## University of Kansas, Center for Teaching Excellence Benchmarks for Teaching Effectiveness, 2020

Contact Dea Follmer Greenhoot ([dea@ku.edu](mailto:dea@ku.edu)) with questions.

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## SAMPLE Teaching Portfolio for P&T Sue Donym

**Assistant Professor, School of Education**

This portfolio of materials includes the following documents: Instructor:

1. Overall Teaching Statement, reflecting on instructor’s teaching practice broadly.
2. Sample Undergraduate Course Materials (EPSY 305)- Syllabus; Sample Assignment, Rubric and Summary of Student Performance; and Summary of Performance on Final Exam
3. Sample Graduate Course Materials (EPSY?PRE 715)- Syllabus, Sample Slides and In-Class Learning Activities

Peers/Observers (three types of peer or observer feedback):

1. Peer Review of Undergraduate Course (using Benchmarks Protocol)
2. COPUS (Observation Protocol) Report on Undergraduate Course
3. Peer Review of Graduate Course

Students (two types of representations of student ratings)

1. Summary of Mean Student Ratings on Undergraduate Course over time
2. Summary of Distribution of Student Ratings on Graduate Courses over time



**KU’s Benchmarks for Teaching Effectiveness Project** **Department Review Form**

1. **Goals, content and alignment.** This dimension focuses on what the instructor expects students to learn and why. Are course goals articulated and appropriate? Are topics appropriately challenging and related to current issues in the field? Are course materials of high quality and aligned with course goals?
   * Information could come from syllabi, sample course materials (e.g., readings, videos), assignments, or instructor or peer narratives.
2. **Teaching practices**. This dimension focuses on the instructor’s use of in- and out-of- class time. How effective are the assignments, activities, and practices in helping students learn course material? Do in and out of class activities provide opportunities for practice and feedback on important skills and concepts? Are practices particularly creative or innovative?
   * Information about teaching practices could come from syllabi; sample in-class activities, lesson plans, and in- and out-of-class assignments; peer observations; an instructor narrative.
3. **Class climate**. This dimension focuses on the instructor's approaches to creating an atmosphere that helps all students feel welcome, that motivates students and that helps them learn. It includes students' views on the class and on how student feedback has informed the instructor's approaches. Is the class climate respectful and cooperative? Does it encourage engagement for all students? Do all students feel included? What are students' views on the class and how has student feedback informed the instructor's approaches?
   * Information about classroom climate and student perceptions could come from syllabi; and assignments, on Blackboard, in messages to students, and in class observations. It also includes responses in student surveys of teaching and the instructor’s narrative.



1. **Achievement of learning outcomes**. This dimension focuses on evidence of student learning. Does the instructor examine student achievement of course goals? Are standards for evaluating students connected to program or other expectations? Are there efforts to support learning in all students and reduce inequities? Does learning support success in later courses or in other contexts?
   * Information includes such things as examples and analyses of student work, or other types of evidence of student learning (e.g., descriptions/analyses of student performance on a rubric, key assignments, or exam questions).
2. **Reflection and iterative growth.** This section focuses on how the instructor uses feedback about a course to improve practices, content and student learning. How has the faculty member’s teaching changed over time? How has this been informed by evidence of student learning?
   * Information about reflection and iterative growth includes the instructor’s teaching statement, journals or other reflection about a course, examples of modifications made to course materials or activities.
3. **Mentoring and advising**. This dimension focuses on an instructor's effectiveness in mentoring or advising students on academic and career choices. Is the instructor available for meetings with students and communicate with students when needed? Does the instructor assist in students’ professional development?
   * Information about mentoring and advising includes letters of recommendation written for students; nominations of students for awards, grants and scholarships; presentations or publications with student co-authors; serving on thesis or dissertation committees; letters from or surveys of student advisees.
4. **Service, scholarship and participation in teaching community**. This dimension focuses on whether the instructor's work goes beyond class-related activities. How has the instructor contributed to the broader teaching community, both on and off campus?
   * Information about service, scholarship and participation in the teaching community includes participating in or leading workshops on campus or at conferences or other events; participating in or leading disciplinary committees, panels or other entities related to teaching; participating in or leading a curriculum committee for the department, school or university; publishing articles or multimedia material related to teaching and learning; and willingness to engage in teaching-related discussions with colleagues.

## SAMPLE Instructor Narrative Sue Donym

**Assistant Professor, School of Education**

I have opted to structure my reflection around the Benchmarks for Teaching Effectiveness framework developed by the Center for Teaching Effectiveness. This framework includes seven elements of teaching practice: course goals and content, teaching practices, student learning, classroom climate and student perceptions, reflection and iterative growth, mentoring / advising, and involvement in the broader teaching community.

**Overview.** In my time at KU, I have regularly taught four courses: an undergraduate course in child learning and development and graduate courses in research methods and school psychology. I have also taught one special topics course, on gender development. In this narrative I describe my overall approach to teaching in these courses. I then provide further details on my undergraduate course, and my graduate course on research methods, as two deeper illustrations of my approach.

**Goals, content, and alignment.** My approach to classroom teaching is grounded in the concept of backward design, in which the starting point for course design is a set of target skills that students should possess at the end of the course. The primary outcomes that I strive to promote across all of my courses include: application of conceptual knowledge to real-world situations, thoughtful reading and evaluation of research, public speaking and presentation skills, and effective written communication to a variety of audiences. As an example, public speaking and presentation skills are developed through small-group and whole-class discussions, individual or group presentations, and observing and evaluating others’ presentations. I also incorporate many real-world examples to help students apply what they are learning to new situations, and we practice that skill during class time. I strive to be clear and explicit with students about the learning goals, not only of the course, but of each course assignment. I have found that this helps to promote student motivation and engagement with learning tasks. In addition, course goals and assignments are aligned with broader curricular goals, including the KU Core (Development and Learning of the Child, EPSY 305), school-wide expectations of competence in research methods for graduate students (Research Methods, EPSY/PRE 715), and Discipline-Specific Knowledge and Profession-Wide Competencies required by the APA for students in the counseling and school psychology programs.

