ACUE | Association of College and University Educators

17

CERTIFICATES AWARDED

439

BADGES AWARDED

ACE® American Council on Education®

PURDUE UNIVERSITY NORTHWEST

Course in Effective Teaching Practices

Summary Report, Impact Levels 1-3
Cohort E

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.

PARTICIPATION

Of 20 active course-takers:
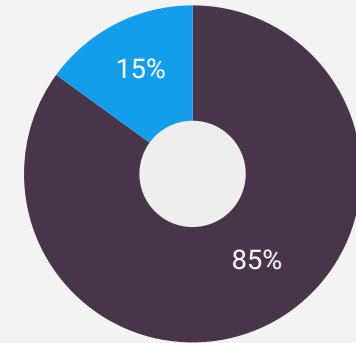
■ Completed 25 modules	**85%**
■ Completed 11-24 modules	**0%**
■ Completed 0-10 modules	**15%**

DEMOGRAPHICS
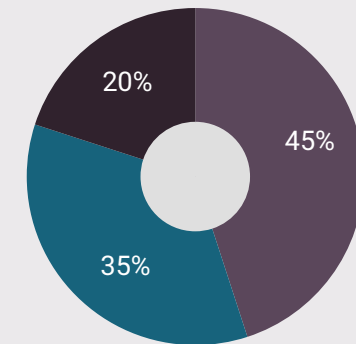
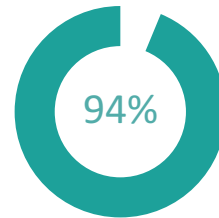|	
■ Tenured	**45%**
■ On a tenure track	**35%**
■ Non-tenure track	**20%**

Based on 20 course-takers

1. ENGAGEMENT

69% of faculty would recommend the ACUE course to a colleague.

69%
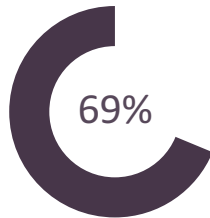
94% of faculty report modules were helpful in refining their teaching practice.

94%

100% of faculty found the content relevant to their work.

100%

2. LEARNING

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

On average, course-completers:

Learned

53

new practices

(All course-takers, on average, learned **2.1** new practices per module.)

Learned more about

85

practices

(All course-takers, on average, learned more about **3.4** practices per module.)

3. IMPLEMENTATION

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

On average, course-completers:

Implemented

15

new practices

★

(All course-takers, on average, implemented **0.6** practices per module.)

Plan to implement

58

additional practices

(All course-takers, on average, plan to implement **2.3** practices per module.)

BELIEFS ABOUT TEACHING

After completing the course,
faculty report increases in their:

Discussion with colleagues about teaching

50% agree before

75% agree after

Use of research to inform practice

69% agree before

94% agree after

BELIEFS ABOUT STUDENTS

After completing the course,
faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

