

California State University, San Bernardino

CSUSB ScholarWorks

Q2S Enhancing Pedagogy

3-27-2020

Sample Activities of Certification Course, Effective Teaching Practices: Cohort C, Fall 2019 – Spring 2020

Carmen Beck
cbeck@csusb.edu

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/q2sep>



Part of the [Adult and Continuing Education Commons](#), [Curriculum and Instruction Commons](#), [Educational Leadership Commons](#), [Higher Education and Teaching Commons](#), [Online and Distance Education Commons](#), and the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Beck, Carmen, "Sample Activities of Certification Course, Effective Teaching Practices: Cohort C, Fall 2019 – Spring 2020" (2020). *Q2S Enhancing Pedagogy*. 121.
<https://scholarworks.lib.csusb.edu/q2sep/121>

This Other is brought to you for free and open access by CSUSB ScholarWorks. It has been accepted for inclusion in Q2S Enhancing Pedagogy by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

**Sample Activities of Certification Course, Effective Teaching Practices: Cohort C, Fall
2019 – Spring 2020**

**Provided by the Teaching Resource Center and (ACUE) Association of College and
University Educators**

Carmen Beck, Ed. D.

California State University, San Bernardino

Abstract

This publication provides a summary of the experience and application of the Certification Course, Effective Teaching Practices: Cohort C, Fall 2019 – Spring 2020, offered by California State University San Bernardino (CSUSB). The course, developed by the Association of College and University Educators (ACUE) was offered by the Teaching Resource Center (TRC) at CSUSB. It consisted of 25 modules and it was mostly delivered in an online setting. The purpose of the course was to enhance teaching practices and to prepare for the conversion from the Quarter System into the Semester System at CSUSB for the 20-21 academic year. Also, the university experienced an immediate transition from Face to Face instruction to fully online instruction during Spring Quarter 2020 due to the COVID 19 Pandemic which presented many challenges to the current faculty. This ACUE course entitled “Effective Teaching Practices” provided 25 modules with lessons and examples for online instruction. This project includes implementation examples that include reflections and activities, such as, PowerPoint (PP) slides, pictures, and excerpts as a result of the participation in this course and being a member of the Community of Practice.

Dr. Carmen Beck, Adjunct Faculty for the Educational Leadership and Technology Department and an Instructor for the California Administrator Performance Assessment (CALAPA) participated in this certification program. Samples of reflections and implementation strategies from five modules are included.

Reflections

Reflection Sample 1: Module 2A Leading the First Day of Class

The technique I chose was “What I Want to Learn”. The reason I chose this technique is because although I have asked students to share their goals for the program, I have not been specific enough. I created a handout with the suggested questions from the course. I used the following questions for students to respond to individually:

- I want to learn...
- Something that would help me learn is...
- Something I would like the instructor to do is...
- Something I plan to do to learn is...

I gave students a few minutes to write responses to the questions. Then I asked students to introduce themselves and share one of the answers at their tables to see if they had similar or different answers. That helped them start learning about each other and how they learn. The responses were outstanding. Students want clarity, visuals and relevance. They want an instructor that is patient and reminds them of assignments. They also want me to share personal experiences so they know the “truth” about their futures as site administrators. I will use the information throughout the course.

Next time I start a class, I will use this strategy as part of the plan since it was so valuable to me but also them. I think that it is important that they feel valued and heard. The tone of the class was very positive! In addition to the questions I asked them, I also allowed students an opportunity to interview me and make it a Reciprocal Interview so they could get to know me and my expectations. We ended the evening with the development of norms. A great start! Students were engaged throughout the class!

Reflection Sample 2: Modules 3D and 3E Planning and Facilitating Discussions

I tried the Fishbowl activity. Instead of using a particular reading, I used a video that highlighted several areas that were similar to the course overarching outcomes even though it was unrelated

to education. I had already asked students to reflect on the goals of the course twice before, during the first week and after 5 weeks. This was the final class so I selected this video because I thought it would promote a great discussion. Students felt they would be courageous leaders, build a team, and use the vision and data to create a just cause that people in their teams would join. This was amazing! This was a video on business and the discussion was completely focused on this education course!

To manage the discussion, I had students watch the video and write 4 key points and how these reminded them of what was learned in the course. After that, I asked for four volunteers to engage in a discussion in a fishbowl. After about 7-8 minutes, I asked the rest of the class to join in the discussion.

Everyone participated. The video was a great choice. The discussion was rich and gave me great insight as to what students had learned through the course. I took notes as they shared thoughts and then I used them to reinforce how as a collective they demonstrated how they had met the goals of the course.

