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ACUE Teaching Effectiveness Course Lessons and Outcomes

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1E: Planning an Effective Class Session

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 used 3 new techniques: Ensure you start with the more important or engaging idea first, design minilessons, and use a fill in the blank summary. These were all new to me but were all ideas I felt I could easily implement right away, and would be helpful for student engagement and learning/retention.
Support for the choice	Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals	Other SOTL I have read suggests that fill in the blank summaries help students retain information, so I wanted to implement this right away. Additionally, capturing the student's attention (with the important or engaging idea first) and retaining it throughout the class period (with mini sessions) have always been things I have been concerned about, but was uncertain how to do either. Keeping students engaged is a goal I have for them, so they are more likely to stay motivated to learn, and for me, it is a goal so that I can continue to have a positive impact on student learning.
Successes and/or challenges encountered	Describes and provides an explanation for either successes or challenges encountered	After using all 3 of these new techniques, I realize I need to keep practicing the timing of the mini lectures (reworking my previous lectures), because I kept forgetting to stop and summarize/ask questions. Also, capturing attention at the beginning of class with an interesting quote or fact about the most important topic was GREAT- it is going to take some time to rework lectures, and come up with 'attention grabbers'. The fill in the blank summary worked nicely, too. I have actually changed all of my powerpoints for all of my classes so they are more like fill in the blanks throughout, and the final slide is a fill in the blank summary. I like this, and students seemed to appreciate it.
Impact of your use of the technique on student learning and/or engagement	Describes observed evidence of student learning and/or engagement	All 3 of these techniques seemed to keep students more engaged. Their faces showed their connection and active participation (nodding, smiling, etc.), and they responded more readily when prompted with questions. The end of the class fill in the blank summary was well received, and students were shouting out, as well as writing down, the answers!!!

Plans for refinement	Specifies how you will use and/or adjust this technique or other techniques from the module	I need to continue to prepare my lectures so they are mini lectures instead of one large one. I need to find some attention grabbers for the beginning of class, that help students remember the most important topic, and I need to keep tweaking my slides to include the end of the class fill in the blank summary. This is great and I will definitely continue to refine the lecture timing.
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Module 2D

Christine Weinkauff Duranso

For this module, I chose to use the DAPPS goal setting strategy. I chose this activity because I believe that teaching students how to set goals will encourage student success in the classroom. It will also demonstrate my desire to engage and invest in student success, not just specifically with the course material, but in the academic and professional lives as well. If students are aware of my desire to see them succeed beyond the course they are in with me, I am hopeful that this will encourage a stronger rapport, sense of mutual respect, and a mentor/mentee type relationship.

On the first day of class (Winter quarter, 2019) in PSY329, Adult Development and Aging, we first discussed the course expectations and reviewed the syllabus. As part of the course expectations, we discussed the assignments, and point values and due dates for each. At this time, I encouraged students to set some goals for their success in the course, beginning with defining for themselves what 'success' means (from 'Getting an A' to 'Passing', for instance). We then went through the DAPPS approach to goal setting and students shared some of their personal examples for the different elements of DAPPS. Initially, the response from students was rather flat, with little visible feedback about their interest, but as we progressed through the activity, more students seemed interested and engaged in the idea of setting goals using this simple strategy. Ultimately, many students were smiling, nodding their heads in agreement or understanding, and two students thanked me, after class, for sharing the activity with them.

I posted the DAPPS handout on Blackboard for all students to reference later (I used the overhead in class to show it to them as we worked through it). I plan to check in with students in future weeks to see if they have continued to use the DAPPS strategy, and to see if it is helping them stay on task and maintain motivation to persist through the course or through other goals.

In the future, I will give students handouts of the DAPPS strategy and have them work through it together in class, instead of posting it on Blackboard for them to use later. I think having students actually choose a goal and work through the DAPPS steps together in class will increase the likelihood that they continue with it.

2G: Embracing Diversity in the Classroom

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 the choice	Explains how the technique is connected to your challenges or goals for the class <i>or</i> your professional goals	I chose to ensure my curriculum and/or syllabus set the tone for diversity and inclusion. My classes are very diverse, as is our campus. I want to make sure my class materials reflect my appreciation for diversity, out of respect for my students and for the potential in the classroom.
Description of revisions or additions made or expected to be made to your course or syllabus	Describes specific revisions or additions made to curriculum or syllabus	I am going to make changes to my syllabi for this quarter, and share the revised syllabi with my students. I will include a diversity statement in my syllabi moving forward, using the materials and guides shared in this module. Specifically, I will add a diversity statement along with specific, helpful, information regarding campus or community resources for transgender students, students with financial issues, and first gen college students.
Description of the impact you expect these revisions or additions will have on students	Describes the expected impact on students	I expect that students will appreciate the revisions and my desire to provide a respectful and diverse environment for their learning experiences.

