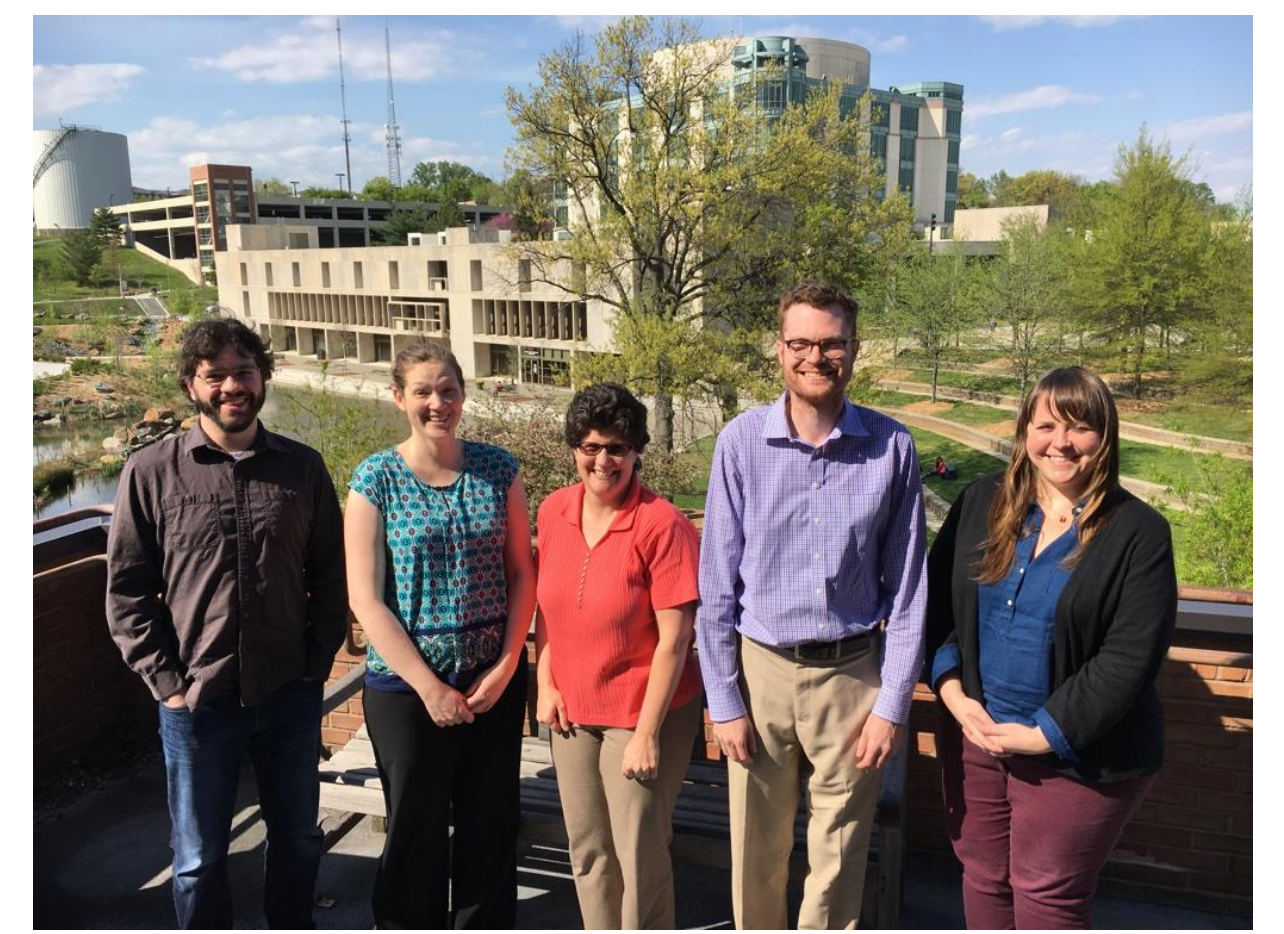




Teacher Scholars Faculty Learning Community '16-17

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1 Computer Science, 2 Political Science, 3 Social Work, 4 Health and Public Policy, 5 Visual Arts, 6 Biological Sciences



overview

The Teacher-Scholar faculty learning community (FLC) at UMBC provides an opportunity for pre-tenure faculty across disciplines to work with a cohort of their peers in developing a scholarly approach to teaching. Through the Teacher-Scholar FLC faculty incorporate ideas from the research on learning, innovative pedagogies, and effective teaching practices into a personal teaching philosophy and plan. Participants will spend the year discussing pertinent research on evidence-based teaching, exploring ideas in their own practice, planning ways to assess and evaluate the results of their efforts, and creating strategies to balance scholarly teaching with the other demands of the faculty role at a research university. Along the way, each participant will develop (or revise) a statement of teaching philosophy and begin to build a teaching portfolio for use in tenure and promotion decisions and professional growth.

