

Committee on Teaching: 2007-08 Academic Year

Report to Education Policy Council April 16, 2008

Committee Membership

Curtis Bonk
Carrie Chapman
Judith Chafel, Co-Chair, Fall 2007 (on sabbatical in Spring 2008)
Serafin Coronel-Molina
David Estell, Ex-Officio
Ted Frick, Co-Chair, Spring 2008
Carol-Anne Hossler
Mary McMullen, Ex-Officio
Elizabeth Tilghman
Deborah Winikates

Major Activities

The Committee on Teaching (CoT) met twice in the fall, 2007, and four times in the spring. In addition to making teaching awards, the committee spent some time discussing possible different ways in which teaching evaluations can be improved.

Judith Chafel has organized a subcommittee to look into this matter over the summer and next year. Invitations were issued to School of Education faculty and graduate students to join this subcommittee.

Ted Frick also shared research findings on a new course evaluation instrument on Teaching and Learning Quality (TALQ) that his research group has been testing during the past three years. In addition to the same 3 global items used on the BEST form, the TALQ includes scales for measuring use of First Principles of Instruction in a course, student Academic Learning Time (ALT), student Learning Progress, and student Satisfaction with the course and instructor. First Principles of Instruction were highly correlated with student ratings of overall quality on the BEST global items ($\rho = 0.89, p < 0.0005$). There are 5 scales for First Principles:

- 1) A series of simple-to-complex *real-world problems* (authentic whole tasks) in which students engage;
- 2) *Activation* of student learning so that students connect what is to be newly learned with what they already know or can do;
- 3) *Demonstration* of knowledge and/or skills that students are expected to learn;
- 4) *Application* of what students have newly learned, so they are able to try it out with instructor guidance and feedback as needed; and
- 5) *Integration* of what is newly learned for use in students' personal lives.

These scales are based on work by M. David Merrill in which he synthesized First Principles of Instruction from extant theories of instruction and learning. Merrill (2002) claimed that "there will be a decrement in learning and performance when a given instructional program or practice violates or fails to implement one or more of these first principles" (p. 44). TALQ results are consistent with that claim.

Research in fall 2007 on TALQ has also shown significant relationships between use of First Principles, student Academic Learning Time, and *instructor* ratings of student mastery of course objectives based on student performance in the course. Preliminary results ($n=190$ students) indicate that when students agreed that their instructors used First Principles, those students were nearly 3 times as likely to agree that they experienced ALT in the course. Moreover, students who agreed that they experienced ALT were nearly 4 times as likely to be rated as *high masters* of course objectives by their instructors, compared with students who did *not* agree that they experienced ALT. Conversely, students who did *not* agree that they experienced ALT were about 8 times as likely to be rated as *low masters* of

course objectives by their instructors, compared with students who did agree that they experienced ALT. These results are based on TALQ ratings of 12 classes at Indiana University in business, computer science, history, philosophy, nursing, kinesiology and social work.

First Principles of Instruction broadly apply to different kinds of courses, subject matter and programs. First Principles are something that course instructors can specifically do something about in the design of their courses, student projects and tasks, and in their teaching—unlike the global ratings (This was an outstanding course. This was an outstanding instructor.) Past meta-analyses (e.g., Cohen, 1981) have shown that global ratings are moderately correlated with student achievement (0.43-0.47).

Teaching Awards

Members of the CoT *independently* ranked nominees for the Trustees' Teaching Award, Outstanding Associate Instructor Award, and for the first time Outstanding Adjunct Instructor Award. Nominees submitted documentation in Oncourse drop boxes following the procedures at:

<http://profile.educ.indiana.edu/PolicyCouncil/CurrentCommittees/StandingCommittees/Teaching/tabid/524/Default.aspx> . The CoT was allowed to give 7 Trustees' Awards to tenured and tenure-line faculty and one to a clinical faculty member; 5 Associate Instructor Awards; 1 Adjunct Award; and the Gorman.

Trustees' Award Winners:

Valarie Akerson
H. Gerald Campano
Phil Carspecken
Suzanne Eckes
Laura Stachowski (Clinical)
Vasti Torres
Robert Toutkoushian
Tarajeen Yazzie-Mintz

Additional Nominees for the Trustees' Award: Scott Bellini, Tom Brush, David Flinders, Jesse Goodman, Barbara Korth and Richard Lesh.

Outstanding Associate Instructor Award Winners

Gabriele Abowd
Karen Danielson
Jennifer Hesch
Michelle Honeyford
Sarah Vander Zanden

Additional Nominees for the Outstanding Associate Instructor Award: Rama Cousik, Brandon Foltz, Olga Shonia, Lyndsay Spear and Phillip Vargas

Outstanding Adjunct Instructor Award Winner

Richard Reed

Burton Gorman Teaching Award

Signe Kastberg

Respectfully Submitted,

Ted Frick
April 16, 2008