

Reflective Practice Assessment and Outcomes 2008-09
Summary of Responses (N=18)

PURPOSE: This information will be used by the Reflective Practice (RP) Co-directors to document the impact of the Reflective Practice Project and improve the program. Summaries will be provided to RP members, the Provost and Deans and posted to the RP web page, so your honest and thorough answers are appreciated.

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 = 5
- b. Above average = 6
- c. Average
- d. Below average
- e. Poor
- f. Did not participate in a teaching circle = 7

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 = 6
- b. I was able to establish collegial relationships with colleagues = 11
- c. I learned about teaching across disciplinary or other boundaries = 4
- d. I got formative feedback about my teaching = 2
- e. It prepared me for promotion and/or tenure
- f. Did not participate in a teaching circle = 4
- g. Other (describe briefly):

3.3. 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.

- c.a. Tech Teaching 101 (Gian Pagnucci, October 11 Workshop) = 7
- b. Overcoming Apathy (Todd Zakrajsek, January 31 Workshop) = 7
- c. Classroom Management and Civility (April large group meeting) = 8
- d. Inclusivity in the Classroom (March large group meeting) = 4
- e. Student Internships (February large group meeting) = 3
- g.f. Games in the Classroom (November large group meeting) = 10
- g. Using Student Development Theory (October large group meeting) = 3
- h. Effective Group Work (September large group meeting) = 3
- i. Team Building for the Classroom and Workplace (Jennifer Jones, May workshop) = 2
- i.j. Other, (describe briefly): _____

4. Select one of the items you marked in question 3, 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. (see attached pages)

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

(See attached pages)

6. 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.

(see attached pages)

7. 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.

 2 Journal publications or books

 10 Presentations

 4 Grants

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

 2 Awards

 3 New or revised course proposals

 Literature or book reviews

 Other, (describe briefly)

8. 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

(Rank #1 = 10, Rank #2 = 3, Rank #3 = 1, Rank #4 = 0, Rank #5 = 0, Plus four check marks)

 To establish collegial relationships with other faculty

(Rank #1 = 4, Rank #2 = 3, Rank #3 = 3, Rank #4 = 0, Rank #5 = 1, Plus four check marks)

 To learn about teaching across disciplinary or other boundaries

(Rank #1 = 0, Rank #2 = 4, Rank #3 = 4, Rank #4 = 2, Rank #5 = 2, Plus three check marks)

 To get formative feedback about my teaching

(Rank #1 = 0, Rank #2 = 3, Rank #3 = 2, Rank #4 = 2, Rank #5 = 3, Plus two check marks)

 To prepare for promotion and/or tenure

(Rank #1 = 1, Rank #2 = 1, Rank #3 = 2, Rank #4 = 3, Rank #5 = 1, Plus two check marks)

 Other (describe briefly):

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

a. Superior = 12

b. Above average = 6

c. Average

d. Below average

e. Poor

10. Demographics

- a. Years at IUP: 0-5 years = 10, 6-10 years = 3, 11-15 years = 2, 16-20 years = 2, 20+ years = 2
 - b. Academic Rank: Full = 3, Associate = 3, Assistant = 9, Teaching Associate = 2
 - c. Gender (F/M): F = 14, M = 3
 - d. College: NSM = 8, HHS = 3, HSS = 3, COE = 1
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ANSWERS TO QUESTION #4

