


Promoting Effective Teaching, Learning & Assessment
 January 18, 2018
 Lisa Gloss, Kimberly Green, Anna Plemons, Rebecca Vandevord



Roles and Responsibilities

- Supervise the delivery and assessment of the department's curriculum.
- Plan for both short- and long-term curricular needs.
- Work with the dean's office to resolve enrollment management issues.
- Oversee the design, implementation, and use of assessment of student learning in the department's degree programs to support high quality education and student achievement.

Roles and Responsibilities

- Make teaching assignments for faculty and graduate students. Teaching loads need not be identical across faculty members. Instead, loads should be:
 - Consistent with agreed upon performance expectations for individual faculty members.
 - In the best interests of the department.

<https://provost.wsu.edu/procedures/chairs-directors/duties-and-responsibilities/>



What's your biggest challenge related to teaching, learning and assessment?

The greatest resource?

What support do faculty need?







Promoting Effective Teaching Workshop

The Special Case of Graduate Students:
The Dual Role of Student and Teacher

Lisa Gloss, Graduate School Dean





Graduate Students are:

- **Students**
 - Adapting to new expectations
- **Teachers**
 - Learning to be "on the other side of the lectern"

I. Graduate Students as Students

Think, pair, share:

- What are the biggest differences between expectations for UG and 1st year grad students?
- How do your course offerings differ between UG and Grad? Do you have conjoint courses?

First year student orientation



I. Graduate students as students

- First semester sticker shock
Fresh from undergraduate or returning from "life"
- Area for innovation in teaching
Develop curriculum that models Ph.D. behavior and approaches to learning & research
 - > Problem of diverse clientele
 - > Establish culture of communication with faculty



II. Graduate students as teachers

Important skill to demonstrate in job market

- > Not just doing, but grasp of pedagogical theory
- > Approach teaching as professional development

TA's tend to be receptive to innovation, but they will need help and encouragement.



II. Graduate Students as Teachers

Think, pair, share:

- How do you prepare your graduate students to stand on the other side of the lectern?
- What resources are available to students in a teaching role?




Comments and Questions




Promoting Effective Teaching: Syllabus Design and Student Retention

Presented by / Anna Plemons, PhD
Critical Literacies Achievement and Success
Program


 Goals for today's session

1. Introduce CLASP as a resource for department chairs and program directors
2. Share data from the CLASP FA17 Syllabus Study

 What is CLASP?

CLASP addresses the retention and degree completion rates of first-generation, multicultural, low-income, or otherwise underrepresented students in three distinct ways:

- Equips students with the confidence and competence needed to interpret and navigate the unspoken expectations of the university.
- Supports faculty who teach key introductory courses with professional development opportunities that examine the connection between pedagogy and retention of underrepresented students.
- Bridges connections between student affairs programs and academic departments to facilitate a holistic approach to student learning and development.

 Two dangers in talking about underrepresented students:

1. Use stereotypes that hyper-define and/or over-determine differences between individuals or groups
2. Sanitize differences so that real and concrete challenges are muted and/or made invisible

CLASP Departmental Collaborations


1. English—6-session series in Professional Development Certificate program
2. Psychology—3-session series in PSYCH 505 with new PSYCH 105 instructors

Faculty Development Workshop: Three Principles

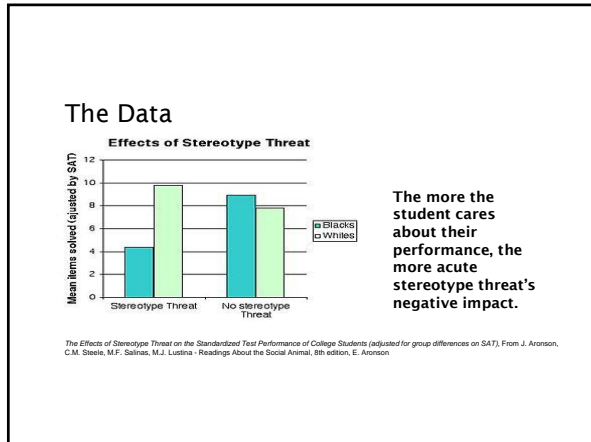
1. Make the rules explicit whenever and wherever possible
2. Diffuse effects of stereotype threat with environmental cues
3. Encourage a malleable view of intelligence

