

Reflective Practice Assessment and Outcomes - April 2010
(Number of Responses = 25)

1. If you participated in a Rate the Cross-disciplinary Teaching Circle (CTC) or Departmental Teaching Circle (DTC), please rate it on how well it promoted an exploratory and reflective approach to teaching and learning. (Circle One Below)

- a. Superior = 10
- b. Above average = 7
- c. Average = 1
- d. Below average = 0
- e. Poor = 0
- f. Did not participate in a teaching circle = 4

2. Based on your answer to Question #13, indicate why your participation in a CTC or DTC promoted an exploratory and reflective approach to teaching and learning. (Circle all that apply).

- a. It enhanced my teaching skills = 10
- b. I was able to establish collegial relationships with colleagues = 18
- c. I learned about teaching across disciplinary or other boundaries = 6
- d. I got formative feedback about my teaching = 6
- e. It prepared me for promotion and/or tenure = 2
- f. Did not participate in a teaching circle = 1
- g. Other = 2: 1) Food 2) Explored an area I had not considered before

3. In one or two sentences, please provide a specific example to support one of the items circled in #2.

Discussed methods of assessing students' knowledge and engaging students in large classes. Shared feedback about strategies that work well.

Talked about teaching techniques, syllabi, study guides; got to know my colleagues better; we're all non-tenured faculty, so we discuss promotion.

It helped hold one accountable; I enjoyed getting feedback and acting as a sounding board for junior faculty.

There was time to talk to colleagues I normally only see in passing. I heard examples of teaching in a similar subject which were enlightening.

The teaching circle linked me with faculty in departments who I would not otherwise interact.

I was able to bring current concerns with my classes/students to my colleagues and get valuable feedback.

It was nice spending time with colleagues from other departments.

I created new lab experiments and we tested them and discussed their implementation in the circle.

Our group consisted of members from French, German, and Spanish. We discussed success and challenges in our individual classrooms and through this got valuable feedback on our teaching approaches.

I learned a software program used for calculating an aspect in chemistry that I otherwise may not have forced myself to learn.

It gave me the opportunity to meet with colleagues that teach the same course as I do and discuss how to enhance student learning.

During our teaching circle (writing for publication) I was provided with valuable support in my scholarship.

Took a closer look at how I do things – ways to improve that to reach students, hear what other educators are doing and success they have had; Some items I could use, others didn't apply but always made me think (something I ask my students to do).

As hectic as everyone's schedule is, it brought us together once a month.

I wasn't able to organize my time as a first year faculty.

I have redesigned part of my class.

Department colleagues discussed common issues that we all experienced during the year.

3.34. If you attended any of the large group meetings or workshops, circle one or more of the topics that inspired a change in your teaching.

- h.a. Effective Group Work If Your Course Were A Videogame (September large group meeting) = 8
- b. Using Student Development Theory Teaching and Performing (October large group meeting) = 3
- c. Tech Teaching 101 (Gian Pagnucci, October 11 Workshop) Teach with Your Strengths (October Workshop) = 10
- d. Games in the Classroom Mentoring Undergraduates (November large group meeting) = 4
- e. Student Internships Academic Integrity: Policy, Strategy, and Response (February January large group meeting) = 4
- f. Creative Classrooms (March large group meeting) = 4
- g. Classroom Management and Civility Veterans Issues (April large group meeting) = 3
- h.
- b. Overcoming Apathy (Todd Zakrajsek, January 31 Workshop) I See What You Are Saying (April Workshop) = 9
- d.h. Inclusivity in the Classroom
- i. Team Building for the Classroom and Workplace (Jennifer Jones, May workshop)
- l.i. Other = 1

Comments: I wasn't invited to the workshops because I wasn't teaching in 2009-2010 academic year. However, I did learn from the meetings and workshops last semester year!

BTW, I've always thought it grossly unfair that "Active" or "Active Plus" require attendance at some monthly meetings. For some of us, teaching schedules and/or meeting schedules preclude this. But then those of us who give up 2 whole Saturdays get no RP certificate. Ouch! For instance, In ECOBIT, we have lots of afternoon/evening classes, so RP 3:30pm meetings are near-impossible. Yet quite a few ECOBIT fold do Saturday workshops, but, we received no "Active" or "Active Plus."

54. Select one of the items you marked in question 43, and in one or two sentences, describe what you did in your teaching as a result of attending the workshop or meeting and whether it was, or was not, effective.

Mentoring undergraduates gave me ideas about how to incorporate undergrads into my research and how to supervise undergrad research. It was effective.

Video-class participation technique was helpful (token system-increases participation).

I am modifying a course that I teach to doctoral students.

I incorporated games into my teaching afterwards.

I got some ideas about how to encourage and track class participation. I tried tracking class participation in every class and, thus far, it has been quite effective.

Improved my syllabus (one in particular)

I used Jeopardy as a review technique for my CHEM 111 students in the Fall 2009.

Creative Classrooms: I took Mark Palumbo's idea of using a paper bag which conceals an item that has to be described by a person without seeing it and adapted it for my German classes. I also used it at a conference to show how you can use the activity to improve speaking proficiency in a foreign language.

I focus on my students' strength instead of what they cannot do.

Had difficulty relating presented info back to the classroom.