Description of how the changes or revisions will be shared with students	Provides a description of how the learning outcomes will be shared with students	I will make changes in my syllabi for the current quarter, and will upload them to our learning management system. I will also send an announcement to students to notify them of the changes so they may review them.
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Acue: 3C Instructional Practice Reflection
Christine Weinkauff Duranso

Strategies chosen:

- Pique students' interest at beginning of class
- Provide skeletal notes
- Change physical position
- Pause strategically
- Seek student feedback

I chose each of these strategies to practice in my Psychology 100 course (Introduction to Psychology). It is a course I have taught many times, which runs the risk of becoming dull because I have said the same thing so many times. Additionally, student coming into this class are more often than not, taking the class as a general education requirement, and are not all that interested in learning about psychology. This means I really need to work to capture their attention, and hold it. This used to be easy when I first began teaching the class, but is more challenging now.

I typically begin the class by sharing an outline of the material, but I decided to try using a quote or a story to catch the students' attention first. This took some thought on my part, because the topic on the day I chose to practice this new strategy was the biology of psychology, one of my least favorite chapters in this course. I finally came up with a question that I posed at the beginning of the class, which would hopefully pique their curiosity and also make the concept of biology more relevant to their own lives. In a class of 200, it is challenging to grab everyone's attention, but I used a strong voice and threw the question out loudly, which surprised them, and I was happy to see that most everyone seemed to look at me, chuckle, and possibly, hopefully, think about the question. This was a bit uncomfortable for me, as I felt vulnerable to their response, but it went well. I will continue to use this when I can think of an interesting statistic, question, story, or current event. With practice, I think I can come up with some good attention grabbers.

The idea of using skeletal notes is new to me since beginning this teaching effectiveness course. I have begun to switch all of my powerpoint files to a skeletal outline instead of a full outline of the chapter material/lecture. I share the powerpoint files with students ahead of class so they can use them to guide their reading, and to use in class for notes (I don't allow technology in the classroom, so students are required to hand write their notes). The skeletal outline initially confused some students, and I received emails from several of them asking what was wrong with the powerpoints (they must not have been in class/paying attention when I discussed this). Most students seem to receive this idea well. I do have to give them more time in class to write things down, so I have slowed down my lectures a bit to accommodate this, but I am confident this will help them learn and retain the material, given that they have to fill in blanks on the powerpoints and write in more detail from the lecture, instead of following along and writing small comments here and there.

I used to move around in the classroom quite a bit, but I stopped moving around when I had eye surgery and I felt nervous about being able to see around the room without tripping. I need to get past that, and decided now was the time to jump that hurdle. I started moving around the large lecture hall a lot more this week, and at first students in the front rows were looking around for me, surprised that I wasn't right up front. But I noticed some students in the middle and toward the back of the auditorium actually responded to some of my questions during class when I was moving around. I will continue to do this, and hope that my continued movement will keep students in the middle and back of the large lecture hall more attentive and engaged.

Next, I worked on consciously stopping at strategic points in the discussion, to accentuate some of the important points. Several times I passed up opportunities to make the strategic stopping point, because it is habit to move through material until I get to the end of the section. When I did take time to stop, I think students stopped and looked up to see why I had stopped. I need to work more on this strategy, to highlight topics within the discussion.

Asking students for feedback. I typically do this, but after watching the lecture reenactments, I realized my approach to requesting feedback may be flawed. I typically ask students 'does this make sense' or 'any questions', which is sincere in my desire to solicit questions or requests for clarity, but I think it may be uncomfortable for students to say 'no this doesn't make sense'. To address this, I decided to rephrase my request for feedback by asking students: "This is your time to ask questions." Or "What are your questions?" and "What can I clarify?" While subtly different, I think these new questions assume that there ARE questions, which may make it more comfortable for students to then ask. I used this in class last week, once, and I did seem to get more questions. That could be because the material was more challenging, or because the approach is more welcoming. Either way, I will continue to use this.

