

# TEACHING EFFECTIVENESS PORTFOLIO



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# Teaching Effectiveness Portfolio

## Introduction

In our professional career as teachers, we are often asked to document our teaching performance for our tenure, promotion, or performance reviews. This seems like a task that we should be able to accomplish easily given that we have been exposed to teaching as students and faculty for many years. However, when we start to prepare our documents, we often experience dissonance. For instance, how do we go about documenting teaching effectiveness? What should we include in the portfolio we submit? Even though Northern Kentucky University's Faculty Handbook provides clear guidelines for documenting and assessing of teaching effectiveness, it only lists the items that can be included in the documentation. The handbook provides no guidance or details as to how to present your documentation in the most effective way.

We believe this phenomenon happens because it is so difficult to define what we mean by teaching effectiveness. When we say someone's teaching is effective, what do we really mean? Are we referring to whether students in the course have learned something and if so, how much? Are we referring to whether students in the course have performed exceptionally on their tests or assignments? Are we referring to whether students have applied what they learned in the course to their work or their life? Are we referring to whether students have developed or grown as a result of the course? Are we referring to whether students in the course have been engaged with their own learning? What is the answer?

What about assessing teaching effectiveness? If you are a committee member, chair, dean, or provost reviewing someone's teaching, how can you tell whether someone has been effective? Probably the most convenient or accessible way to assess is to review students' course evaluations. Do those evaluations tell the whole story of our teaching though? The common pitfall we see in assessing teaching effectiveness is relying or depending on a single measurement of teaching effectiveness. No matter how convenient or assessable that assessment might be (e.g., student or course evaluations), one assessment is insufficient to capture the breadth and depths of a faculty member's efforts.

Having visited all the difficulties associated with documenting and assessing teaching effectiveness, what is to be done? Do we simply throw up our hands and say, "What's the point?" or do we try to make a multi-faceted way to document our teaching?

Perhaps we should start off with our own definition of teaching effectiveness as part of our teaching philosophy. Even though the concept is multidimensional, it should not preclude us from defining in our own terms what we mean by teaching effectiveness.

In fact, if faculty members establish their own clear objectives and goals of teaching, it would guide them in determining what information or evidence needs to be present to demonstrate whether the objectives have been achieved.

For example, one of our colleagues defined his teaching effectiveness as attempting to nurture and equip students to become life-long learners who are able to accurately assess the quality of their own work as well as the work of others. This definition assumes a number of dimensions - life-long and self-directed learning, skill acquisition, motivation, and objectivity, but it helps the assessors ascertain how effectively he/she has met the established criteria, and it guides the assessor in providing feedback on the quality of evidence presented in the documentation.

Let's take a grading distribution as another example for assessing teaching effectiveness. Typically, faculty is asked to provide a grading distribution for their classes, but no further guidance is given beyond that. So, assessors are "free" to interpret the data provided without any help from the faculty. What if faculty provides an explanation of the grading distribution? Let's assume the teaching objective is students' learning rather than students' performance. In such a case, the faculty might design the course to help achieve students' learning through students' iterative work based student revisions. We know some faculty might frown on this revise/resubmit idea for students, but

isn't this what we do in our research process? Don't we have our work reviewed by our colleagues/editors, and then we have the opportunity to resubmit after improving our work? Why should we deny our students the same opportunity to learn from their work and improve the quality of their work as a result?

If so, iterative work resulting in a higher grade at the end of the semester (higher performance) is perfectly reasonable. This is an effective way to present how the course design and assessment impact the overall grading distribution of class. The higher grade distribution for this particular faculty makes sense given the objective and methodology utilized.

The teaching effectiveness guideline/template that follows is just that, a guideline. It gives you a variety of examples as to how you can present your teaching portfolio. However, TEEC suggests you spend some time reflecting about factors that might impact the documentation of teaching effectiveness:

Factors to consider when documenting teaching effectiveness:

- Student evaluations whether enthusiastic or not, must not serve as the only evidence of teaching effectiveness.
- Documented student learning is difficult to reliably measure and is often impacted by factors beyond an instructor's control, including student preparation, motivation, and the extent of active participation in the learning activities constituting the structure of the course.
- Assessments such as final exams should not serve as the only evidence of teaching effectiveness.
- The extent to which students will be able to apply their learning in the future - in particular, how well students are prepared for more advanced courses - represents an important facet of many courses. However, drawing clear cause-and-effect connections between teaching and such outcomes is very difficult.
- Context must be carefully considered when assessing teaching effectiveness.

Factors to consider when assessing teaching effectiveness:

- Are the presentations and activities utilized by the instructor appropriately structured to provide ample and timely opportunity for students to achieve the learning outcomes specified for the course ?
- Did the instructor structure a course that was intellectually challenging?
- Did the instructor attempt to motivate student learning including, self-initiated learning?
- Did the instructor set high standards for learning and accurately assess student work in a timely manner?

*How would you use the template once you have created it?*

Once you have decided what you would like to include in the template, you can create your portfolio in several different ways. You could complete the template in one single document. Another way of completing the template would be to create a template folder on your computer. Each section of the template could be kept in a folder within the template folder. This would make it easier to access certain sections of the portfolio quickly.

A Teaching Effectiveness Portfolio has many uses including but not limited to:

- RPT review
- Promotion to full professor
- Performance review
- Application for grants
- Application for awards

In the following section you will be provided with an overview of components that may be included in your teaching portfolio. Each component has a description of the item and why you might include it in your portfolio. Links to examples are also provided for each component of the template.

## List of Topics

### 1. Teaching Reflection

A reflection on your teaching for the year is a really useful way to detail your efforts in and out of the classroom. You may talk about particular classes you have taught (e.g., how you have changed courses, goals, evaluations, etc.) and/or share efforts you may have made at professional self-improvement (e.g., trainings, workshops). In either of the latter cases, you will want to be sure and explain how you use the feedback you received or knowledge you gained has been reflected in your work.

### 2. Course Evaluations

In addition to providing your NKU course evaluations, you may also consider including self-generated reports that track the change in scores or track evaluations over courses over time. A brief explanation of any reports would be beneficial.

### 3. Grading Distribution

Faculty may want or be required to include evidence of grading distribution. When doing so, please be sure to include an explanation or justification of your distribution.

### 4. Course Design

While some elements of course design may appear in the teaching narrative, thinking and writing about specific course design changes can help you to document your efforts in teaching. For example, if you have a new assignment, you can highlight the assignment objectives, provide anonymous samples of student work, and discuss the results and changes you might make for the next course iteration. This could also be used to document efforts in flipping the classroom, new assignments, activities, etc.

### 5. Teaching Philosophy

A teaching philosophy gives you an opportunity to present your general approach to teaching. How do you conceptualize teaching? Learning? How do you justify your particular pedagogy? If you teach in a variety of formats (e.g., traditional classroom, online, hybrid), you may consider illustrating how you adapt your philosophy to each respective domain.

### 6. Student Feedback

Including student feedback (outside of formal course evaluations) can be an excellent way to provide additional feedback about your work with students.

This feedback can come from when they were a student or after they have finished your class/graduated. Examples of student feedback include unsolicited e-mails from students, results of informal mid-term evaluations with notation of how you addressed concerns, and information on past student's successes (e.g., a letter from a graduate stating they felt well-prepared shifting into the working world).

#### 7. Peer Assessment/Feedback

Peer observations of teaching can provide a source of effectiveness data outside of the traditional student evaluation. Should you engage in a peer teaching observation, you may wish to share the insights gained as a result of the process and discuss them in terms of your overall teaching development. Discussing how you may incorporate the feedback into your work as a professor, either practically or philosophically, could be beneficial.

#### 8. Innovation & Creativity

Whether to better engage students, heighten the delivery of information, or expand the scope of course offerings, faculty members often engage in creative, innovative practices. In some cases, that may involve generating new in-class experiences to illustrate specific points. In others, it may entail a new means of employing familiar technology (e.g., Blackboard, Tegrity, YouTube) for classroom purposes or creating a new course/seminar that demonstrates attentiveness to current events or cutting-edge practices. Such efforts could be detailed here.

#### 9. Class Assessments

This section contains examples of assessment surveys of instructor behaviors which can be tailored for your own use. You could discuss the process, your results, and any changes you made based on the assessments.

#### 10. Letters and Correspondences

Letters and other documents that provide evidence of teaching excellence can be great supporting documents for your portfolio. You may have correspondence from former students, faculty or other sources.

#### 11. Awards and Recognitions

Awards and recognitions, from profession associations, the university and other organizations, are a great way to showcase your achievements in teaching. You can include the award (or a copy) and a brief narrative about the award.

## 12. Teaching Samples

Documentation of classroom practices and activities that support learning: creatively designed exercises, projects, programs, etc. that go beyond the usual classroom activities.

## 13. Faculty Development on Teaching

In addition to listing these, it can also be useful to describe why you attended, what you learned, and how you are applying the concepts learned. As documentation, you can present certificates, programs, fliers, etc. Some examples of Faculty Development are: Brown Bag Lunches and TEEC workshops.

## 14. Documentation of Advising Activities

In addition to a description of your formal advising duties, this would also include documentation of letters of recommendation written, online evaluations filled out, etc.

## 15. Documentation of Mentoring Activities

These include independent studies, laboratory and project mentoring, mentoring of student organizations and other types of mentoring, formal and informal.

