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Reflections from ACUE Online Course in Effective Teaching Practices (Cohorts A, B, & C)

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Title: ACUE Online Course in Effective Teaching Practices

Description:

The Association of College and University Educators' ([ACUE's](#)) online course in [Effective Teaching Practices](#) ensures that faculty learn about—and implement—the approaches that improve engagement and persistence and promote deeper learning. This 25-module course concentrates on teaching practices effective in face-to-face instruction. Comprehensive in scope and organized around five units of study, faculty members learn together in cohorts and implement approaches to (1) design an effective course and class, (2) establish a productive learning environment, (3) use active learning techniques, (4) promote higher order thinking, and (5) assess in ways that inform instruction and promote deeper levels of learning.

This course leads to a Certificate in Effective Instruction which is co-endorsed by ACUE and the American Council on Education (ACE). Each of the 25 modules takes 3+ hours to complete. To complete each module, faculty learn about a new practice, watch, evaluate and discuss examples of instructors demonstrating an emerging practice, choose and implement one or more of the practices from the model in their course, and write up a reflection that is scored by a nationally-normed rater to meet or exceed expectations. Within the course Quality Matters certified course, faculty encounter over 200 evidence-based approaches to teaching backed by over 350 relevant citations. They also watch and critique authentic teaching demonstrations from 50 faculty at institutions nationwide as part of 180 instructional videos.

LEARNING OUTCOMES

This course prepares college educators to gain a foundation in evidence-based teaching practices that increase student motivation, engagement, and learning. By the end of this course, course-takers will be able to:

- Design an effective course and class session with activities, assignments, and assessments that are aligned to clear course learning outcomes
- Apply research-based practices to establish a productive learning environment where students feel both challenged and supported, experience a sense of belonging, understand the value of diverse viewpoints, and are motivated to work hard
- Use active learning techniques that engage students in their learning, whether the class is lecture or discussion based, large or small
- Use higher order thinking practices, like integrating visual tools and advanced questioning techniques, to help students think at higher levels and begin to use metacognitive skills for reflecting on their own learning processes
- Use assessments to inform teaching, develop fair and transparent grading practices, and offer students feedback to improve

To earn an ACE-endorsed credential, faculty must:

- Demonstrate pedagogical knowledge and skill
- Implement evidence-based practices
- Prepare a portfolio of written reflections on their use of techniques
- Provide feedback to colleagues

Timeline as it relates to the study and product

- Face-to-Face Course Launch: Motivating Your Students 1/3/19
- Block 1: Engaging Learners
 - Engaging Lectures
 - Planning and Effective Class session 1/7-1/13
 - Delivering an Effective Lecture 1/14-20
 - Using Concept Maps and Other Visual Tools 1/21-1/27
 - Using Active Learning Techniques in Large Classes 1/28-2/3
 - Break or Make-up Week 2/4-2/10
 - Collaborative Learning
 - Planning Effective Class Discussions 2/11-2/17
 - Facilitating Effective Class Discussions 2/11-2/17
 - Using Advanced Questioning Techniques 2/18-2/24
 - Using Active Learning Techniques in Small Groups 2/25-3/3
 - Assessment of Learning
 - Checking for Understanding 3/ 4-3/10
 - Providing Useful Feedback 3/11-3/17
 - Using student Achievement & Feedback to Improve Your Teaching 3/18-3/24
- Break or Make-up Week 3/25-3/31
- Block 2: Establishing a Productive Learning Environment
 - Supportive Learning Environments
 - Connecting with Your Students 4/1-4/7
 - Promoting a Civil Learning Environment 4/8-4/14
 - Providing Clear Directions and Explanations 4/15-4/21
 - Engaging Underprepared Students 4/22-4/28
 - Helping Student Persist in Their Studies 4/29-5/5
 - Embracing Diversity in the Classroom 5/6-5/12
 - Developing Self-Directed Learners 5/13-5/19
- Break or Make-up Week 5/20-5/26
- Block 3: Designing Courses
 - Backward Design
 - Establishing Powerful Learning Outcomes 5/27-6/2
 - Aligning Assessments with Course Outcomes 6/3-6/9
 - Transparent Assignments

