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Roberts: ACUE Online Course in Effective Teaching Practices-Cohort A

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(ACUE) Association of College and University Educators

Sample of Reflection Assignments

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Abstract:

This is a sample of ACUE (Association of Colleges and University Educators) implementation and reflection assignments. The Teaching Resource Center partnered with ACUE; then, 30 CSUSB faculty completed 25 instructional modules. These assignments focused on teaching practices and face-to-face instruction.

CSUSB Communication Studies instructor, Sabrina Roberts, participated in the ACUE Effective College Instruction certification program from January 2019 to June 2019 in cohort A. The sample assignments include reflections from the following modules: *Motivating Students, Delivering an Effective Lecture, Planning Effective Class Discussions, Facilitating Engaging Class Discussions and Using Advanced Questioning Techniques.*

2D: Motivating Your Students

Please use this as a guide for writing a reflection that earns a module level badge.
You may complete this guide and upload it as your submission if you would like.

Criteria	Meets	
Selection of technique	Technique is from the module and new to you	I chose the "Teach students to set goals they are likely to achieve" technique. This technique allows students to evaluate what skills they want to obtain from the course. They also develop strategies to be successful in the class.
Support for the choice	Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals	I tried this technique for both my public speaking and interpersonal communication courses. Because we were beginning new school terms, I was able to ask my students about what skills and abilities they want to gain from the class by asking them about their goals. It goes beyond listing the SLOs for the course and I was able to connect each student's individual goal to what will be covered in the class.
Successes and/or challenges encountered	Describes and provides an explanation for either successes or challenges encountered	The exercise went smoothly. I will definitely use this technique for the 1st or 2nd day of class. It was successful because I had my students write three goals for the class. Then, I asked each student to name a goal and wrote the goals on the white board. As the students told a personal goal for the class, I specified which chapter we will discuss/address the skill they wanted to gain.
Impact of your use of the technique on student learning and/or engagement	Describes observed evidence of student learning and/or engagement	The students were able to list their goals in their notes. At the end of the semester, students will have an opportunity to revisit these goals and reflect if they were met or not. The students became more engaged during the class discussion and were able to ask additional questions about the course during this time.
Plans for refinement	Specifies how you will use and/or adjust this technique or other techniques from the module	I would make sure to revisit the goals by facilitating a discussion asking the students what they learned in class. I usually have the students complete reflections via short essay format. Now, I will add a class discussion about student goals and learning outcomes at the beginning and end of the course.

3C: Delivering an Effective Lecture

Please use this as a guide for writing a reflection that earns a module level badge.
You may complete this guide and upload it as your submission if you would like.

Criteria	Meets	
Selection of technique	Technique is from the module and new to you	I am going to deliberately implement the chunking technique. This technique segments large chunks of material by using both lecture and another method to help with engagement (such as an activity or discussion).
Support for the choice	Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals	I use this technique, but not always. Sometimes I feel a lot a pressure to "get through" the material, I may talk for longer than recommended. By being intentional with the chunking technique, I can plan out my materials so I will not have to rush and I can keep the students engaged.
Successes and/or challenges encountered	Describes and provides an explanation for either successes or challenges encountered	My experiences has been pretty successful. For instance, I incorporated the white board in between lecture segments. I asked a question, had each student reply and wrote their replies on the board. Then, I used their feedback to tie in the previous chunk to the next. I also incorporated the SEE-I method. Students answer a prompt before class and do a think-pair-share of their responds.
Impact of your use of the technique on student learning and/or engagement	Describes observed evidence of student learning and/or engagement	I was able to get quiet students to speak up more and get insight in what my students were thinking, what was clear and what needed more clarification.
Plans for refinement	Specifies how you will use and/or adjust this technique or other techniques from the module	I will incorporate the techniques in every lecture. By making the lecture/student feedback pattern a habit, students will expect to speak in every class, which will increase engagement.

3D: Planning Effective Class Discussions

Please use this as a guide for writing a reflection that earns a module level badge.
You may complete this guide and upload it as your submission if you would like.