**Teaching practices.** In my courses, I use a variety of effective, high impact practices, including in-class active learning, and an emphasis on the application of knowledge and skills acquired through the course. In addition, both in and out of class activities include opportunities for practice and feedback on key skills. For example, in Development and Learning of the Child (EPSY 305), for their final assignment students complete a Developmental Milestones Guide in which they integrate information about multiple aspects of development and present the information in a manner that is approachable and engaging for non-experts. I also use the practice of scaffolding, in which I break down assignments into steps so that students have multiple opportunities to receive feedback and build their knowledge. For example, in my Research Methods course, students complete an Ethics in Research paper assignment in three stages, and the get graded on each stage. This ensures that students distribute the work over time, and helps me make sure they are on the right track before they get too far in the project.

**Student learning outcomes.** My courses include a variety of assignments and assessments (e.g., exams, papers, individual and group presentations) in order to allow for multiple ways in which students can

demonstrate their learning. On written assignments in my undergraduate courses, I have recently started to use rubrics that identify different dimensions of the assignment, which enables me to give feedback to students on their strengths and weaknesses. The most recent time I taught this course, I was disappointed that my students performed quite poorly on the final exam (an average of 60%). At the suggestion of a colleague from another department, I conducted an item-by-item analysis of performance on students’ final exams in this course. I noticed that performance was very variable, and students did especially poorly on questions about some of the thornier concepts, like nature and nurture, so will likely simplify those questions in the future.

**Classroom climate and student perceptions.** I try to create a fun and supportive learning environment in my classes, especially on topics like research methods, which students are not especially enthusiastic about. I also try to learn as many students’ names as possible, be approachable, and encourage students to attend my office hours. Student evaluations of my teaching have improved over the course of my time at KU. Areas of strength highlighted in student evaluations of teaching include organization of the class, clear and engaging teaching, and respecting students’ points of view. Students regularly comment on my ability to make dry material (such as that covered in research methods courses) engaging.

Students in my undergraduate course also indicate that they appreciate the opportunity to demonstrate their learning through a variety of assignments, rather than relying only on exams or papers. I have recently started incorporating team-building questions into in-class group work in the interest of promoting a more positive and collaborative class climate.

**Reflection and iterative growth.** I tinker with my courses every year, because I am always eager to try new teaching methods that I learn about through conversations with colleagues or CTE workshops, or to respond to student feedback on course evaluations. For example, for my undergraduate course I have developed and revised rubrics to standardize grading and make expectations clear and transparent for students. I have also incorporated active and collaborative learning, and distribute class time in all of my classes among various activities (e.g., lecture, small group, and whole-class discussion). I have also increased the scaffolding for a variety of assignments (including research proposal papers for graduate courses and the Controversial Issue Report and Developmental Milestones Guide for EPSY 305).

**Mentoring and advising.** In my time at KU, I have served as the primary advisor for three masters and six doctoral students. I have also supervised ten undergraduate research assistants. I have completed 18 conference presentations and six publications with student co-authors, both graduate and undergraduate students. I have also served on over 50 doctoral dissertation committees for students with research interests in educational or developmental psychology. In addition to these more formal roles, I have served as an informal mentor to a number of students through my role as faculty advisor to the School Psychology program’s graduate student organization. Several of my former students have gone on to faculty positions. In addition, one of my advisees won the School of Education Outstanding Thesis Award in 2013.

**Involvement in teaching service, scholarship, or community.** I attended teaching workshops and seminars offered by KU’s Center for Teaching Excellence a few times a semester, and always attend the annual Teaching Summit in August. I also served as the department ambassador to CTE from 2014- 2017. I recently presented about a teaching innovation at the KU School of Education Research and Teaching Conference.

## SAMPLE Course Narrative- EPSY 305 Sue Donym

**Assistant Professor, School of Education**

EPSY 305 is a large enrollment (150 students) sophomore/junior level course that enrolls mostly education majors. I used to organize the class almost entirely around lectures with a few questions directed at the full class. But the same few students answered all of the questions while the remaining just sat there waiting for their friends to provide the answers. After attending a couple of workshops at CTE and connecting with some colleagues in other departments, I decided to make a few changes to help me reach more students, and those changes seem to be helping.

First, I started incorporating active learning exercises into each class period, to break up the lecture and to give students a chance to discuss and apply the material. I have also added many examples and exercises that focus on the educational applications of the material, because so many of my students will be going on to become teachers rather than psychologists. These changes are moving in the right direction, because class engagement has increased markedly. But there are still challenges to address- many students do not complete the reading before class, so students have a very uneven foundation for the exercises. My solution has been to simplify the exercises so that they do not necessarily build on the reading material, or in cases where they do need to be familiar with the reading, I make sure to lecture over it first. As a result, we are getting through less material than I had hoped. Another positive change I have made to my class is to use rubrics to identify different dimensions of the main writing assignments. This has enabled me to be transparent about my expectations and provide targeted feedback to students about what they did well and where they need to improve. I also have them complete a rough draft for credit before they write their final paper. Student feedback about these changes has been positive- my student evaluation numbers have been increasing every semester.

The materials appended include the course syllabus, a writing assignment prompt, the rubric that I used to evaluate student performance on the assignment, and a summary of student performance. I also include a summary of student performance on the final exam. In the most recent semester I looked at how students performed on different questions that I had mapped to different learning objectives and skills.