Assessing and Activating Feedback and Critique in the Foundation Level Studio Classroom - Sarah

Visual Concepts students were directed in a series of reflective writing assignments as a mode of assessing learning and promoting the integration of feedback received during studio art class critiques.

Students were directed to:

*Assess their fellow students artworks based on the set of criteria described in the initial assignment.

-Assess their own artworks based on these same criteria and in relation to others finished artworks.

-Use this initial writing as a basis from which to engage in an interactive group critique about their work and fellow students work.

-Share written feedback with fellow students. Write reflectively about their own work after the oral critique by expanding their initial thoughts to incorporate and respond to feedback from others; stately clearly what they view as successful within the assignment parameters and how they might improve their work.

-State how they might more successfully meet goals and requirements in their next project.



"Many of my fellow classmates talked about the values within my portrait. They stated that each cut of paper was well placed and the values accurately portrayed the lighting and shadows within my face, but also acknowledged that I could have improved the lights in my values just a little more... Many acknowledged the placement of each texture, and commented on how I chose to use certain texture to create my face, and others to create the clothes and the hair. Lastly, some of my fellow classmates noted that the portrait showed great attention to detail, and overall, looked very much like me."

"For the next project, I will use what I learned from this project and the last to improve upon my work. I will create access to a broad range of materials (values, tints, shades, colors) for the next assignment so I am not limited by my own materials. I will also put thought into what my final image will look like by carefully planning out my image and assigning differing shades of color before I actually apply it; for Assignment 4 I did not effectively plan out the entire range of values I would use before I started gluing down pieces, which ultimately limited my own choices in what I value I could use next."



"Ultimately, what I learned from this piece is that it could have been improved by adding a broader range of values and utilizing textural shapes in the form of cut-outs to simulate a feeling of movement."

TBL adoption - Nancy

The challenges:

- Taught a class for the first time last spring
- Class text was heavy, dense book-no control to change
- Lots of content
- Students disengaged.
- Lower than desired course evaluation scores



Action Steps:

- Refocused class goals down to one most important skill goal.
- Revamped course assignment and point structure.
- Broke long textbook chapters down to short 15-30 page reading assignments on specific topics.
- Class time divided between short review lecture and group case study activity specifically connected to class topic

Results:

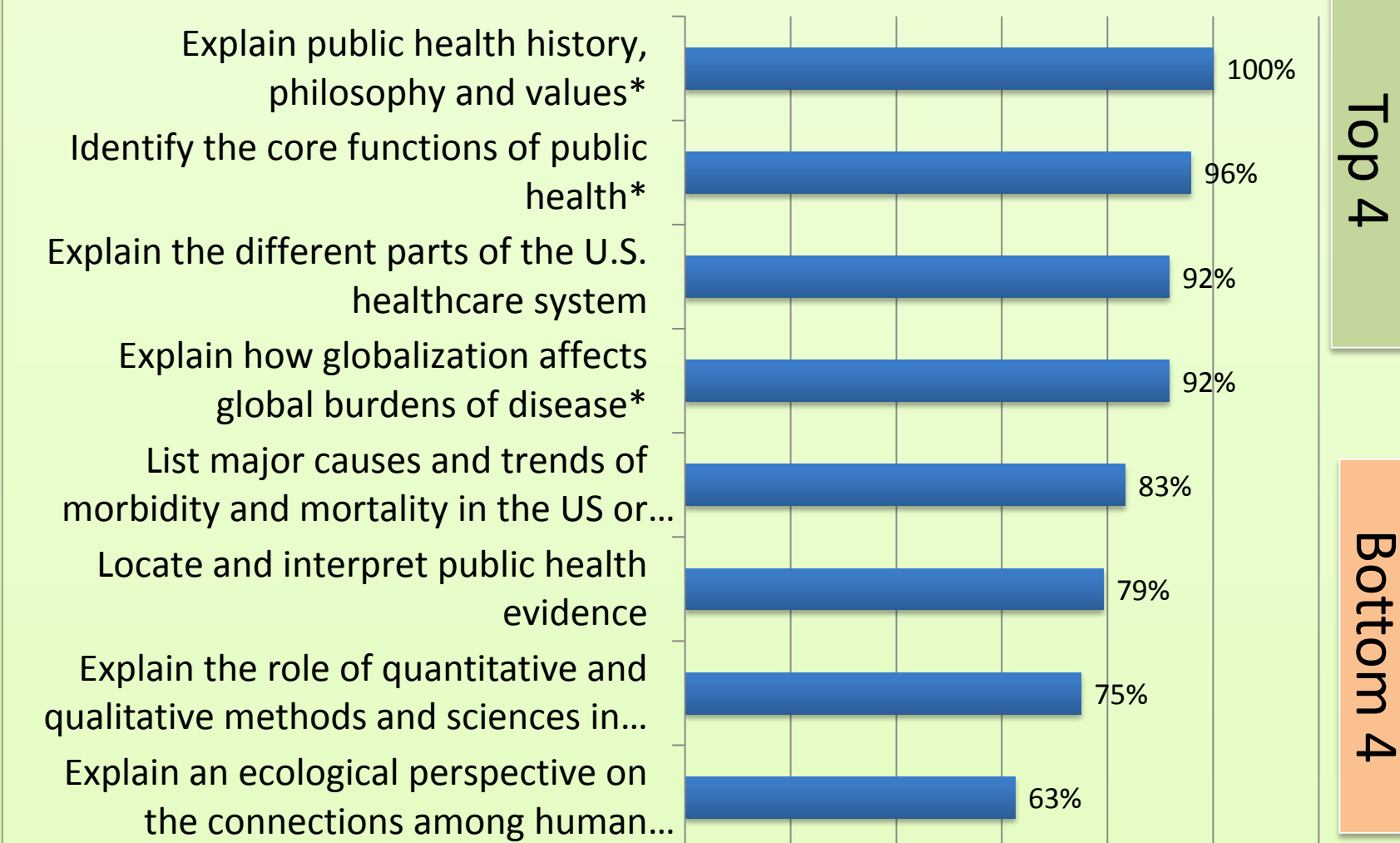
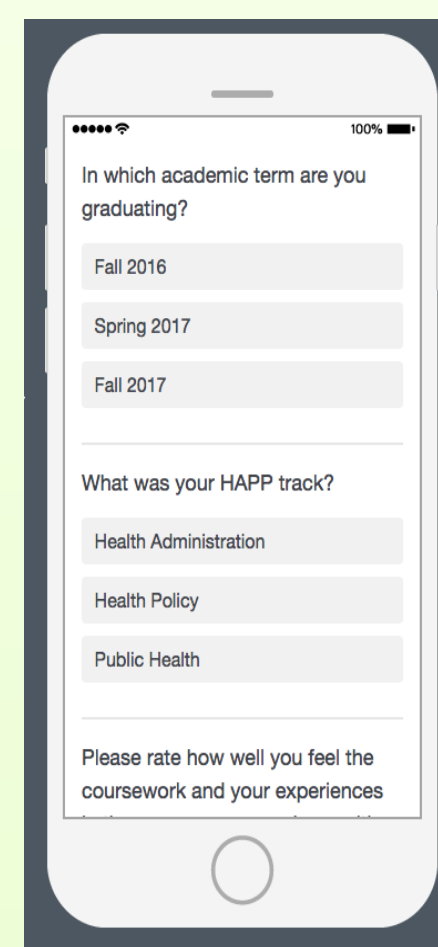
- Class now taught using modified TBL structure
- Content is in much smaller, more digestible chunks
- Mid term evaluation responses positive:



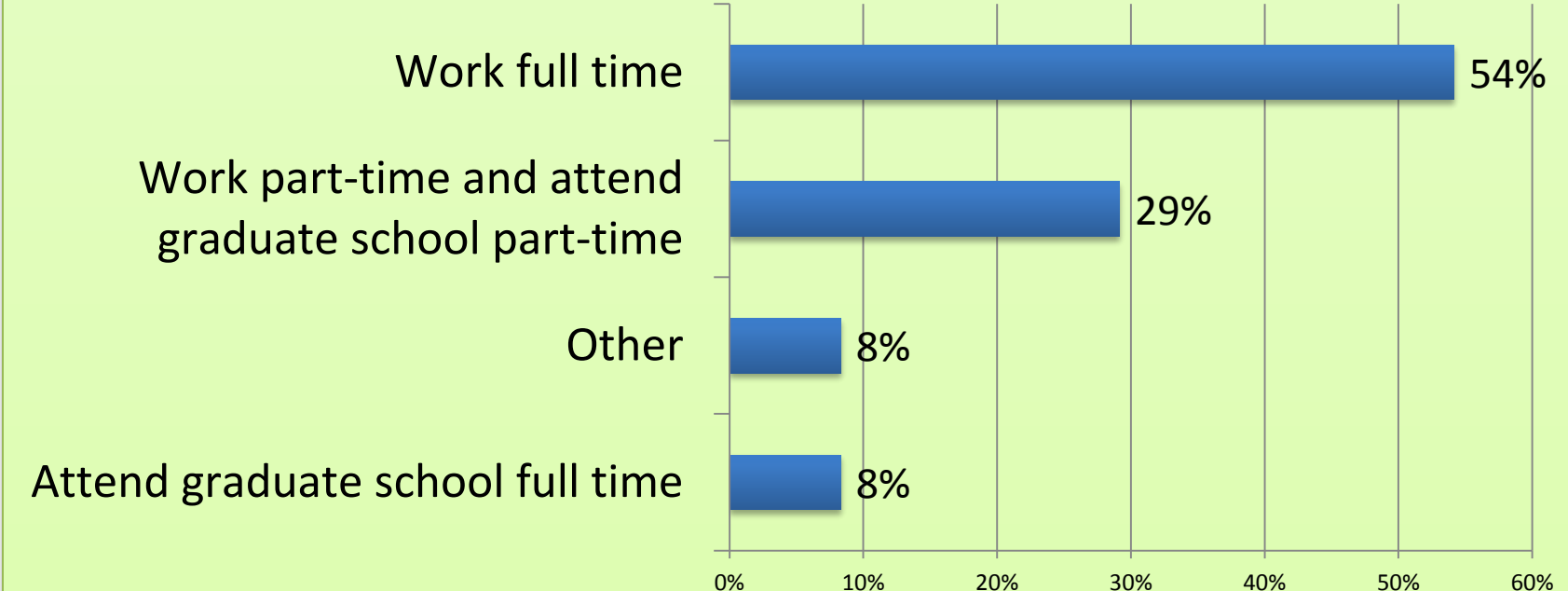
"Can we have more time for case studies?"
"The assignments are interesting."
Appreciate group discussions and how case studies are analyzed critically by different people with different perspectives. Students like reviewing the chapter before case studies. Readings are relatively short.

HAPP Program Exit Interview - Jennifer

- To enhance assessment of students' perceptions about the program, and their plans post graduation, the HAPP program developed an exit interview in Qualtrics
- The exit interview was piloted with December 2016 graduates. All 30 graduates were invited to participate, and 25 completed the survey.



Graduates' plans following graduation (n=24)



- Ten graduates had already found full- or part-time employment at organizations including Northrop Grumman, Peace Corps, Global Networks, Inc., and Alaska Airlines.
- Among graduates, 20 of 24 plan to pursue graduate degrees in the next three years, including an MPH (10), MD (4), MBA (4), and MS in social science (3).