I asked students what they thought of the activity and they said they would use that themselves in their classroom. I was also being observed at that time and my professor loved the activity! I will use this activity again and also the Quote in the Hat activity to start discussions. These were new to me. I am excited about next quarter!

Reflection Sample 3: Module 2F Helping Students Persist in Their Studies

The technique I decided to use is to give more student choice in assignments so they could feel that the assignment was more relevant to them. I set up an activity where students would choose which area of the topic they wanted to research and present to the class. Therefore, students formed groups according to their area of interest. I gave them suggested websites for the research and even provided a guide as a resource but it would be up to them to choose the sources. I had written the topics on the board and students had to write their names under each. I only had three slots per topic so some students would not be able to write their name unless I let 4 be in a group. I think that this helped students get up and write their names quickly.

One of the challenges though was that students took a long time preparing the presentations but they were great. They addressed all the requirements and it was great that they were learning from each other.

Next time I will give more guidelines to avoid extending the time beyond what was planned. I will remind them that they should have been already familiar with the topic so this was supposed to be a quick review. Next quarter, I will highlight this during the session before this one so students come better prepared.

Reflection Sample 4: Module 2G Embracing Diversity in Your Classroom

I chose the Technique for setting rules for classroom discussion. I chose this activity because last semester I felt that I had set the tone for the class but I wanted students to own the behavior of the class as a community. I told students that we were a learning community and as such we needed to agree on a set of rules that we could all agree to abide by. First, I had students come up with five behaviors that they wanted to see in class. They did this individually, then they discussed them in small groups and then in two groups. Each time they had to decide on the three most critical. Once they finished we had one group come up to the front of the class write down their rules and explain them to the rest of the class. Then the other groups followed and checked those who were the same as theirs and write down those who were similar. In the end, we put them together and came up with our norms. These were the rules they came up with:

- Be respectful of others and always assume positive intentions. No put-downs.
- Be present and stay focused; no side conversations.
- Come prepared and be punctual.

The statement: “No side conversations” became a hot discussion. Students do not like to be distracted and other students like to talk at their tables. They finally agreed that if there was something they needed to say, they had to share with the whole class. Later in class, this happened so the group took charge and asked them to share what they were saying. It was great!

I will incorporate this again at the beginning of each course. I had not done it before and I think there is great value in doing that. All voices were heard.

Reflection Sample 5: Module 4B Using Concept Maps and Other Visualization Tools

The technique I decided to use with my class was “The Concept Map.” Students had a difficult time making some connections in the area of Communities of Practice and after they submitted an assignment, I thought it would be a good idea to reinforce the concept by engaging them in this activity.

The first thing I did was to talk about what Concept Maps are and why we use them. I used a Concept Map to review the Equity Gap Process that they are very familiar with. Then I modeled how to develop a Concept Map based on the Cycle of Inquiry. It started with the Equity Gap. I had a list of key concepts. Then by asking them to help me as I used guiding questions we completed a map. After that, I showed them a completed Concept Map that matched what the Performance Assessment required of them. Only then, we continued with the Communities of Practice Activity. They worked in groups of three and created their concept maps.

Students appreciated using Concept Maps. They thought they brought more clarity to the assignment and also to the other concepts discussed. They felt better prepared to take the Performance Assessment. There are two students in the class that took the assessment before they took this class. They told their peers that they were lucky that I was their teacher because I made the concepts so clear. They specifically talked about the Concept Map and how helpful this would be to them. After class they told me that they loved my class and that I always use engaging strategies that help them learn. Thank you ACUE!

For this activity, I probably would do the same thing next time. Although the map that I created with students and the one that I had developed prior to class were a bit different from each other, I think that by doing it with them and in front of them, we had the same effect of “brain imprint” as when we take notes by hand.

I am attaching the Concept Map I created and some pictures.

Reflection Sample 6: Module 4C Teaching Powerful Note-Taking Skills

I chose to use the strategy of providing Skeletal outlines. I developed two specifically for the task at hand. Although I was not lecturing myself, students had to listen to a couple of webinar sections. I thought that by providing them these tools, they would be able to concentrate on the most important points. I also thought it would help students be more engaged since the content of the webinars was interesting but delivered in a very monotone way.

First, I introduced the topic of note-taking. I used some of the tools provided. I told them that I did not want them to use technology and asked them why they thought I was asking for that. We had a great discussion regarding the power of writing with a pen, brain imprinting, and more. Once we started the lesson, I stopped the webinar several times to signal some of the points made, to let students process the information, and to ask students questions or allow for their questions. We debriefed at the end of the lesson.