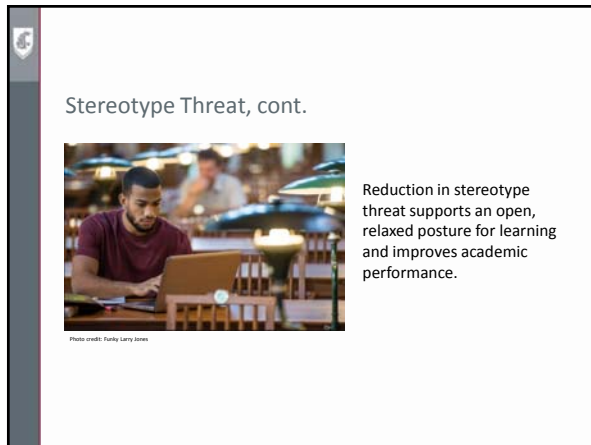
Stereotype Threat

- ✓ The threat of being viewed through the lens of a negative stereotype
- ✓ Fear of doing something that will inadvertently confirm a stereotype
- ✓ Linked to diminished performance based on the associative psychological stress



From Steele, C. (1999). Thin Ice. *Atlantic Monthly*, 282(2).





Psych 105 Syllabus Revision

1. Visual appeal
2. Learner-centered
3. Clear grading criteria
4. Easy-to-read schedule
5. Virtual office hours (before exams)

Faculty Development Workshop revisited

1. Make the rules explicit whenever and wherever possible
2. Diffuse effects of stereotype threat with environmental cues
3. Encourage a malleable view of intelligence

Question 3) This document helps me understand the instructor's expectations for students.

Monomodal (Syllabus)

Average:
4.38

Multimodal (Syllabus)

Average:
4.52

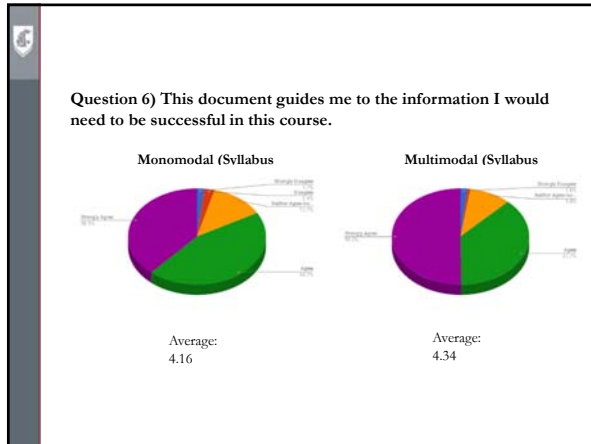
Question 4) This document clearly describes what students can expect from the instructor.

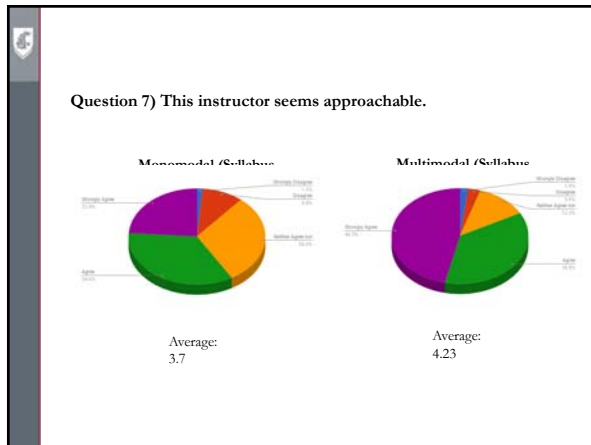
Monomodal (Syllabus)

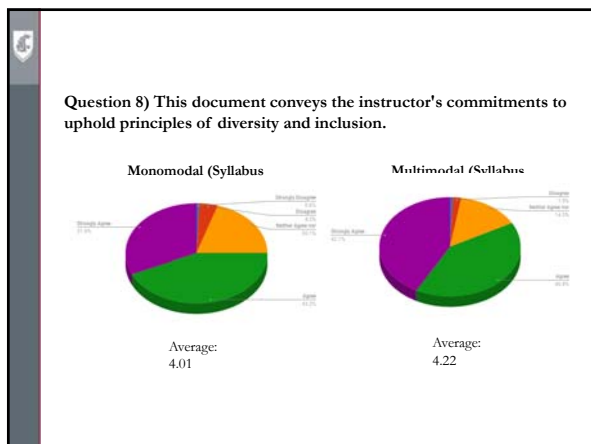
Average:
4.17


Multimodal (Syllabus)

