

Support Your Teaching Portfolio with Engaged Teaching Analysis

Emily Springfield, Curriculum Designer

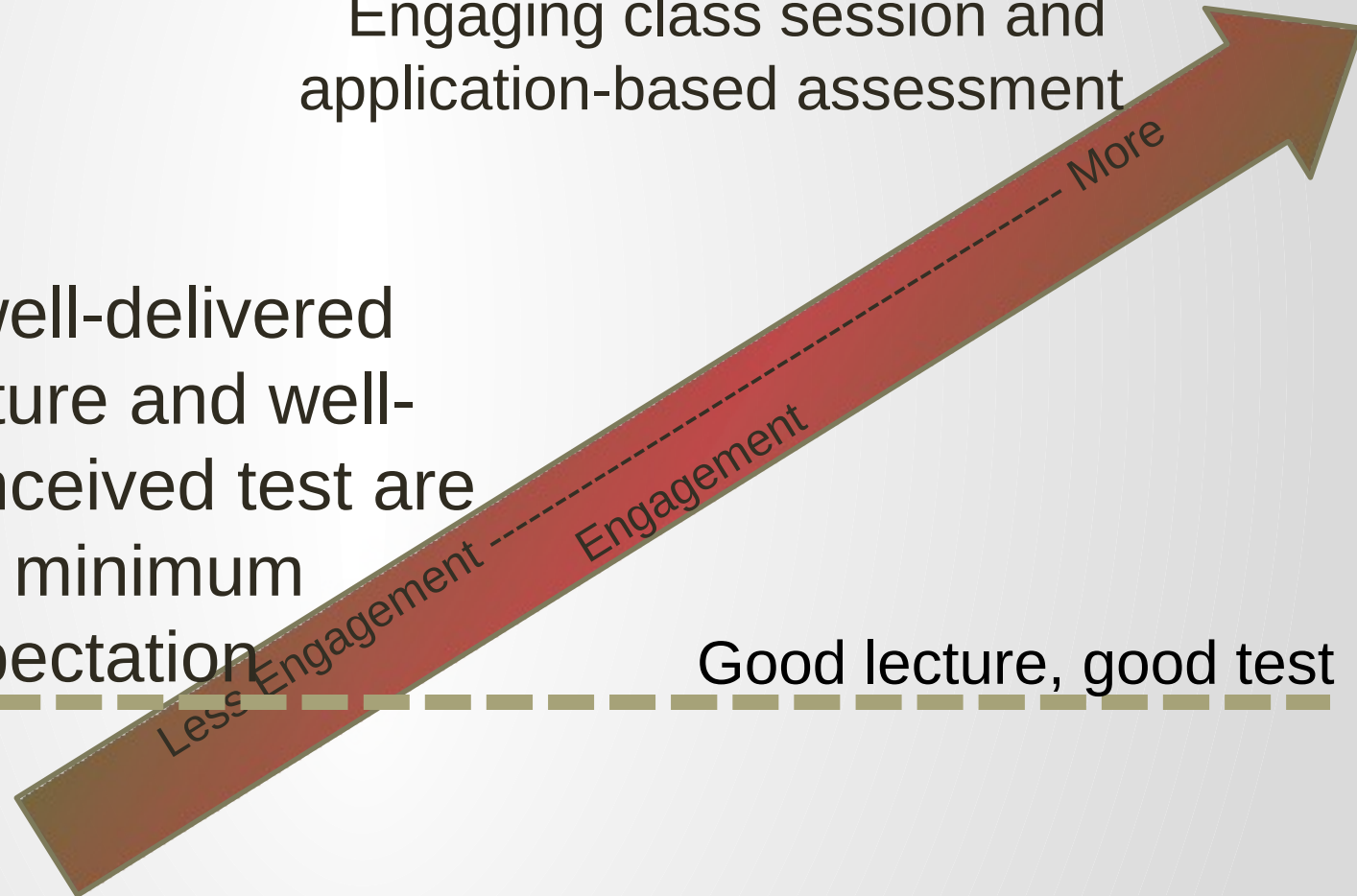
Overview

- Focus: teaching section of promotion and tenure portfolio
 - Full details elsewhere:
 - <https://mitools.dent.umich.edu/assets/faculty/FacultyPortfolio.pdf>
 - <https://mitools.dent.umich.edu/assets/faculty/promotion.pdf>
- Topics:
 - Aspects of good teaching
 - Resources for improving your teaching
 - Tracking your improvements for your portfolio

