



Association of College
and University Educators

31

CERTIFICATES AWARDED



783

BADGES AWARDED



ACE[®]
American
Council on
Education[®]

WESTERN KENTUCKY UNIVERSITY

Course in Effective Teaching Practices
Summary Report, Impact Levels 1-3
Cohort A

GENERATION DATE:
December 16, 2019

COHORT CODE:
WKU-A_Sp19Fa19

ABOUT ACUE

The Association of College and University Educators (ACUE) believes that all college students deserve an extraordinary education and that faculty members play a critical role in their success. In partnership with institutions of higher education nationwide, ACUE supports and credentials faculty members in the use of evidence-based teaching practices that drive student engagement, retention, and learning. Faculty members who complete ACUE courses earn certificates in effective college instruction endorsed by the American Council on Education. ACUE's Community of Professional Practice connects college educators from across the country through member forums, podcasts, and updates on the latest developments in the scholarship of teaching and learning. To learn more, visit acue.org.

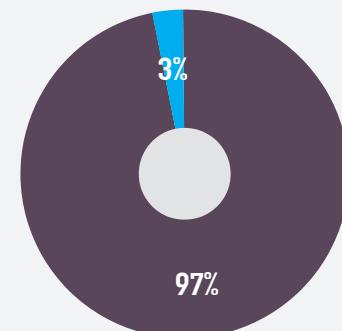
METHODOLOGY

ACUE's six-level evaluation approach is grounded in the industry training model of Kirkpatrick and Kirkpatrick (2007) and informed by Guskey's (2000) and Hines's (2011) application to educational settings. The six levels are (1) faculty engagement, (2) faculty learning, (3) faculty implementation, (4) student engagement, (5) course-level student outcomes, and (6) institutional outcomes.

Included in this report are metrics for the first three levels: faculty engagement, faculty learning, and faculty implementation of evidence-based practices. Within ACUE's courses, participating faculty members are surveyed, in real time, about the usefulness and relevance of course content and which of the recommended techniques they learned or learned more about. In addition, faculty taking one of ACUE's courses report the teaching practices used via survey and submit a written reflection detailing the technique that was implemented.

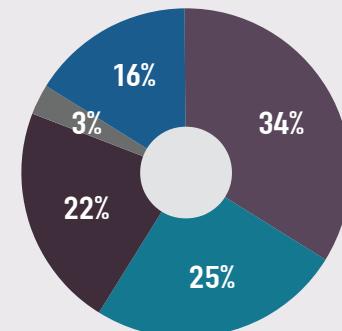
PARTICIPATION

Of 32 active course-takers:



- Completed 25 modules 97%
- Completed 11-24 modules 3%
- Completed 0-10 modules 0%

DEMOGRAPHICS



- Tenured 34%
- On a tenure track 25%
- Non-tenure track 22%
- Non-teaching staff 3%
- Other 16%

Based on 32 course-takers

1. ENGAGEMENT

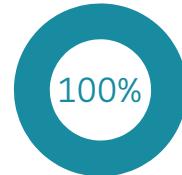
87% of faculty would recommend the ACUE course to a colleague.



94% of faculty report modules were helpful in refining their teaching practice.



100% of faculty found the content relevant to their work.



2. LEARNING

Faculty report **improved knowledge** of evidence-based teaching practices.

On average, course-completers:

Learned
70
new practices

Learned more about
83
practices

(All course-takers, on average, learned **2.8** new practices per module.)

(All course-takers, on average, learned more about **3.3** practices per module.)

3. IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

On average, course-completers:

Implemented
25
new practices

(All course-takers, on average, implemented **1.0** practices per module.)

Plan to implement
58
additional practices

(All course-takers, on average, plan to implement **2.3** additional practices per module.)

BELIEFS ABOUT TEACHING

After completing the course, faculty report increases in their:

Use of research to inform practice

58% agree before

100% agree after

Perception that students are receptive to their teaching methods

65% agree before

97% agree after

BELIEFS ABOUT STUDENTS

After completing the course, faculty report increased agreement that:

Instructors can influence how students perceive their intelligence

77% agree before

100% agree after

Helping students become better learners is part of their role as instructors

77% agree before

100% agree after

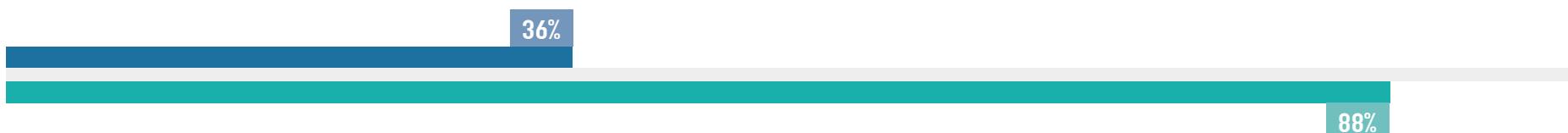
COURSE COMPETENCIES

After completing the course, faculty report increases in their confidence using evidence-based practices.