Average:
4.45









 Final Thoughts

1. There is a direct connection between pedagogy and retention
2. These processes need to be adapted to local contexts
3. CLASP is committed to increasing student retention and faculty efficiency (which do not need to be in conflict—ex: PSYCH 105 virtual office hours)


 CLASP workshops can be adapted for specific departmental contexts

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**WSU
Academic Outreach
and
Innovation**

Dr. Rebecca Van de Vord, Assistant Vice President
Director, Learning Innovations




Knowledge test

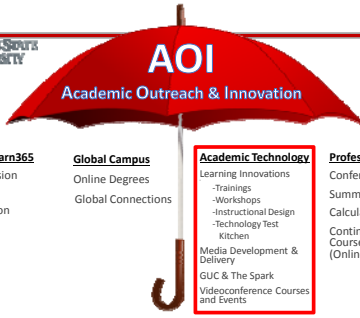
1. What does AOI stand for?
2. Who/what is AOI
 - a) New name for Global Campus/WSU Online
 - b) New name for AMS
 - c) Conglomeration of AMS, Global Campus and Summer session
 - d) I have no idea



Knowledge test continued

- What do we do?
 - a) Support faculty in the delivery online courses
 - b) Support faculty in the delivery of video conference courses
 - c) Provide on-site support for classrooms and The Spark
 - d) All of the above
 - e) No idea






AOI
Academic Outreach & Innovation

<p>Learn365</p> <ul style="list-style-type: none"> Summer Session Intersession Winter Session 	<p>Global Campus</p> <ul style="list-style-type: none"> Online Degrees Global Connections 	<p>Academic Technology</p> <ul style="list-style-type: none"> Learning Innovations <ul style="list-style-type: none"> -Trainings -Workshops -Instructional Design -Technology Test Kitchen Media Development & Delivery GUC & The Spark Videconference Courses and Events 	<p>Professional Education</p> <ul style="list-style-type: none"> Conference Management Summer Advantage Calculated Success Continuing Education Courses & Certificates (Online and Face to Face)
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AOI Learning Innovations

- Our mission—academic technology -> foster innovation -> increase access to education and student success
- Support all faculty, all campuses
- All things related to academic technology
 - Classroom, Online, Videoconference, video/lecture capture, student engagement, collaboration, etc.

Who we are




The diagram consists of three blue circles arranged horizontally. The first circle on the left contains the word "Pedagogy". To its right is a light blue plus sign. The second circle contains the word "Technology". To its right is a light blue equals sign. The third circle on the right contains the words "Learning Innovations".

What?


- Panopto – Lecture Capture
- Blackboard Learn - LMS
- Blackboard Collaborate Ultra - WebConferencing
- VideoConferencing (AMS)
- General University Classrooms
- Global Campus (including instructional design, media creation, student support for online courses)
- Teaching innovation w/ AcademicTechnology
 - Bryan 404 Active Learning Classrooms
 - The Spark (faculty innovation lab/technology test kitchen)
 - Recording Studios/Lightboard
 - Open Educational Resources, adoption/customization/creation

HOW



- Face to Face and virtual training sessions
- Tailor, individualize,
 - Open labs (Van Doren rm 3)
 - 1:1 in office support (Bb Specialists)
 - Training on demand
 - Training request form online
- Faculty-led peers as experts
 - Faculty-led workshops
 - Fall Academic Technology Forum
 - Spring Teaching Innovation Day
- Global Campus courses– 100% Online
 - Excellence in Online Teaching Course
 - Online orientation for first time Global Campus instructors
- Academic Tech Community and Resources space
- Teaching Listserv – weekly tips, workshop announcements, etc.

Contact us



- Spring training schedule handout
- Aoi.li@wsu.edu
- <https://li.wsu.edu> (brand new website!)
- Rebecca Van de Vord, bvandevord@wsu.edu


**Assessment of Student Learning:
Faculty Promoting Effective
Curriculum and Instruction**

*Provost's Session for Chairs and Directors,
January 2018*

Office of Assessment of Teaching and Learning

Assessment of Student Learning

Effective assessment contributes to WSU's educational quality and to student achievement