## 16. Examples of Graded Assessments

Finally, as a means to provide documentation of the expectations that you have of your students, you can include example student work. Doing so allows you to show both the assignment, the quality of student work submitted for that assignment, and the grade and feedback you provide.

## Teaching Reflection

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This document is an “edited” version of my teaching narrative (with all course names & people removed). I use this to provide a brief yet detailed overview of my courses over the past year. I also include a review of any teaching-related professional activities and service I have completed. Finally, I review how well I met last year’s goals and provide new goals for the upcoming year.

Over the course of the 2013-2014 school year I taught 6 sections of Course online; 1 in-person section of Course; 2 sections of Course; and 1 section of Grad Course. Additionally I participated in a variety of professional development workshops to enhance my teaching. Below, I'll review each course, my goals for the upcoming year and the professional development activities I engaged in.

### Course #1

This is the course I have most frequently taught during my time at NKU. I've been teaching this course for over 5 years and I typically teach 2 online sections every semester (including summer) and one in-person section per year.

Last year I did a major overhaul on my online course breaking my classes up into small groups that would allow them to really get to know one another over the course. I believe this really helped engage them and increased their sense of online community. I continued this structure over the last year with success. The other major change I made at the start of last year was to reduce discussion board posts and to add 7 journal assignments. In the bi-weekly journals they are required to do a variety of things such as: read a case and respond to the questions (like before though typically only 2 of the 4 questions); read outside news articles relevant to a course concept and analyze them based on our readings; create a realistic-job-preview, etc. I love this change because they are still doing as much (if not more) writing but they get to incorporate different kinds of writing (some more creative, some more traditional) on a variety of assignments. These activities have been very successful. My students in the online class continue to make great real-world connections in their work showing me that they really are able to understand and apply the material that we are learning.

I am really happy with this course and love to teach it. The online sections are particularly interesting because you tend to have a greater number of post-traditional students who have had more organizational experiences. They bring a lot of great experience and perspective to the class discussions. I get consistently good teaching evaluations in this course. I've heard that online courses can tend to have lower

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evaluation scores and I'm always happy to see that this course has evaluations that are consistent with my in-person classes. In fact, I get more positive, unsolicited feedback from students in my online courses than I do in any of my other courses.

Last summer (2013) I received lower than normal evaluations in my online course. Though I was not particularly concerned with them (there were only a few negative comments and they all centered on the course being "too much work"). I did want to make sure that my students this summer were well aware of the workload before class began. Over a week before my course started I opened the blackboard course and made it available for students to review. In addition, I contacted each student via-email with a welcome letter explaining that though it is a 5-week course, we cover a semester's worth of material. I have always done these two things in the past but I spent much more time introducing the course, discussing the workload and explaining the nature of a summer course. I don't know if these made a difference to students but I did see my summer evaluations increase this past summer.

In the spring I was able to teach Course in-person as well. This was the second time I had taught this class in person in several years. For Course the SLO that is most important (aside from learning the basic theories/approaches) is learning how to practically apply them. We do a lot of group case work and group activities that not only give them the opportunity to artificially practice those skills (here's what I do if I were this manager) but give them actual practice working in groups. At the end of the semester each student works with a team to do a "training class" which requires understanding of the theoretical material, practical application, and good delivery.

I was unhappy with how it went in 2012 so I decided to make a number of changes for 2013. In particular, I wanted much more participation from the class, more active learning activities and less time spent on lecture. I made several major changes to the course this time. On the first day I presented them with two course structure options. I then gave them time to discuss among themselves and choose the course structure they preferred. In the end (and based on their choice) I shifted to online exams to free up more class periods, I doubled the number of in-class actives and I broadened the scope of their final project, giving them an entire hour to present their group project.

The new activities, such as the in-class case studies, role-plays, and group problem-solving activities really improved the amount and quality of participation and discussion in class. Students had more buy-in from the beginning likely because they were given the option to choose the course-style they preferred. However, I was unhappy with both the quality of their work on the online exams and the final projects. This

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upcoming year I will be teaching this course in person more often and plan to refine these two less successful aspects. First, I have switched back to in-class exams. Second, I am going to completely reformat the final group project.

### Course #2

The second class I taught this past year was Course2. Despite being an X scholar, this is my favorite undergraduate class to teach. I love Course2 as a topic and I love to challenge students in areas where they are apprehensive. I teach this class with an overarching theme of 'scientific literacy'. I realize that few of them will be doing X at the level being taught in their future careers, but I continually stress why it is important to know X at this level. I stress to them that having a foundational understanding of X makes them more able to compete and participate in the world. Of course, many of them just stress about the two weeks we spend on Y. I make them do Y so that they understand that they can do it, and that "being bad at math" isn't an acceptable response, ever. I want them to be able to understand the theory behind Y so that they can interpret what they read. In this class the students work together to complete a research study on a topic related to Z, and with my help on the analysis end, present their work at the end of the semester.

In Course2 our learning outcomes include A. B. and C. I use a variety of in-class projects to reach these goals but one example is the group research project. In small groups of 4, students define a research question, review the literature, create and administer a survey, and write and present their findings to the class. This gives them the opportunity to practice each concept we are learning about a hands-on applied way. They are required to understand their chosen method and use the vocabulary in their final write-up.

A specific goal I have for the upcoming year is to create/assemble a video library of mini-lectures, you-tube clips, etc. that can supplement students in the course. On a broad level, I also want to continue to tweak this course, develop new activities, and update my exams to improve students' learning.

Over the summer I received an email from a student from my Fall 2013 Course2 that said the following:

<<Insert Email text here>>

This is perhaps the best validation of this course that I have ever gotten.

## Teaching Reflection

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### Course #3

The final class I taught this past year was Course #3. This course is part of our graduate program. Last year was the second time I've been able to teach the course and I felt this semester was a great improvement over the first. The first semester I taught it (Fall 2012) I was 'filling in' for the regular instructor and kept the course as he had laid it out. Once I became the regular instructor (last fall), I felt more comfortable to change the course. I talked with other graduate faculty about what they thought a student who had finished Course #3 should know and talked to the program director about how this course fit into the program. While we still cover a lot of the same major concepts, I spend much more time in the beginning of the course talking about some of the major metatheoretical underpinnings of X and I take a somewhat historical perspective to show the students how the field has developed in terms of theory (these two changes help students to better achieve the SLO's for the course).

One of the most important SLOs in Course #3 understands ABC. To this end, we spend a lot of time talking about ABC in general and as they relate to different theories. I introduce them to a few different paradigmatic structures throughout the semester and have them discuss and write about the pros and cons of each. I also occasionally require them to argue from the position they relate to least personally to get them to examine a perspective that seems contrary to them. Once they have a base, each student takes a couple specific theories and analyzes them based on paradigm. In the end, they see how all of our small-level theories fit in the overall metatheoretical picture.

I got rid of the journal assignment as it didn't seem to fit with the learning outcomes of the course and instead introduced mini-theory reports (MTR). In the MTRs students investigate a selection of related theories and discuss how they fit into the overall field of theory by highlighting the paradigmatic, methodological, and metatheoretical aspects of the theory for the class. This semester I also required them to, along with their answers to my weekly reflection questions, pose their own questions based on the readings for the week. Finally, I spent an entire hour on the first night of class clearly articulating my expectations of them (both what I do and do not expect of them) and what they can expect of me (and what they shouldn't). This really helped set a positive framework for the semester as they understood right away that they weren't expected to understand and remember every single concept right from the start. This class is one of the toughest courses for our graduate students and having the right framework going in is very important.

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Overall, I was very happy with the course and the quality of the work they produced. I will continue to refine the assignments and update the readings for Fall 2014 but this semester was a vast improvement over last semester. While working on this course last year I got really interested in how other Master's level institutions taught theory so I put out a call for participants to participate in a panel to discuss this course at our national convention. That panel was accepted for presentation at the November '14 annual meeting of our association.

### Professional Development

Over the past year I have participated in a variety of professional development activities. I attended five workshops during the EdTech Institute (also offered by CITE) in late May. While these were primarily technology focused, I got great ideas for ways to improve my teaching using technology. I did a trial run of using iPads in my X course in the Spring (using the Nearpod application) and plan to expand my use of it in the upcoming year.

I also attended three sessions at Meet, Greet, and Grab a Seat. I focused on the sessions given by our keynote speaker on teaching metacognitive strategies and have already incorporated one of her example lessons (learned helplessness) into my X course.

### Goals

The following is a brief re-cap of my goals from last year, progress on those goals, and goals for 2014-15.

#### 1. Course 1

- × 2013-2014 Goal: Fine tune the content presented in lecture. I find that there are a couple topics that set students back and need two days of lecture. I want to weigh the importance and relevance of including these topics in the course at all. *Completed—I spent some time evaluating different textbooks to find what was (or was not) covered and edited down some of the extraneous content. I updated my assignments and readings.*

## Teaching Reflection

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- × 2014-2015 Goal: I plan on taking a serious look at my textbook and reviewing what else is on the market. The book I use is a decade old and is a great text but I want to make sure that it still reflects what is being offered in more current texts. I'd also like to refine my group project. I'd like them to take ownership of more of the XX and plan to do a trial run of this in the fall of 2014.