**Development & Learning of the Child Spring 2018**

**Monday & Wednesday 9:00‐9:50**

**Instructor**

Prof. Sue Donym

Office hours: Monday 12:00‐2:00, Wednesday 10:00‐12:00, and by appointment Office: JRP 632

Email: XXX

# Course Goals

Through this course, students will:

1. Become familiar with major theories of child development
2. Consider the influence of nature, nurture, and their interaction on children’s outcomes
3. Understand the influences of cognition, emotion, and context on children’s behavior
4. Reflect on and evaluate pre‐existing beliefs regarding child development
5. Understand the interconnected relationships between children, families, and society
6. Understand the roles of parents, peers, and schools in promoting the well‐being of individual children
7. Integrate information about physical, cognitive, social, and emotional development to understand the whole child

# How to Succeed in this Course

* Be present in every class, both physically and mentally
* Read the assigned material before class
* Approach readings, lectures, and discussions with an open mind
* Participate actively and thoughtfully in class discussions
* Show respect for others’ ideas and viewpoints

# Competencies Promoted by this Course

This course has been designed to meet the following Kansas Educator Preparation Program Standards for Professional Education:

Standard #1: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

Standard #2: The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

**School of Education Mission:** Within the University, the School of Education serves Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational

responsibilities and challenges. To accomplish this mission, the School of Education (1) offers an extensive curriculum leading to academic degrees and professional licensure, (2) requires faculty and students to engage in scholarship, and (3) provides a wide range of professional services to schools, other institutions, and individuals.

**Diversity in the School of Education**: Diversity is an integral part of the University of Kansas School of Education’s commitment to excellence. The faculty, staff, and students of the School of Education value inclusiveness and equal opportunity for diverse learners and an environment of mutual respect for all members of our community. We believe that all students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society.

**Course Assignments**

**Exams (45%):** There will be three in‐class exams, each covering approximately one‐third of the course material. Exams will assess your knowledge of material covered in course readings, lectures, and discussions and ability to integrate and apply the material learned in class. Each exam will account for 150 points (15% of your final grade).

**Controversial issue presentation (10%):** Each student will participate in presentation on a controversial issue in child development. The presentations will take place in your discussion sections, and will have a panel format. For each topic, a small group of students (3 ‐ 4 students) will be assigned to take the pro side of the issue and a second small group will take the con side. Panel members are expected to present the arguments for their side of the issue clearly and concisely. If a student misses class on a day he or she is scheduled to be a panelist, the student will be asked to help lead a discussion on a topic of the instructor’s choosing later in the semester. The presentation will account for 100 points (10% of your final grade).

**Controversial issue report (10%):** You will write a short (4 – 5 pages) paper on a controversial issue in child development. Grades will be based on the quality of the argument and supporting evidence, as well as quality of writing. Grades will not be based on the side of the controversy that you choose to support. The CIR will account for 100 points (10% of your final grade).

**Developmental milestones guide (15%):** For this assignment, you will develop a written guide describing typical development for children of a particular age. The purpose of this assignment is to integrate information about physical, cognitive, social, and emotional development to convey a picture of the whole child. The developmental milestones guide (DMG) will account for 150 points (15% of your final grade).

**Attendance and participation (15%):** Attendance and participation will be assessed for both the lecture and discussion sections. Grades will be based on attendance, participation in discussion, and the submission of in‐class individual and group assignments. Attendance and participation will account for 150 points (15% of your final grade).

**Research participation (5%):** All students enrolled in this course are required either to participate in research conducted by researchers in the School of Education or complete an alternate assignment on research in psychology or education. To satisfy the research participation requirement each student must complete 3 units of research participation (each credit is equal to approximately 30 minutes of research participation) or complete an alternate written assignment. Research participation is managed through the SONA system (<https://kupre.sona-systems.com/>). Research participation must be completed by 5/1. Research participation will account for 50 points (5% of your final grade).

**Extra credit:** Extra credit points will be available for the completion of online quizzes through the LaunchPad system (<http://www.macmillanhighered.com/launchpad/siegler4e/7193486>).

In order to receive extra credit points, the quiz must be completed by the stated due date. Quizzes are worth 3 points each, for a total of 45 possible extra credit points.

# Grading Scale

|  |  |  |  |
| --- | --- | --- | --- |
| A | 925+ points | C+ | 765 – 794 points |
| A- | 895 – 924 points | C | 725 – 764 points |
| B+ | 865 – 894 points | C- | 695 – 724 points |
| B | 825 – 864 points | D | 625 – 694 points |
| B- | 795 – 824 points | F | 624 or fewer points |

**Course Text**

*How Children Develop* (4th edition) by Robert Siegler, Judy DeLoache, Nancy Eisenberg, Jenny Saffran, & Campbell Leaper

**Course Policies**

**Attendance:** Students are expected to be present in class both physically and mentally. This means not only attending class, but committing your full attention to the course during the time you are in class.

**Absences:** It is up to the student to obtain class material and information missed due to absence. Make-up exams due to class absence will be given only in the case of a documented medical or other emergency. In the event of illness or emergency, please contact the instructor as soon as possible.

**Civility.** Civility and respect for others are very important in an academic environment. Although it is likely that you will not agree with everything that is said or discussed in the classroom, courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person’s or group’s race, ethnicity, gender, gender identity, religion, sexual orientation, marital status, parental status, age, or disability are contrary to the mission of this course and will not be tolerated.

**Academic honesty:** It is critical that all work submitted for this course represents your own work and efforts. Academic misconduct includes giving or receiving of unauthorized aid on

assignments, knowingly misrepresenting the source of any academic work, plagiarizing of another's work, disruption of classes, threatening an instructor or fellow student, or otherwise acting dishonestly in scholarship or research. If you are unsure about what constitutes unauthorized aid or plagiarism on an assignment, please contact the course instructor or a GTA. Evidence of academic misconduct on an assignment will result in a failing grade on the assignment and a report of academic misconduct being filed. Further information about School of Education academic misconduct policies can be found at [http://policy.ku.edu/soe-student-](http://policy.ku.edu/soe-student-academic-misconduct-policy) [academic-misconduct-policy.](http://policy.ku.edu/soe-student-academic-misconduct-policy)

**Contacting the instructor and GTAs:** The instructor and GTAs are available to answer any questions you have about the course. In order to facilitate a prompt response, please include the phrase “EPSY 305” in the subject line of all email communication sent to the instructor or GTAs.

