ACUE
Association of College
and University Educators

29
CERTIFICATES AWARDED

764
BADGES AWARDED

ACUE
ACE

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Council on
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PURDUE UNIVERSITY NORTHWEST

Course in Effective Teaching Practices

Summary Report, Impact Levels 1-3
Cohort B

GENERATION DATE:
July 26, 2019

COHORT CODE:
PNW-B_Su18Sp19

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 up-dates on the latest developments in the scholarship of teaching and learning. To learn more, visit acue.org.
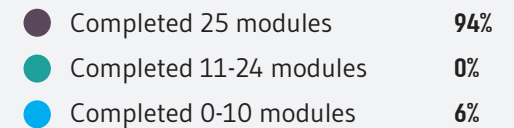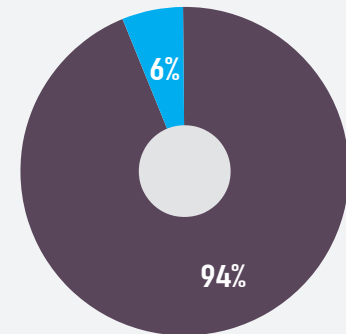

METHODOLOGY

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 cours-es, 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 teach-ing practices used via survey and submit a written reflection detailing the technique that was implemented.

End of course survey data based on 24 responses.

PARTICIPATION

Of 31 active course-takers:

● Completed 25 modules	**94%**
● Completed 11-24 modules	**0%**
● Completed 0-10 modules	**6%**

DEMOGRAPHICS

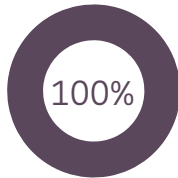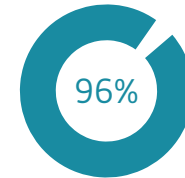|	
● Tenured	**42%**
● On a tenure track	**32%**
● Non-tenure track	**13%**
● Other	**13%**
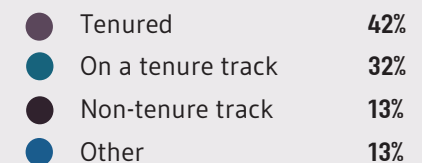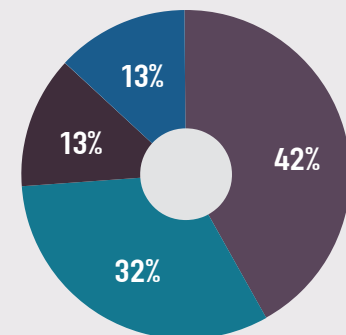
Based on 31 course-takers

1. ENGAGEMENT

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

100%

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

100%

96% of faculty found the content relevant to their work.

96%

2. LEARNING

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

On average, course-completers:

Learned

55

new practices

(All course-takers, on average, learned **2.2** new practices per module.)

Learned more about

73

practices

(All course-takers, on average, learned more about **2.9** 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

55

additional practices

(All course-takers, on average, plan to implement **2.2** additional practices per module.)

BELIEFS ABOUT TEACHING

After completing the course, faculty report increases in their:

Discussion with colleagues about teaching

63% agree before

92% agree after

Use of student feedback to adjust instruction

75% 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

63% agree before

96% agree after

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

79% 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

42%

93%

Unit 2: Establishing a Productive Learning Environment

35%

76%

Unit 3: Using Active Learning Techniques

35%

81%

Unit 4: Promoting Higher Order Thinking

38%

88%

Unit 5: Assessing to Inform Instruction and Promote Learning

56%

94%
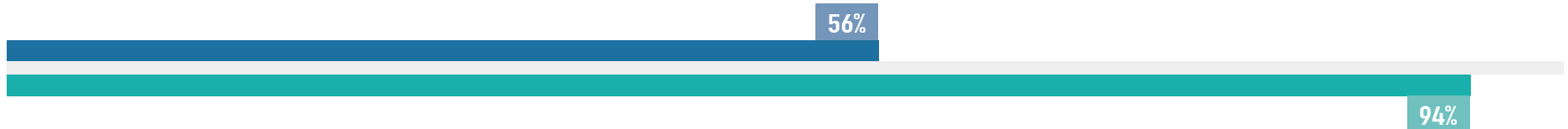
■ % of participants reporting confidence **before** taking the course   ■ % of participants reporting confidence **after** taking the course

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.