3D: Planning Effective Class Discussions

Please use this as a guide for writing a reflection that earns a module level badge.
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Criteria	Meets	
Selection of technique	Technique is from the module and new to you	I will be implementing these techniques in the next quarter's classes – so that I can design my syllabi and begin the course with the expectation for class discussions, both small group and whole class. I use class discussion as a major format for one of my classes, but I would like to integrate it into PSY329, Adult Development and Aging, next quarter. I will use some of the techniques discussed in this section to provide a better discussion based course environment.
Support for the choice	Explains how the technique is connected to your concerns, challenges, or goals for the class or your professional goals	Some of the techniques presented in this section for discussion participation that I will use include: first explaining the role it plays in the course (e.g., come prepared, how many points are possible for participation), and also having students move into a large U-shape with their desks, to improve student-to-student interactions, and to take the focus off of me in the front. This technique will address some issues I have had in this class in the past (and in the present quarter), where students seem to come to class less and less prepared. Many students do not participate in discussion, don't answer questions in class or share critical thoughts or analyses, or ask questions themselves, which I think is largely because they are waiting to be spoon fed the information without actively engaging in their own learning beforehand. I want to change the focus to 'digestion' of information to an environment where students are strongly encouraged to prepare for class and come to discuss, analyze, and apply the information.
Successes and/or challenges encountered	Describes and provides an explanation for either successes or challenges encountered	I am planning on implementing this next quarter, so I don't have any challenges or successes yet. I am confident there will be both next quarter, however. ☐

Impact of your use of the technique on student learning and/or engagement	Describes observed evidence of student learning and/or engagement	I haven't implemented this technique yet, as I think it would be met with significant hesitation from students if I tried to implement such significant change in the course dynamic mid-quarter.
Plans for refinement	Specifies how you will use and/or adjust this technique or other techniques from the module	Again, I haven't implemented this yet, so I don't have any feedback to work with yet.

4B Using Concept Maps and Other Visualization Techniques

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Reflection

For this module, I chose to use two techniques: integrating visual tools in class sessions and using concept maps to help prepare students for exams. I currently use a lot of visuals in my classroom, pulling diagrams, charts, timelines, and photos from the textbook or from online sources, but I have yet to actually create one during class, as part of our discussion. This was one of the changes that I decided to implement this past week. I used this in one of the smaller classes I teach, since the larger auditorium makes it difficult to write on the board and have students in the back actually see it. In my parenting class, we talked about historical perspectives of children, as a review of an earlier chapter, and how those tied to various parenting styles, both those with good and bad outcomes. Students were able to visualize how parenting styles changed as our view of children changed. Using students' facial expressions as a measure of their understanding, it seemed that students had some 'aha' moments about these connections, which was my goal. We then had a discussion about how individuals today have different perspectives of children: are they blessings or gifts, burdens, young people to be nurtured and molded, servants to our wishes, difficult and annoying, etc. Further, we discussed how these more modern perspectives influence our personal parenting strategies or goals, conscious or otherwise. Moving forward, I plan to use this strategy in other classes and discussions, as it seemed to be very helpful and meaningful.

Additionally, I frequently provide students with a list of concepts from each chapter that they should focus on for the exams. Instead of providing them with a simple list of terms by chapter, I decided this week to provide a concept map that they could fill in as they studied for the exam. The concept map provided the major learning goals for the class as an umbrella for each chapter, and then within each chapter were the learning goals, and then the concepts and terms related to the chapter learning goals. All of these, then, were connected visually to the

course learning goals. It ended up looking like a large flow chart. Students initially were confused by this approach to studying, as they just wanted to know exactly what they needed to study (definitions) and didn't seem too interested in how this information tied to the course learning goals. I had several students email me asking why it (the study guide) looked like this, and could they just have a list. I explained (as I had done in class) that this concept map was designed to help them connect the concepts from each section into a larger understanding of how each area of study ties into the study of human behaviors, mental processes, and emotions. I expect to get further feedback from students this upcoming week, after they take the first exam. I am hoping that the feedback is positive, and that they found it helpful as they prepared for the first exam, and that equally important, that they find it helpful as we continue to look at other elements of psychology (this is in Introduction to Psychology). I will continue to use this strategy as students prepare for each successive exam, and then take a survey of students at the end of the quarter to see if they found it helpful overall.