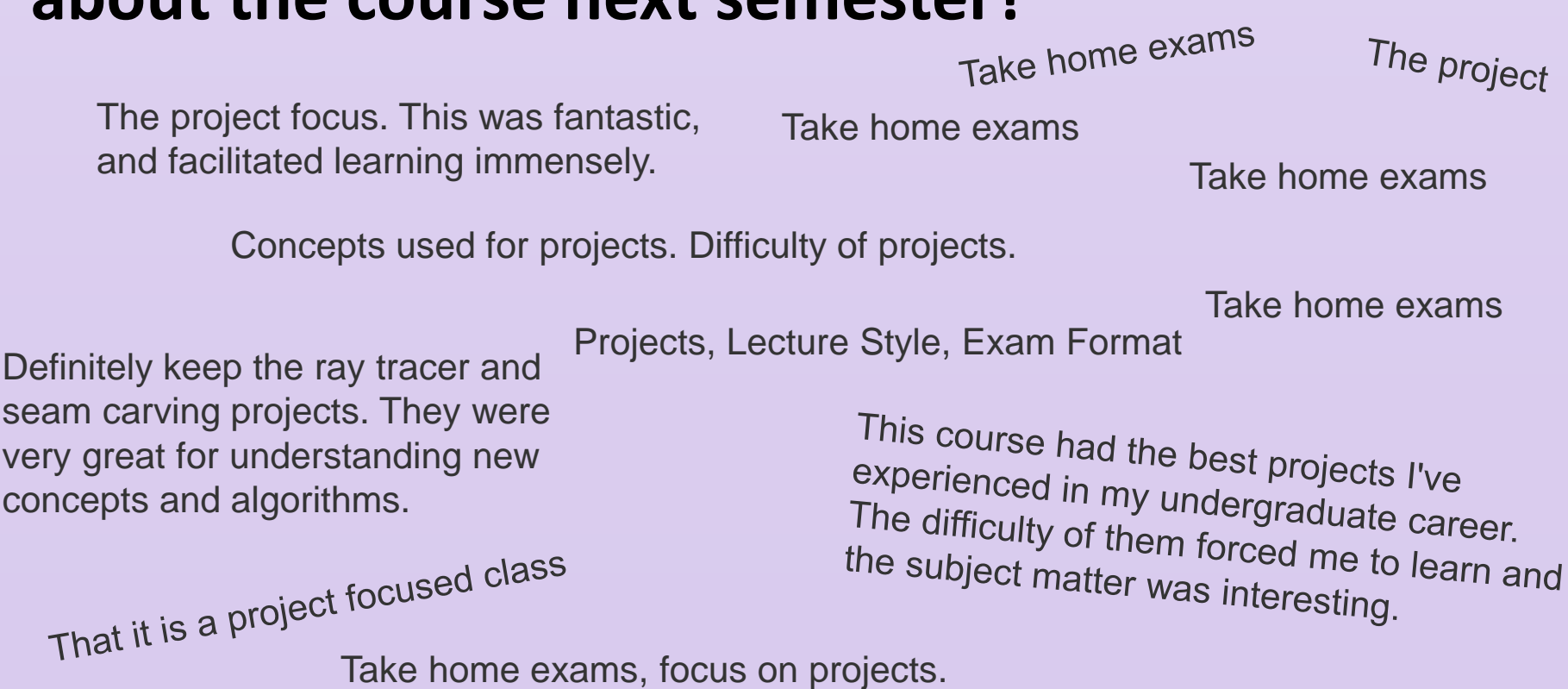
Revising assessments - Adam

I experimented with the course format: placing greater emphasis on the six two-week programming projects and gave a take-home exam (that carried less weight than traditional in-class exams). I then surveyed students at the end of the semester.



	1 (Strongly Disagree)	2	3	4	5 (Strongly Agree)
I learned through the projects	0.00%	0.00%	6.67%	10.00%	83.33%
I liked the project focus of the course	3.45%	0.00%	10.34%	13.79%	72.41%
I liked that the exams were take home	0.00%	0.00%	3.33%	10.00%	86.67%
I learned more from the take home exams than I would from traditional in class exams	0.00%	0.00%	13.33%	16.67%	70.00%

