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Enhancing Pedagogy Through ACUE Certification

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As instructors, there is an incredible responsibility to deliver content that is true to the standards of which the institution requires. But not only is it necessary to deliver content, it is necessary to deliver content in a way that promotes student learning, promotes student success, and an engages higher levels of thinking. The Association of College and University Educators (ACUE) Course in Effective teaching practices provides instructors evidence based strategies that do just that. As the reflections display, applying these strategies achieves the University goal to support students towards learning, success, and higher levels of thinking.

Janelle Espling
ACUE 1E
Jan 16, 2018

For this module I chose several methods from the module. I implemented starting with a powerful statistic/attention grabber, I referenced the course objectives so they knew where we were going and why, and I had students state in one sentence their favorite takeaway from the night.

I felt like the class I taught using these methods was the best class I have taught thus far. I had my student's attention and they were extremely engaged in the discussion.

I started class with a statistic that stated "1 in 68." I also wrote 1 on my right hand, and 68 on my left. As soon as class started, I used story telling to help students picture their neighborhoods, baseball games, Disneyland, the airport, the beach, the mall, etc. I repeated the statistic "1 in 68." 1 in 68 children have a diagnosis of autism. The class was absolutely captivated. Numerous students noted that was the most powerful, chilling fact they learned from the night.

Throughout the evening, students were actively engaged in large group discussions, and small group discussions. I was extremely pleased at their insight, questions, and participation.

Oddly, I feel like this course has also empowered me to add more of my natural, silly personality to the evening. There was a lot of laughter throughout the night, which I really appreciate. I believe students appreciate that too!

At the end, I asked students to state their favorite takeaway from the night. It was fascinating to see what students were most interested or empowered by. It was a great window into what they are gaining from the class.

For future lessons, I absolutely want to continue planning in using these strategies to start the class with an attention grabber, tell them where we are going, break up instruction, facilitate engagement, and close strong. I am honestly pleased with what I am learning in this course.

Janelle Espling

Feb 2, 2018

For this module I chose to focus on engagement. I implemented several strategies including pausing strategically, changing my physical position, and being intentional with my voice and movements.

In the classroom that I teach in, there is a computer that projects my power point to the screen at the front of the class. All of my lectures use a power point. But unfortunately, in order to move the powerpoint forward, I have to stand at the computer.

Throughout teaching last quarter, I remember thinking that was one thing I wished was different. I hated being stuck in the corner of the room. It felt restrictive.

Watching the modules forced me to think a little harder. If I had a remote to click through the power point, it would set me free from being tied to the computer. It's embarrassing to say that I never thought through that before.

I asked my department admin if she had a clicker. She did not, but gave me some recommendations from the tech department. The clicker was only ten dollars.

I used the clicker for the first time and it was so liberating! I was able to travel around the classroom, engage with all 23 of my students, and still have access to the power point.

Without being stuck behind the computer, I felt like I could pace myself better, give more eye contact, and physically attend to students.

For future lessons, I will absolutely be using the clicker to move through my power point.

Janelle Espling

ACUE 2E

April 30

Engaging Underprepared Students

I really related to so much of this module. One of the professors said that her colleagues said that “these are adults, they should know what to do.” I can definitely say that this is what my colleagues said, this is what I felt was the case as a student, and this was also my attitude at the beginning of the year. Through experience and through what I’ve learned in these modules, I’ve realized this is not reality. It is our job to help students learn.

I have made an emphasis on learning. In fact, I’m very purposeful in my content delivery so that we aren’t merely just getting through the content, but that students are walking away with knowledge and understanding. Every class I refer to the course objectives and standards. I like how the module suggested mentioning the learning objectives do assignments as well. I want to start doing this, so that students can be confident that they are not wasting time on busy work, but they are doing work that truly helps them gain the knowledge they need.

I’ve also embedded more opportunities to gain points. I’ve thrown in some extra, small, assignments to give a point buffer. I’ve also added some extra credit for attendance and in class extra credit. So that students have more than enough opportunities to succeed in class. Students are appreciative of this. I’ve gotten positive feedback on this as well.