Students were very engaged, actually more engaged than I thought. They were taking lots of notes and one of the students asked me if she could use additional pages which of course I told the class they could. After we were done, I asked students to process the activity itself (a metacognitive check) and they thought it was an extremely valuable experience.

I didn't think the results would be so positive. It's just note-taking and a boring webinar! But they were very thankful for the experience.

Next time, I will make sure students know they can use additional paper if needed from the start but I will probably tell them that not all information needs to be written down. I will continue using the other tools in this lesson. I will definitely keep using the introduction of the activity and purpose and the debrief. It gives me great insight as to the students' opinions and if it was a helpful learning experience. I will use this strategy again.

Reflection Sample 7: Modules 3A/3B Using Active Learning Techniques in Small and Large Classes

I used a similar strategy than Think Pair and Share. I used an activity that I called Data Triads. I wanted students to specifically refine their thinking on 2 sources of data: Data used to Introduce

a Problem of Practice, and; data they would use to Monitor Progress on implementation of your Evidence-Based Strategy.

I started by sharing the purpose of the strategy with students and the process. It was as follows:

Purpose: This protocol is useful for getting and giving feedback on work in progress – for example, revising curriculum, constructing assessments, or developing policies.

Process:

Preliminary Step – Forming Groups (about 5 minutes)

- 1. Form small groups of 3.
- 2. Have participants decide who will be A, B, and C in their triad.

Step One – Round One (about 15 minutes)

1. A is the presenter in this round. This person describes an aspect of professional practice.
2. B is the discussant in this round. This person listens and responds to what A is saying with a comment, question, example, or detail building on what A is saying.
3. C is the observer in this round, listening quietly, saying nothing, and taking notes. After A and B have talked, C summarizes what they have said, adds comments, and presents some conclusions.

Step Two – Round Two (about 15 minutes) Participants change roles so that each triad has a new A, B, and C, who perform the functions under Round One.

Step Three – Round Three (about 15 minutes) Participants change roles so that each triad has a new A, B, and C, who perform the functions under Round One. Reflections & Debriefing (about 10 minutes)

My classes are generally small but if I had a large class I would use the Think-Pair-Share and Square often. I would also use the answer cards and technology to help keep students engaged. After the activity, I asked the groups to share with the whole class:

How was the process?

What did you learn? How did it help you refine your thinking regarding the data?

Would you use this activity and why?

I called it a Metacognitive Check.

The answers were very positive. Students liked having an opportunity to explain their thinking and having two people help with that. They also mentioned that they were highly engaged and as a student put it, “I had no other choice but to engage.” There were no negative responses.

This was the first time I used this strategy. It was highly structured and it took about 40 minutes. I feel that starting with the purpose and ending with the metacognitive check was extremely valuable. I will explore other strategies like the Jigsaw and the Analytical teams next.

Activities Samples

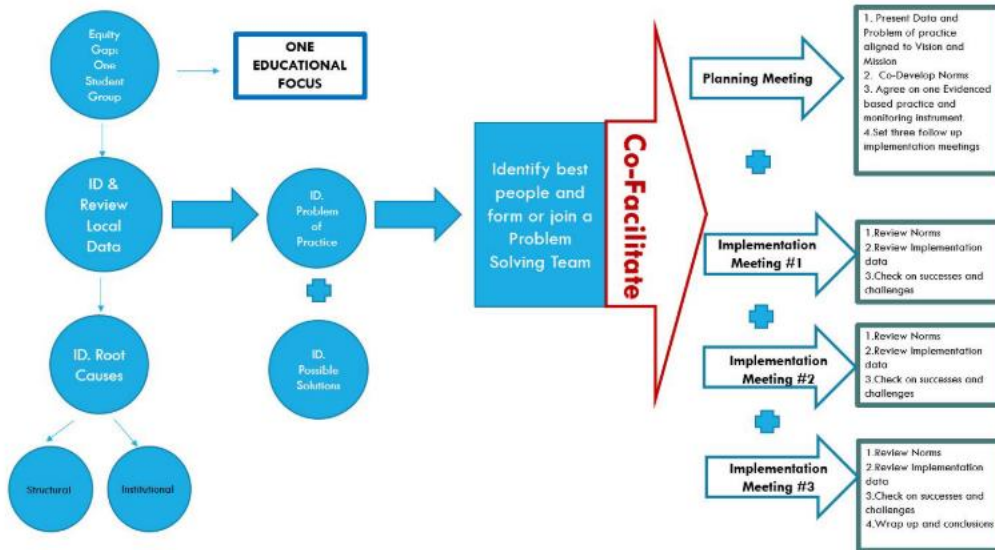
Sample 1. Module 5C Providing Useful Feedback: Excerpt from a Peer Assessment Module

