

Teaching effectiveness: tips on pursuing excellence in teaching and learning.

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Addressing Problems

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Think-Pair-Share Prompt: Compare and contrast the following terms that relate to student assessment

Learning

Understanding

Performance



A Consistent Approach

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- **Learning:** acquiring new knowledge and storing it in long-term memory
- **Understanding:** using knowledge to solve novel problems
- **Performance:** the act of accomplishing a task



Teaching effectiveness

- becomes excellence through prolonged, intentional efforts to improve student learning
- not synonymous with student learning.



Some solutions

- What are appropriate tools to properly evaluate teaching effectiveness?
- What are NOT effective tools/techniques?



Some solutions

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Think-Pair-Share prompts:

- How to respond to critical feedback to best address teaching effectiveness?
- How to prepare documentation to demonstrate effective teaching?



Some options

- Teaching Portfolios
- Peer evaluation/mentoring of teaching



Task Force Assumptions

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- Community of teachers and scholars
- Promote student learning and success
- Evaluations should be conducted within the context of faculty governance
- Evaluation requires
 - departmental commitment
 - significant investments of faculty time



Task Force Recommendations Colorado State University

- Good teaching should be rewarded
- Evaluated using
 - evidence-based approaches
 - multiple sources of evidence and tools
 - involve a peer-review process
 - Reflective statement
 - Appropriate to discipline



Task Force Recommendations Colorado State University

- There should be recognition of
 - professional development activities related to teaching and learning



Resources

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- TILT website
 - Task Force Documents
- 2016 PDI website
 - Documents uploaded for this MTI Workshop