I will be using the topic of handwriting analysis as part of a new course on Scientific Detection of Fakes and Forgeries.

I become a more reflective practitioner who recognizes that we all function based on our strengths and "comfort" areas.

Communication is imperative in an effective teacher-student relationship. The two large group presentations provided valuable styles and insight to assist me in teaching.

Academic integrity issues good talk – learned a lot about resources on campus I was unaware of.

C – I decided to "quit working on what isn't working" and instead focus on what I am good at (and enjoy).

Attempted to interject different activities into classroom to hold interest.

I worked to assist students in identifying strengths and using them.

I learned a great deal about body language and way to address it (April workshop).

Helped me understand that I have to make connections with my students and must get them actively involved in their learning.

I am more conscious of the contribution of veterans and thoughtful of veteran's needs.

I use information learned in RP in my consulting.

65. In one or two sentences, describe how the Reflective Practice Project has promoted an exploratory or reflective approach to your teaching.

Sharing the difficulties we had in teaching could promote a peer-support system to enhance teaching innovations.

It has helped me to focus on some specific areas, like engagement, and try new methods of achieving objectives.

Been more aware of students' strengths rather than their weaknesses.

My research involved reflective practice, this way of thinking extends to my teaching.

It provides me with time in a busy schedule to think about new ways to improve my teaching.

I feel that I have had the opportunity to learn about teaching strategies that have been tested and refined over years of practice by my colleagues.

I believe that my teaching has been affected; therefore, it has!

I tried to structure my classes by getting away from some lecturing and replace it by interactive and engaging activities.

Presentations and presenter's style of presentation are to be emulated.

By providing a wide variety of activities that focus on small group and large group meetings throughout the year that provide teaching tools and professional development.

It allowed me to network with colleagues, share ideas, learn from and bounce ideas off of others. It provided us with insights I may not have had on my own.

The meeting made me be creative in class and to find new ways on what has been shared in RP meetings.

Opportunities to learn new instructional strategies and share with colleagues.

H – The April workshop has caused me to think of ways to get my students asking more questions. So, I plan to role play "Client-tax practitioner" a lot in classes this fall.

Became more willing to experiment with different ideas.

Although I did not journal I was more thoughtful at the end of the week when finishing clinical.

I am rethinking a whole course and I became more open to all possibilities.

Offered me new ideas about how to evaluate the effectiveness of my approach to teaching.

76. In one or two sentences, describe where and/or how you believe the Reflective Practice Project HAS or HAS NOT had an influence on our campus culture of teaching and learning.

Finally get a chance to interact with faculty across campus and across disciplines.

Its existence is vital to reminding all faculty that good teaching is valued at IUP.

I feel as if our efforts are being recognized more completely.

It helped me connect with colleagues from other disciplines and learn how their methods can be adapted to my classroom needs.

Recruiting good students, preparing unprepared students.

The camaraderie has been very positive.

It has provided a formative framework for the improvement of teaching that our faculty evaluation system can never achieve.

It brings us all together, as faculty, to work together, grow, and learn from each other.

I have been extremely pleased with all the activities as I am open to learning new concepts and strategies!

Very helpful in connecting faculty on a large university – with I had more time to attend!

Very much has a positive influence on teaching and learning; each year, many faculty believe IUP focuses more and more on numbers of students and less and less on teaching. RP provides a way for teaching-oriented faculty to “find” each other.

It appears to impact those who embrace it.

In my clinical group I emphasized that we were grouped to learn together and share knowledge and respect one another.

RP has not worked its way into letters from Chairs and Deans.

Has allowed many of us from various disciplines to get together and discuss effective teaching methods.

87. Please indicate the number of any of the types of scholarship listed below that you believe was in some way related to your participation in Reflective Practice this year.

_____ Journal publications or books = 5

_____ Presentations = 17

_____ Grants = 4

_____ Preparation of instructional media (computer software, textbooks, video, etc.) = 6

_____ Awards = 1

_____ New or revised course proposals = 7

_____ Literature or book reviews = 3

_____ Other = 3

1) Preparation and revision of lab procedure, etc.

2) Ideas for further research (education issues) and publications (Ed. Strategy application)

3) Consulting

98. Rank your reasons **RANK YOUR REASONS** for participating in Reflective Practice using the list below from most important (#1) to least important. Skip those that do not apply.

_____ To enhance my teaching skills #1 = 11, #2 = 2, #3 = 7, #4 = 0, #5 = 1

- _____ To establish collegial relationships with other faculty #1 = 8, #2 = 2, #3 = 7, #4 = 3, #5 = 0
- _____ To learn about teaching across disciplinary boundaries #1 = 2, #2 = 8, #3 = 1, #4 = 6, #5 = 1
- _____ To get formative feedback about my teaching #1 = 0, #2 = 7, #3 = 1, #4 = 4, #5 = 2
- _____ To prepare for promotion and/or tenure #1 = 1, #2 = 2, #3 = 2, #4 = 2, #5 = 5
- _____ Other (describe briefly):

109. Please rate the overall influence of the Reflective Practice Project on your growth and professional development. (Circle One Below)

- a. Superior = 13
 - b. Above average = 9
 - c. Average = 1
 - d. Below average = 0
 - e. Poor = 0
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