Takeaway 1:

Engaging class session and
application-based assessment

A well-delivered
lecture and well-
conceived test are
the minimum
expectation

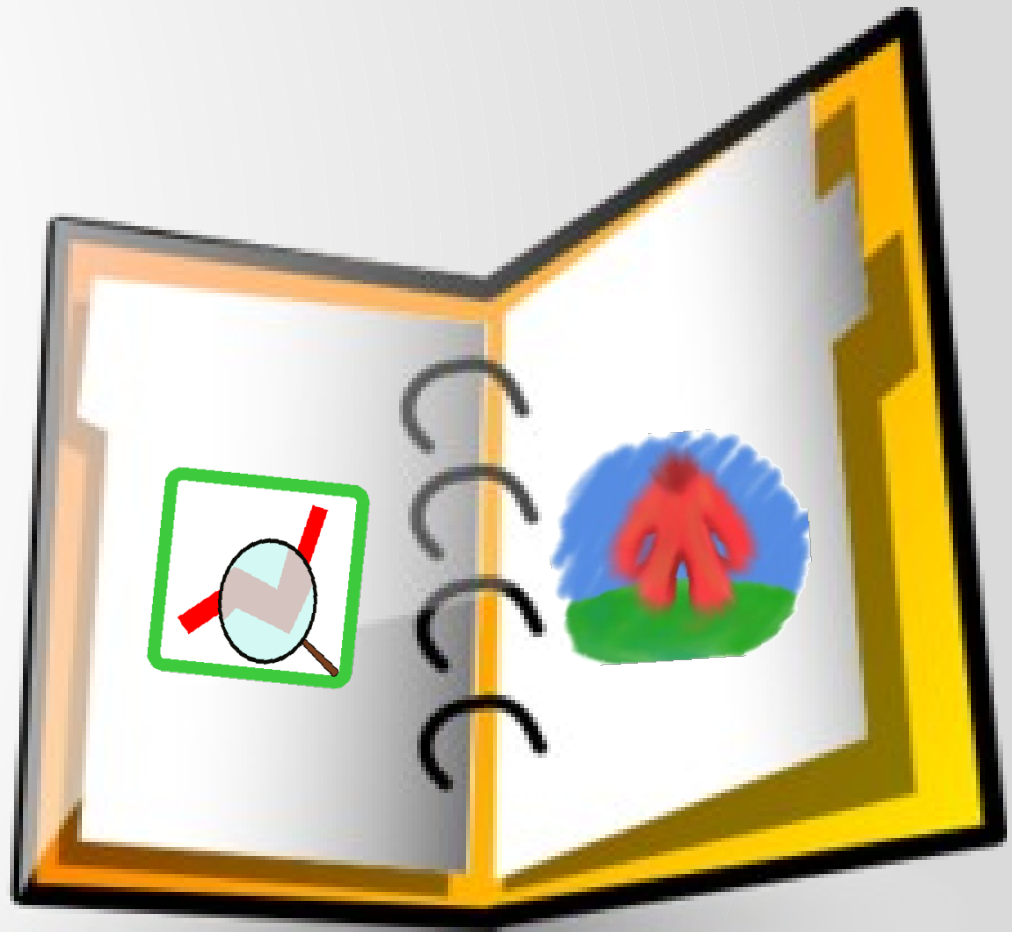


Reading slides;
facts-only test

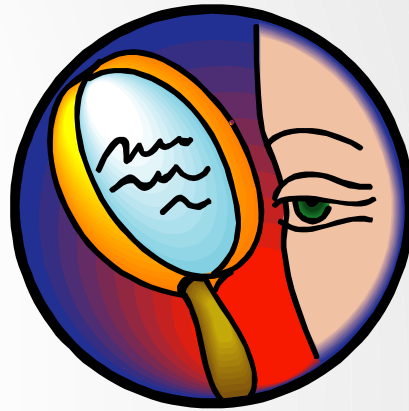
Takeaway 2:

Documentation is key for a strong teaching portfolio.

