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ACUE Reflection

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ACUE Reflection Summary

Criteria	Meets	
Description of the technique and explanation of why it was selected	Name a technique from the module, describe how it was implemented, **or** explain why it was chosen	Arrive early to set up technology – selected to avoid technology issues Greet students as they walk into the classroom – selected to try to learn students names and build a relationship with students, try to be more approachable Use an icebreaker – get to know students; get students to know one another Present a mini-lesson – set course expectations (model what a typical course would look like); let students know what type of content would be covered and allow them to connect with the course topic Assign a syllabus activity – review the syllabus while also explaining course policies
Successes and challenges encountered	Describe successes or challenges, including student responses to the use of the technique	Arrive early to set up – this worked well, although I arrived about 45 minutes early which may have been too much time! Greet students – this started out a bit awkward, and as more students walked in, I wasn't able to keep up. But overall, I think the approach was useful in helping to introduce myself to the students who were early. Use an ice breaker- I asked students to pair up with someone they didn't know and introduce them to the class. This worked well, although next time I will provide better questions for introductions. I asked students to explain why they are pursuing an MPA degree and most of them said "to get a better job". As true as this may be, I was looking for what drove them to public service, and this could have been clarified further. Present a mini-lesson and assign a syllabus activity- I actually combined these two approaches. This is a Policy Analysis class, and a syllabus can be seen as a policy document. So I broke up the class into groups and had them do a "mini policy analysis" and explain who was affected by each policy, why the policy was in place, and what could be used to know if the policy was effective. From there, I reviewed any questions that the students had, and then went into an explanation of the policy analysis process, linking back to the mini analysis they just did. I think it worked really well.
Plans for refinement	Specify how the technique(s) from the module will	I discussed a few of these items above including arriving a bit later, and asking more tailored questions in the introduction. For the policy analysis assignment, I might

	be used or adjusted	give them more of an opportunity for questions during this time.

Criteria	Meets	
Selection and implementation of technique from first module	Names the technique, explains how it will be implemented, *or* shares the reasons for selecting it	Use an engagement trigger – this strategy was selected because I personally have difficulty opening class in a way that stimulates interest in the course material, particularly in courses focused on topics that students can't directly connect to their jobs. Facilitate a student-led summary – given that most of my students are working professionals, I find that students best connect with the material when they can see how their learning can be applied. I typically use case studies and other activities to incorporate active learning, but this isn't always acceptable for every topic. Student led summaries may help incorporate discussion and reflection when other strategies for active learning may not be available.
Selection and implementation of a technique from second module	Names the technique, explains how it will be implemented, *or* shares the reasons for selecting it	Begin with an effective opening – this strategy was selected to pique interest in the material, while also using the linking opportunities for closing the class strong
Successes and/or challenges	Describes successes or challenges expected to be encountered, shares expected student responses, *or* provides solutions to address possible challenges	Each of these strategies was also selected for their ease of implementation, as they're generally ease components to add to an existing class but can have a significant effect in addressing some of my personal challenges. Of the three strategies selected, engaging students with interesting stories is perhaps the most challenging for me, as it's often hard to gauge student experience (especially in a new class) to understand what they will find interesting enough to connect with. For this reason, using question and problem-solving strategies for opening and closing may help students to take ownership of the material.
Plans for implementation	Describes the next steps to prepare to implement the technique as described above and shares the reason for taking these steps, *or*	I would like to implement these changes in my classes in the upcoming quarter. Asking students questions may be more effective in the beginning of the quarter as I get to learn the dynamic of the class, and their individual interests. As time progresses, I can start to try to implement story telling as an engagement trigger, and use student led summaries to close out the class.