❝ Over the past month I've made a concerted effort to: dedicate a larger amount of time to reading and commenting, while still honoring my one week turn-around policy; expand my written comments beyond what was lacking with the reports, also giving comments about where they succeeded; expand to how one could expand the work they did in the future. I've already had two lively discussions about comments I've written, and seen a third student head to their computer to investigate a leading comment I made on a recent report. **The initial level of engagement this month leads me to conclude that my improvements (which didn't really add all that much time to my grading, to be honest) were very successful**. I plan on continuing this behavior throughout this semester and develop a comment sheet in addition to a grading rubric. The comment sheet will allow me more space to comment and assess the [assignment] than just writing in the margins (which may have been contributing to the paucity of my comments in the past.)"

2F: HELPING STUDENTS PERSIST IN THEIR STUDIES

❝ I introduced two new activities based on what I learned in the modules last week. First, I had students self-assess themselves on work that was done. Second, I allowed students to have choice in an assignment they could complete based on their learning preferences. I had great success with both of the techniques implemented. First, the self-assessment helped me understand what they thought of their own understanding and how close it matched to my sense of it. Second, they seemed to appreciate having a choice in the assignment provided. **Students were honest in their self-assessments and it provided me with good information about their own understanding of how much they had progressed with understanding the content**. It appeared that they seemed more engaged in the lesson once they had control over part of the assessment process."

4E: DEVELOPING SELF-DIRECTED LEARNERS

❝ I [had] students create their own questions. One of my challenges is to grapple with students at different levels and get all of them to advance their knowledge. I was able to put together small sets of students who each brought something to the table and who challenged each other. I gave them copies of Bloom's taxonomy, adapted for our class, and we talked about how they should try to hit different levels of cognitive behavior. **We then compared responses across groups and critiqued each other's questions and helped rewrite them, as we answered them, to make them sharper and to elicit higher level responses**. Some of the students were initially a little frustrated as they wanted me to ask the questions. However, by the end of the exercise, they were getting into it and seemed to work even harder to write good questions at various levels. When I told them we would also be doing this for our upcoming test (that is, have the students write the questions) they really became engaged."
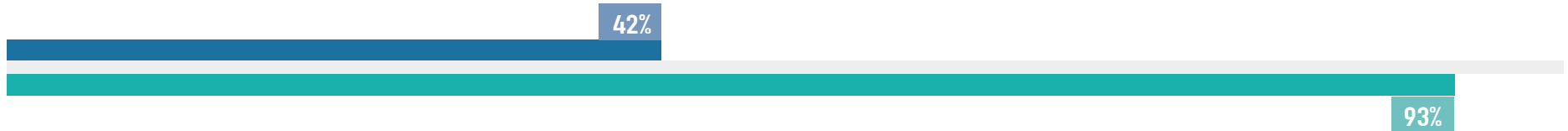
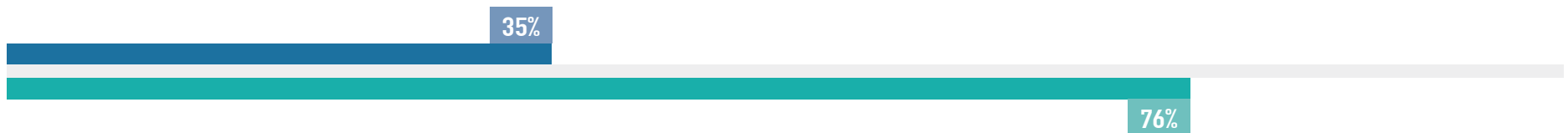**4D: USING ADVANCED QUESTIONING TECHNIQUES**