**Students with disabilities / limited English proficiency:** Please speak with the instructor if you require accommodations due to a disability or limited English proficiency. For more information about accommodations for students with disabilities, contact the Academic Achievement and Access Center (<http://access.ku.edu/>).

# Course Schedule

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| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| 1/17 | Course overview  Factors that shape development |  |
| 1/22 | Child development as a field of study | HCD pages 2-22 (*ebook sections Chapter 1 Introduction – 1c)* |
| 1/24 | Conducting research on child development | HCD pages 22-37 (*ebook section 1d)* |
| 1/29 | Nature and nurture | HCD pages 86-106 (*ebook sections Chapter 3 Introduction – 3a)* |
| 1/31 | Brain development | HCD pages 106-114 (*ebook section 3b)* |
| 2/5 | Prenatal development & birth | HCD pages 40-69 (*ebook sections Chapter 2 Introduction – 2b*) |
| 2/7 | Infant physical & perceptual development | HCD pages 70-82 & 172-198 (*ebook sections 2c & Chapter 5 Introduction – 5b)* |
| 2/12 | Infant learning & cognition | HCD pages 198-213 (*ebook sections 5c – 5d)* |
| 2/14 | **Exam 1** |  |
| 2/19 | Guest speaker |  |
| 2/21 | Attachment | HCD pages 426-439 (*ebook sections Chapter 11 Introduction – 11a*) |
| 2/26 | Family I | HCD pages 468-482 (*ebook sections Chapter 12 Introduction – 12b*) |
| 2/28 | Family II | HCD pages 482-506 (*ebook sections 12c – 12e*) |
| 3/5 | Cognitive development I | HCD pages 130-144 (*ebook sections Chapter 4 Introduction – 4b)* |
| 3/7 | Cognitive development II | HCD pages 145-167 & 266-273 (*ebook sections 4c – 4e* & *7a parts 5-7*) |
| 3/12 | Emotion | HCD Chapter 10 |
| 3/14 | **Exam 2** |  |

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| --- | --- | --- |
| **Date** | **Topic** | **Reading** |
| 3/19 | No class—Spring Break |  |
| 3/21 |
| 3/26 | Intelligence | HCD pages 298-322 (*ebook sections Chapter 8 Introduction – 8e)* |
| 3/28 | Schooling & academic achievement | HCD pages 322-337 & 359-361 (*ebook sections 8f & 9c part 6)* |
| 4/2 | Language development | HCD Chapter 6 |
| 4/4 | Social development I | HCD pages 340-355 (*ebook sections Chapter 9 Introduction – 9b)* |
| 4/9 | Social development II  **CIR Due** | HCD pages 362-380 (*ebook sections 9d)* |
| 4/11 | Peer relations | HCD Chapter 13 |
| 4/16 | Moral development | HCD pages 554-577 (*ebook sections Chapter 14 Introduction – 14c)* |
| 4/18 | Aggression & bullying | HCD pages 357-358 & 577-591 (*ebook sections 9c part 5 & 14d)* |
| 4/23 | **Exam 3** |  |
| 4/25 | Identity | HCD pages 439-464 (*ebook sections 11b – 11e*) |
| 4/30 | Gender | HCD Chapter 15 |
| 5/2 | Conclusions  **DMG Due** | HCD Chapter 16 |

\* Topics and readings are subject to change in the case of extenuating circumstances.

# Controversial Issue Report Assignment

Learning goals:

\*Explore a current controversy related to child development

\*Use evidence to support an argument

\*Integrate and synthesize information from multiple sources in a coherent manner

\*Present information about an important topic in an understandable and engaging manner

For the controversial issue report, you will focus on understanding a current controversy in the field of child development. First, you will read a series of articles describing your chosen controversy. Some of the articles will argue for a particular position, whereas others will take a more balanced view of the issue. Based on the readings, you will write a 4 - 5 page paper making an argument supporting one side of the controversy. Papers will be due in class on ///.

Your paper should include a summary of the topic, a clear statement of your opinion on the controversy (*do you support Position A or Position B*), a discussion of the supporting evidence for your position (*why do you support your chosen position*), and a discussion and refutation of the evidence for the other position (*why do you not support the other position, given the evidence for it*).

Evidence to support your argument may be drawn from the readings posted to Blackboard, the course textbook, class lectures, and class discussions. When you are searching for evidence to support your argument, remember that a research study that is based on responses from many people is much stronger than a story that is about one person. Knowing something about a single person does not tell us much about how an issue will affect other people.

Your paper should reflect your own work. This means that you should take the information you obtain from sources and put it into your own words, and give credit to authors (using in-text citations) when you use their ideas. Your paper should include a reference list formatted in APA style. Direct quotations should be used rarely, if at all (more than two direct quotations in your paper is too many). Any passage taken directly from a source should be placed within quotation marks and attributed to the author (using APA style). Quoting from a source without attribution is considered plagiarism and is a violation of the University’s policies on academic honesty.

Grades will be based on the quality of your argument and the quality of the evidence you use to support your argument. The clarity of your writing (including use of correct spelling and grammar) will also be a part of your grade. See attached rubric for more information on how papers will be evaluated.

# Controversial Issue Report Evaluation Rubric

Grades for the Controversial Issue Report will be based on the clarity and quality of the topic framing, the quality of the argument presented, the quality of the evidence used to support the argument, and clarity of writing. A well-done paper will clearly and concisely summarize the topic under consideration, clearly state the argument being made (pro or con), support the argument with appropriate evidence (including refutation of opposing arguments), and be written in a clear and engaging style.