### 2. Course 2

- × 2013-2014 Goal: Implement new final research project which will ideally increase the quality of the final projects and give the students a higher sense of accomplishment with this project. *Completed—I did the project re-design but I am still not happy with the results. I will continue to try new approaches with this assignment*
- × 2013-2014 Goal: Over the next year I'd like to explore a 'consulting/case-study' approach to the final project as opposed to a 'training' project. I think our course content better prepares them for the former.

### 3. Course 3

- × 2013-2014 Goal: Adjust the syllabus and schedule based on the Fall semester. Work with (graduate faculty) and (graduate program director) to connect this class to class Y. Assist this program as necessary. *Completed—working with Dr. G & Dr. P I refined the course (from schedule, to readings, to assignments).*
- × 2013-2014 Goal: This year I'd really like to bring some activities into our class meetings. Certainly, the course will remain a seminar-style discussion based course but I think adding some sort of short activity may help keep people engaged in the class (3-hour night class). I did one of these last semester and several people mentioned that they liked it (in evaluations or in person).

## Teaching Reflection

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### Teaching Narrative

According to educational innovator Madeline Hunter, any type of growth requires a temporary loss of security. At times, one would imagine, that loss is voluntary – an individual willingly steps outside their zone of comfort, choosing to forfeit safety for the opportunity to expand their cognitive/emotional/experiential horizons. In other instances, the insecurity is considerably less intentional, the result of circumstances beyond the norm, occurrences that exceed an individual's control.

That said, my second year as an instructor began with something of a security deficit – or perhaps with a surplus of challenges. The first of those tests, brought about by the tragic passing of one of our adjuncts, led to my assuming responsibility for a fifth course in the Fall 2013 semester. The course was one I'd taught previously, but since it had been designed as an "intersession intensive" (i.e., 2.5 hours each evening for three weeks), satisfying the requirements of a 15-week semester entailed considerable revision. Toward that end, I reworked the lectures, modified in-class activities, and incorporated new assignments. Based on student response and my informal peer evaluation (I sought specific feedback on the alterations), the expanded course effectively provided the students with an introduction to the nature and treatment of addiction.

The second element highlighted in my request for peer evaluation involved an even-bigger challenge – immersion into the world of hybrid education. From an academic perspective, I understood the theory behind the so-called "flipped classroom," but the processes entailed in creating one were, admittedly, beyond me. I'd never used Tegrity – never recorded a lecture in any medium, come to think of it – so the thought of teaching two sections of an unfamiliar course (i.e., Ethics) in a wholly unfamiliar format was a bit daunting.

In response, I "flipped out" (so to speak). The great majority of my autumnal weekends were spent on campus, crafting scripts, creating slideshows, and recording lectures that – I hoped – would capture some of the excitement, humor, and creativity I aspire to infuse into my lectures. Wrapping each recording session and posting a module to Blackboard (when Tegrity cooperated) was a satisfying experience. Of course, that was only half the battle.

In addition to the online component, the hybrid format asks instructors to devote the students' actual in-class "seat time" to experiential activities; something made doubly important by the nature of the course's primary subject area (i.e., ethics &

## Teaching Reflection

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ethical decision-making). As such, I took the 90-minute class periods and routinely broke them down into a number of segments, utilizing a variety of teaching approaches/interventions to engage the students. Each class began with a question, based on the readings, to which students would respond in a 60-second paper. Those papers provided the basis for their participation grade for the day. Beyond that point, variety ruled. I might debate with the students about the comic book they'd read, lead them in an artistic activity (inspired by Stephen King) to illustrate multiple perspectives, or draft them into an ethics-focused "episode" of the classic game show *Family Feud*. As a class, we might wrestle with our Jungian shadows, investigate the catalysts for modern ethical codes (e.g., smallpox inoculations, the Nuremberg trial, the Tuskegee airmen), or "dialogue" with William Shatner (via clips from the television show *Boston Legal*).

While the mix of activities did serve to keep things moving, the rationale for the diversity of approaches was grounded in cognitive developmental ideology. The ethical dilemmas inherent in the activities challenged student perspectives, whereas the class environment itself (structured to encourage appropriate risk-taking and foster an appreciation for ambiguity) provided the support necessary to prompt the higher-level thinking empirically linked to more ethical behavior on the part of counselors.

The combination of innovation and dedication needed to respond to the above challenges proved invaluable to my teaching endeavors throughout the year, ranging from my Spring field course (for which I provided 12-plus hours of weekly individual supervision in addition to in-class instruction) to my new prep for the Summer semester (for which I spent considerable time crafting assignments aimed at helping students connect with the subject material). Overall, the 2013-2014 academic year provided numerous opportunities to venture beyond the boundaries of simple professorial security, and while I'm not certain of the specific assessments Dr. Hunter had in mind, I believe the repeated forays outside of my comfort zone did, in fact, lead to professional growth.

## Course Evaluations

Chart 1: Grade Distribution, Fall 20xx – Spring 20xx

It would be useful to pair this information with the grade distribution chart or make mention of it above.

Last Name	First Name	Points			
Student	1	73.5			
Student	2	90.5			
Student	3	75.5			
Student	4	92			
Student	5	81			
Student	6	78.5			
Student	7	76			
Student	8	67			
Student	9	89.5			
Student	10	85.5			
Student	11	30.5			
Student	12	78			
Student	13	88.5			
Student	14	79			
Student	15	73.5			
Student	16	88.5			
Student	17	91.5			
Student	18	69			
Student	19	61			
Student	20	missed			
Student	21	89			
Student	22	67			
Student	23	62.5			
Student	24	87			
Student	25	89			
Student	26	66			
Student	27	63			

Spring 2014 ABC XXX - 00N Exam 1 Statistics		
Total	100	points
Maximum	91.5	points
Average	76	points
	#	%
A	12	37.5
B	8	25
C	10	31.25
D	1	3.125
F/W	1	3.125
Total	32	100

The bar chart displays the frequency of each grade. The x-axis lists the grades A, B, C, D, and F/W. The y-axis represents the number of students, ranging from 0 to 15. The bars show 12 students for grade A, 8 for B, 10 for C, 1 for D, and 1 for F/W.

Example 3:

Question Points	Estradiol 6	FC and Hybrid 8	isomers 6	Newman 6	Acid Ranking 8	Dipoles 9	Comparisons 20	A/B Rxns 9	isomers FG 8	Lewis A/B 8	Resonance 12	EC	Total
Q number	1	2	3	4	5	6	7	8	9	10	11		
First Name	6	8	6	6	8	9	20	9	8	8	12	4	104
Student 1	4	5	6	5	8	4	9	9	8	8	7.5	0	73.5
Student 2	6	7	4	6	8	6	20	9	6	6	10.5	2	90.5
Student 3	5	8	6	6	8	7	15	3	4	8	3.5	2	75.5
Student 4	6	7	4	6	8	7	19	9	4	8	12	2	92
Student 5	6	8	4	5	4	3.5	12	9	7	8	10.5	4	81
Student 6	6	6	6	3	8	7	14	9	8	7	4.5	0	78.5
Student 7	5	7	4	4	7	7	8	7	6	9	8	4	76
Student 8	1	6	6	2	4	5.5	16	9	3	5.5	9	0	67
Student 9	6	8	6	5	6	5.5	18	8	7	8	12	0	89.5
Student 10	6	7	6	4	3	7	20	7	7	8	10.5	0	85.5
Student 11	0	4	0	0	3	3	5	8	5	0	2.5	0	30.5
Student 12	6	6	6	5	8	3	11	7	7	8	9	2	78
Student 13	4	7	6	2	8	5.5	20	9	7	8	12	0	88.5
Student 14	6	7	4	6	8	5	17	9	7	7.5	2.5	0	79
Student 15	2	8	4	6	2	7	16	7	8	8	3.5	2	73.5
Student 16	6	8	6	5	5	6	18	7	8	7.5	12	0	88.5
Student 17	6	8	6	6	8	7	16	9	7	8	10.5	0	91.5
Student 18	3	7	4	6	8	5	18	8	5	3.5	1.5	0	69
Student 19	2	8	4	1	5	5	12	9	2	7.5	3.5	2	61
Student 20													
Student 21	6	8	4	6	8	7	18	8.5	7	8	8.5	0	89
Student 22	6	4	4	0	3	6	15	8	7	8	6	0	67
Student 23	6	7	2	2	1	5	16	8	5	7.5	3	0	62.5
Student 24	6	8	6	5	8	6.5	14	9	7	8	7.5	2	87
Student 25	6	7	6	6	8	7	18	9	7	8	5	2	89
Student 26	3	6	2	6	5	7	12	5	5	7	8	0	66
Student 27	5	7	4	6	4	4	14	2.5	4	0	1.5	0	52

