



Center for Teaching Excellence Hampton University Teaching Matters

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Teaching Excellence Related Links

◆ Bloom's Revised Taxonomy
<http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm>

◆ TechLearning – Free subscription
<http://www.techlearning.com/>

Other Useful Links

◆ Stimulus Funds from the U.S. Department of Education
<http://www.ed.gov/news/pressreleases/2009/03/03072009.html>

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◆ Assessment Effectiveness and Evaluation

Some A, B, C's of Successful College Teaching

By Lillie Calloway

ACCCEPTANCE – Accepting students where they are and helping them to reach where they should be is probably one of the greatest challenges we face as teachers. We have developed a syllabus designed to allow us to teach a certain body of knowledge to our students which includes a timeline for us to accomplish this task. If we have a comprehensive departmental final examination, we feel a certain urgency to definitely follow our syllabus. We must, however, remember that teaching implies learning on the part of our students, and if background knowledge is weak or missing, we must revisit it. Otherwise, the end result may not be positive. In some disciplines, this is more important than others. It is very easy to blame the students for lack of preparation when, in fact, it may not be their fault at all. Many of the state-mandated tests which address minimum standards have given students the impression that they are well-prepared for college when they pass them.

BLOOMING – Benjamin Bloom identified three domains of educational activities - cognitive or knowledge, affective or attitude, and psychomotor or skills. Most educators relate to the cognitive domain, but how often do we think about this domain in our planning, teaching, and assessing? How concerned are we that our students move beyond the knowledge and comprehension levels to the application level, at least? Actually we must take our students to the levels of analysis, synthesis, and evaluation if we want them to become the critical thinkers needed to meet the challenges of the future. Knowing, understanding, and using a skill may provide students with great grades if those are the levels we address in our planning, teaching and assessing. However, good grades do not necessarily mean critical thinking is taking place. We must take the time to incorporate experiences for our students which will expose them to analysis, synthesis, and evaluation experiences. They deserve this.

CHANGE – Educators are constantly challenged to “change with the times” to meet the needs of the students, but how does this change look? Does it simply mean changing your syllabus by reordering the topics? Does it mean changing your text, or does it mean changing to new pedagogy? It can mean all of these things, but it should also take into consideration your strengths and passions. If you have realized success using group learning, such as cooperative learning, don't stop! If you enjoy, and are successful, using case studies, don't stop! If you like to have student participation, such as going to

the board to solve problems or answering and asking questions and having exciting discussion, don't stop! Instead, keep these tools in your toolkit and also add new strategies to better meet the needs of your students. Change is good, but must be made with much thought and preparation. As you begin this academic year, accept your students, expose them to all levels of Bloom and try some new pedagogy. Your students will thank you.

Designing Effective Assessments: Q&A with Trudy Banta

In their new book, *Designing Effective Assessment: Principles and Profiles of Good Practice*, Trudy Banta, Elizabeth Jones, and Karen Black provide assessment profiles from a wide variety of institutions and units. In advance of her online seminar titled **Principles and Profiles of Good Practice in Assessment**. Dr. Banta answered a couple questions about the book.

Q: In doing the research for your book, what surprised you? Are there things that you came across that you hadn't before? One-hundred forty-six assessment examples were sent to us, and we used all of those in one way or another in the book. I think it's a pretty fair sample of what's going on in higher education assessment. Yet most of the programs that we looked at had only been underway for two, three, or four years. When we asked what the long-term impact of doing assessment and using the findings to improve programs had been, in only six percent of the cases were the authors able to say that student learning had been improved. The rest said things about improving processes, such as better teaching methods, better advising approaches, better faculty development programs, or about putting more resources into a program. None of those things is the real outcome that we seek—the improvement of student learning.