APPENDIX: COURSE COMPETENCIES

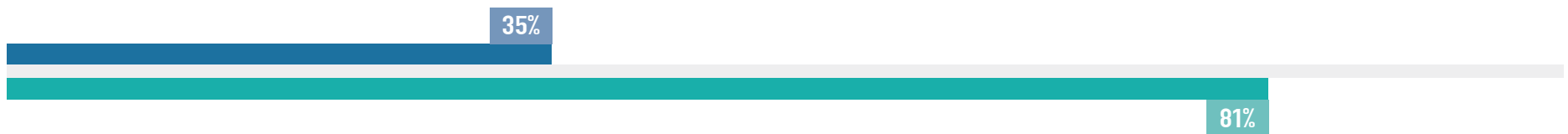After completing the course, faculty report increases in their confidence using evidence-based practices.

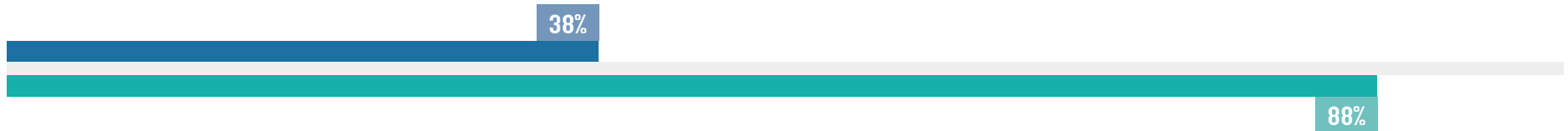## Unit 1: Designing an Effective Course and Class