## Course Evaluations

### Example 4:

ABC XXX - 00N Group Assignment Grade (Number of Assignments: 5; Total points: 20)														
			GA #1		GA #2		GA #3		GA #4		GA #5		Total	Scaled
Last Name	First Name	Leader?	Cpl	Crr	16	20								
Student	1	Yes	Yes	2.5	Yes	2.2	Yes	3.7	Yes	3.4	Yes	3.8	15.6	19.5
Student	2	Yes	Yes	2.5	Yes	2.5	Yes	4.1	Yes	4	Yes	4.4	17.5	21.9
Student	3	Yes	Yes	2.5	Yes	2	Yes	4.2	Yes	3.4	Yes	4.4	16.5	20.6
Student	4	Yes	Yes	2.5	Yes	2.5	Yes	4.4	Yes	4.1	Yes	3.9	17.4	21.8
Student	5	Yes	Yes	2.5	Yes	2.5	Yes	4.3	Yes	3.4	Yes	4	16.7	20.9
Student	6	Yes	Yes	2.5	Yes	2.2	Yes	4.1	Yes	4.5	Yes	4.4	17.7	22.1
Student	7	Yes	Yes	2.5	Yes	2.5	Yes	4.4	Yes	4.5	Yes	4.2	18.1	22.6
Student	8	Yes	Yes	2.5	Yes	2	Yes	0	Yes	3.4	Yes	0	7.9	9.88
Student	9	Yes	Yes	2.5	Yes	2.4	Yes	3.9	Yes	4.1	Yes	3.9	16.8	21
Student	10	Yes	Yes	2.5	Yes	2.2	Yes	4.3	Yes	0	Yes	0	9	11.3
Student	11	Yes	Yes	2.4	Yes	2.5	Yes	3.7	Yes	4.5	Yes	3.3	16.4	20.5
Student	12	Yes	Yes	2.5	Yes	2	Yes	4.3	Yes	3.8	Yes	3.8	16.4	20.5
Student	13	Yes	Yes	2.5	Yes	2.3	Yes	4.3	Yes	3.4	Yes	4.2	16.7	20.9
Student	14	Yes	Yes	2.5	Yes	2.2	Yes	3.8	Yes	3.8	Yes	4.4	16.7	20.9
Student	15	Yes	Yes	2.5	Yes	2.4	Yes	4.3	Yes	4.3	Yes	3.9	17.4	21.8
Student	16	Yes	Yes	2.1	Yes	2.4	Yes	3.9	Yes	4	Yes	4.4	16.8	21
Student	17	Yes	Yes	2.5	Yes	2.4	Yes	4.4	Yes	4.1	Yes	4	17.4	21.8
Student	18	Yes	Yes	2.4	Yes	2.3	Yes	3.8	Yes	4.3	Yes	3.9	16.7	20.9
Student	19	Yes	Yes	2.1	Yes	1.7	Yes	3.9	Yes	3.4	Yes	3.9	15	18.8
Student	20	Yes	Yes	2.5	Yes	2.2	Yes	3.9	Yes	4	Yes	4.2	16.8	21
Student	21	Yes	Yes	2.5	Yes	2.3	Yes	3.7	Yes	4.5	Yes	4.2	17.2	21.5
Student	22	Yes	Yes	2.5	Yes	2.5	Yes	4.4	Yes	2.7	Yes	0	12.1	15.1
Student	23	Yes	Yes	2.5	Yes	2.2	Yes	4.4	Yes	4.1	Yes	4.2	17.4	21.8
Student	24	Yes	Yes	2.5	Yes	1.3	Yes	4.1	Yes	4	Yes	3.8	15.7	19.6
Student	25	Yes	Yes	2.5	Yes	2.5	Yes	3.9	Yes	3.4	Yes	4.4	16.7	20.9
Student	26	Yes	Yes	2.1	Yes	2	Yes	3.7	Yes	3.8	Yes	3.9	15.5	19.4
Student	27	Yes	Yes	2.1	Yes	2.4	Yes	0	Yes	0	Yes	0	4.5	5.63
Student	28	Yes	Yes	2.1	Yes	2.5	Yes	0	Yes	2.7	Yes	0	7.3	9.13
Student	29	Yes	Yes	2.1	Yes	2.5	Yes	4.3	Yes	3.7	Yes	4	16.6	20.8
Student	30	Yes	Yes	2.5	Yes	1.7	Yes	3.9	Yes	4.5	Yes	4.4	17	21.3
Student	31	Yes	Yes	2.5	Yes	1.7	Yes	4.3	Yes	2.7	Yes	4	15.2	19
Student	32	Yes	Yes	2.4	Yes	1.3	Yes	0	Yes	0	Yes	0	3.7	4.63
Student	33	Yes	Yes	2.5	Yes	2.4	Yes	3.8	Yes	4.3	Yes	3.3	16.3	20.4
Student	34	Yes	Yes	2.5	Yes	2	Yes	4.1	Yes	4.3	Yes	0	12.9	16.1
Student	35	Yes	Yes	2.5	Yes	2.2	Yes	4.2	Yes	4.5	Yes	3.9	17.3	21.6
Student	36	Yes	Yes	2.5	Yes	2.5	Yes	4.3	Yes	4.5	Yes	4.4	18.2	22.8
Student	37	Yes	Yes	2.5	Yes	2.5	Yes	3.7	Yes	3.7	Yes	4.4	16.8	21
Student	40	Yes	Yes	2.1	Yes	2.3	Yes	4.4	Yes	4.1	Yes	4.2	17.1	21.4
Student	41	Yes	Yes	2.5	Yes	2.4	Yes	4.4	Yes	4.5	Yes	4.2	18	22.5
Student	42	Yes	Yes	2.5	Yes	2	Yes	3.9	Yes	4.1	Yes	4	16.5	20.6
Student	43	Yes	Yes	2.4	Yes	2.5	Yes	3.9	Yes	3.4	Yes	4.2	16.4	20.5
Student	44	Yes	Yes	2.5	Yes	1.3	Yes	4.4	Yes	2.7	Yes	4.2	15.1	18.9
Student	45	Yes	Yes	2.4	Yes	1.7	Yes	3.7	Yes	3.7	Yes	3.3	14.8	18.5
Student	46	Yes	Yes	2.5	Yes	2.4	Yes	3.8	Yes	4.1	Yes	4.4	17.2	21.5
Student	47	Yes	Yes	2.4	Yes	2.2	Yes	4.3	Yes	3.8	Yes	3.3	16	20

\* Cpl = Completeness; Crr = Correctness

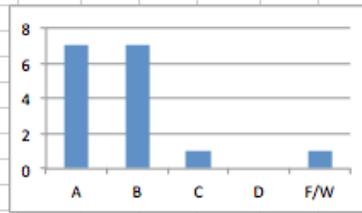
# Course Evaluations

## Example 5:

**Spring 2014 ABC XXXL - 00N Lab Course**

Last Name	First Name	Letter	Total	Exp 1	Exp 2	Exp 3	Exp 4a	Exp 4b	Exp 4c	Exp 4d	Exp 5	Mid-t	Exp 6	Exp 7	Exp 8	Exp 9	Exp 10	Exp 11	Final
Student	1	B+	434	17.5	17.5	18.5	16.5	19	9	23	19.5	91.5	19	18	20	19	16.5	19	90
Student	2	A	483	17	19	19.5	18	20	10	29	20	106	19.5	20	19.5	19	20	19.5	107
Student	3	B	416	17	16.5	16.5	15.5	17	10	14.5	20	75.4	18.5	18	18.5	17	17	20	105
Student	4	A	470	18.5	18.5	19	18	17	9.5	24	20	96.5	20	18.5	19.5	19.5	20	19	112
Student	5	B+	425	14.5	17.5	16.5	16	18.5	9.5	25	19.5	86.4	19.5	18.5	18.5	17.5	18.5	19.5	90
Student	6	B+	433	19.5	17.5	15.5	17	18	9.5	27	19	92.4	17	19	18	18.5	18	20	87
Student	7	A	495	20	19	19.5	20	20	10	30	20	112	19.5	20	20	19.5	20	20	105
Student	8	A	455	18	18	16.5	16.5	18.5	9.5	25	20	82.7	20	20	20	19	20	20	111
Student	9	B	411	15	16.5	18	13	17.5	9.5	25	19.5	75.4	18.5	18.5	17.5	18.5	19.5	91	
Student	10	A	460	15	19	19.5	18.5	17.5	10	28.5	19.5	103	20	20	18.5	18	19	20	93.5
Student	11	F	63.5	12.5	15.5	14.5	11.5	9.5	0	0	0	0	0	0	0	0	0	0	0
Student	12	C+	379	16.5	17	16	13.5	16.5	9.5	21.5	17.5	58.8	18	18	19.5	19	18	17	83
Student	13	A	481	19.5	19	19	19.5	19.5	9.5	27	20	105	19	19	19.5	19	18.5	19.5	109
Student	14	B-	400	14.5	15.5	17.5	20	19.5	10	23	20	73.1	18.5	19	19.5	20	20	20	69.5
Student	15	B	408	18.5	17	18.5	16	17.5	9.5	25	19.5	70.8	19	19.5	18	19	18.5	20	82
Student	16	A	487	20	17.5	19.5	20	19	9.5	27.5	20	102	20	20	20	19.5	20	20	112

			#	%
Total	500	points	A	7 43.75
Maximum	486.6	points	B	7 43.75
Minimum	379.3	points	C	1 6.25
Average	442.4	points	D	0 0
			F/W	1 6.25
			Total	16 100