The screenshot shows a digital form interface for a peer review. At the top, the title is "Peer Review For the Signature Assignment: Continuous Learning" with a folder icon and a star icon. On the right, there are icons for a smiley face, an eye, and a gear. Below the title, there are two tabs: "Questions" (active) and "Responses" (with a badge showing "31"). The form contains three sections, each with a title and a list of checkboxes:

- Educational Focus ***
 - Quantitative Data
 - Qualitative Data
 - Contributing Factors
- Research ***
 - Supporting Research
 - Recommendations from Research
- Problem of Practice ***
 - Clearly Defined

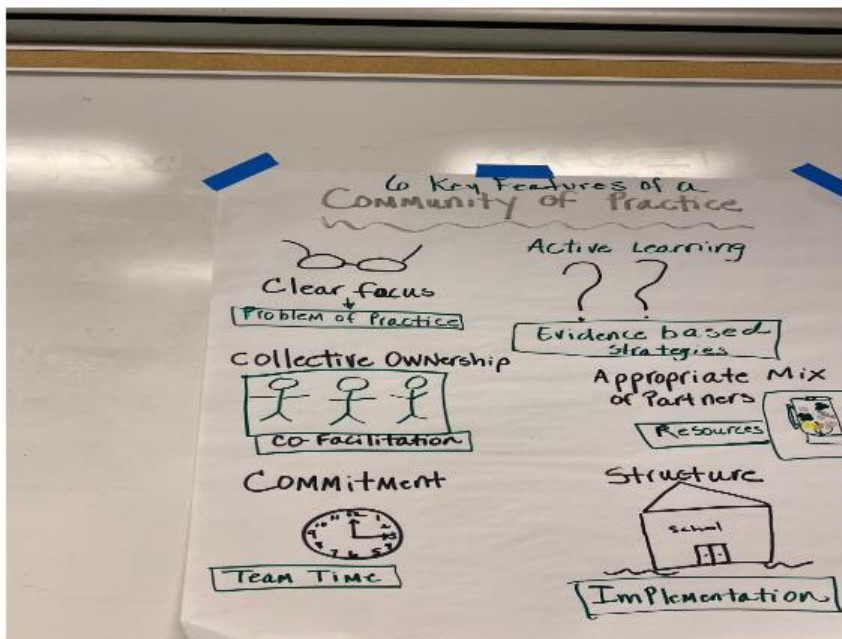
On the right side of the form, there is a vertical toolbar with icons for: a plus sign, a document icon, a text icon, an image icon, a video icon, and a list icon.

Sample 2. 4B Using Concept Maps and Other Visualization Tools – PowerPoint Slide and Student Sample



Concept Map completed before class

STUDENTS CONCEPT MAPS



Sample 3. Module 2A Leading the First Day of Class: Overview of the Course PP Slide

OVERVIEW



Sample 4. Module 2A Leading the First Day of Class: Syllabus Reconnaissance and Reciprocal Interview PP Slides

SYLLABUS RECONNAISSANCE

- ✓ Highlight 5 things you think everyone should pay attention to
- ✓ Discuss with the people around you and compare
- ✓ Let's discuss as a group



RECIPROCAL INTERVIEW

1. What are your goals for this course? To learn new skills? To become better educated? To learn the subject matter? To fulfill a requirement? To get a good grade? To apply your learning to other aspects of your life? Something else?
2. How can I best help you achieve your goals? Lectures, exams, discussions, practice work, group activities, office hours? (Think back to excellent professors/courses you have experienced.)

Sample

5. Module 2F Helping Students Persist in their Studies: Student Self-Assessment Snapshot

Name _____

Date _____

CalAPA Cycle 2 Performance Assessment Guide Quiz

1. The CalAPA design was based on work by the
 - a. University of San Diego
 - b. State of Massachusetts
 - c. California Department of Education
 - d. All the above
2. Equity-driven leaders
 - a. Build and support communities of practice
 - b. Analyze the progress of professional learning
 - c. Reflect on areas for improvement
 - c. All the above
3. CalAPA Cycle 2 has four steps. List them.
 - a.
 - b.
 - c.
 - d.
4. How many meetings are you required to have with your new Community of Practice?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
5. Each video must be no longer than