42%

93%

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

29%

92%

Ensuring all assessments are aligned with my course learning outcomes

46%

88%

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

50%

92%

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

75%

96%

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

8%

100%

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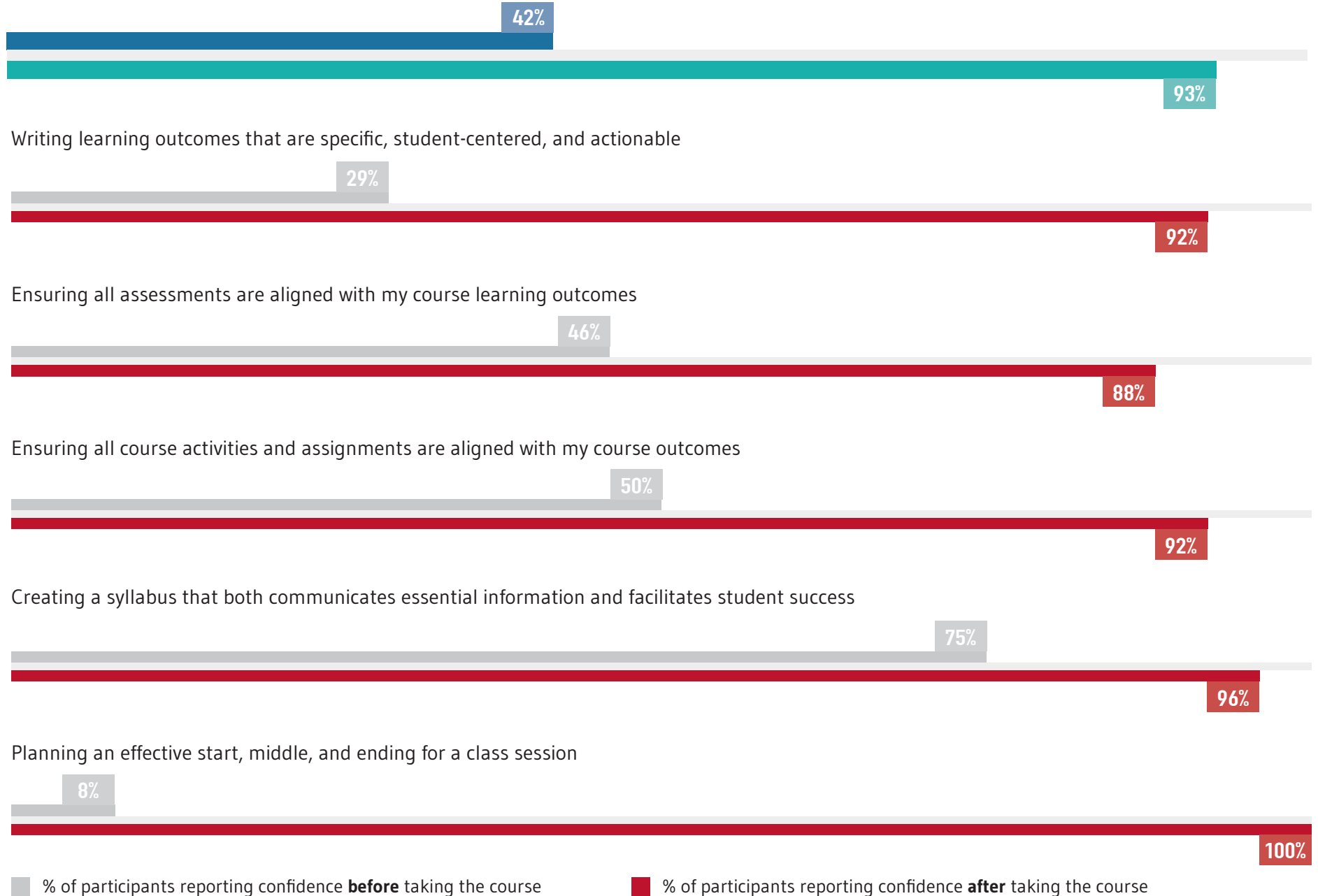
APPENDIX: COURSE COMPETENCIES