## Example 6:

Student Name	Points	Total Score	Fall 2013 ABC XXX OWL HW Grade																	
			Intro: Ansv	Intro: Assig	Intro: Chen	Intro: Syst	Chapter 1:	Chapter 1:	Chapter 2:	Chapter 2:	Chapter 3:	Chapter 3:	Chapter 4:	Chapter 4:						
Student	44.2	96.32%	100%	100%	91%	100%	100%	100%	100%	73%	88%	91%	100%	92%	100%	100%	100%	100%	100%	100%
Student	15.3	30.50%	100%	100%	100%	100%	100%	94% (in pro	93%	100%	100%	88%	not taken	not taken	not taken	not taken	not taken	not taken	not taken	not taken
Student	44.9	89.83%	100%	not taken	100%	not taken	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	100%	100%
Student	48.8	97.59%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.6	99.29%	100%	100%	100%	100%	100%	100%	96%	100%	100%	95%	100%	100%	100%	100%	100%	100%	100%	100%
Student	47.4	94.76%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	90%	100%	100%	98%	100%	100%	100%
Student	49.7	99.41%	92%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	44.9	89.85%	100%	100%	100%	100%	100%	85%	100%	75%	100%	73%	100%	89%	100%	89%	100%	100%	100%	100%
Student	39.1	78.29%	100%	100%	100%	100%	100%	85%	0%	91%	100%	85%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.8	99.61%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	46.3	92.64%	100%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.4	98.83%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	48.7	97.46%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.1	98.26%	98%	33%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49	98.05%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.4	98.83%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	99.93%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	48.5	96.94%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	47.1	94.11%	100%	100%	100%	100%	50%	94% (in pro	92%	100%	94%	95%	89%	100%	100%	91%	80%	7		
Student	48.6	97.10%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	46.4	92.84%	100%	100%	100%	100%	100%	81%	100%	100%	100%	100%	73%	100%	100%	100%	100%	100%	100%	100%
Student	48.1	96.11%	100%	100%	100%	100%	100%	93%	100%	100%	100%	100%	100%	100%	100%	77%	100%	100%	100%	100%
Student	49.5	98.94%	100%	100%	100%	100%	100%	93%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	23.9	47.88%	100%	100%	100%	100%	100%	79%	100%	100%	100%	100%	52% (in pro	0% (in prog	91%	100%	100%	100%	100%	0% (in j
Student	3.7	7.40%	not taken	not taken	not taken	not taken	71%	20%	not taken	not taken	not taken	not taken	not taken	not taken	not taken	not taken				
Student	49.5	99.06%	100%	100%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	47.2	94.45%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	24.3	48.57%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	58%	57%	100%	100%	80%	not taken	not taken	not taken
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	44.6	89.26%	100%	100%	100%	100%	100%	93%	100%	100%	100%	91%	100%	96%	100%	100%	100%	100%	100%	100%
Student	44.2	88.40%	100%	100%	100%	100%	100%	93%	100%	100%	100%	73%	100%	90%	100%	94%	80%	6		
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	18.6	37.11%	100%	100%	92%	100%	100%	100%	100%	100%	100%	100%	100%	not taken	not taken	not taken	not taken	not taken	not taken	not taken
Student	49.1	98.15%	100%	100%	92% (in pro	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	99.91%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.4	98.75%	100%	100%	100%	100%	100%	97%	100%	100%	100%	75%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	47	94.08%	100%	100%	100%	100%	100%	94%	100%	100%	100%	94%	100%	100%	100%	100%	100%	100%	100%	100%
Student	50	100.00%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	49.3	98.54%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Student	46	92.01%	100%	100%	100%	100%	100%	100%	100%	100%	100%	62%	55%	100%	100%	100%	100%	100%	100%	100%



## Course Evaluations

Example 8:

Fall 2013 ABC XXX - 00N Quiz grade													
	quiz #	1	2	3	4	5	6	7	8	9	10	Total	Scaled
Last Name	First Name	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10.00	20
Student	1	100%	0%	100%	0%	100%	0%	100%	0%	0%	100%	5	10
Student	2	100%	100%	0%	0%	0%	0%	100%	0%	0%	0%	3	6
Student	3	100%	0%	100%	100%	100%	0%	100%	100%	100%	100%	8	16
Student	4	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	1	2
Student	5	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%	8	16
Student	6	100%	100%	100%	100%	0%	100%	100%	100%	100%	100%	9	18
Student	7	100%	100%	100%	100%	100%	0%	100%	100%	100%	0%	8	16
Student	8	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	9	18
Student	9	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	1	2
Student	10	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%	9	18
Student	11	100%	100%	0%	100%	0%	0%	100%	0%	0%	0%	4	8
Student	12	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	13	100%	0%	0%	100%	0%	0%	100%	0%	0%	0%	3	6
Student	14	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	15	100%	100%	0%	100%	0%	100%	100%	100%	100%	0%	7	14
Student	16	0%	0%	0%	0%	0%	0%	100%	0%	0%	0%	1	2
Student	17	0%	100%	0%	100%	100%	0%	100%	100%	100%	100%	7	14
Student	18	100%	100%	0%	100%	100%	100%	100%	0%	100%	100%	8	16
Student	19	100%	100%	0%	100%	100%	0%	100%	100%	100%	100%	8	16
Student	20	0%	100%	0%	100%	100%	0%	100%	0%	100%	100%	6	12
Student	21	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	9	18
Student	22	100%	0%	0%	100%	100%	100%	100%	100%	100%	100%	8	16
Student	23	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	9	18
Student	24	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	25	0%	0%	0%	100%	100%	0%	100%	100%	0%	100%	5	10
Student	26	100%	100%	100%	100%	100%	100%	100%	0%	100%	100%	9	18
Student	27	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	9	18
Student	28	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	29	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	9	18
Student	30	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	31	100%	100%	0%	100%	0%	0%	100%	0%	0%	0%	4	8
Student	32	100%	100%	100%	0%	100%	0%	100%	0%	0%	0%	5	10
Student	33	100%	100%	100%	100%	100%	0%	100%	0%	100%	0%	7	14
Student	34	100%	100%	100%	100%	100%	0%	100%	100%	100%	100%	9	18
Student	35	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	36	100%	100%	100%	100%	100%	0%	100%	0%	0%	0%	6	12
Student	37	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	40	0%	0%	0%	0%	0%	100%	100%	0%	0%	0%	2	4
Student	41	100%	0%	100%	100%	100%	100%	100%	100%	100%	0%	8	16
Student	42	100%	100%	100%	100%	100%	100%	100%	100%	100%	0%	9	18
Student	43	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	44	100%	100%	0%	0%	0%	0%	100%	0%	0%	0%	3	6
Student	45	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	9	18
Student	46	100%	0%	100%	100%	100%	100%	100%	100%	100%	0%	8	16
Student	47	100%	100%	100%	0%	100%	0%	100%	0%	100%	100%	7	14
Student	48	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	49	100%	100%	100%	100%	100%	0%	100%	0%	100%	100%	8	16
Student	50	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20
Student	51	100%	100%	100%	0%	0%	0%	100%	100%	100%	0%	6	12
Student	52	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	20

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## Grading Distribution

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Grade Distributions Fall 2014-Summer 2015

Fall 2014

Course	Grade Distribution	
UNV 100 [Course Name]	A	58%
	B	42%
	C	0%
	D	0%
	F	0%
	W	0%
UNV 100 [Course Name]	A	10%
	B	57%
	C	10%
	D	10%
	F	14%
	W	13%
UNV 100 [Course Name]	A	29%
	B	43%
	C	19%
	D	0%
	F	10%
	W	9%
UNV 100 [Course Name]	A	27%
	B	50%
	C	17%
	D	7%
	F	0%
	W	9%
UNV 499 [Independent study, etc.]	A	100%

## Grading Distribution

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Spring 2015

Course	Grade Distribution	
UNV 100 [Course Name]	A	29%
	B	29%
	C	16%
	D	13%
	F	3%
	W	10%
UNV 100 [Course Name]	A	10%
	B	57%
	C	10%
	D	10%
	F	14%
	W	13%
UNV 100 [Course Name]	A	8%
	B	50%
	C	8%
	D	8%
	F	13%
	W	13%
UNV 100 [Course Name]	A	26%
	B	39%
	C	17%
	D	0%
	F	9%
	W	9%
UNV 499 [Independent study, etc.]	A	100%

## Grading Distribution

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Summer 2015

Course	Grade Distribution	
UNV 100 [Course Name]	A	29%
	B	29%
	C	16%
	D	13%
	F	3%
	W	10%
UNV 400 [Course Name]	A	10%
	B	57%
	C	10%
	D	10%
	F	14%
	W	13%

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## Course Design

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SECTION	CONTENT	POINTS	SCORE
Objective		3	
Introduction:	how meet the objective ( <i>key concept 1, key concept 2, constant 1, constant 2...</i> ) (5) information about the subject and its physical properties (3) the structure of the major component (2) equations for its chemical reactions and rate constants (4)	14	
Data:	Describe how the saturated solution was prepared (2 points) Excel spread sheet with one experiment (3 points) Important data at endpoint (2 points) Important data at halfway point (2 points)	9	
Results:	Concentration of the major component (3 points) Physical constant of the major component determined from the experiment (3 points) Physical constants of its ionized form determined from the experiment (3 points) Standard deviation of these constants (2 points) Percent error in these constants (2 points)	13	
Discussion	State your results (4 points) Accuracy (3 point) Precision (3 points) Error Analysis (3 points) Solubility and acidity of cream of tartar (3 points)	16	
Conclusion	Physical constants for the major component and its ionized form	3	
References		2	
Report Total		<b>60</b>	

## Teaching Philosophy

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### Brief Summary

I strive to help my students gain substantive knowledge about the subject matter as well as help prepare them for “life after college” with practical skills that will help them in future endeavors. By using a variety of teaching methods and approaches, I seek to stimulate their interest in the subject as well as in learning. Most importantly, I strive to give them the tools necessary for them to critically evaluate information and draw their own conclusions.