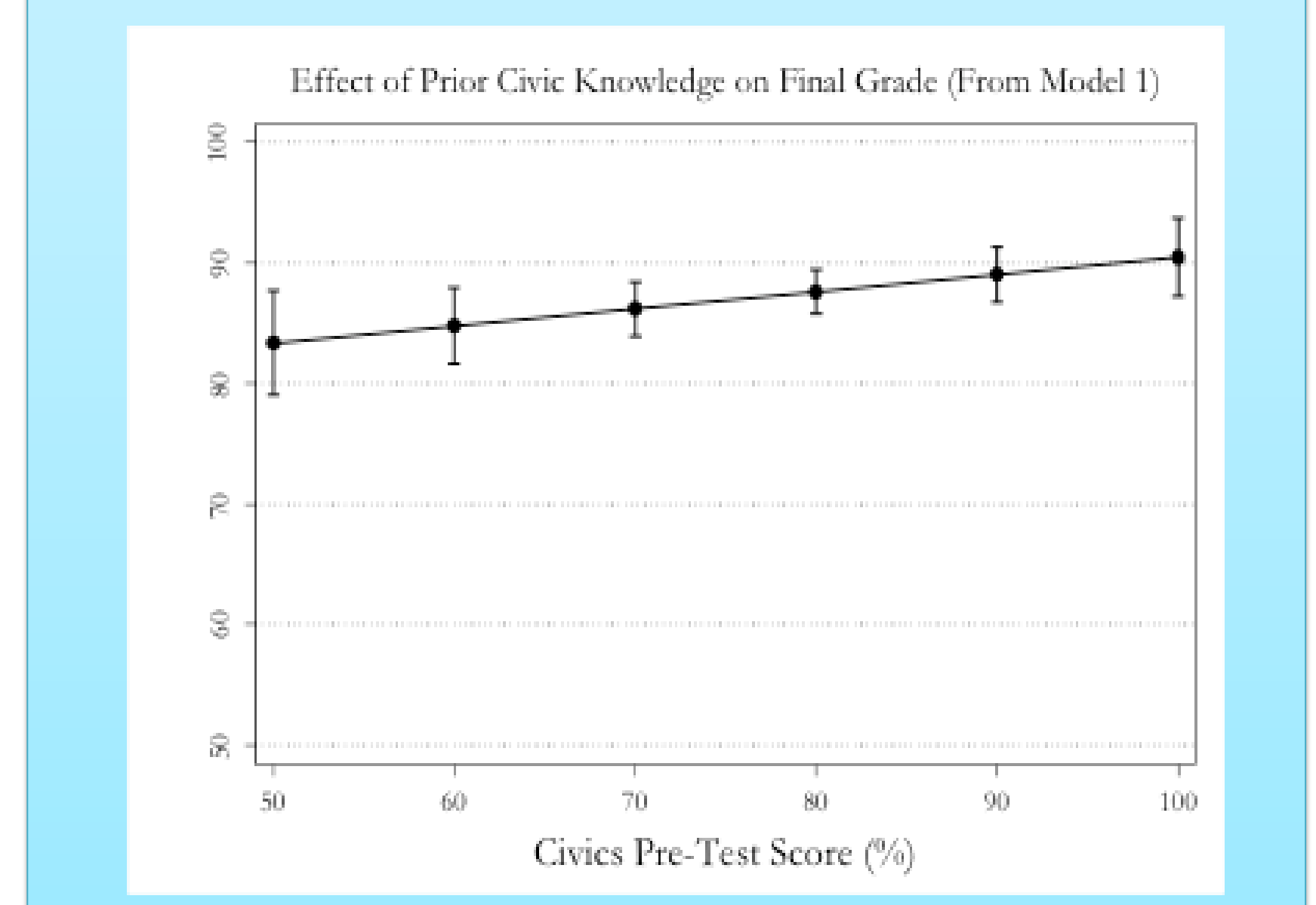
What should the professor definitely *not* change about the course next semester?



Performance and prior civics knowledge - William

Predictors	Model 1	Model 2
Political Science students took the Full Civic Literacy Exam from the Intercollegiate Studies Institute		
Civics Pre-Test Score	0.142* (0.066)	0.102 (0.064)
POLI Major	1.237 (1.118)	0.894 (1.068)
Academic Year	0.478 (0.925)	0.845 (0.888)
Honors College		8.480* (2.972)
Constant	73.125* (5.580)	75.036* (5.338)
N	69	69
R ²	0.098	0.200

Standard errors in parentheses, * $p < 0.05$



Best practices in assessing graduate education - Michelle

Challenge: evaluating graduate student progress in diverse subdisciplines and maintaining consistency

Examples of Student Learning Outcomes for PhD Programs

1. Critically apply theories, methodologies, and knowledge to address fundamental questions in their primary area of study. (Research, Critical Thinking, Content Knowledge)
2. Analyze research of significance in the discipline or an interdisciplinary or cross-disciplinary context and synthesize this research or synthesis into a project under the guidance of an advisor while developing the intellectual independence that defines true scholarship. (Research, Critical and Creative Thinking)
3. Demonstrate skills to read and write communication software to publish and present work in their field and to prepare grant proposals. (Communication)
4. Follow the principles of ethics in their field and in academic settings.
5. Demonstrate, through service, the value of their discipline to the academy and community at large. (Service, Content Knowledge)
6. Demonstrate a mastery of skills and knowledge at a level required for college and university undergraduate teaching in their discipline and assessment of student learning. (Content Knowledge, Teaching)
7. Increase productivity with people from diverse backgrounds as both leaders and team members with integrity and professionalism. (Communication, Leadership)

Comparing assessments tools from other universities (WSU). Rubrics have low resolution but easy to score

More work to be done- focus on writing?

acknowledgements

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