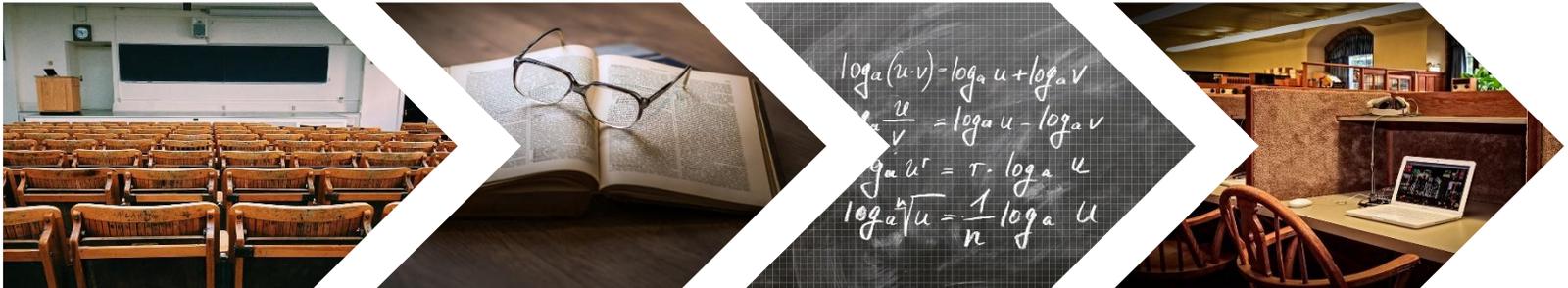


The Documentation of Teaching:

An Introduction and Guiding Principles

October 2016



Laurens H. Smith
Executive Senior Vice Provost



THE DOCUMENTATION OF RESEARCH OR CREATIVE ACTIVITY

The Research Story

What is the **RESEARCH** about?



Why are you doing that **RESEARCH**?



Is the **RESEARCH** making an impact and how do you know what that is?



Where is the **RESEARCH** leading?



How has the **RESEARCH** changed over time?

THE STORY OF YOUR TEACHING: A “SWITCHEROO”

What is your **TEACHING** about?



Why do you do **TEACHING** the way you do?



Is your **TEACHING** making an impact and how do you know what that is?