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

Unit 2: Establishing a Productive Learning Environment

35%

76%

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

54%

92%

Managing disruptive behavior in my class

38%

67%

Motivating students who show low interest in course activities and assignments

8%

67%

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

50%

92%

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

APPENDIX: COURSE COMPETENCIES

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

Unit 3: Using Active Learning Techniques

35%

81%

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

46%

92%

Using active learning techniques in a large class

29%

71%

Delivering lectures that are paced to keep students engaged

38%

92%

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

38%

75%

Engaging quiet students in classroom discussions

25%

71%

Managing dominant talkers during classroom discussions

33%

83%

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

APPENDIX: COURSE COMPETENCIES

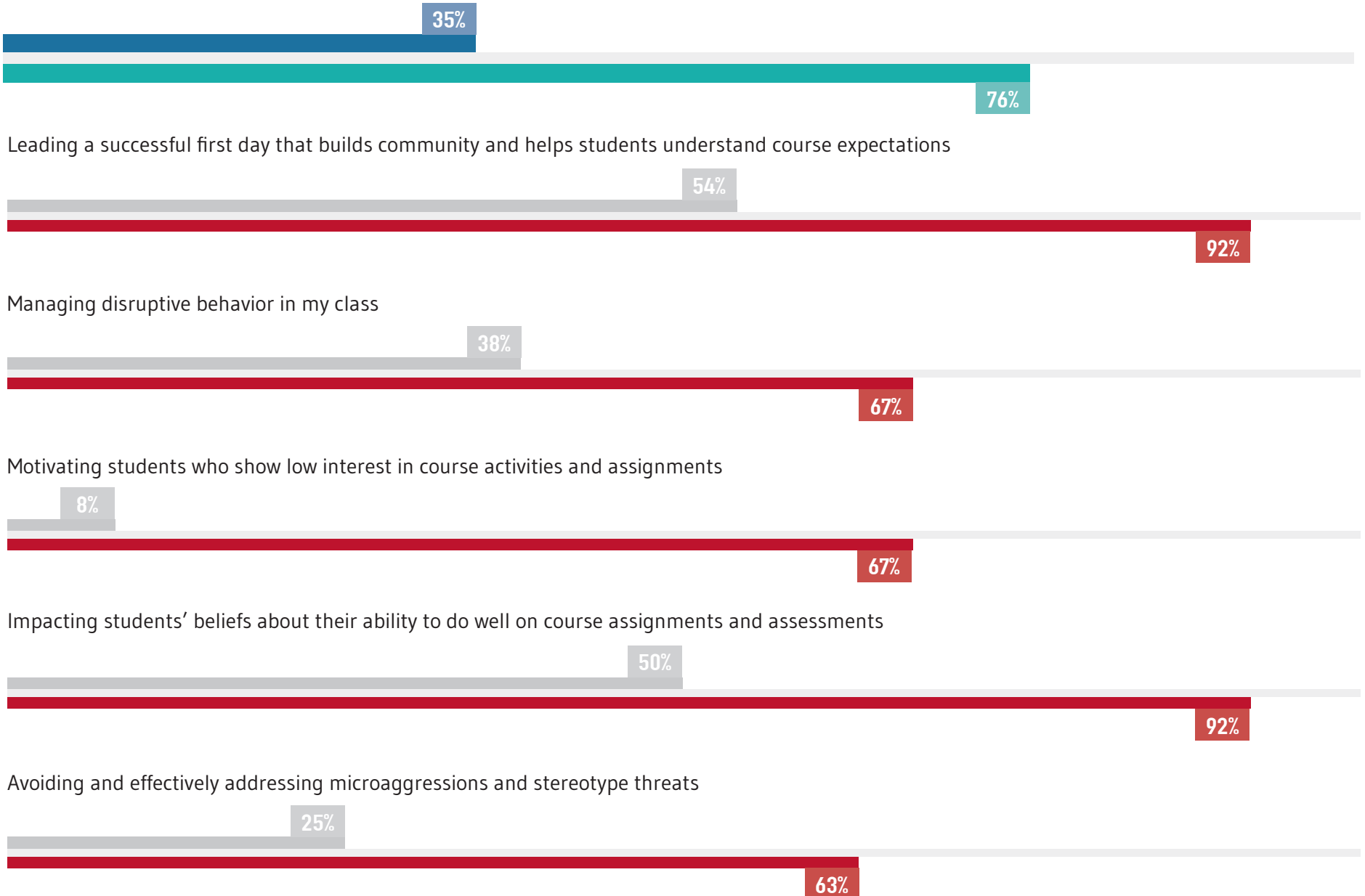After completing the course, faculty report increases in their confidence using evidence-based practices.