Unit 1: Designing an Effective Course and Class



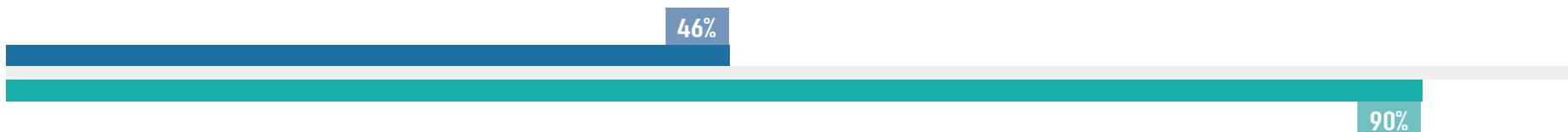
Unit 2: Establishing a Productive Learning Environment



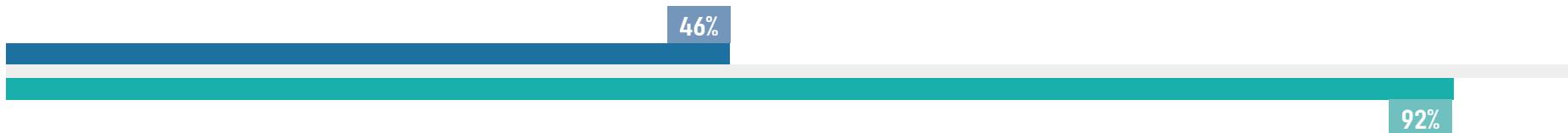
Unit 3: Using Active Learning Techniques



Unit 4: Promoting Higher Order Thinking



Unit 5: Assessing to Inform Instruction and Promote Learning



█ % of participants reporting confidence **before** taking the course

█ % of participants reporting confidence **after** taking the course

EXAMPLE REFLECTIONS

To complete each module, faculty:

- Select a technique from the module,
- Implement the technique in their classroom, and
- Write a reflection on the experience of implementing.

These written reflections:

- Describe what was done by the faculty member,
- Include the successes and challenges encountered, student reactions, as well as next steps for continuous improvement, and
- Are scored against a rubric by an ACUE national reader.

1 1 I did a micro-lecture video explaining a concept. This is a new technique for me. I also included examples in the micro-lecture. This was the perfect way to address a key concept in a short time and help the students to focus, which is often difficult. I was able to really focus the content so that when the students went to complete the accompanying activity, they could really focus on the objective. **The impact was that student questions about the follow-up activity decreased significantly.** Last year the majority of the students asked me questions about the assignment. This year, I only had one student ask about it. **And on comparing the grades between the two years, the average grade on the activity increased from 86% from to 91%. I am really excited to be able to use micro-lectures for my online classes.”**

3C: DELIVERING AN EFFECTIVE LECTURE

1 1 In the past, I have communicated classroom rules to my students, but after going through the material from this module, **I decided to involve my students to make classroom rules.** This is a new strategy to me. The students created their own rules, and I think it will make them responsible and accountable for their own behavior in the classroom. **The best part was my students came up with all the stuff that is on the syllabus on classroom civility, but instead of thinking these rules were laid by me, they believe they made these class rules.** Overall this technique conveyed my expectations more effectively to the students and will help them follow these rules responsibly. I am planning to use this technique in the future in all my classes. I think this is a great way to make students understand that it is each individuals' responsibility to follow classroom norms.”