#4 "Overcoming Apathy": Todd asked what we would like our students to remember/know 5 years from now. That made me think about what I considered essential knowledge in my classes and I modified test/writing assignments to focus on the knowledge/skills I'd like my student to retain. I believe this worked well, because students can now use a "focused attack" approach to learning materials and skills, meaning that it is ok to not know everything. Instead of regenerating data, they have specific talents that will also be useful in other classrooms.
#4 I have changed my PowerPoint slides to better show relations between the chemical concepts I am teaching. Students have accepted the changes enthusiastically.
#4 H. I thought more about the creation of groups over time and how the comfort level of a group could cause it to be more productive. c. Being respectfully civil to students instead of becoming angry is helpful – showing students you care (Note – I don't yell at my students or anything.)
#4 f. (no response)
#4 I have not used any of the techniques thus far, but I plan to do so in the Fall.
#4 n/a retired
#4 I used a game to help students synthesize information from the course, and they seemed to find it both valuable and enjoyable.
#4 a (no response)
#4 Used games, students appreciated it
#4 i. Have incorporated some team building activities into beginning of course
#4 Assessed ways I can use web/online support and other technology in my course. Established development plan to work on this summer (2009) for one course.
#4 Reviewed the differences between an expert (focus on details) and a novice (by picture) and put coverage in non-majors course to give students the basics. Don't know if it was effective! My colleagues and I also discussed this workshop relative to curricular changes for our majors.
#4 b. (no response)
#4 I found "Overcoming Apathy" to be particularly beneficial. I became more aware of teaching strategies that I could use to have my students become part of the learning process – walking around the room, being sure students were paying attention. It was very rewarding to learn simple techniques to use in order to involve students in the learning process.
#4 Altered curriculum to cover fewer topics but to cover the remaining topics more in depth in a clearer and more "millennial style."
#4 Rethought games usage; rethought civility issues
#4 Due to the information offered in the Tech Teaching workshop, I have integrated outside technological resources (i.e. YouTube, IUP Library Services) into my lectures. These seem to add to students' interest in, and understanding of many of the topics discussed in class.

ANSWERS TO QUESTION #5

#5 1. I am more open for experimentation in my classroom. 2. I think more about what I want my students to retain and why (not just because the book covers a certain material, but how they and I benefit from the data they are exposed to).
#5 I have a perspective on learning that posits students building a mental model of a given concept. Thus, I give the students the materials to build those models. I encourage them to think about their thinking how the relationships help them construct meaning.
#5 As I sit in these meeting, I think about how they translate into specific instances in my own classroom.
#5 Reflective Practices has given me many peer resources that have enhanced my life at IUP.
#5 Although civility and inclusiveness are two areas I have been interested in outside of RP, I believe that the ideas that were shared in the two large groups have helped solidify what I can use in my classrooms.
#5 n/a retired
#5 I am thinking of adopting a similar approach like Pragnucci i.e. info is organized from his website. Reflective

Practice has made me open minded to other approaches.
#5 Helps me to think about teaching in different ways.
#5 Primarily through interaction/discussion with colleagues across disciplines
#5 Teaching is not static. Without discussion with colleagues, it might try to be.
#5 I continue to use my reflective journal to help me think through changes in my courses.
#5 Instead of just presenting data for the students to absorb, I now encourage my students to express their opinions and beliefs about the topic being discussed.
#5 Provides support so I am willing to try new things.
#5 One person cannot know it all. I enjoy hearing what my colleagues do to enhance their teaching – very helpful!
#5 I now try to find new ways of using examples from my students' lives, as well as my own, to help enhance their understanding of psychological issues.

ANSWERS TO QUESTION #6

#6 I believe it has a big influences on discussing teaching and learning with colleagues from other disciplines and making us realize that certain approaches/techniques are not discipline-bound but transcend course boundaries.
#6 It has been the source of sharing and mentoring for me. I feel comfortable in the meeting because I find other colleagues who feel as I do about the craft of teaching.
#6 I like just being able to share experiences across disciplines – that what we do as teachers translates across disciplines.
#6 Reflective practice has brought professors together that were interested in distanced education which has given me a wonderful learning experience and support group.
#6 I believe that it is effective for the faculty members who are involved in RP; however, I am not sure if those who are not involved are impacted in any way. I would like to see more faculty being involved in RP.
#6 Deans have told me that they “use” RP in recruiting new faculty for their colleges.....we are fortunate to have a campus-wide forum for good talk about good teaching.
#6 The teaching circles I belong to have been responsible for improving the lab manuals and how the labs are taught.
#6 Encourages faculty to try new things.
#6 Presence of RP conveys there is a value for teaching.
#6 Reflective Practice has allowed teaching scholarship to be more accepted as “scholarship” at this university.
#6 Provides a great means of finding collegiality and commonalities among colleagues.
#6 Helps folks get to know each other across disciplines.
#6 Has – to my knowledge, it is the only venue of its kind to assist faculty in professional development.
#6 In my opinion, RP has absolutely influenced our teaching by offering opportunities to interact with others, to learn from their experiences, to share ideas, and to explore new teaching techniques in the classroom. It’s more, though: For me, it’s the camaraderie and the knowledge that our peers support us and our efforts that makes Reflective Practice a major influence in the culture of teaching and learning here at IUP.