Q: What roles should academic leaders play in assessment? What does it mean to be a leader of assessment? The first thing for an academic administrator to do is to make it plain that they value data and are not willing to accept anecdotes and opinions only as support for an idea. When faculty approach you with a proposal, ask them to show that there is a need for this, just as if it were a research problem. When you are considering some new research, you want to review related literature and find where the approach you propose fits in the context of work underway or already completed. It could be that somebody has already done it, and it's not so important to replicate it. So as a leader, you ask, "What evidence should we collect to show that things will be better if we carry out your proposal? Will students learn more, or will they be more satisfied if we do this?" Always ask for data and help faculty see that assessment is important in the work they do. We always want to be checking, assessing, and evaluating to see if we're accomplishing our goals. If our data say we are not accomplishing our goals, then what are we going to change? It's amazing that sometimes even just in planning to do assessment you discover things that make you want to change something. Let's say that we know that we want to develop students' values and ethics, so we ask everyone in the department to indicate whether they teach values and ethics. Is it a strong component of what they teach, do they

teach it at all, or is it somewhere in the middle? Lo and behold, we find that although we say values and ethics are important, there's only one course where they are even touched on. Right away faculty can say, "We need to correct that. We either need a new course, or we need three courses that are going to emphasize values and ethics. We definitely need to do more." This is something that you can say needs to be changed without ever gathering any data from students.

Announcements

Integrative Learning: Addressing the Complexities

October 22-24, 2009

Atlanta, Georgia

AAC&U proudly announces its second meeting of the academic year, **Integrative Learning: Addressing the Complexities**, at which participants will discuss: How can students best learn to apply their knowledge and skills to new situations? The conference will offer sessions for participants to examine the types of activities that allow students to address the complexities inherent in disciplinary and cross-disciplinary learning, in applying their knowledge to novel circumstances, and in engaging diverse perspectives, in campus, community, and work environments. Participants will discuss what faculty, student affairs educators, and administrators can do to build more authentic learning experiences that will help students develop integrative capacities over time.

2009-2010 Network for Academic Renewal Conferences

Educating for Personal and Social Responsibility: Deepening Student and Campus Commitments

Minneapolis, Minnesota—October 1-3, 2009

Integrative Learning: Addressing the Complexities

Atlanta, Georgia—October 22-24, 2009

General Education and Assessment: Maintaining Momentum, Achieving New Priorities

Seattle, Washington—February 18-20, 2010

Faculty Roles in High-Impact Practices

Philadelphia, Pennsylvania—March 25-27, 2010

For more information, please access the AAC&U website at www.aacu.org.

Call for Proposals

The **AAUP** invites individuals and teams to submit proposals for our annual Conference on the State of Higher Education. The conference will take place from June 9 to 12, 2010, at the Omni Shoreham Hotel in Washington, D.C. International participants are particularly invited to take part in the conference. Washington's museums, monuments, theater, and restaurants and pleasant June weather make this a great time to visit the city as well.

Presenters are invited to propose a wide range of issues related to academic freedom, governance, faculty work life, rights, and responsibilities.

The AAUP conference receives extensive coverage in the educational press, often including coverage of individual papers at sessions of interest to the press; selected papers from the conference will be published in the *AAUP Journal of Academic Freedom*, a new online journal distributed to 355,000 faculty

Deadline for submission of proposals: October 31, 2009. Learn more about the conference and see the guidelines for proposals.

The AAUP Online is an electronic newsletter of the American Association of University Professors. Learn more about the AAUP at www.aaup.org.

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The **Lilly Conference on College and University Teaching** in Greensboro, NC will be held at the Joseph S. Koury Convention Center near the University of North Carolina at Greensboro campus on February 5-7, 2010.

[Call for proposals](#) is now open! The deadline for proposals is November 9, 2009. Lilly Conferences are retreats that combine workshops, discussion sessions, and major addresses, with opportunities for informal discussion about excellence in college and university teaching and learning. Internationally-known scholars join new and experienced faculty members and administrators from all over the world to discuss topics such as gender differences in learning, incorporating technology into teaching, encouraging critical thinking, using teaching and student portfolios, implementing group learning, and evaluating teaching. For more information, please access the conference site at <http://www.uncg.edu/tlc/lillyconference>.