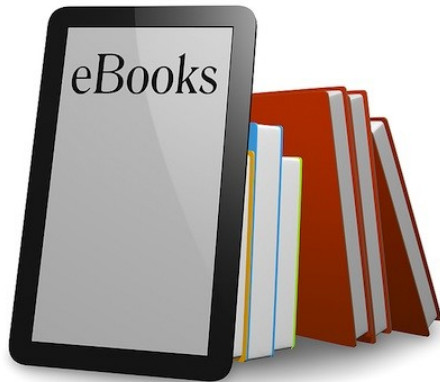
This workshop will give you a tool for tracking teaching improvements.



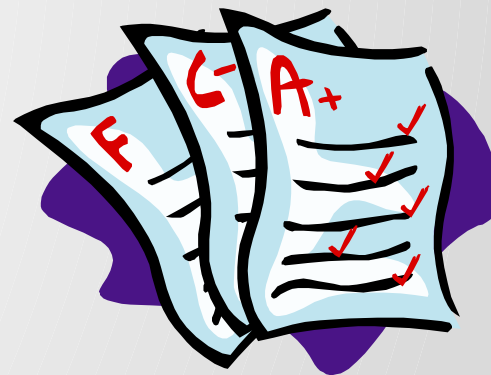
Aspects of good teaching



Student engagement



**Content
delivery**



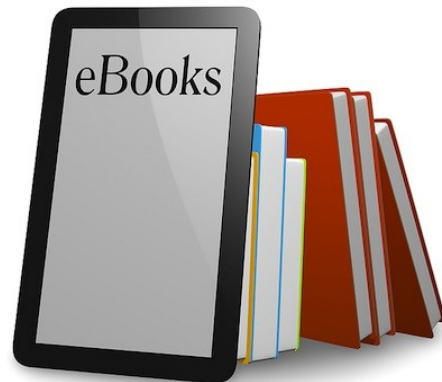
Learning assessment

Content Delivery

The information they need to learn

Content delivery

- Lecture
- Textbooks
- Journal articles
- Scholarly web sites
- Videos
- Online modules



On the Rubric

Content Delivery Modalities			
	Level 1	Level 2	Level 3
Lectures (live or recorded)	<ul style="list-style-type: none"> <input type="checkbox"/> 45+ min <input type="checkbox"/> Matches slides closely / reads from slides <input type="checkbox"/> Little or no student engagement 	<ul style="list-style-type: none"> <input type="checkbox"/> Broken into segments <input type="checkbox"/> Support materials (slides, etc.) add value <input type="checkbox"/> Outline/recap of each segment <input type="checkbox"/> Moderate engagement 	Level 2 plus... <ul style="list-style-type: none"> <input type="checkbox"/> <15 min segments <input type="checkbox"/> Interspersed with engagement activities <input type="checkbox"/> Focus on application / synthesis levels
Demonstrations	<ul style="list-style-type: none"> <input type="checkbox"/> Ad-lib demos longer than 20 mins 	<ul style="list-style-type: none"> <input type="checkbox"/> Ad-lib demos <20 min segments <input type="checkbox"/> Breaks for practice or questions 	<ul style="list-style-type: none"> <input type="checkbox"/> Scripted demos (often recorded) <20 min segments <input type="checkbox"/> More extensive q/a

Question

How do you deliver content?