Janelle Espling

ACUE 5B

June 23, 2019

Here is my previous rubric for a book review assignment

Summary of the book • Provide a clear summary of the book (i.e., who wrote it, why, what happens, etc.)	8	
Description of individual with ASD • Present levels of performance • Strengths • Areas of need • Relate description to the 3 primary areas of need for individuals with ASD	8	

<p>Description of any intervention(s) and its (their) effect(s)</p> <ul style="list-style-type: none"> • Were you convinced by the effects of the intervention described <p>If an intervention is not described, please describe a relevant situation and its effect on the individual with ASD.</p> <p>If a situation is not appropriate, please describe the purpose of the book.</p>	4	
<p>Recommendation</p> <ul style="list-style-type: none"> • Would you recommend this book to a friend, family member, or colleague? • Why or why not? 	3	
<p>APA Format</p> <ul style="list-style-type: none"> • Proper paragraph formatting • APA citations • Appropriate use of grammar, capitalization, spelling 	2	
TOTAL	25	

Here is the updated rubric based on the module:

Criteria	Exemplary	Acceptable	Adequate	Attempt Made	No evidence
Summary (7 points)	An explicit, detailed summary of the story is provided. There are clear details from the beginning, middle, and end of the book.	All of the story line points are given. There are clear details from the book.	Most of the story line points are given. Some story line points may be missing.	A short summary was given. It is unclear if the student read the book in its entirety. There are major missing elements from the story line.	Summary not present

Criteria	Exemplary	Acceptable	Adequate	Attempt Made	No evidence
Description of the individual with ASD (communication, social skills, restricted/repetitive patterns of behavior) (7 points)	An explicit, detailed description of the character with ASD is given. Quotes from the book are provided for evidentiary support. All three of the main characteristics of autism are address.	A description of the character with ASD is given. Quotes from the book are provided for evidentiary support. All three of the main characteristics of autism are address.	A description of the character with ASD is given. All three of the main characteristics of autism are address.	A description of the character with ASD is given. There were missing elements including referencing the book, or missing one of the three characteristics of autism.	Description not present
Interventions (5 points)	An explicit, detailed description of the interventions are described. If there were no intervention, suggested interventions are written out.	The interventions used are described. If there were no intervention, suggested interventions are written out.	Some interventions are described. If there were no intervention, suggested interventions are written out.	Some attempt was made to describe the interventions, or suggested interventions, but there are elements missing or incorrect.	Interventions or suggested interventions not present
Recommendation (2 points)	A well written, clear statement on why this book will be/not be recommended to colleagues and why is given.			A statement on why this book will be/not be recommended to colleagues is given but lacks clarity.	Recommendations not present
APA formatting (4 points)	All quotes in the text are properly cited using APA format. There is a title page. There is a reference page with proper APA citation.	There is mostly APA citation, and some improper/lack of citation. There is a title page. There is a reference page.	There is some APA citation, and some improper/lack of citation. There is a title page. There is a reference page.	There is a title page and reference page.	APA not present

For this assignment I decided to re-write an existing rubric that I have. The professor that taught this class before did not have a rubric. I created one that basically functioned more like a checklist. From this module, I learned the need to differentiate between exemplary work and acceptable work. This helps me a lot because in the past, I would give credit for merely doing the work, without differentiating between excellent and adequate. I know this rubric will make it very clear to students what the expectations are and what they need to do to achieve their desired outcome. My next steps are to do this with the assignments throughout the quarter.

Janelle Espling
ACUE 1D
June 23

This reflection is in response to the graphic syllabus/big idea syllabus. I have attached that to the assignment link on a separate document.

I chose this technique because I absolutely loved the idea of it. Through the ACUE modules, I have incorporated increasingly more visuals and charts. In fact, every class has one! I get very consistent feedback that my students love the visuals. The visual help bring a lot of clarity and make things easier to understand.

Personally, I loved creating the big idea syllabus. Because of the previous ACUE modules, I was able to use the course flow chart and simply plug in this information into my graphic/big idea syllabus. This is helpful for me and student to give a clear idea of where we are going and why were doing what we are doing.

I color coded the syllabus.

I used white for each section. I love how the module had a professor that used student friendly language, so I did that! The blue font reflects on campus classes. The green reflects off campus classes.

In my next steps, I will add this to my future classes, and add it to my weekly power points so students can see clearly where we are in the quarter and where are going.

INTRODUCTION TO AUTISM

ESPE 610

JANELLE ESPLING, M. ED