75% agree before

100% agree after

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

75% agree before

94% agree after

COURSE COMPETENCIES

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

Designing an Effective Course and Class

67% 92%

Establishing a Productive Learning Environment

46% 79%

Using Active Learning Techniques

57% 92%

Promoting Higher Order Thinking

61% 84%

Assessing to Inform Instruction and Promote Learning

71% 89%

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

COURSE COMPETENCY ONE

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

Designing an Effective Course and Class

| | 67% | 92% |

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

| | 69% | 88% |

Ensuring all assessments are aligned with my course learning outcomes

| | 56% | 94% |

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

| | 50% | 88% |

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

| | 94% | 100% |

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

COURSE COMPETENCY TWO

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

Establishing a Productive Learning Environment

46%	79%

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

	88%

Managing disruptive behavior in my class

56%	88%

Motivating students who show low interest in course activities and assignments

13%	75%

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

50%	81%

Avoiding and effectively addressing microaggressions and stereotype threats

25%	63%

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

COURSE COMPETENCY THREE

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

Using Active Learning Techniques

57%	92%	

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

56%	94%	

Using active learning techniques in a large class

44%	81%	

Delivering lectures that are paced to keep students engaged

69%	88%	

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

56%	100%	

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

67%	94%	

Engaging quiet students in classroom discussions

63%	100%	

Managing dominant talkers during classroom discussions
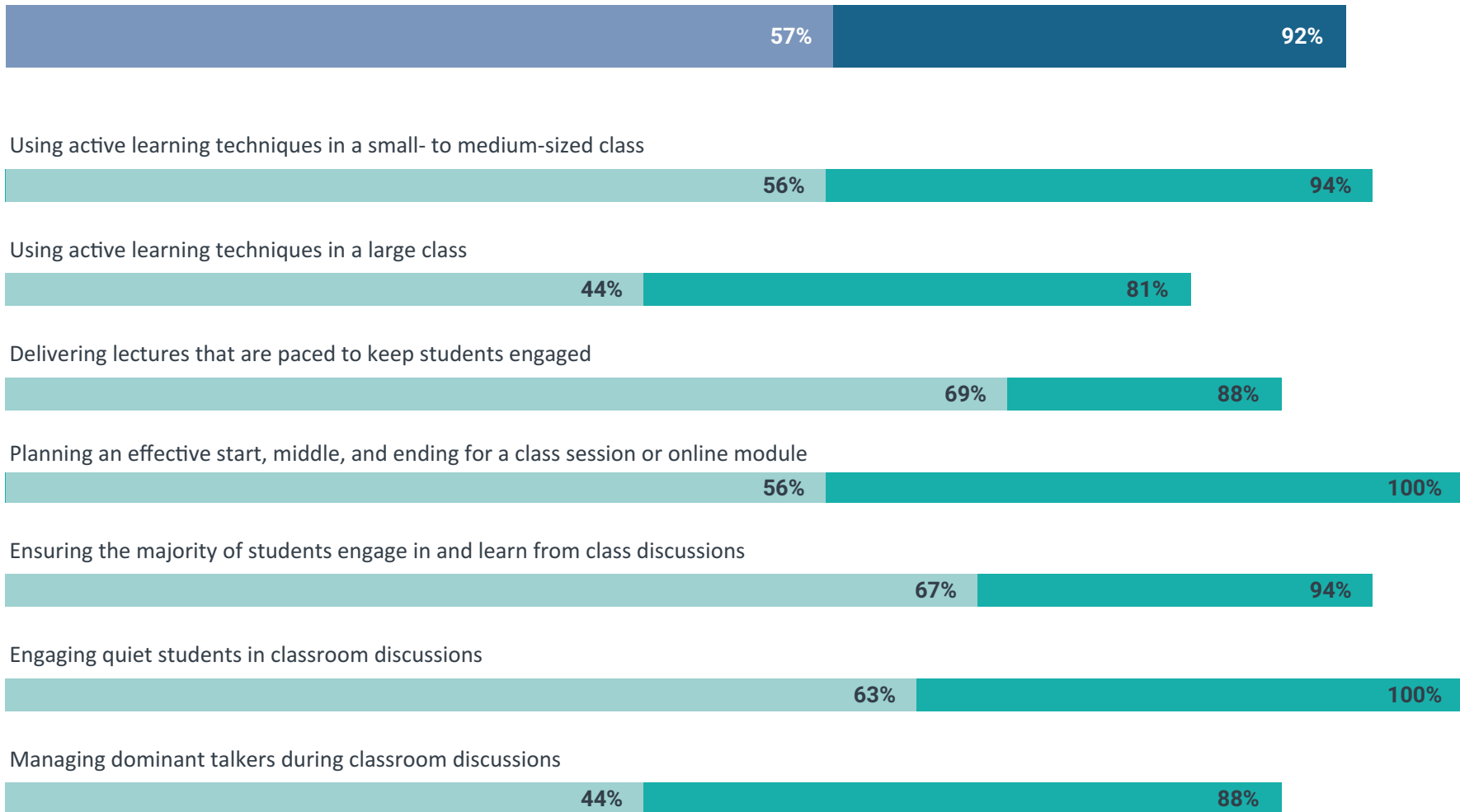
44%	88%	