Student Engagement

Moving from data to knowledge

Student engagement



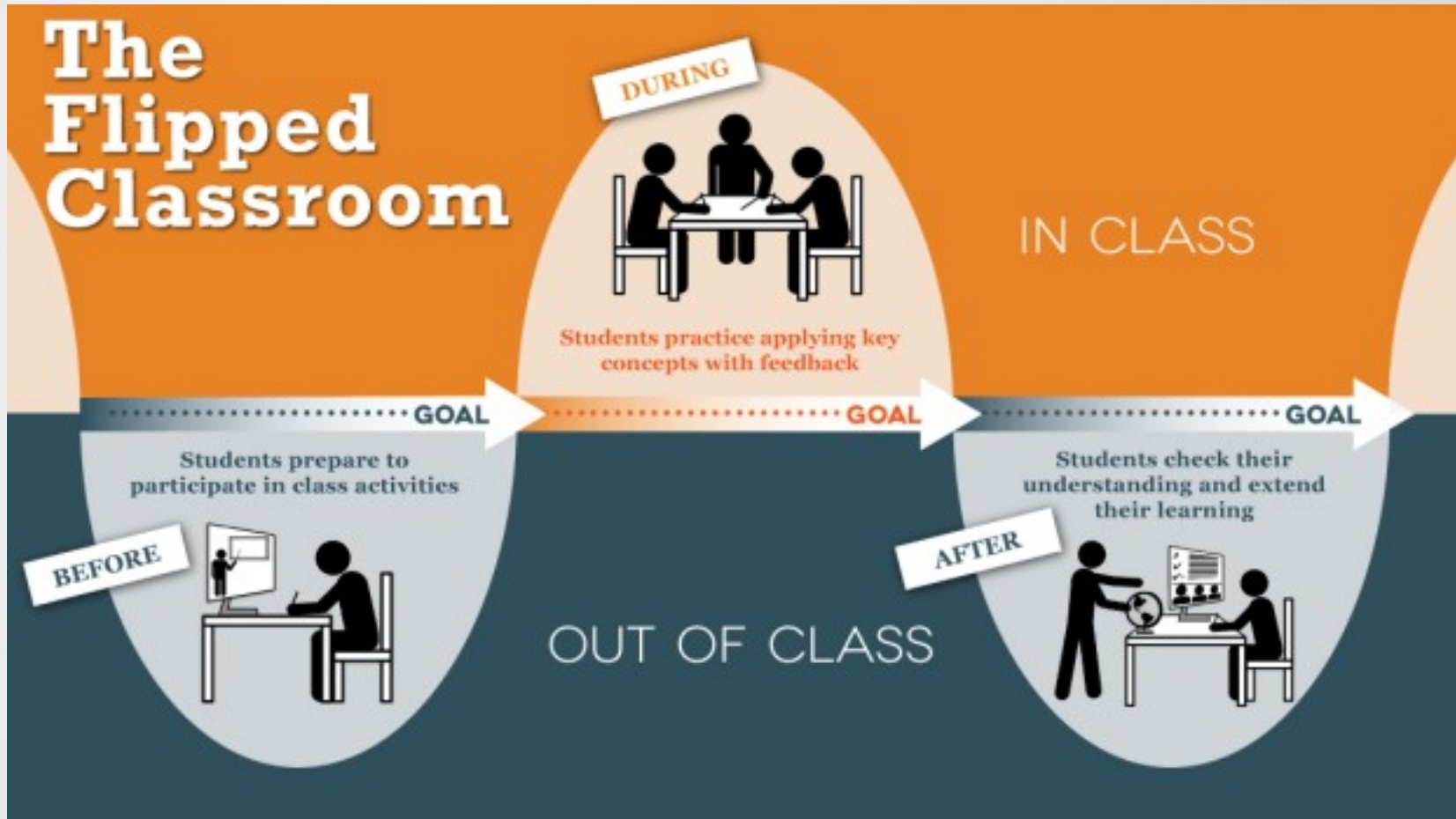
Question:

What engagement techniques have you used in your courses?

On the Rubric

Engagement Techniques			
	Level 1	Level 2	Level 3
In-class questions (verbal, clickers, etc.)	<input type="checkbox"/> "Any questions?" <input type="checkbox"/> Knowledge level	<input type="checkbox"/> Open-ended <input type="checkbox"/> Application questions	<input type="checkbox"/> All students expected to answer
In-class activities (think/pair/share, quiz/discuss/quiz, etc.)	<input type="checkbox"/> No activities to engage all students in each lecture	<input type="checkbox"/> One activity that engages all students in each lecture	<input type="checkbox"/> Two or more activities that engage all students in each lecture
Case presentations	<input type="checkbox"/> No cases used	<input type="checkbox"/> Cases presented by faculty to illustrate concepts	<input type="checkbox"/> Case parameters presented; students solve case
Formative feedback	<input type="checkbox"/> None given	<input type="checkbox"/> 1-2 opportunities	<input type="checkbox"/> 3+ opportunities

“Flipping” the class



Question:

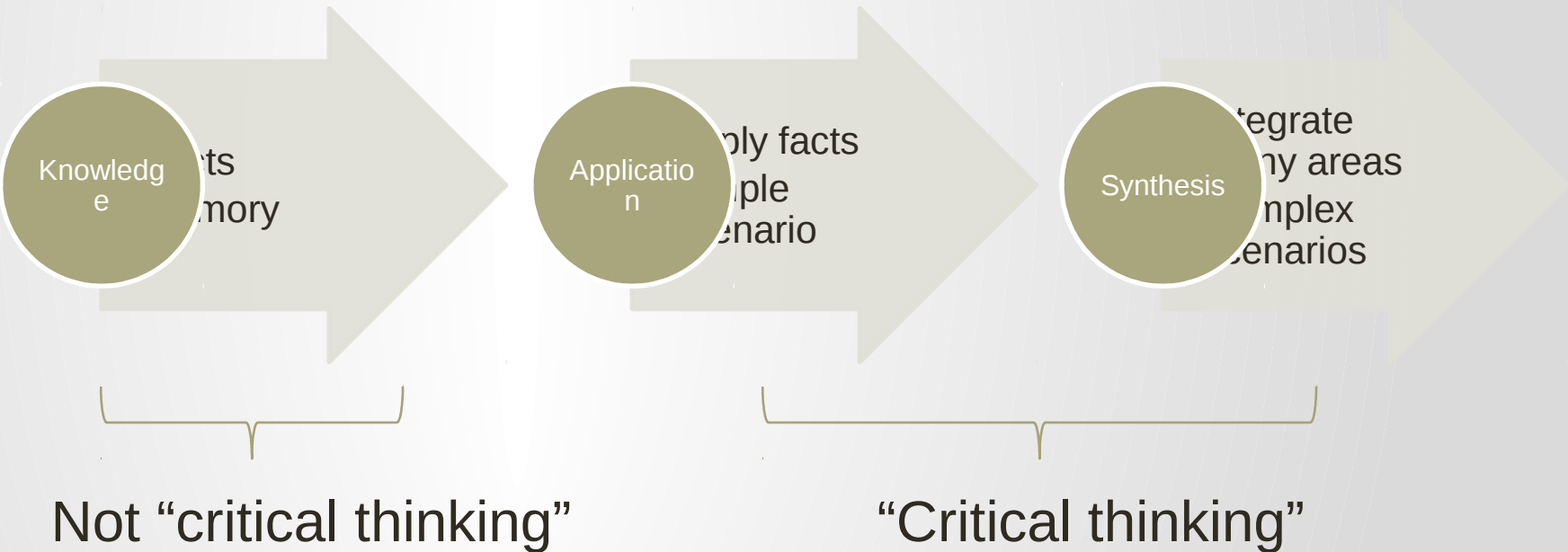
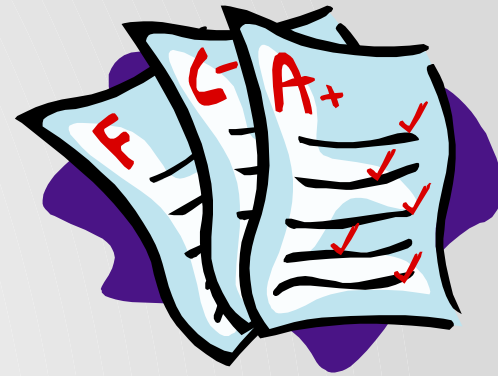
How would you figure out how many hours of video your students are currently expected to watch?

Assessment

What did they learn?

Assessment Depth

Levels of learning within the cognitive domain
Simplification based on Bloom's Taxonomy



Examples and Uses

Depth	Examples	Good for...	Use it when?
Knowledge – state a simple fact	<ul style="list-style-type: none">Name the structure indicated in this photo.Caries appear as [radiolucent/radiopaque] areas on radiographs	Foundational knowledge, such as definitions.	<ul style="list-style-type: none">D1 coursesWhen a topic is first introduced
Application – relate two facts to each other	<ul style="list-style-type: none">The wear pattern in this photo is most likely a sign of _____.	Ability to translate textbook knowledge into simple practice situations	<ul style="list-style-type: none">All yearsMajority of questions on most exams
Synthesis –use various areas to interpret a situation	<ul style="list-style-type: none">[Description of patient]What are Mary's treatment options?	Tying together multiple concepts; moving from study into practice	<ul style="list-style-type: none">All years, but esp. late D1+