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| --- | --- | --- | --- | --- |
| **Summary of topic** | **Unsatisfactory** | **Marginal** | **Good** | **Excellent** |
| **20 Points** | Minimal summary of issue or summary is disorganized. | Summary of issue is moderately organized; some points are unclear or confusing. | Paper includes clear and concise summary of issue. | Summary of issue is thorough and thoughtful. |
|  | Many key elements of issue are missing. | Some key elements of issue are addressed. | Most key elements of issue are addressed. | All key elements of issue are addressed. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Argument** | **Unsatisfactory** | **Marginal** | **Good** | **Excellent** |
|  | Paper does not clearly | Paper clearly states | Paper clearly states | Paper clearly states |
|  | state which side of the | argument being | argument being | argument being |
| **15 Points** | argument is being | supported. Relations of | supported. Some ties | supported. Paper |
|  | supported. No attempt | evidence to argument | between argument | clearly ties evidence to |
|  | made to tie argument to | are unclear or missing. | and evidence. | argument. |
|  | evidence. |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supporting evidence** | **Unsatisfactory** | **Marginal** | **Good** | **Excellent** |
| **40 Points** | Little supporting evidence is presented; paper does not use readings to support central argument. | Some evidence is presented; readings are used to support central argument, but not extensively. | Multiple pieces of supporting evidence are presented; paper uses multiple sources. | All provided sources of supporting evidence are used. |
|  | Many key pieces of supporting evidence are missing. | Some key pieces of supporting evidence are addressed. | Most key pieces of supporting evidence are addressed. | All key pieces of supporting evidence are included. |
|  | Paper includes multiple factual inaccuracies. | Paper includes some factual inaccuracies. | Information provided is generally correct, with only minor inaccuracies. | All information provided is accurate. |
|  | Little discussion of relations between evidence and central argument. | Paper has a clear argument and evidence, but links between the two are  unclear. | A good effort is made to tie evidence to the central argument. | All evidence presented is tied back to the central argument. |
|  | Paper does not address opposing arguments. | Minimal discussion of opposing arguments. | Paper addresses opposing arguments, but does not present evidence refuting those arguments. | Paper addresses and refutes opposing arguments. |

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| --- | --- | --- | --- | --- |
| **Quality of writing** | **Unsatisfactory** | **Marginal** | **Good** | **Excellent** |
| **25 Points** | Paper is poorly organized; logic of argument is hard to follow. | Some problems with organizational structure. | Paper is generally well- organized. | Paper is well- organized, with clear relations and transitions between  ideas. |
|  | Paragraphs are disorganized. | Some paragraphs are disorganized. | Paragraphs are generally well- organized. | Each paragraph is logically structured, with a clear topic  sentence. |
|  | Introduction and conclusion are missing or disorganized. | Minimal introduction and conclusion. | Clear and logical introduction and conclusion. | Introduction and conclusion are well- written and interesting; they engage the reader with  the paper topic. |
|  | No transition sentences between paragraphs. | Inconsistent use of transitions between paragraphs. | Appropriate transitions between paragraphs. | Transitions between paragraphs are smooth. |
|  | Sentence structure is rudimentary. | Appropriate sentence structure. | Sentence structure is appropriate and  somewhat varied. | Varied sentence structure. |
|  | Many grammatical and/or spelling errors. | Multiple grammatical or spelling errors. | A few minor grammatical or spelling errors. | Correct grammar and spelling throughout. |
|  | Too many direct quotations.  No use of in-text  citations. | Some overuse of quotations.  In-text citations  missing in some cases. | Minor errors in the use of in-text citations. | In-text citations and quotations are used appropriately. |
|  | Reference list is missing. | Reference list is present, but is missing citations or has many errors in formatting. | Reference list is generally correct but has some formatting errors. | Reference list is formatted appropriately in APA style. |

## Student learning data ‐‐ Controversial issue paper

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2016** | | | **% of students at rubric level** | | | |
| Rubric element | Possible points | Average score | Unsatisfactory | Marginal | Good | Excellent |
| Summary of topic | 20 | 15.5 | 0% | 20% | 50% | 30% |
| Argument | 15 | 13.2 | 8% | 28% | 40% | 24% |
| Supporting evidence | 40 | 28 | 30% | 30% | 30% | 10% |
| Quality of writing | 25 | 18 | 10% | 40% | 25% | 25% |

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| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2017** | | | **% of students at rubric level** | | | |
|  | Possible points | Average score | Unsatisfactory | Marginal | Good | Excellent |
| Summary of topic | 20 | 17.3 | 0% | 18% | 47% | 35% |
| Argument | 15 | 14.3 | 8% | 28% | 40% | 24% |
| Supporting evidence | 40 | 29.1 | 25% | 34% | 29% | 12% |
| Quality of writing | 25 | 20 | 10% | 35% | 29% | 26% |

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| --- | --- | --- | --- | --- | --- | --- |
| **Spring 2018** | | | **% of students at rubric level** | | | |
|  | Possible points | Average score | Unsatisfactory | Marginal | Good | Excellent |
| Summary of topic | 20 | 18 | 2% | 16% | 44% | 38% |
| Argument | 15 | 14 | 6% | 30% | 41% | 23% |
| Supporting evidence | 40 | 28.6 | 28% | 32% | 27% | 13% |
| Quality of writing | 25 | 23.5 | 2% | 20% | 38% | 40% |

University of Kansas logo


**THE CENTER FOR TEACHING EXCELLENCE**

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**COPUS Report--March 25, 2018**

**Course Observed: EPSY 305: Development and Learning of the Child Instructor: Sue Donym**

**Dates of Observations: 2/13/18, 2/15/18, 2/18/18, 2/20/18**

*Note, this EXAMPLE includes data from only the first two observations, for the sake of brevity*

The COPUS protocol is a widely used tool that enables an observer to record the types of student and instructor activities that occur within a class period. A trained observer attend four of your class periods and recorded events using the COPUS. Each class period is divided into two-minute intervals, for which the observer records both the activities of students and instructors.

