



Evaluating Teaching Effectiveness Task Force

December 30, 2015

Overview: Course Development and Instructional Innovation

Objective: Improve teaching effectiveness through *course development and instructional innovation*

COURSE DEVELOPMENT

- Initial development; then cyclical, dynamic, on-going process of continuous improvement
- Connected to previous and subsequent courses taught in program/major
- Support student learning; engagement and interaction
- Appropriately challenging; discipline specific; invite deep, meaningful learning
- Desired learning and performance outcomes are identified, measured, met;
 - Process: define outcome, identify approaches to measure outcomes, set acceptable standard of expected outcome (e.g. benchmark), determine assessment
 - Suggested best practices: *course mapping*; link core curricular competencies with subsequent course objectives, learning strategies, and final endpoint. *Backwards design. Cluster of courses re-designed.*
- Core curricular competencies identified
- Assess student baseline characteristics

Ried, L. D. (2011). A model for curricular quality assessment and improvement. *American Journal of Pharmaceutical Education*, 75(10), 1-9.

See TILT website: <http://teaching.colostate.edu/tips/index.cfm?category=9&subcategory=0> or <http://teaching.colostate.edu/guides/bestpractices/> for additional tips and articles.

INSTRUCTIONAL INNOVATION

- Definition: Creativity is subjective, making it difficult to measure. Innovation is completely measurable.
- Can be innovative use of existing or new pedagogy/andragogy, product, etc.
- Adds to body of knowledge
- Assessment of innovation important
- Research indicates that innovative teaching performance has four competencies (learning competency, educational competency, social competency and technological competency). Findings indicate that teachers' educational competency, social competency and technological competency were positively related to their innovative teaching performance.

- Supportive relationship with colleagues is important for teachers' innovative teaching performance

Stam, M., Miedema, W., Onstenk, J. Wardekker, W., Ten Dam, G. (2014). Researching how and what teachers learn from innovating their own educational practices: The ins and outs of a high-quality design. *International Journal of Qualitative Studies in Education (QSE)*.

Zhu, C., Wang, D., Cai, Y., Engels, N. (2013). What core competencies are related to teachers' innovative Teaching? *Asia-Pacific Journal of Teacher Education*, v41 n1 p9-27 2013. 19 pp.