- Aligning Activities and Assignments with Course Outcomes 6/3-6/9
- Developing and Using Rubrics and Checklists 6/3-6/9
- Syllabus and Course Policies
 - Preparing and Effective Syllabus 6/10-6/16
 - Developing Fair, Consistent & Transparent Grading Practices 6/10-6/16
- Makeup Week 6/17-6/23 (all reflections due by 6/23)
- Pinning Ceremony September 17, 2019

List of scholarly readings to be engaged in this study: below is a partial list of the resources used and referenced in this course.

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey-Bass.

Anderson, L. W. (Ed.), Krathwohl, D. R. (Ed.), Airasian, P. W., Cruikshank, K. A., Mayer, R. E., Pintrich, P. R., . . . Wittrock, M. C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives* (Complete ed.). New York, NY: Longman.

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers* (2nd ed.). San Francisco, CA: Jossey-Bass.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *American Association of Higher Education Bulletin*, 39(7), 3–7.

Fink, L. D. (2013). *Creating significant learning experiences: An integrated approach to designing college courses* (2nd ed.). San Francisco, CA: Jossey-Bass.

Harrow, A. J. (1972). *A taxonomy of psychomotor domain: A guide for developing behavioral objectives*. New York, NY: McKay.

Myers, C. B., & Myers, S. M. (2007). *Assessing assessment*:

- The effects of two exam formats on course achievement and evaluation. *Innovative Higher Education*, 31, 227–236.
- Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (3rd ed.). San Francisco, CA: Jossey-Bass.
- Popham, W. J. (2003). *Test better, teach better: The instructional role of assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Reiner, C. M., Bothell, T. W., Sudweeks, R. R., & Wood, B. (2002). How to prepare effective essay questions: Guidelines for university faculty. Retrieved from <http://www.uwgb.edu/oira/teachlearn/bettertests/betteressays.pdf>
- Stiggins, R. J. (1997). *Student-centered classroom assessment* (2nd ed.). Upper Saddle River, NJ: Merrill.
- Suskie, L. (2009). *Assessing student learning: A common sense guide* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Twigg, C. A. (2003). Improving learning and reducing costs: New models for online learning. *EDUCAUSE Review*, 38(5), 28–38.
- Walvoord, B. E., & Anderson, V. J. (2009). *Effective grading: A tool for learning and assessment in college* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Wieman, C. (2016). Observation guide for active-learning classroom. Retrieved from the Carl Wieman Science Education Initiative at the University of British Columbia website: http://www.cwsei.ubc.ca/resources/files/Active-learning-class-observation-guide_Wieman.pdf
- Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (expanded 2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

The product(s) that will be created

TRC will create and upload a collection of reflections where faculty implemented and reflected upon new teaching practices their courses, and upload these to the Q2S website. The submitted reflections will meet or exceed the ACUE rubric criteria as follows below:

Criteria	Meets
Explanation of the technique that was used and the insights that were gained	Describes the technique used or the insights that were gained during the process
Explanation of why the technique was chosen	Explains how the technique is connected to challenges or goals for the class or your professional goals
Explanation of how the work completed in this module will be helpful to you and your students	Provides an explanation of the value of the work completed in this module for either you or your students
Next steps you will take to continue the goals of this module (specific for each module, such as: aligning the assessments to learning outcomes, motivating learners, etc.).	Shares specific next steps for continuing this work

NOTE: Another section of this course will begin to be

offered starting September 17, 2019. Though the dates of the schedule will change, I would like this application to cover that course as well. A separate collections of reflections will be uploaded to the Q2S ScholarWorks after the course is completed.