## Occurrence of Activity by Time (Collapsed Codes)

The following figures show the activities that occurred in each 2-minute time interval across the class period. The activities are grouped into eight categories. Rows show the time periods in which a given activity occurred. Columns show which activities were marked in each time interval. This visualization can give insights into the overall flow of the class. The dark shaded squares indicate that the activity occurred at some point during the 2-minutes interval. It does not indicate that the activity occurred for the entire 2-minute interval. See the description below the figures that explains how the categories were combined. A detailed description of all the observation categories is provided at the end of this observation summary.

## Date: 2/13/2018

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 | 48 |
| Student activities | Receiving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Talking to Class |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Working |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Instructor activities | Presenting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Guiding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Admin |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Date: 2/15/2018**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 | 48 |
| Student activities | Receiving |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Talking to Class |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Working |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Instructor activities | Presenting |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Guiding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Admin |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1

## Collapsed Codes\*

|  |  |
| --- | --- |
| **Student Activities** | **Categories included** |
| Receiving | Listening to instructor (L) |
| Talking to Class | Student answering question (AnQ), Student asking question (SQ), Whole-class discussion (WC), Students presenting to entire class (SP) |
| Working | Individual thinking (Ind), Discussing clicker question (CG), Working in groups on worksheet (WG), Other group activity (OG), Making prediction (Prd), Test/Quiz (TQ) |
| Other | Waiting (W), Other (O) |
| **Instructor Activities** | **Categories included** |
| Presenting | Lecturing or presenting information (Lec), Real-time writing (RtW), Demonstration/Video (D/V) |
| Guiding | Follow-up/feedback on activity (FUp), Pose question (PQ), Pose clicker question (CQ), Listening to and answering student questions (AnQ), Moving and Guiding (MG), One on one discussion (1o1) |
| Administration | Administration (Adm) |
| Other | Waiting (W) or Other (O) |

\*As defined in M. K. Smith, E. L. Vinson, J. A. Smith, J. D. Lewin, & M. R. Stetzer (2014). *A Campus- Wide Study of STEM Courses: New Perspectives on Teaching Practices and Perceptions,* CBE-Life Sciences Education 13(4), pp. 624–635.

## Occurrence of Activity by Time

The figures below also show which activities occurred in each 2-minute time interval. In this case, the general categories are separated into 25 categories to capture which specific activities occurred at some point during that 2-minute interval.

## Date: 2/13/2018

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 | 48 |
| Student activities | Listening (L) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Answer Question (AnQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asking (SQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Whole Class (WC) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation (SP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Thinking (Ind) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clicker (CG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Worksheet (WG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other Group (OG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prediction (Prd) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test/Quiz (T/Q) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiting (W) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (O) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Instructor activities | Lecturing (Lec) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing (RtW) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demo/Video (D/V) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Follow Up (FUp) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pose Question (PQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clicker Question (CQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Answer Question (AnQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moving/Guiding (MG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One on One (1o1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Administration (Adm) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiting (W) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (O) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

2

## Date: 2/15/2018

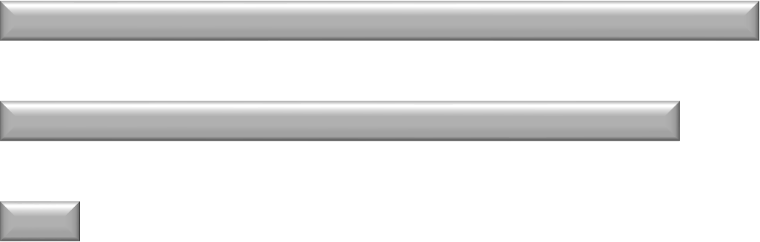
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Minutes | | | | | | | | | | | | | | | | | | | | | | | | |
| 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | 42 | 44 | 46 | 48 |
| Student activities | Listening (L) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Answer Question (AnQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asking (SQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Whole Class (WC) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation (SP) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Thinking (Ind) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clicker (CG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Worksheet (WG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other Group (OG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Prediction (Prd) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Test/Quiz (T/Q) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiting (W) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (O) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Instructor activities | Lecturing (Lec) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Writing (RtW) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Demo/Video (D/V) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Follow Up (FUp) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Pose Question (PQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Clicker Question (CQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Answer Question (AnQ) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Moving/Guiding (MG) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One on One (1o1) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Administration (Adm) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Waiting (W) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Other (O) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

3

## Activity as Percentage of Time Intervals (Collapsed Codes)

The next figures show the percentage of 2-minute time intervals in which each activity occurred during the class. Again, it only indicates that the activity occurred for at least a portion of that interval. The activities are grouped into 8 categories, as they were in the figures shown earlier.

## Date: 2/13/2018



**Activity as Percentage of Time Intervals**

**(Note: Maximum value of each bar is 100%)**

0%

20%

40%

60%

80%

100%

Receiving

Talking to Class

Working

Other (Student)

Student

activities

Presenting

Guiding

Instructor

activities

Admin

Other (Inst)

