



## Faculty Book Study

Spring 2018

### Mission

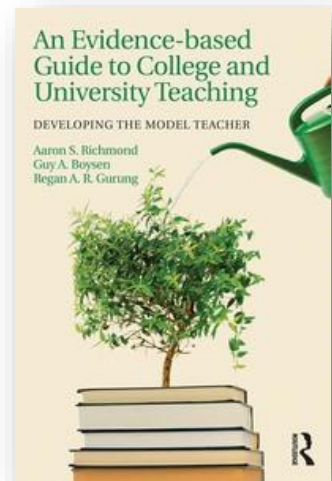
The mission of our Teaching for Excellence book study is to bring responsible faculty committed to lifelong learning together to discuss a pedagogical book and best practices to increase student engagement.

### Book

Richmond, A. S., Boysen, G. A., Gurung, R. A. R. (2016). *An evidence-based guide for college and university teaching: Developing the model teacher*. New York, NY: Routledge.

### Learning Objectives

- Outline the six model-teaching criteria.
- Evaluate the consistency of current teaching practices with the model-teaching criteria.
- Establish goals for increased consistency with the model-teaching criteria.



## Discussion 1: February 5-8

### Reading

- Chapter 1 – Why do we need model teachers?
- Chapter 3 – How do we train model teachers?
- Chapter 4 – What instructional methods do model teachers use?

### Discussion questions

- Chapter 1
    1. What are your initial impression of the six model teaching criteria? Is anything missing or anything you do not think needs to be on the list?
  - Chapter 3
    2. Was your training to be a college teacher sufficient? What explains why it was or was not sufficient?
    3. What aspects of your teaching have changed over the years due to continuing education in pedagogy? What has not changed? Why?
    4. How do you keep up to date in your field? What challenges do you face in doing so?
    5. What model criteria in this area are you most and least consistent with? How could you improve those that are least consistent?
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- Chapter 4
    6. Pick one of the courses that you frequently teach. What is your instructional method for this course and why have you selected that method?
    7. Perhaps the most well-supported claim in this book is that students need to actively think about course material in order to learn: Which of your instructional methods do you think most effectively and least effectively inspire active thinking among students?
    8. Model teaching involves many varied behaviors (see Table 2.2). How do you think teachers and students would rate these behaviors in terms of importance?
    9. Teachers have considerable power over students. What are the fundamental rules you follow to ensure that your behavior toward students is ethical?
    10. What model criteria in this area are you most and least consistent with? How could you improve those that are least consistent?
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## Discussion 2: March 5-9

### Reading

- Chapter 5 – What do students learn in model teachers' courses?
- Chapter 6 – How do model teachers assess student learning?

### Discussion questions

- Chapter 5
    1. How is essential content determined in your field and how does this translate in to learning goals for your program and your courses?
    2. If the university surveyed graduates in 10 years, what liberal arts skill do you think they would value most in their work and in their lives? What could be done to better prepare students to use this skill after college?
    3. Does your teaching put more emphasis on discipline-specific content or skill development? What explains the emphasis?
    4. How do the skills of cultural competency and ethical decision making relate to your discipline and how do you teach them in your courses?
    5. What model criteria in this area are you most and least consistent with? How could you improve those that are least consistent?
  - Chapter 6
    6. If representatives from the university's accreditors walked into your classroom at a random point in the semester and asked for a measurable learning objective for the lesson you were on, could you provide it? Could your students? Why does it matter?
    7. The chapter emphasizes designing courses by (1) setting objectives, (2) designing evaluations, and (3) planning lessons. If you were designing a new class, would you use this "backward design" method? Why or why not?
    8. How do you provide students with useful formative feedback so that they can determine if their learning efforts are successful?
    9. What do you think students would say about the usefulness of the feedback you provide them on their learning and performance?
    10. The accreditors are back! It is the end of the semester and they want evidence that you objectively assessed student learning (e.g., test or rubric scores) and used the outcomes to make course improvements. Could you provide it? If yes, what would you provide? If no, what needs to happen so that you can provide that evidence?
    11. If you won a grant that allowed you to conduct any scholarship of teaching and learning project that you wanted, what would it be?
    12. What model criteria in this area are you most and least consistent with? How could you improve those that are least consistent?
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## Discussion 3: April 9-12

### Reading

- Chapter 7 – How do model teachers construct syllabi?
- Chapter 8 – How do model teachers use student evaluations?
- Epilogue

### Discussion questions

- Chapter 7
  1. Syllabi have varied functions – contracts, permanent records, communication devices, and learning tools – which of these roles do your syllabi most effectively accomplish?
  2. If students never met you, what would they think about you and your courses based on the syllabi alone?
  3. How could you change your syllabi to make them more attractive and give them a more positive tone?
  4. Model teachers provide “complete” course information in syllabi, but this practice prompts strong resistance from some faculty. What are the advantages and disadvantages of providing a complete syllabus to students?
  5. What model criteria in this area are you most and least consistent with? How could you improve those that are least consistent?
- Chapter 8
  6. What are the most important changes you have made to your teaching or your courses based on student feedback?
  7. What methods do you use for reviewing and utilizing feedback from summative student evaluations? Are your methods reliable and valid?
  8. Do you ask students for feedback before the semester ends? If yes, what formative evaluation methods do you use? If no, what method would be most useful to you?
  9. There is some reason to believe that Amazon’s customer ratings are biased and unreliable, should they be eliminated? There is some reason to believe that student evaluations are biased and unreliable, should they be eliminated?
  10. What model criteria in this area are you most and least consistent with? How could you improve those that are least consistent?
- Epilogue
  11. What is one specific change that you can commit to for next semester that would increase your consistency with the model teaching criteria?
  12. What can you do to ensure that you follow through with the commitment?

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## Meeting 4: Date TBD

Join your book study colleagues for an author event.

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