On the Rubric

Assessment Depths			
	Level 1	Level 2	Level 3
Knowledge (“content,” didactic subject learning)	<input type="checkbox"/> Almost all content assessed at knowledge level	<input type="checkbox"/> Some content assessed through application and critical thinking	<input type="checkbox"/> >50% critical thinking <input type="checkbox"/> Tests checked for validity
Skills (psychomotor, interpersonal, etc.)	<input type="checkbox"/> Students describe skills to be used (“Describe specifically what you would do in this situation.”)	<input type="checkbox"/> Students demonstrate skills in realistic situation (e.g., simulation)	<input type="checkbox"/> Students demonstrate skills in complex situation (e.g., patient care, complex simulation)
Attitudes (beliefs, perceptions, etc.)	<input type="checkbox"/> Not considered in this course	<input type="checkbox"/> Self-reported at one point in time (reflection) <input type="checkbox"/> Recorded after observation	<input type="checkbox"/> Self-reported changes over time (metareflection) <input type="checkbox"/> Reported after observation over time

Using the Rubric

Support your teaching portfolio with data

The Rubric

Engaged Teaching Analysis

Content Delivery Modalities

	Level 1	Level 2	Level 3
Lectures (live or recorded)	<input type="checkbox"/> 45+ min <input type="checkbox"/> Matches slides closely / reads from slides <input type="checkbox"/> Little or no student engagement	<input type="checkbox"/> Broken into segments <input type="checkbox"/> Support materials (slides, etc.) add value <input type="checkbox"/> Outline/recap of each segment <input type="checkbox"/> Moderate engagement	Level 2 plus... <input type="checkbox"/> <15 min segments <input type="checkbox"/> Interspersed with engagement activities <input type="checkbox"/> Focus on application / synthesis levels <input type="checkbox"/> Scripted demos (often recorded) <20 min segments <input type="checkbox"/> More extensive q/a

<https://umich.box.com/v/EngagedTeachingRubric>

Engagement Techniques

	Level 1	Level 2	Level 3
In-class questions (verbal, clickers, etc.)	<input type="checkbox"/> "Any questions?" <input type="checkbox"/> Knowledge level	<input type="checkbox"/> Open-ended <input type="checkbox"/> Application questions	<input type="checkbox"/> All students expected to answer
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Assessment Depths

	Level 1	Level 2	Level 3
Knowledge ("content," didactic subject learning)	<input type="checkbox"/> >50% of content assessed at knowledge level	<input type="checkbox"/> 25-50% knowledge level	<input type="checkbox"/> 25% Knowledge; 75% application / synthesis <input type="checkbox"/> Tests checked for validity
Skills (psychomotor, interpersonal, etc.)	<input type="checkbox"/> Students describe skills to be used ("Describe specifically what you would do in this situation.")	<input type="checkbox"/> Students demonstrate skills in realistic situation (e.g., simulation)	<input type="checkbox"/> Students demonstrate skills in complex situation (e.g., patient care, complex simulation)
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How to Document Improvement