### Goals

I have two primary goals as a teacher. The first is to teach my students about the substance of political science. The second is to assist my students in developing skills that will help them to succeed in whatever career they choose. As a XXX, and particularly someone who teaches XXX, my goal is to educate my students about XXX. As the degree of student interest in any course varies, as an instructor, I can be enthusiastic about teaching and the course topics with the hope that even those students just taking the course to meet particular requirements might become interested in the subject matter. I hope to educate them in such a way that they can [fill in applicability] and understand [give examples]. It is worth mentioning at this point where I think an active research agenda fits into my teaching....give examples

In addition to teaching my students about XXX, I also strive to help my students develop the analytical tools to be critical thinkers. I feel that it is important to give my students skills that will help them to analyze information and draw their own conclusions. I teach in a manner that presents a variety of theories and concepts that provides a basis for students to draw their own conclusions.

### Course and class structure

I structure my courses to encourage student participation, making class participation count as a portion of their overall grade, along with papers and exams. On a daily basis, I present information through lectures that engage the students. I make my lectures as interactive as possible, prompting them to think about examples and work through concepts. Throughout the course, I try to impress upon my students the importance of actively participating in both small and large group discussions and problem-solving exercises. Such class exercises give the students an opportunity to develop and practice a variety of skills, including organizational skills, cooperation, problem-solving capabilities, and critical thinking skills, which stay with them long after they graduate.

## Teaching Philosophy

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Studies on learning indicate that the amount of information students learn and retain increases with the more involved they are in their learning. This is the premise on which I base my teaching methods. In an attempt to integrate problem-based learning techniques into my classrooms, I use XXX methods with XXX objectives...

### Evaluation

I use a variety evaluation methods to assess the skills and knowledge that I expect my students to gain throughout the course of a semester. In both introductory and advanced courses, I use short and long paper assignments as a way to help students develop their critical thinking skills, as well as their writing skills. I assign papers that encourage the students to relate the theoretical to the practical. I use exams that test the students' knowledge about the concepts specifically, using identifications and short answers questions, as well as essay questions that evaluate their analytical skills. Both the papers and exam essay questions require students to support their answers with evidence and examples that draw on events and examples from class discussions, assigned readings, lectures, and the world around them.

I also encourage my students to evaluate me, so that I can get a better sense of how I can better facilitate their learning. Toward this end, I occasionally ask my students to complete a 'One Minute Paper' which asks them basic questions such as what I do that helps them to learn, what I can do to help them better understand the information presented, and what points are the most and least clear to them. This approach is useful because it gives me an opportunity throughout the semester, rather than finding out from an evaluation conducted at the end of the semester, to evaluate my teaching methods.

## Teaching Philosophy

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### Teaching Strategies and Goals in ABC XXX

"It is not so very important for a person to learn facts. For that he does not really need a college. He can learn them from books and internet. The value of an education.....is not the learning of many facts but the training of the mind to think something that cannot be learned from textbooks."

-- Albert Einstein

The above quote was my favorite quote and it used in my first day of XXX class. Based on my informal survey on my first year teaching at NKU, many students didn't like this course and they enrolled in this course because it was required by their degree or their professional school application. I've always believed that this course, like any other sciences, has its inherent logical beauty. My job is not merely to teach the concepts and principles, but to teach them a disciplined method of thought and analysis. Students might not remember the facts after twenty years, and I am not too concerned about that. If my students start to think it outside classroom time, and bring a new eye to look at things, I would be very happy for that and I believe it is this interest and mindset that they can take a long way in their lives.

Since teaching is one of our most important commitments, I never stop seeking new ways or resources to improve my teaching performance. Students' comments and feedback are the most extensively used resources when it comes to course-specific questions. I have developed a variety of course materials to better instruct the content and stimulate students' interests. Professional development and teaching conferences are very helpful in terms of improving my general teaching skills. Research and service activities also contribute to my teaching. Conducting research in this field keeps me motivated and bring up-to-date progress in my discipline to classroom. Service activities such as reviewing organic chemistry textbook and organizing TEEC workshops broaden my perspective and strengthen my communication and leadership skills.

The following pages describe my specific strategies, progress and achievements in teaching. In the past few years, I developed my own curricular materials for this course and utilized blackboard/document camera/TurningPoint to facilitate teaching. I also employed classroom demonstrations, classroom discussions and real world examples in my lectures. My professional goals for the coming academic years include: (1) to improve my teaching performance and student engagement by incorporating multimedia resources; (2) to introduce metacognition and to help students succeed in this course by forming good study habits.

### Curricular Materials and Teaching Resources

The curricular materials I developed for XXX lecture include lecture outlines, group assignments, handouts on major concepts, supplemental problem sets, PowerPoint slides and exams. There are many new and difficult concepts in this course. Instead of overwhelming students with tons of information, I exposed students to major and important concepts. The curricular materials were all centered on these major concepts, giving students several opportunities to evaluate their mastery of required materials.

Outside the classroom, there were several resources available to help students. Two copies of the Study Guide and Solutions Manual as well as some reference books were on reserve in the library. Besides my official office hours, I had an open door policy to help students with their questions. Additionally, I offered discussion sessions twice a week. I posted the information and made wallet cards on help resources such as Supplemental Instructions, STEM Peer Learning Undergraduate Study (PLUS) Sessions and NKU tutoring program.

### Challenges and Changes

*Fall 2009: developed lecture outlines and supplemental problem sets*

This was the first time I taught ABC XXX. I started with markers and white board to give lectures. According to an informal survey conducted in the middle of this semester, students stated that they were busy with copying lecture notes and there were not enough discussions in class. I believe that learning should be an interactive and active process. Therefore, I started to use document camera and lecture outlines in my class. Lecture outlines were the concise summary of major concepts and in-class discussion questions that would be covered in lectures. Lecture outlines were posted on Blackboard in advance and were projected to a screen in class by document camera. The use of lecture outlines greatly improved the efficiency to learn organic chemistry. Students didn't need to keep writing all the time, and they had time to think and discuss questions in class.

Problem sets highlighting the fundamental principles in each chapter are also posted on blackboard. Most of the problems came from the instructor's materials online homework and other text books. The overall goal of lecture outlines and problem sets was to teach fundamentals in organic chemistry, and to show students how to apply the fundamentals to increasingly difficult problems.

## Teaching Philosophy

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*Spring 2010: utilized "transition time" to keep students focused*

In addition to create lecture outlines and problem sets, I realized that organic chemistry II was harder to teach in terms of materials – too many reactions and mechanisms. Even though the students were more cooperative and passionate than those in the pre-requisite course, it was hard for the students to remain focused during the 75-minute lecture. The "transition time" served two purposes: to inspire their enthusiasm and give them a break so that they can concentrate during the lecture. PowerPoint slides were used to bring up light topics such as the history and application of ABC. Real world examples such as active ingredient in chocolates, chili, OFF!, and fun chemistry such as colored bubbles – zubbles were introduced in the transition time. I even tried some in-class demonstrations such as tonic water fluorescence to explain the key concepts covered in chap 10. Transition time topics may also come from books, movies and magazines such as *Science*, *Chemical & Engineering News*, *Times*, *Popular Science*, etc. By showing the connections between abstract chemical concepts and real-world examples, the transition time topics helped students learn, think, understand and appreciate organic chemistry.

## Teaching Philosophy

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### Statement of Teaching Pedagogy

*The more you know, the more you know there is to know.*

When reflecting upon my educational philosophy, my mind turns to that statement, for it casts education as an unending process and represents my view of teaching as an omnidirectional (i.e., teacher-student, student-teacher, student-student), developmental process that relies on many of the same skills (e.g., rapport, active listening) essential to the counseling relationship. Said philosophy is shaped by my primary research focus: the utilization of creativity in the enhancement of clinical, supervisory and academic practice. Research indicates innovative, provocative and imaginatively engaging interactions provide the type of psychological challenge that catalyzes development in both the cognitive and moral domains. Taking such an approach as a counselor educator serves a dual function in that it provides students with an opportunity for ego growth while simultaneously modeling the type of behavior research suggests is essential for counselor competence in the 21<sup>st</sup> Century.

More than any particular style of teaching, students acknowledge they learn more from instructors who show respect and concern for their students; make the time and effort to establish rapport; utilize creative and imaginative techniques to stimulate learning within the classroom; and provide fair, timely, and useful feedback. As such, my pedagogy includes components designed to account for each of those qualities. I use stories, humor, metaphor, and references from pop culture to produce a non-threatening academic environment in which I raise issues of voice and diversity. I also introduce students to the maxim that began this letter as a way of both disclosing my lifelong commitment to learning and admitting my own fallibility. Those techniques aid in establishing both my approachability and accessibility, while also providing me with opportunities to observe and assess the students' levels of conceptual development.