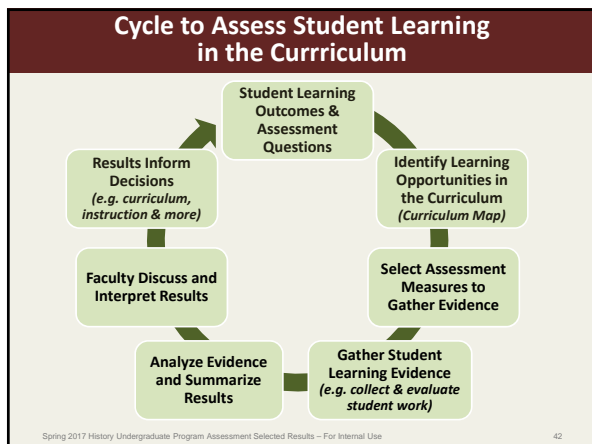


Program-level Assessment of Learning: Shifts Thinking from My Course to Our Curriculum

Classroom assessment involves assessment of the **individual student**, typically done by the course instructor

Program assessment involves the assessment of **students as a group**, done by department faculty

- Faculty can use **program** assessment to help maintain an effective curriculum that promotes student learning and meets evolving needs over time
- Departments/Schools use program assessment to inform decisions about curriculum, instruction, advising, policies, facilities, TA training, etc.



WSU: Key Assessment Elements Undergraduate Degree Programs				
Key Elements in Place	2016		2017	
	# of Reports	% of Reports	# of Degrees	% of Degrees
Student Learning Outcomes	60	100%	63	100%
Curriculum Map	58	97%	60	95%
Direct Measure	58	97%	61	97%
Indirect Measure	60	100%	62	98%
Assessment Plan	59	98%	60	95%
Use of Assessment	60	100%	62	98%
All Six Elements	57	95%	57	90%
Total Number	60	100%	63	100%

Direct Measures: Student Work

Direct measures: A measure of student's performance or work product that demonstrates target skills and knowledge.

- Paper
- Research project
- Poster
- Oral presentation
- Webpage or blog
- Lab report
- Concept map
- Case study analysis
- Video
- Performance
- Model
- Demonstration
- Field experience

Value of Assessment Activities Related to Teaching & Learning

Offer ways for faculty to think about student learning in the curriculum and how to support it most effectively in their own classes and department.

Increase shared faculty understanding of the curriculum, e.g., rubric development and norming sessions can deepen a common understanding of program SLOs among faculty

Roles and Responsibilities

Chair/Director Responsibilities for Program Assessment

- Oversee delivery and assessment of the curricula for each degree
- Communicate value of assessment to faculty; set goals, questions, priorities; ensure faculty participate
- Ensure a sustainable assessment plan
- Share assessment results for discussion
- Use assessment results in department's decision-making
- Appoint Faculty Assessment Coordinator and provide dept infrastructure
- Recognize assessment in workload and in AR

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Roles and Responsibilities

Faculty Assessment Coordinator

- Develop working knowledge of assessment practices in the discipline
- Implement program's assessment plan; coordinate activities and logistics with broad faculty participation
- Liaise with chair and departmental committee, faculty, and support offices
- Analyze results and prepare them for discussion by chair, faculty and cmtes.
- Report on assessment annually to WSU/ATL; archive results and documents

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**Assessment and WSU Accreditation
2018: University Report and Visit**

1. Faculty and departments are responsible to assess student learning and use the results to support effective curricula and student achievement.
Are students achieving learning outcomes of your degrees?
2. Chairs/Directors and Assessment Coordinators can discuss assessment activities (including assessment of seniors) -- what you've learned from assessment and how you've used results -- with accreditors in April.
3. ATL summarizes annual program reports (2012 to present) and highlights key efforts and uses.

Assessment involves communication



and planning



Office of Assessment of Teaching and Learning

Consultation and support for student learning assessment in undergraduate degrees

- ✓ Feasible assessment system for each degree
- ✓ Useful to faculty and departments; meets needs in particular discipline or field
- ✓ Recognize strengths and identify challenges
- ✓ Help with assignment design – supporting better learning and assessment

Assist with planning and implementing program-level assessment, data collection & logistics, rubric testing and refinement, analysis and display of results for faculty discussion, special projects.

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Office of Assessment of Teaching and Learning

LET US HELP YOU!

The Office of Assessment of Teaching and Learning offers consultation and services to help undergraduate programs in their assessment activities. Let us help you in your efforts to improve student learning.

PLAN FOR PROGRAM ASSESSMENT

		
Optimize tools and handle logistics	Coordinate to find sources you need (IR, OBIEE)	Establish a manageable schedule

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