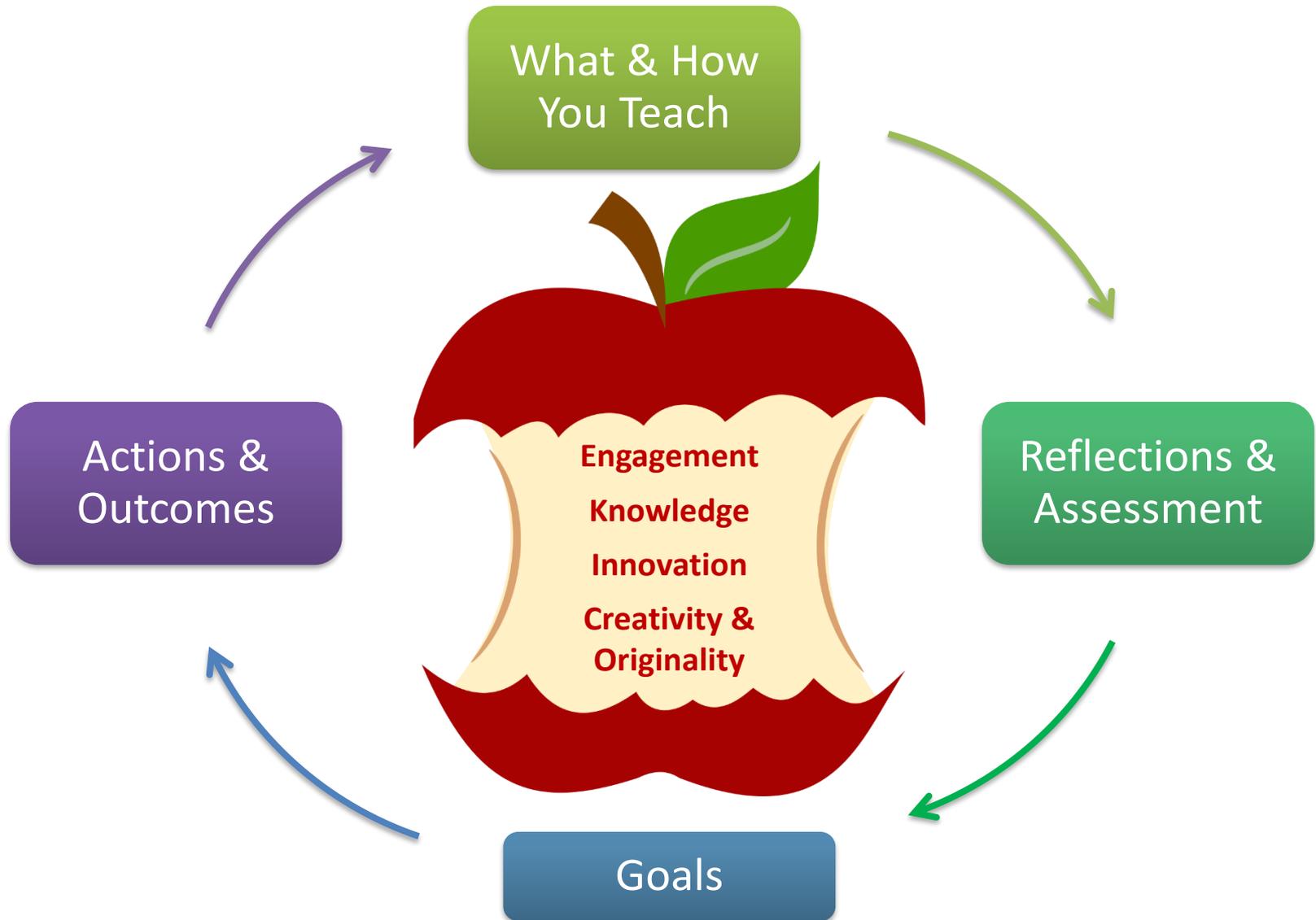


Where is the **TEACHING** leading?



How has your **TEACHING** changed over time?

THE TEACHING CYCLE



TEACHING EXPECTATIONS AND RESPONSIBILITIES

EXAMPLES OF ROLE STATEMENT LANGUAGE

We expect you to **articulate a philosophy** of teaching that communicates your approach to instruction and describes your primary goals as a teacher, advisor, and mentor.

We expect **positive student evaluations** of your classroom performance that demonstrate your ability to create an environment that invites student learning. We also expect to see steady improvement in your student evaluations as you gain experience.

We expect **systematic and repeated peer evaluations** of your classroom performance throughout your probationary period.

We expect you to **participate in activities** intended to improve your skills as an instructor and to demonstrate your continued commitment to high-quality instruction.

We expect you to **document your engagement with students** outside normal classroom instruction. Such engagement may take many different forms such as, involving students in your scholarly activities, supervising independent study, advising student organizations, or consulting with students regarding their evolving careers.

We expect you to **provide a variety of types and sources of data** about your teaching performance (e.g., student outcomes, portfolios of student work, and course projects).

WHY DO YOU TEACH THE WAY YOU DO?

THE TEACHING PHILOSOPHY

A description of your teaching style

- What is your teaching style, and why?

A description of guiding principles

- What are they? The basis for the design of your teaching approach
- What has influenced your choice of teaching approach and perspective?

The reasons and influences for changes to your teaching philosophy

- What guides your teaching development?
 - Literature
 - Colleagues or mentors

The ways you improve your teaching and the results

- What do you know about learning?

What you know about learning and about your students, their backgrounds and motivations

- Do you know your students?
- Do you know what they know and why they are in your class?

Have you documented this?

WHAT DO YOU TEACH?

Document Teaching Activity and Teaching Assignments

Course Name	Level Enrollment	Venue	Frequency	Taught
<ul style="list-style-type: none">• BIOL 2000• Human Phys	<ul style="list-style-type: none">• Soph 220	<ul style="list-style-type: none">• Face to Face	<ul style="list-style-type: none">• MWF 9 – 9:50	<ul style="list-style-type: none">• 27 times

Course descriptions

Class materials such as texts, readings, etc.

Syllabi with learning outcomes or goals

Grading plan; examples of quizzes, tests, assignments

Grading history

Student mentoring or advisor

SUMMATIVE AND FORMATIVE TEACHING ASSESSMENT

Summative Teaching Assessment:

- IDEA student rankings
- Teaching peer reviews as required by tenure and promotion guidelines
- Teaching philosophy or statement

Formative Teaching Assessment:

- Teaching coach observation
- Self imposed mid-course student surveys and evaluations
- Pre- and post- course testing
- Invited class observation/recording and analysis
- Invited reviews of syllabi or teaching approaches by off-campus colleagues

IS YOUR TEACHING SUCCESSFUL AND MAKING AN IMPACT? HOW DO YOU KNOW?

Student Course Ratings, Comments, Other Forms of Student Feedback

- What do you do with student feedback?
- What changes have you made as a result of student feedback and did they improve your teaching?
- Have you measured improved student learning?
- Do you pre-test student knowledge?
- Do you do mid-term class evaluations?

Peer Reviews

- Do you do them?
- Do you know best ways to do peer reviews and apply them?
- What is your response to peer reviews?

