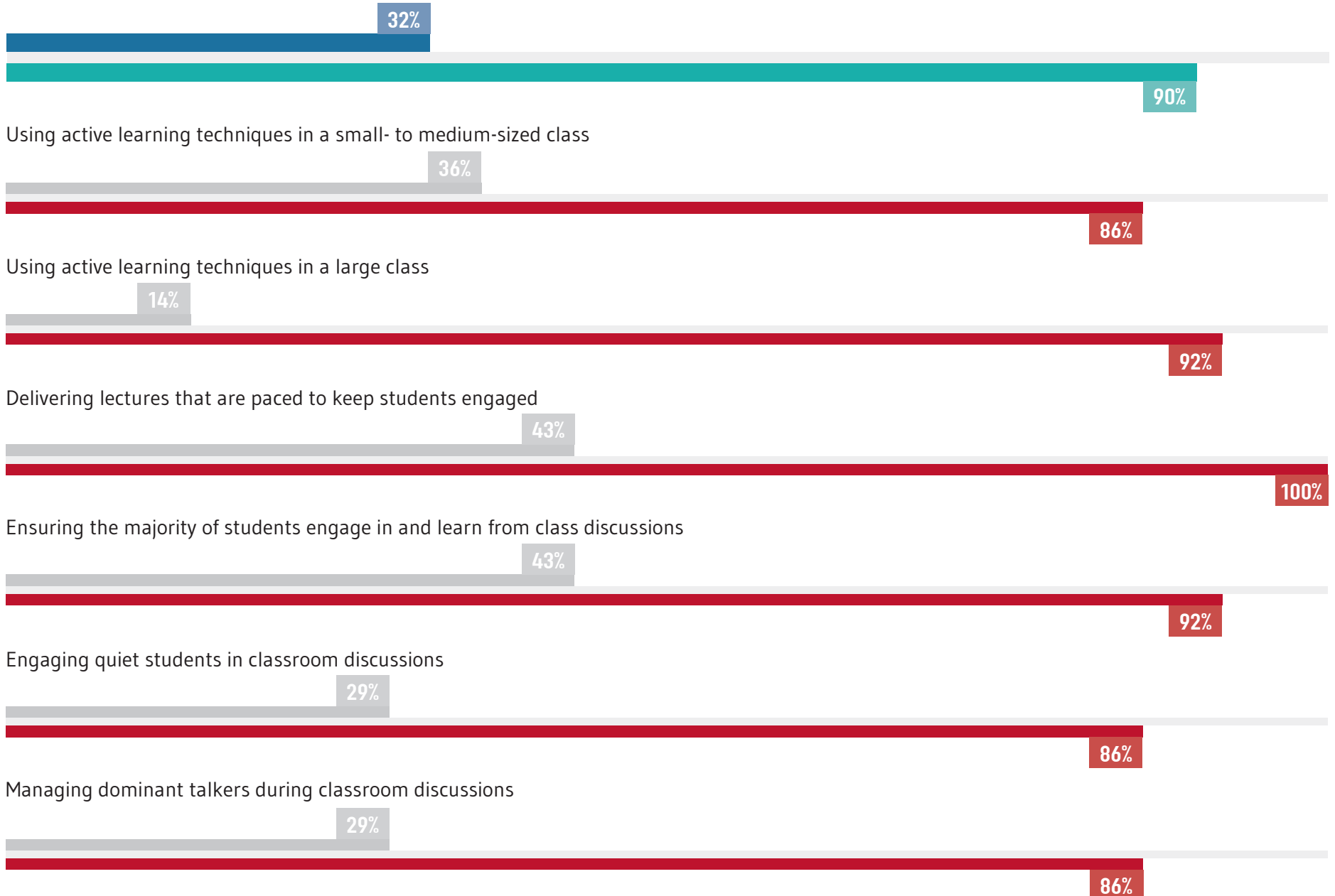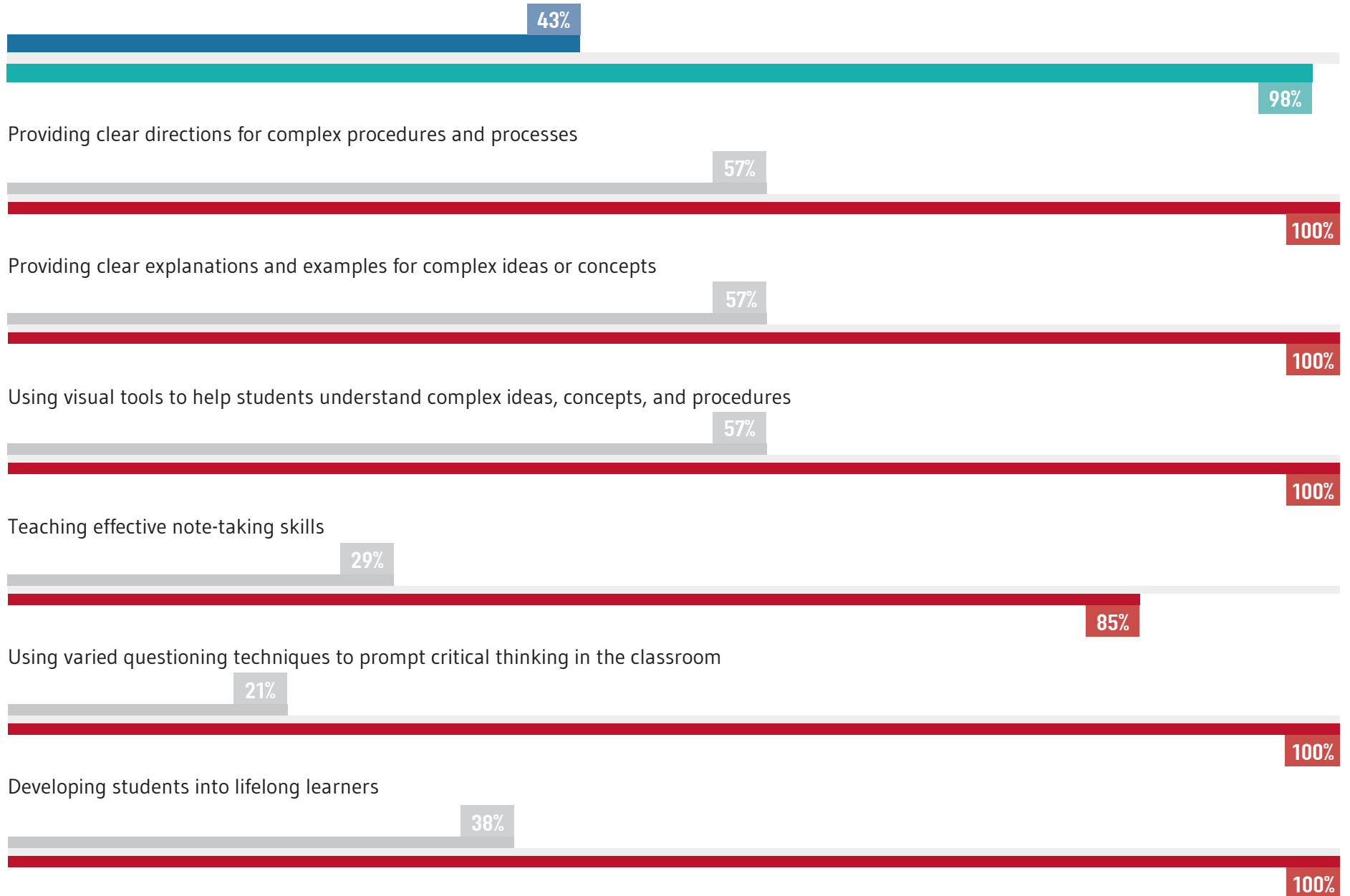
38%

100%

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

APPENDIX: COURSE COMPETENCIES

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

Unit 5: Assessing to Inform Instruction and Promote Learning

59%

99%

Developing fair and consistent grading practices that students fully understand

69%

100%

Ensuring my grading practices are fair, consistently applied, and easily understood by students

69%

100%

Providing students a clear understanding of my assignment expectations

69%

100%

Ensuring students use my feedback to improve their performance

46%

92%

Checking for students' understanding and making appropriate adjustments to instruction

46%

100%

Using student achievement on assignments and assessments to inform instructional improvements

54%

100%

Using student feedback to inform instructional improvements

58%

100%

▉ % of participants reporting confidence **before** taking the course   ▉ % of participants reporting confidence **after** taking the course