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

COURSE COMPETENCY FOUR

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

Promoting Higher Order Thinking

| 61% | 84% |

Providing clear directions for complex procedures and processes

| 69% | 81% |

Providing clear explanations and examples for complex ideas or concepts

| 75% | 88% |

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

| 69% | 94% |

Teaching effective note-taking skills

| 31% | 67% |

Using varied questioning techniques to prompt critical thinking in the classroom

| 67% | 94% |

Developing students into lifelong learners
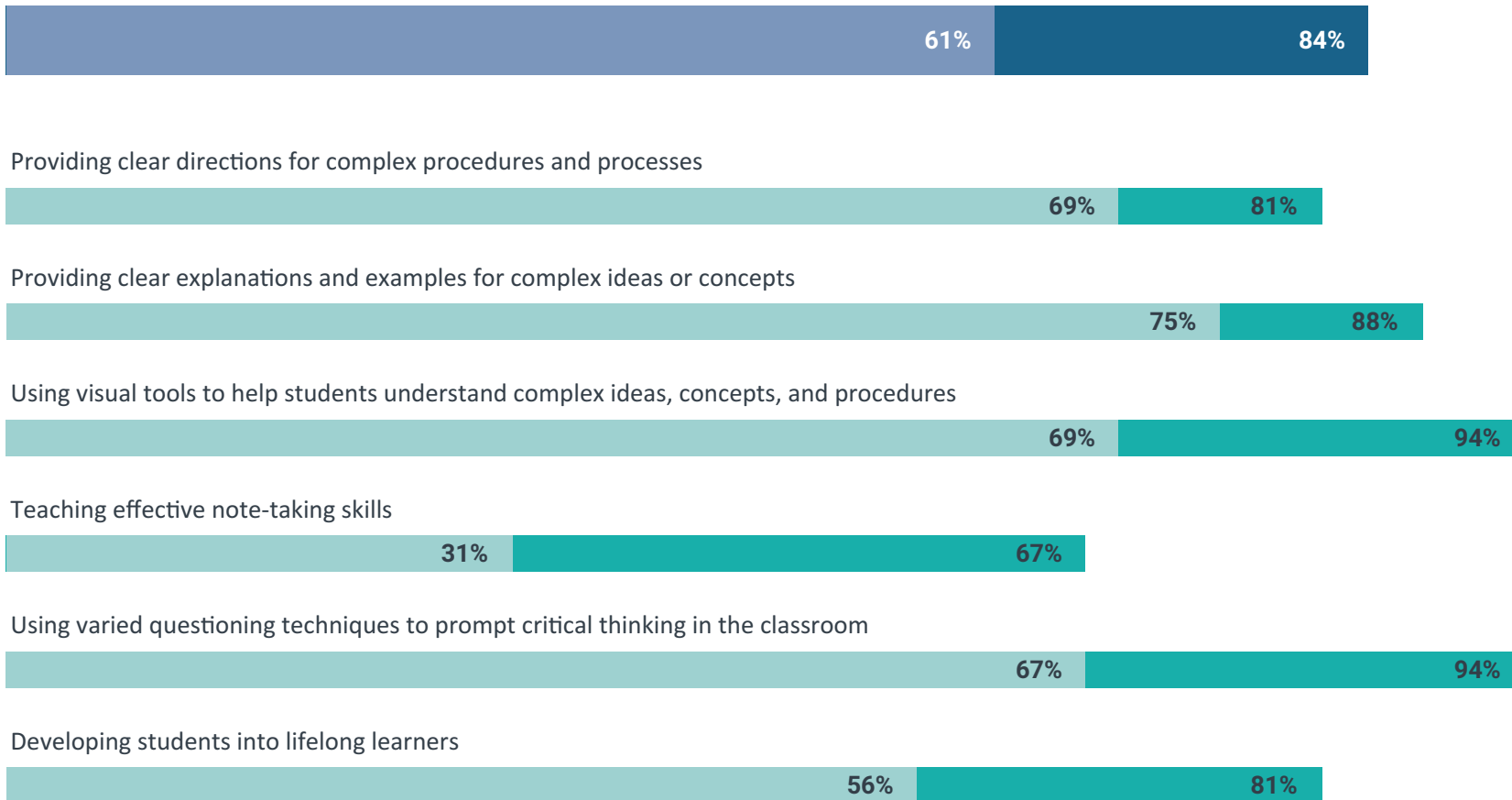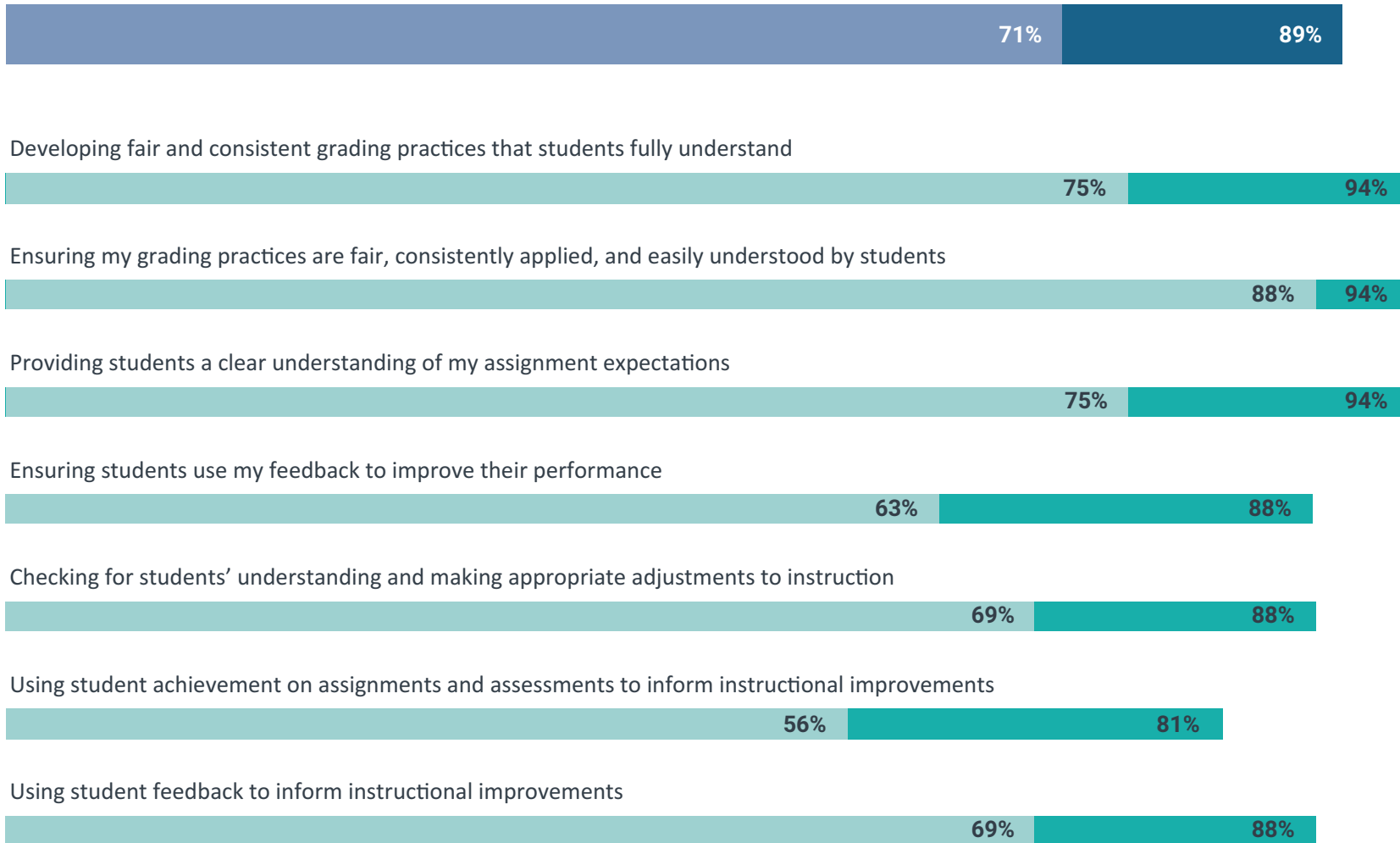
| 56% | 81% |