Experiential activities also play a significant role in my teaching. These experiences can engage students, increase retention, and foster conceptual growth. In some cases, the activities could be considered traditional for counselor-education programs, e.g., ropes course outings, in-class counseling sessions. In other instances, considerably less so. I have charged students with learning a magic trick, then developing "patter" (i.e., the stories magicians use to accompany their illusions) to make the trick relevant for use in a counseling session. I have asked students to create visual representations of case conceptualizations, utilize technology to create a variation on cinematherapy, and create a group/family therapy activity based on a playground game. In other words, I teach (and encourage) students to create novel, provocative, and psychologically challenging experiences for clients. Research indicates such experiences can promote

## Teaching Philosophy

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greater facilities for perceiving thoughts and feelings, diversify adaptive responses, and bolster clients' abilities to adapt to the myriad complexities of modern life.

It is my ultimate hope that, when students leave my classes, they do so with an appreciation for knowledge and an understanding that there's always more to know.

### Teaching Pedagogy - References

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# Peer Assessment & Feedback

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## Peer Evaluation Form for Group Work

Write the name of each group member in a separate column. For each group member, indicate the degree to which they contributed to the statements on the left, using a scale of 0-2 (0=minimal contribution; 1=adequate contribution; 2=outstanding contribution). Total the numbers in each column, then e-mail the form to the course instructor by 11:59:59 p.m. Monday, November 29.

Your Name: \_\_\_\_\_

Evaluation Criteria	J. Doe (example)	Self-Evaluation:	Group member:	Group member:	Group member:
Contributes meaningfully to group discussions	1				
Completes group assignments on time	1				
Prepares work in a quality manner	2				
Demonstrates cooperative and supportive attitude	2				
Contributes overall to the success of the project	2				
<b>TOTALS:</b>	<b>8</b>				

**FEEDBACK** (Provide any additional comments, as needed):

1. Provide specific comments about any group members.
  2. Identify any problems or disputes that occurred during your interactions.
  3. How could disputes have been avoided and/or how were they alleviated or resolved?
-

## Peer Assessment & Feedback

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Sample Forms

Example: Long Form

Peer Review Observation Information

Instructor\_\_\_\_\_ Date\_\_\_\_\_

Course \_\_\_\_\_ Observer\_\_\_\_\_

I. Knowledge in the discipline and the course:

II. Engagement of students:

III. Instructional strategies:

IV. Organization of lesson:

V. Communication skills:

VI. Classroom Climate:

VII. Strengths:

VIII. Areas for Improvement

IX. Other

## Peer Assessment & Feedback

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Example: Short Form

Peer Review Observation Instrument

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_ Course \_\_\_\_\_

1. Evidence of area and course content knowledge:
2. Evidence of course connections to Kentucky Teacher Standards:
3. Evidence of development of open, caring, and respectful learning climate:
4. Evidence of use of effective teaching strategies and appropriate learning activities:
5. Evidence of use of pertinent instructional materials, resources, and technology:
6. Evidence of use of appropriate assessments

Example: Short Form:

Date \_\_\_\_\_ Class \_\_\_\_\_ # of Students: \_\_\_\_\_

1. Questioning Techniques:
2. Active Engagement of students:
3. Explanation of activities and/or content:
4. Observed areas of strength:
5. Observed areas for growth related to teaching effectiveness:
6. Suggestions or Comments:

## Peer Assessment & Feedback

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### Example: Goal Free Evaluation

During your time in this class, please make notes on anything you think might be appropriate to discuss on:

1. Classroom environment (physical and psychological):
2. My behavior:
3. Students' behavior:

### Example: Peer Evaluation of Teaching Effectiveness Verification of Completion

Faculty member being evaluated \_\_\_\_\_

Committee members \_\_\_\_\_

Pre-Observation conference date \_\_\_\_\_

Observation dates/times/courses

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Post Observation conference date \_\_\_\_\_

Completion of Full Report date \_\_\_\_\_

Signature of Committee Chair \_\_\_\_\_

Signature of faculty being evaluated \_\_\_\_\_

Signature of committee member \_\_\_\_\_

Signature of committee member \_\_\_\_\_

Receipt Signature: Department Chair \_\_\_\_\_

## Peer Assessment & Feedback

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Example: Peer Evaluation of Teaching Effectiveness

Full Report for Faculty Member

Faculty Member Being Evaluated

Committee Members

Pre-observation Conference date \_\_\_\_\_

Observation dates/times courses

1.

2.

3.

Post Observation conference date \_\_\_\_\_

Completion of full report date \_\_\_\_\_

Signatures:

Committee chair \_\_\_\_\_

Faculty member being evaluated \_\_\_\_\_

Committee member \_\_\_\_\_

Committee member \_\_\_\_\_

Report Narrative:

A. Course(s) and context

B. Strengths

C. Areas for improvement

D. Growth plan

**A Made-to-Order Form for Instructional Observation  
(Peer Version)**

**ORGANIZATION**

- Begins class on time in an orderly, organized fashion
- Previews lecture/discussion content
- Clearly states the goal or objective for the period
- Reviews prior class material to prepare students for the content to be covered
- Provides internal summaries and transitions
- Does not digress often from the main topic
- Summarizes and distills main points at the end of class
- Appears well-prepared for class

**PRESENTATION**

- Incorporates various instructional supports like slides, films, diagrams, etc.
- Uses instructional support effectively
- Responds to changes in student attentiveness
- Uses a variety of spaces in the classroom from which to present material (i.e., does not "hide" behind the podium)
- Blackboard writing is large and legible
- Speech fillers, (for example, "OK, ahm") are not distracting
- Speaks audibly and clearly
- Uses gestures to enhance meaning and not to release nervous tension (repetitive gestures tend to do the latter)
- Communicates a sense of enthusiasm and excitement toward the content
- Use of humor is positive and appropriate
- Presentation style facilitates note-taking
- Speech is neither too formal nor too casual
- Establishes and maintains eye contact with students
- Talks to the students, not the board or windows
- Varies the pace to keep students alert
- Selects teaching methods appropriate for the content

### RAPPORT

- Praises students for contributions that deserve commendation
- Solicits student feedback
- Requires student thought and participation
- Responds constructively to student opinions
- Knows and uses student names
- Does not deprecate student ignorance or misunderstanding
- Responds to students as individuals
- Treats class members equitably
- Listens carefully to student comments and questions
- Tailors the course to help many kinds of students
- Recognizes when students do not understand
- Encourages mutual respect among students
- Credibility and control
- Responds to distractions effectively yet constructively
- Uses authority in classroom to create an environment conducive to learning
- Speaks about course content with confidence and authority
- Is able to admit error and/or insufficient knowledge
- Respects constructive criticism

### CONTENT

- Includes illustrations
- Selects examples relevant to student experiences and course content
- Integrates text material into class presentations
- Relates current course content to what's gone before and will come after
- Relates current course content to students' general education
- Makes course content relevant with references to "real world" applications
- Presents views other than own when appropriate
- Seeks to apply theory to problem-solving
- Explicitly states relationships among various topics and facts/theory
- Explains difficult terms, concepts, or problems in more than one way
- Presents background of ideas and concepts
- Presents pertinent facts and concepts from related fields
- Presents up-to-date developments in the field
- Relates assignments to course content
- Clearly organizes assignments
- Carefully explains assignments

### INTERACTION

- Encourages student questions, involvement, and debate
- Answers student questions clearly and directly
- Uses rhetorical questions to gain student attention
- Gives students enough time to respond to questions
- Refrains from answering own questions
- Responds to wrong answers constructively
- Allows ample time for questions
- Encourages students to respond to each other's questions
- Encourages students to answer difficult questions by providing cues and encouragement
- Allows relevant student discussion to proceed uninterrupted
- Presents challenging questions to stimulate discussion
- Respects diverse points of view

### ACTIVE LEARNING (LABS, PE ACTIVITIES, ETC.)

- Clearly explains directions or procedures
  - Clearly explains the goal of the activity
  - Has readily available materials and equipment necessary to complete the activity
  - Allows opportunity for individual expression
  - Provides practice time
  - Gives prompt attention to individual problems
  - Provides individuals constructive verbal feedback
  - Careful safety supervision is obvious
  - Allows sufficient time for completion
  - Provides enough demonstrations
  - Demonstrations are clearly visible to all students
  - If the discovery method is employed, schedules time for discussion of results
  - Required skills are not beyond reasonable expectations for the course and/or students
  - Provides opportunities for dialogue about the activity with peers and/or the instructor
  - Allocates sufficient clean-up time within the class session
-

I use a variety of pedagogical tools enhance learning which include...

In introductory courses, I teach through 'interactive' lectures, prompting students to give examples from the reading and work through concepts. In upper-level classes, I encourage student learning through a variety of assignments coupled with class discussions. For example, I have taken students from my xxx class on a field trip to xxx as a way to xxx. In an attempt to integrate problem-based learning techniques into my classrooms, I rely on case study discussions, in-class debates, role-playing simulations, and computer simulations (such as xxx). Such class exercises give students an opportunity to develop and practice a variety of skills, including organizational skills, cooperation, problem-solving capabilities, and critical thinking skills; all assets to them long after they graduate.

I also encourage my students to evaluate me, so that I can get a better sense of how I can better facilitate their learning. Toward this end, I occasionally ask my students to complete a 'One Minute Paper' which asks them basic questions such as what I do that helps them to learn, what I can do to help them better understand the information presented, and what points are the most and least clear to them. I have also relied on mid-term evaluations—particularly for classes I was teaching for the first time—for student feedback. These pedagogy tools are a useful way to gain insight during the semester, rather than after the fact, the effectiveness of my teaching methods and what I can improve to better help students learn and, in turn, promote students' future achievements in the local, regional, and international communities.