Process

- Analyze according to rubric
- Make one or two changes
- Re-assess

Procedure

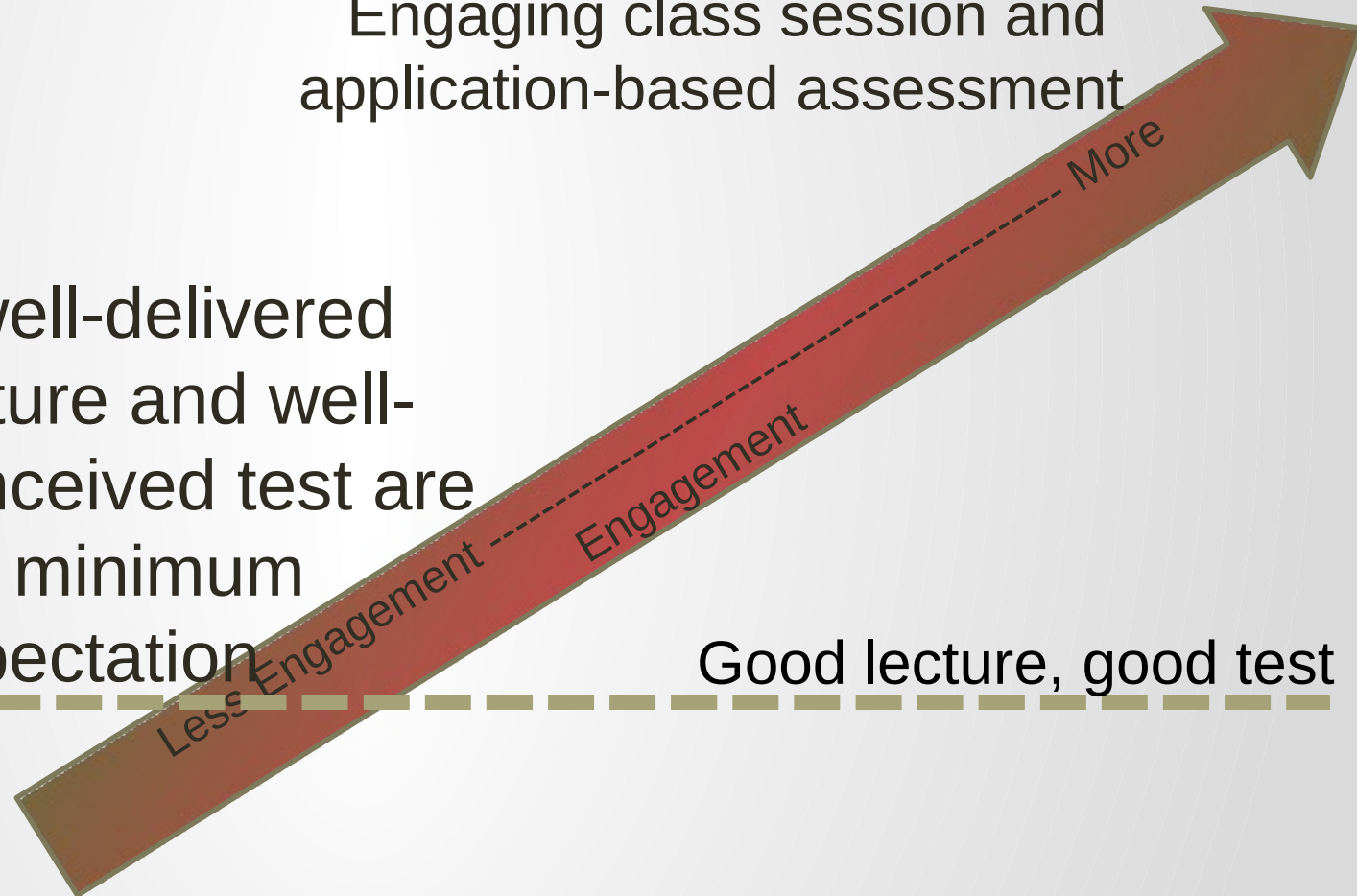
- Collaborate with a peer and assess each other's courses
 - Sit in on class
 - Watch podcast of class (can't see students)
 - Review course materials
- Analyze your own course
 - Watch podcast of class (can't see students)
 - Review course materials

Takeaway

Engaging class session and
application-based assessment

A well-delivered
lecture and well-
conceived test are
the minimum
expectation

Reading slides;
fact-based test



More Techniques

Content Delivery

- Effective lecturing:
<https://cft.vanderbilt.edu/guides-sub-pages/lecturing/>
- More about flipped classrooms:
<https://net.educause.edu/ir/library/pdf/eli7081.pdf>
- CRLT's resources on lectures and large classes
<http://www.crlt.umich.edu/tstrategies/tsllc>

Engagement

- CRLT – Active learning strategies
<http://www.crlt.umich.edu/tstrategies/tsal>
- [Educause engagement strategies](http://www.educause.edu/library/student-engagement-)
<http://www.educause.edu/library/student-engagement->
- Keywords:
 - Student engagement
 - Active learning

More Techniques

Assessment

- Writing good multiple-choice questions

<https://cft.vanderbilt.edu/guides-sub-pages/writ>

- Incorporation of Bloom's Taxonomy into Multiple-Choice Examination Questions... (Kim, et al. 2012)

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3>



For help...

- Emily Springfield – Teaching and Learning Specialist
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- Center for Research on Teaching and Learning (CRLT)
<http://www.crlt.umich.edu/>