Other

- Non-institutional Methods
- Awards

Have you documented this?

FACTORS AFFECTING STUDENT RATINGS

EXAMPLES OF MISUNDERSTANDINGS & MYTHS ABOUT STUDENT RATINGS OF COURSES

If an instructor gives easy grades, students give that instructor good evaluations

Student ratings are a popularity contest

Large enrollment classes usually get poorer class ratings

Majors in a course rate it differently than non-majors

The time of day the course is offered affects student ratings

Required courses are rated lower than elective courses

Know What You're Talking About!

- Raoul A. Arreolar. Student Ratings: What More Than 80 Years of Research Tell Us. In: Developing A Comprehensive Faculty Evaluation System. 2007.

TEACHING ENGAGEMENT

WHAT HAVE YOU BEEN DOING OUTSIDE OF THE “CLASSROOM?”

Examples:

Read pedagogical literature and apply it

Obtain funding for pedagogical research or to improve your course

Voluntarily participate in a colleague's pedagogical research

Restructure courses based on new approaches to teaching

Attend teaching and learning workshops at USU and apply or share what you learned

Attend teaching and learning presentations at professional conferences

TEACHING ENGAGEMENT

WHAT HAVE YOU BEEN DOING OUTSIDE OF THE “CLASSROOM?”

More Examples:

Participate in, or better yet, lead a department journal club in teaching and learning

Invite colleagues at USU or elsewhere to review your teaching or course materials

Experiment with, or develop, innovative new teaching materials or approaches in your field

Earn awards or honors for your teaching efforts

Document student success in ways attributable to you

Serve a leadership role in the department or college in efforts to help colleagues improve their teaching (e.g., be the local resource for best practices in peer teaching review)

Have you documented your engagement?

GOALS FOR TEACHING IMPROVEMENT

WHAT CAN YOU DO DIFFERENTLY AND BETTER?

Are you doing something more than delivering content and grading?

How are you responding to feedback from students and peers in constructive ways?

Are you measuring improvement in student learning?

Are you staying updated on teaching in your field? On new teaching methods or technologies?

Are you trying new approaches, new textbooks or information resources?

What have you done innovatively to improve your teaching?

Have you visited classes of colleagues to observe other teaching styles and approaches?

Have colleagues with expertise in teaching visited your classes or reviewed your teaching materials?

Do you actively seek ways to improve your understanding of teaching and learning?
If so, have they made a difference?

Have you documented your efforts to improve teaching?

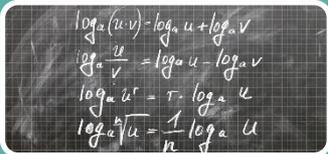
SUMMARY OF TEACHING DOCUMENTATION



Responsibilities



Philosophy or Statement



Assessment Information



Evidence of Engagement



Improvements and Goals

TAKE HOME MESSAGES

Have a Thriving Teaching Enterprise

Reflect on Your Teaching Enterprise; Ask if you are investing serious effort in teaching and is it constantly improving.

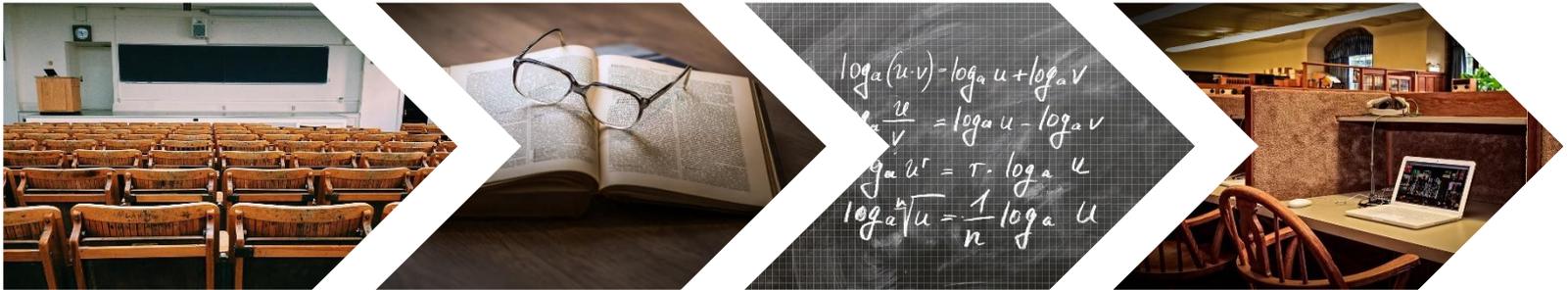
Routinely Update and Organize Documentation of Teaching

Collect Evidence of Teaching Activities

Consider a Teaching Journal or Log

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