My teaching pedagogy is indicative of my effort to promote the university's core values of learner-centered teaching, striving for excellence in teaching, and providing students with the opportunity to succeed in college and their careers. My evaluations indicate my courses are structured in a clear, organized, manner that facilitates student learning. In addition to comments on course evaluations and comments in passing from students, every semester I receive written acknowledgements from students of the impact I have had on their education and lives (see tab xxx for a selection). Several of them have identified me as the person at Northern Kentucky University who had the greatest impact on their academic and personal development. Other acknowledgements...

## Class Assessments

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### Example 1:

Name:

Identify 3 aspects of your course that are currently going well.

Identify 2 aspects of your performance that you would like to see change by the end of the semester.

What additional knowledge/information do you believe you need to be successful in the course this semester?

What additional skills do you wish to further develop/improve upon prior to beginning your field experience? (

List additional topics, challenges, etc. that you would like to explore/hope we explore.

## Class Assessments

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### Classroom Observation Worksheet

Instructor \_\_\_\_\_ Course \_\_\_\_\_  
 Date \_\_\_\_\_ Observer \_\_\_\_\_

Directions: Below is a list of instructor behaviors that may occur within a given class or course. Please use it as guide to making observations, not as a list of required characteristics. When this worksheet is used for making improvements to instruction, it is recommended that the instructor highlight the areas to be focused on before the observation takes place.

Respond to each statement using the following scale:

<i>Not observed</i>	<i>More emphasis recommended</i>	<i>Accomplished very well</i>
1	2	3

Circle the number at the right that best represents your response. Use the comment space below each section to provide more feedback or suggestions.

<b>Content Organization</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
1. Made clear statement of the purpose of the lesson	1	2	3
2. Defined relationship or this lesson to previous lessons	1	2	3
3. Presented overview of the lesson	1	2	3
4. Presented topics with a logical sequence	1	2	3
5. Paced lesson appropriately			
6. Summarized major points of lesson	1	2	3
7. Responded to problems raised during lesson	1	2	3
8. Related today's lesson to future lessons	1	2	3

Comments:

## Class Assessments

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<b>Instructor-Student Interactions</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
22. Encouraged student questions	1	2	3
23. Encouraged student discussion	1	2	3
24. Maintained student attention	1	2	3
25. Asked questions to monitor students' progress	1	2	3
26. Gave satisfactory answers to student questions	1	2	3
27. Responded to nonverbal cues of confusion, boredom, & curiosity	1	2	3
28. Paced lesson to allow time for note taking	1	2	3
29. Encouraged students to answer difficult questions	1	2	3
30. Asked probing probing questions when student answer was incomplete	1	2	3
31. Restated questions and answers when necessary	1	2	3
32. Suggested questions of limited interest to be handled outside of class	1	2	3

Comments:

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## Class Assessments

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<b>Presentation</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
9. Projected voice so easily heard	1	2	3
10. Used intonation to vary emphasis	1	2	3
11. Explained ideas with clarity	1	2	3
12. Maintained eye contact with students	1	2	3
13. Listened to student questions & comments	1	2	3
14. Projected nonverbal gestures consistent with intentions	1	2	3
15. Defined unfamiliar terms, concepts, and principles	1	2	3
16. Presented examples to clarify points	1	2	3
17. Related new ideas to familiar concepts	1	2	3
18. Restated important ideas at appropriate times	1	2	3
19. Varied explanations for complex and difficult material	1	2	3
20. Used humor appropriately to strengthen retention & interest	1	2	3
21. Limited use of repetitive phrases & hanging articles	1	2	3

Comments:

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## Class Assessments

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<b>Instructional Materials and Environment</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
33. Maintained adequate classroom facilities	1	2	3
34. Prepared students for the lesson with appropriate assigned readings	1	2	3
35. Supported lesson with useful classroom discussions and exercises	1	2	3
36. Presented helpful audio-visual materials to support lesson organization & major points	1	2	3
37. Provided relevant written assignments	1	2	3

Comments:

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## Class Assessments

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<b>Content Knowledge and Relevance</b>	<i>Not observed</i>	<i>More emphasis</i>	<i>Accomplished very well</i>
38. Presented material worth knowing	1	2	3
39. Presented material appropriate to student knowledge & background	1	2	3
40. Cited authorities to support statements	1	2	3
41. Presented material appropriate to stated purpose of the course	1	2	3
42. Made distinctions between fact & opinion	1	2	3
43. Presented divergent view-points when appropriate	1	2	3
44. Demonstrated command of subject matter	1	2	3

Comments:

45. What overall impressions do you think students left this lesson with in terms of content or style?

46. What were the instructor's major strengths as demonstrated in this observation?

47. What suggestions do you have for improving upon this instructor's skills?

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### Internet Gaming Experiential Exercise

In the fifth edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)*, Internet Gaming Disorder is identified as a condition warranting more clinical research. According to the APA:

The Internet is now an integral, even inescapable, part of many people's daily lives; they turn to it to send messages, read news, conduct business, and much more. But recent scientific reports have begun to focus on the preoccupation some people develop with certain aspects of the Internet, particularly online games. The "gamers" play compulsively, to the exclusion of other interests, and their persistent and recurrent online activity results in clinically significant impairment or distress. People with this condition endanger their academic or job functioning because of the amount of time they spend playing. They experience symptoms of withdrawal when pulled away from gaming.

This exercise will allow you to gain a better understanding of some of the physical, social, cognitive, and emotional experiences of a person who participates habitually in online gaming. *You may choose to end your participation at any time* during the exercise, though you will achieve the full benefit of the exercise if you follow through to the end.

#### Protocol:

You are to engage in this exercise for **one week**. The more you adhere to the guidelines, the more effective the exercise will be for you.

1. You will sign up for a free membership to the online game known as World of Warcraft. <https://us.battle.net/account/creation/wow/signup/>
2. You will create a character in the gaming world, keeping track of your choices as they pertain to race (e.g., dwarf, gnome, troll, undead, etc.), sex, class (e.g., warrior, druid, priest, etc.), and starting area.
3. You will sign in and play the game each day for a week, creating a log to track your starting and finishing times, as well as the level associated with your character at each day's completion (the level is available by moving the cursor over your character's image in the upper-left corner off the screen).
4. At the end of the participation period, write 1-2 pages of your thoughts, feelings, reactions to the exercise and your experiences during this time.
5. Send the paper to your instructor and bring your log to class on **Friday, September 6**. At that time, we will discuss the experience and ways of conceptualizing process addiction.

### Society & Addictions Assignment

For this exercise, you will engage in three (3) hours of television watching. Though no particular show/event will be assigned, it will be necessary to watch a show on basic cable (i.e., a network with regular commercial breaks).

**Protocol:**

You are to engage in this exercise once (though you're welcome to do more, should you feel so inclined). The more you adhere to the guidelines, the more effective the exercise will be for you.

1. You will watch three hours (preferably consecutive) on a basic cable channel (e.g., ABC, CBS, FOX, NBC, USA, Discovery, CNN, etc.)
  2. You will write down the name of the show(s)/event(s) you are watching, as well as the date and time of the broadcast.
  3. You will make a list of the commercials that air throughout the show (e.g., Geico: boat insurance; Wendy's: bacon double cheeseburger; EA Sports: Madden 2013 video game; UC Medical Center: public service), analyzing how they may trigger someone with an addiction. Consider:
    - a. The subject of the ad (e.g., what is the product/service?)
    - b. The intent of the ad (e.g., what are they trying to stimulate?)
    - c. The circumstances (e.g., how do they provide the stimulation? Through humor? Famous spokespeople? Models?)
  4. Review your list and bring it to class on **Friday, September 20**. Be prepared to share/discuss your observations.
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## **Advising**

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My advising duties include XX majors and related minors. My advising approach involves reviewing degree and university graduation requirements and logging meetings and email exchanges. I also advise students regarding extracurricular activities, study abroad opportunities, and internships that can help them to be more competitive for graduate school or employment consideration. Last year I wrote XX recommendation letters and completed XX online recommendations for students for study abroad, graduate programs, law school, job recommendations, and scholarships. In addition to academic advising and mentoring, I make myself available to all of my students through regularly scheduled office hours as well as email.

## **Mentoring**

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I mentored XX for their Honors Thesis Projects, directed XX for independent studies exploring XX topics. As faculty mentor for XX, each prepared presentations for the 2008 Celebration of Student Research and Creativity. I also sponsored XX students for conference presentations, Who's Who Among American College and University Students, the College of Arts and Science's Student Ambassador appointment, Summer Undergraduate Research/Creative Fellowships, etc....

# **Acknowledgement**

Thank you to all current and previous members of TEEC who have contributed to this work!

Alison Antes, Kimberly Clayton-Code, Stephanie Klatzke, Jennifer Stansbury-Koenig, Aimee Krug, Chris Lawrence, Boni Li, Lili Ma, Phil McCartney, Kenneth Rhee, Gannon Tagher, Kimberly Weir.

Dedicated to all faculty colleagues who care about their students and teaching!