	provides the timeframe for implementation	

Criteria	Meets	
Selection and implementation of technique from first module	Names the technique, explains how it will be implemented, *or* shares the reasons for selecting it	Use analytic teams for problem solving analysis. This was selected for particular use in my policy analysis class where analytic teams seem like a useful strategy to keep on track while also ensuring there are a variety of critical view points in the discussion. Students who are inexperienced tend to keep the group mentality, and this strategy seems to help promote a diversity of ideas.
Selection and implementation of a technique from second module	Names the technique, explains how it will be implemented, *or* shares the reasons for selecting it	The second technique is the use of the Active Learning Cycle. I think I was generally doing this already, but skipping the concept exploration component, which left students feeling disconnected and bored.
Successes and/or challenges	Describes successes or challenges expected to be encountered, shares expected student responses, *or* provides solutions to address possible challenges	I don't foresee any major issues with analytic teams, and I think they might actually help contribute to more concrete dialogue in the classroom even in the online setting. Students tend to dislike online discussion boards and this could be a better way to guide their understanding of what's expected of them. I may have to be creative about ways to do concept exploration, especially online.
Plans for implementation	Describes the next steps to prepare to implement the technique as described above and shares the reason for taking these steps, *or* provides the timeframe for implementation	The next steps for analytic teams would be to add them into my existing discussions online (I think I can currently do that). Concept exploration could be integrated into my classes if I have materials available, but I'll be sure to try to outline the three aspects of the active learning cycle when I do my future lesson planning.

Criteria	Meets	
Description of the technique and explanation of why it was selected	Name a technique from the module, describe how it was implemented, **_or_** explain why it was chosen	Technique: Provide Opportunities for Student Interaction As an online class with minimal synchronous instructor/student or student/student interaction, this technique was implemented to increase student success in online learning. We used virtual group office hours, where I went over some of the most challenging materials for about an hour while also allowing students to work on sample problems during the session. About 15 students were in attendance for the session, and students shared work from their own projects with each other.
Successes and challenges encountered	Describe successes or challenges, including student responses to the use of the technique	This generally felt like a live class more than office hours. Students were relatively engaged during the session, and I think it was a well-selected approach for this type of content (introducing statistical inference) as it's generally a bit more challenging for students. One success was the number of students in attendance (15 represents about half the class). I think this was successful due to the timing (Saturday morning at 9:00am) when most students were not at work, as these are mostly graduate students and working professionals. One challenge is getting students to interact on the Zoom platform, versus just listening to me speak.
Plans for refinement	Specify how the technique(s) from the module will be used or adjusted	This was the first time I attempted this approach, and I found it to be useful for this type of content. I'd like students to be more familiar with the material before the session, so in the future I will let students know that they should come prepared with something to discuss (maybe a sample problem, for example). I think having a quiz before-hand (maybe even an un-graded survey) would also be useful to emphasize points where students are struggling. I think two to three of these sessions a semester would be valuable.

Criteria	Meets	
Description of the technique and explanation of why it was selected	Name a technique from the module, describe how it was implemented, **_or_** explain why it was chosen	Use early in-class, nongraded assignments One of the first assignments (the data point) that students complete is a policy brief. Most students are uncomfortable with the assignment, having never written this type of paper before. During class time, I had students work in small groups to complete one portion of the assignment (using a mock topic) to walk them through the steps. The nongraded activity also mimicked the rubric for the assignment, and we went over each section together.

		Assess students early to give them a "data point" I assess students early with the policy brief. This is about 20 percent of their grade, but they have several opportunities for peer-review and practice before the assignment is due.
Successes and challenges encountered	Describe successes or challenges, including student responses to the use of the technique	The non-graded assignment (in class activity that was turned in) was useful as students felt more comfortable walking through the steps in completing the assignment.

I'm not sure yet how the early "data point" will go. I fear that the assignment may be worth too many points for this to be helpful, and that I'll end up having to curve the grades. |
| **Plans for refinement** | Specify how the technique(s) from the module will be used or adjusted | The non-graded assignment went well, I plan on using this more for other sections of the class. I also implemented this with the "exit ticket" strategy for class discussions. |