Instructor activities

Presenting = Lec, RtW, D/V,

Guiding = FUp, PQ, CQ, AnQ, MG, 1o1 Admin = Adm

Other (Inst) = W, O

Student activities

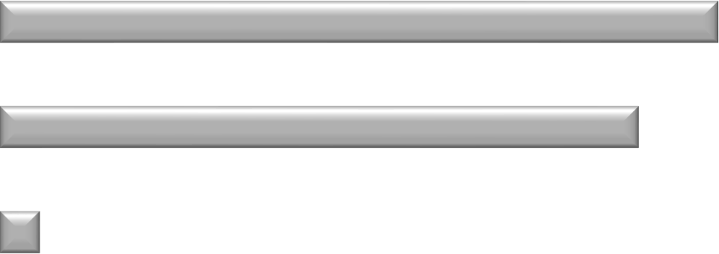
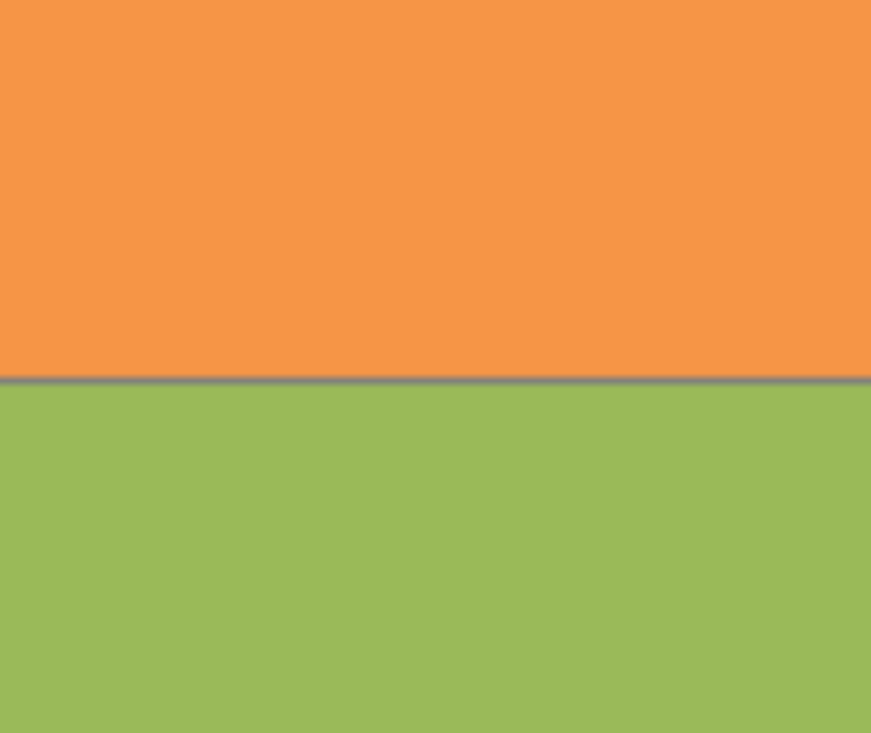
Receiving = L

Talking to Class = AnQ, SQ, WC, SP Working = Ind, CG, WG, OG Other (Student) = O, W

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 8%  4%  8%  0% | 36 | % | 76  68% | 92%  % |

4

## Date:2/15/2018



**Activity as Percentage of Time Intervals**

**(Note: Maximum value of each bar is 100%)**

0%

20%

40%

60%

80%

100%

Receiving

Talking to Class

Working

Other (Student)

Student

activities

Presenting

Instructor

activities

Guiding

Admin

Other (Inst)

Instructor activities

Presenting = Lec, RtW, D/V,

Guiding = FUp, PQ, CQ, AnQ, MG, 1o1 Admin = Adm

Other (Inst) = W, O

Student activities

Receiving = L

Talking to Class = AnQ, SQ, WC, SP Working = Ind, CG, WG, OG Other (Student) = O, W

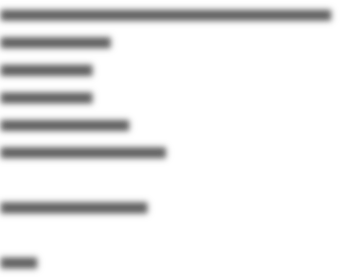
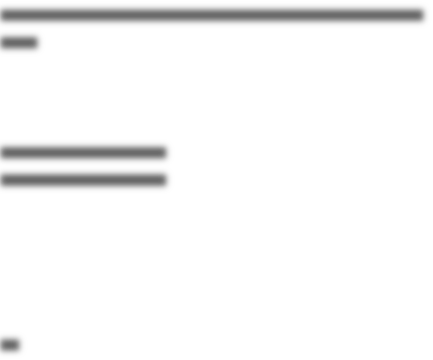
|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 0%  4%  0% | 24%  36 | % | 72%  64% | 84% |

5

## Activity as Percentage of Time Intervals

The next figures show the percentage of 2-minute time intervals in which each activity occurred. In this case, all 25 categories are represented.

## Date: 2/13/2018



**Activity as Percentage of Time Intervals**

**(Note: Maximum value of each bar is 100%)**

0%

20%

40%

60%

80%

100%

Listening (L)

Answering (AnQ)

Asking (SQ) Whole Class (WC) Presentation (SP) Thinking (Ind)

Clicker Discussion (CG) Working Group (WG) Other Group (OG) Prediction (Prd) Test/Quiz (T/Q) Waiting (W)

Other (O) Lecturing (Lec) Writing (RtW) Demo/Video (D/V) Follow-up (Fup) Posing Question (PQ) Clicker Question (CQ)

Answering Question (AnQ)

Moving (MG) One-on-One (1o1) Administration (Adm)

Waiting (W) Other (O)

92%

8%

0%

0%

0%

36%

36%

0%

0%

0%

0%

0%

4%

Student

activities

72%

Instructor

activities

24%

20%

20%

28%

36%

0%

32%

0%

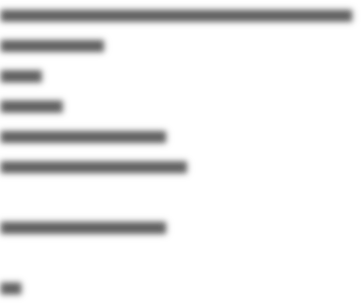
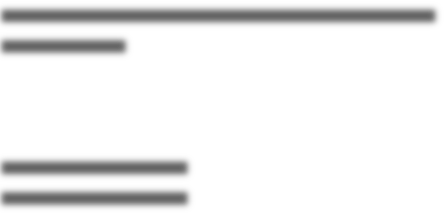
8%