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

COURSE COMPETENCY FIVE

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

Assessing to Inform Instruction and Promote Learning

	71%	89%

Developing fair and consistent grading practices that students fully understand

	75%	94%

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

	88%	94%

Providing students a clear understanding of my assignment expectations

	75%	94%

Ensuring students use my feedback to improve their performance

	63%	88%

Checking for students' understanding and making appropriate adjustments to instruction

	69%	88%

Using student achievement on assignments and assessments to inform instructional improvements

	56%	81%

Using student feedback to inform instructional improvements

	69%	88%

% 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 choose to use Think-Pair-Share for discussion and thought in class. I choose this because I wanted to give students time to discuss the case we are talking about with others, then come back together and share what their thoughts are. It did come together very well in the share part. **Different groups debated why they picked different areas of priority which led to a robust discussion of engaged students.**"

AL3, AL4: ACTIVE LEARNING IN SMALL GROUPS & LARGE CLASSES

❝ Visual tools actually complement the verbal conversation in lecture. For flowchart, I preferred to draw it on whiteboard and let students follow my steps for each unit. Also, flowchart was my students' favorite visual tools. When we designed a [project], flowcharts are the first step for us to figure out the solution. **It was fun for them to follow the chart to find the possible branch towards better solution.**"

LL3: USING CONCEPT MAPS AND OTHER VISUALIZATION TOOLS

❝ I have created a calendar outlining important dates for my courses. The way I implemented this was I worked backward. I went through each of the lesson plans of my courses (I did this with a course I had previously taught) and titled each lecture. Then, I listed what the homework for that assignment was. I took these steps for implementation to better organize my course. Not only did it help me, but **it also helped the students a lot as they can anticipate around what parts of the semester exams were to take place and when their workload may be heavier than other portions of the course.** The greatest success came in the form that students were much more prepared."

DC6: PREPARING AN EFFECTIVE SYLLABUS