Criteria	Meets	
Explanation of why the technique was chosen	Explains how the technique is connected to challenges or goals for the class or your professional goals	I chose to develop discussion questions and increase the use of analytical and open-ended questions. I will also weave-in planned discussions into the lectures.
Description of what was learned through the process of creating thoughtful questions	Includes a clear description of the process used to create questions or insights gained through the process	I will create open-ended questions by dividing the chapter into 5 or 6 sections. With each section, students will not only discuss their "takeaway" of the section's main ideas, but each group will be asked to summarize each chapter section.
Explanation of the impact you expect your questions will have on the effectiveness of class discussions	Provides an explanation of the expected impact the questions will have on discussions	I think that connecting the discussions with the chapters, in addition to the chunking method, allows students to practice their critical thinking skills. They will also absorb the main ideas more efficiently.
Description of the next steps to be taken in this work	Shares specific next steps for continuing this work	I will brainstorm open-ended questions for each chapter, plan when I will ask them and create a discussion rubric for the groups. I will also use a combination of small group, think-pair-share and entire class discussion formats.

3E: Facilitating Engaging Class Discussions

Please use this as a guide for writing a reflection that earns a module level badge.
You may complete this guide and upload it as your submission if you would like.

Criteria	Meets	
Selection of technique	Technique is from the module and new to you	The technique I learned from this module is encouraging quieter students. By encouraging quieter students to speak up during discussions, it helps their communication skills and empowers them to share their opinions.
Support for the choice	Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals	When I first began teaching, one of my biggest struggles was trying to get students to engage. I have gotten better, but I want to get as close to 100% as I can.
Successes and/or challenges encountered	Describes and provides an explanation for either successes or challenges encountered	I was able to use small group discussion to have students talk to each other and digest the discussion question. Then, each student gives an answer to the entire class. I was able to hear everyone, equally.
Impact of your use of the technique on student learning and/or engagement	Describes observed evidence of student learning and/or engagement	As I turned the group discussion technique into a habit, students performed to the expectation that they will discuss, so they did!
Plans for refinement	Specifies how you will use and/or adjust this technique or other techniques from the module	I want to experiment with groups of 4 to see if engagement is different than dyads or triads. I also need to weave in more discussion with my public speaking class. I am accustomed to conducting speech class in a certain way and I need to add more structured discussion.

4D: Using Advanced Questioning Techniques-Plan to Implement

Please use this as a guide for writing a reflection that earns a module level badge.
You may complete this guide and upload it as your submission if you would like.

Criteria	Meets	
Selection of technique	Technique is from the module and new to you	I plan to use Bloom's taxonomy to scaffold questions from lower to higher cognitive levels. Bloom's taxonomy uses a hierarchy of learning modes and action words.
Support for the choice	Explains how the technique is connected to concerns, challenges, or goals for the class *or* your professional goals	I am familiar with Bloom's taxonomy and the Socratic method. I am working on creating questions for my courses and using the scaffolding method makes the most sense. I am able to gauge how much students know by asking the simple questions first and examine high order understanding in group discussion.
Possible successes and/or challenges	Describes and provides an explanation for *either* successes *or* challenges that may be encountered	Since I am used to asking questions in the moment rather than formally planning them out, I will have to get accustomed to the process. The great news is that I can weave in the questions in the slides and have "mini" activities with discussions.
Expected impact of your use of the technique on student learning and/or engagement	Describes the expected impact on student learning and/or engagement *and* explains why this impact can be expected	I expect students to stay engaged. With their engagement, I can identify errors with understanding by using the Sorcratic method and during the scaffolded questioning.

Plans for implementation	Specifies how the technique will be implemented in a future class	I am currently teaching interpersonal communication for a new term and I will teach public speaking for a new term in April. I am using this time to formulate questions with each chapter and saving those questions in my Google Drive. After I implement the techniques, I can easily change/keep the questions that I created.