2B: PROMOTING A CIVIL LEARNING ENVIRONMENT

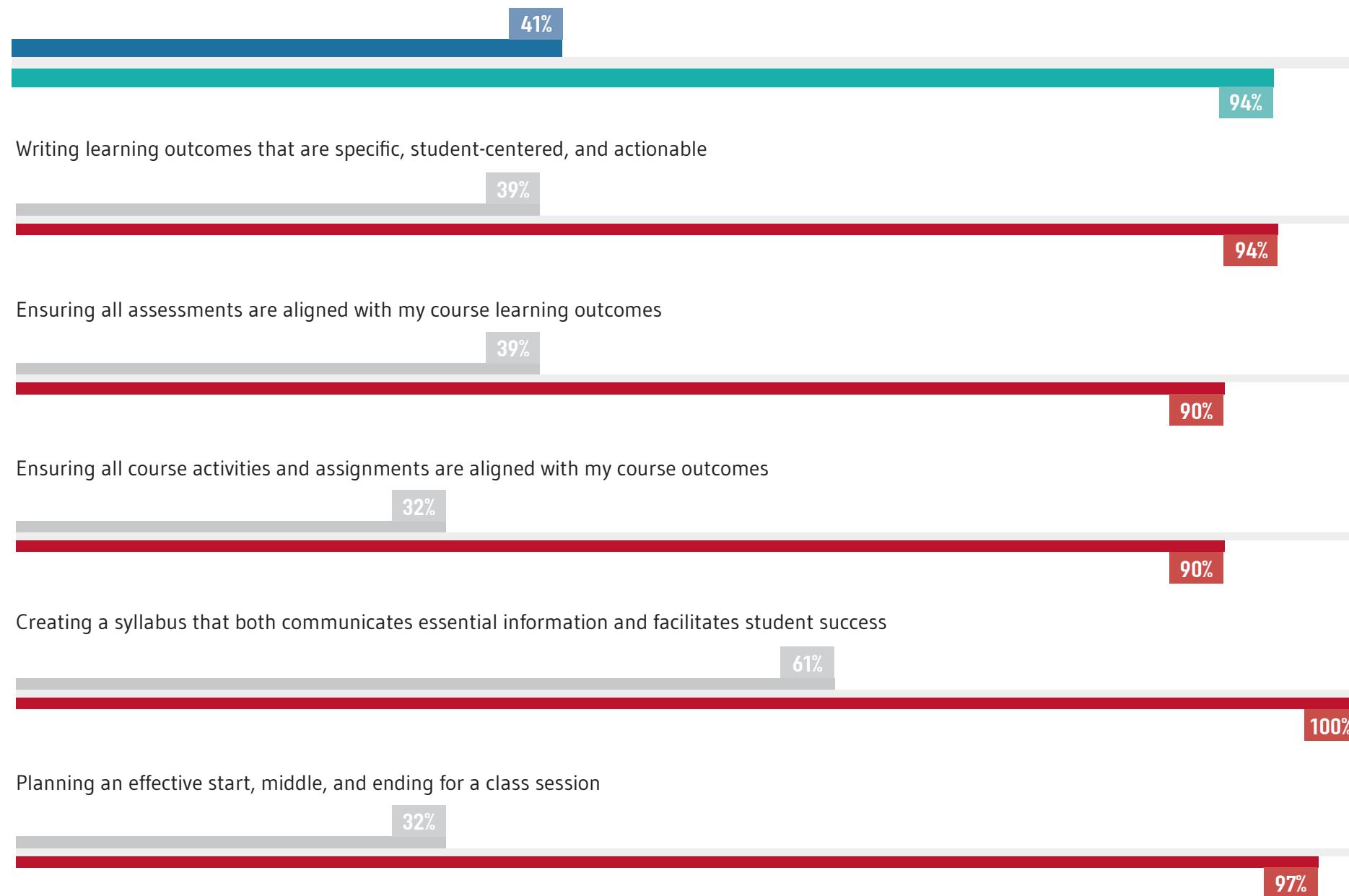
1 1 **I really liked the idea of using the In- and Out-of-Class Time sequence to outline the expectations for my students.** By really thinking about the assignment and deciding what they would learn with me, what they would learn in the field, and what they would learn on their own, I think I really distilled the assignment down to its core and produced what is ultimately a more meaningful activity for my students. **This helped me by requiring me to examine the assignment from a student’s perspective.** I used feedback from my students the last time I taught this course, noting what worked well for them and what did not work well. **It helped me visualize the assignment as a whole much more strongly than I had previously.** For my students, it is my hope that this will help them see the big picture sooner and ultimately make their field experiences more meaningful.”

1C: ALIGNING ACTIVITIES AND ASSIGNMENTS WITH COURSE OUTCOMES

APPENDIX: COURSE COMPETENCIES

After completing the course, faculty report increases in their confidence using evidence-based practices.

Unit 1: Designing an Effective Course and Class



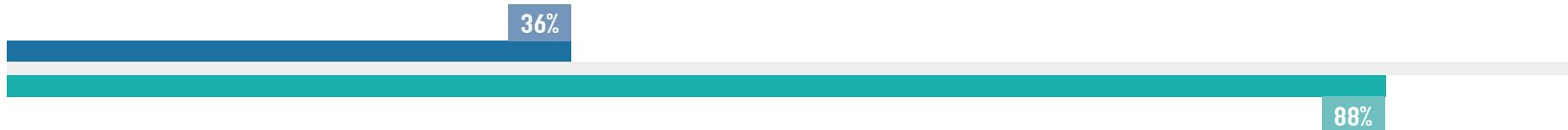
■ % of participants reporting confidence **before** taking the course

■ % of participants reporting confidence **after** taking the course

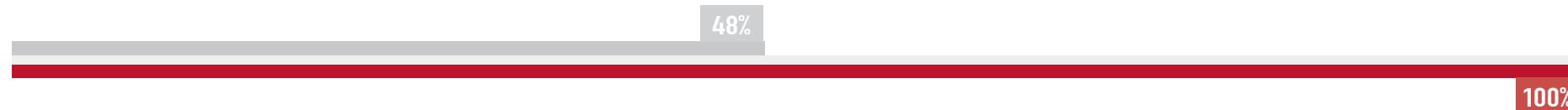
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Unit 2: Establishing a Productive Learning Environment



Leading a successful first day that builds community and helps students understand course expectations



Managing disruptive behavior in my class



Motivating students who show low interest in course activities and assignments



Impacting students' beliefs about their ability to do well on course assignments and assessments



Avoiding and effectively addressing microaggressions and stereotype threats



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Unit 4: Promoting Higher Order Thinking



APPENDIX: COURSE COMPETENCIES

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Unit 5: Assessing to Inform Instruction and Promote Learning



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