Unit 4: Promoting Higher Order Thinking

38%

88%

Providing clear directions for complex procedures and processes

42%

100%

Providing clear explanations and examples for complex ideas or concepts

50%

96%

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

42%

88%

Teaching effective note-taking skills

21%

75%

Using varied questioning techniques to prompt critical thinking in the classroom

33%

79%

Developing students into lifelong learners

42%

92%

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

APPENDIX: COURSE COMPETENCIES

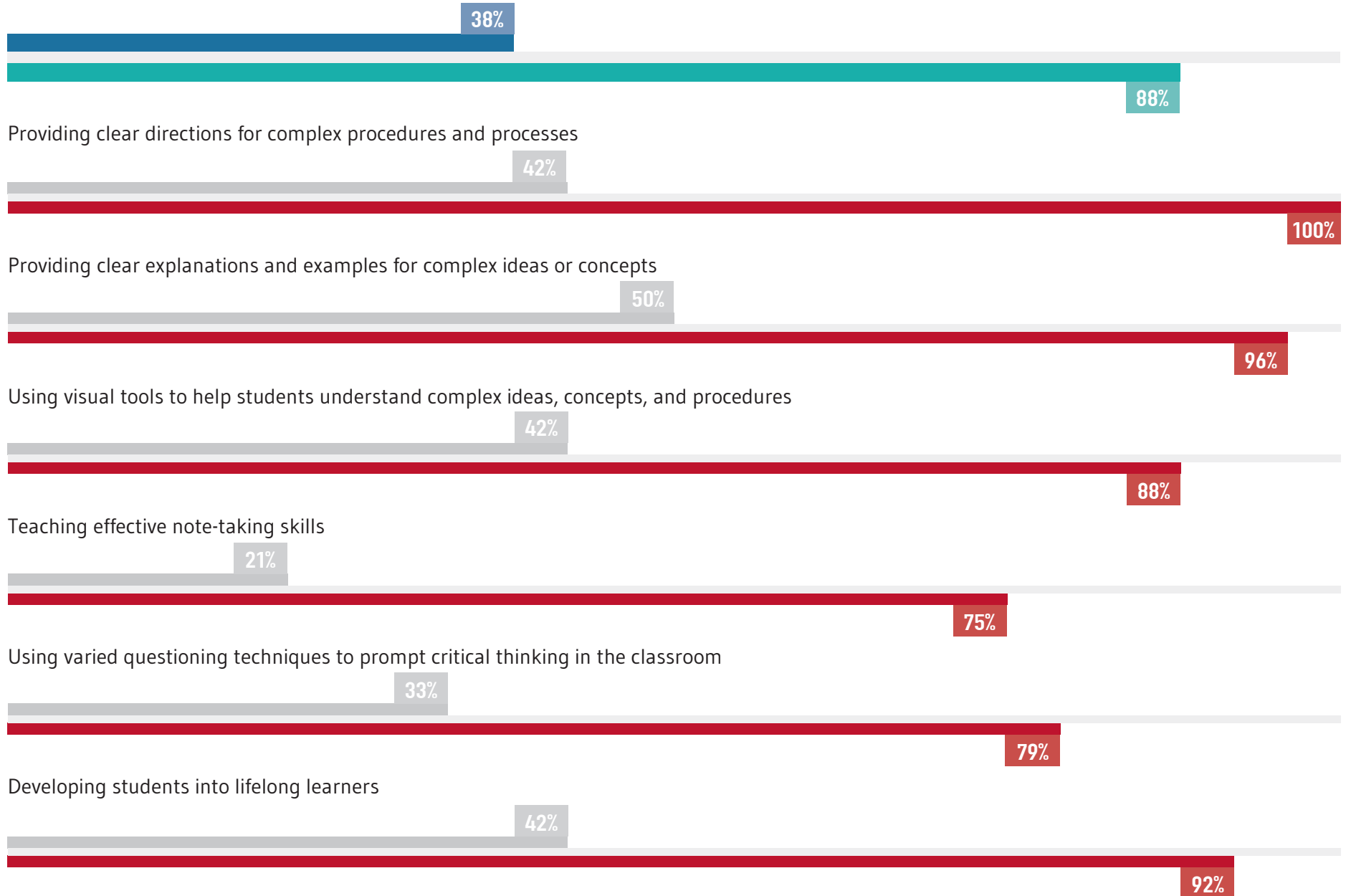After completing the course, faculty report increases in their confidence using evidence-based practices.

Unit 5: Assessing to Inform Instruction and Promote Learning

56%

94%

Developing fair and consistent grading practices that students fully understand

71%

100%

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

83%

100%

Providing students a clear understanding of my assignment expectations

50%

96%

Ensuring students use my feedback to improve their performance

38%

88%

Checking for students' understanding and making appropriate adjustments to instruction

50%

92%

Using student achievement on assignments and assessments to inform instructional improvements

46%

88%

Using student feedback to inform instructional improvements

54%

92%

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