0%

0%

6

## Date: 2/15/2018



**Activity as Percentage of Time Intervals**

**(Note: Maximum value of each bar is 100%)**

0% 10% 20% 30% 40% 50% 60% 70% 80% 90%

Listening (L)

Answering (AnQ)

Asking (SQ) Whole Class (WC) Presentation (SP) Thinking (Ind)

Clicker Discussion (CG) Working Group (WG) Other Group (OG) Prediction (Prd) Test/Quiz (T/Q) Waiting (W)

Other (O) Lecturing (Lec) Writing (RtW) Demo/Video (D/V) Follow-up (Fup) Posing Question (PQ) Clicker Question (CQ)

Answering Question (AnQ)

Moving (MG) One-on-One (1o1) Administration (Adm)

Waiting (W)

Other (O)

84%

24%

0%

0%

0%

36%

36%

0%

0%

0%

0%

0%

0%

Student

activities

68%

20%

Instructor

activities

8%

12%

32%

36%

0%

32%

0%

4%

0%

0%

**Student Time-On-Task Ratings**

We can also generate rough approximations of student time-on-task. If you would like to more information about these ratings, please let me know.

## Summary

Hopefully the COPUS results above provide an objective way to consider the instruction that occurred on these observation dates. If you would like to discuss these results further, we are happy to meet with you and/or provide any resources that might be helpful. You can contact me at [bensonbe@ku.edu](mailto:bensonbe@ku.edu) with any questions.

Sincerely,

7

Blair B. Schneider, Ph.D.

Course Transformation Program Director, Center for Teaching Excellence University of Kansas

## Codes Descriptions

|  |  |
| --- | --- |
| **Code** | **Students are Doing** |
| Listening | Listening to instructor/taking notes, etc. |
| Individual Thinking | Individual thinking/problem solving. Only mark when an instructor explicitly asks students to think about a clicker question or another question/problem on their own. |
| Clicker Group | Discuss clicker question in groups of 2 or more students |
| Working Group | Working in groups on worksheet activity |
| Other Group | Other assigned group activity, such as responding to instructor question |
| Answer Question | Student answering a question posed by the instructor with rest of class listening |
| Student Question | Student asks question |
| Whole class discussion | Engaged in whole class discussion by offering explanations, opinion, judgment, etc. to whole class, often facilitated by instructor |
| Prediction | Making a prediction about the outcome of demo or experiment |
| Student Presentation | Presentation by student(s) |
| Test or Quiz | Test or quiz |
| Waiting | Waiting (instructor late, working on fixing AV problems, instructor otherwise occupied, etc.) |
| Other | Other – explain in comments |

|  |  |
| --- | --- |
| **Code** | **Instructor is Doing** |
| Lecture | Lecturing (presenting content, deriving mathematical results, presenting a problem solution, etc.) |
| Real-Time Writing | Real-time writing on board, doc. projector, etc. (often checked off along with Lec) |
| Follow Up | Follow-up/feedback on clicker question or activity to entire class |
| Posing Question | Posing non-clicker question to students (non-rhetorical) |
| Clicker Question | Asking a clicker question (mark the entire time the instructor is using a clicker question, not just when first asked) |
| Answer Question | Listening to and answering student questions with entire class listening |
| Moving/Guiding | Moving through class guiding ongoing student work during active learning task |
| 1-on-1 | One-on-one extended discussion with one or a few individuals, not paying attention to the rest of the class (can be along with MG or AnQ) |
| Demo/Video | Showing or conducting a demo, experiment, simulation, video, or animation |
| Administration | Administration (assign homework, return tests, etc.) |
| Waiting | Waiting when there is an opportunity for an instructor to be interacting with or observing/listening to student or group activities and the instructor is not doing so |
| Other | Other – explain in comments |

8

1

**Sample Peer Review: EPSY 305**

15 January, 2019

To whom it may concern,

I am writing to offer a peer review of Prof. Sue Donym’s teaching for her promotion and tenure file. I am a professor in the School of Education, and Sue and I teach in the same program. This fall, I conducted a review of her undergraduate course on Development and Learning of the Child (EPSY 305). Sue is a motivated teacher who is very interested in learning about and adopting the latest teaching methods.

To complete this review, I used the Benchmarks for teaching Effectiveness Peer Review Protocol. The Benchmarks Framework identifies multiple dimensions of teaching activities including the many activities that take place outside of the classroom. Sue and I scheduled time for a conversation about her course, organized around the following materials: syllabus; examples of assignments and criteria for assessing student performance; and examples of student work on the assignments. I used the prompts in the protocol to guide the conversation, which focused on some of the reasons for her decisions about content and goals; elaboration of her instructional design choices, and her reflection on students’ achievements and plans for future course offerings. My review is organized around the five course-focused teaching dimensions specified in the Benchmarks framework.

**Goals and Alignment.** Sue is familiar with backwards course design and has chosen learning goals for her course that make sense for her students. She uses a survey at the beginning of each semester to learn more about her students’ goals, interests, and developmental level to inform the way she designs the other course elements. Because most students will become teachers, she focuses many assignments and in-class activities on the **educational applications** of the course material. For example, she frames the unit on memory development in terms of how they can use key principles to understand and enhance their students’ learning, as well as their own experiences as students.

One area for improvement is the alignment of assessments and assignments with course goals. I noted that on the final exam, most of the questions were about a small number of course goals (theories, beliefs about development) and types of thinking (those lowest on Bloom’s hierarchy), whereas other course goals and the highest levels of thinking (interpreting research and applying findings) had very few questions. So I wondered if and when students had many opportunities to learn these skills and concepts.

**Teaching Practices.** Sue’s teaching practices in EPSY 305 are well-planned, engaging, and consistent with the evidence base on effective teaching. Each class period includes a couple of short active and collaborative learning exercises that are designed to provide students practice applying key concepts and knowledge. For instance, she uses an interactive large class demo (students shape a behavior in a student volunteer through clapping) followed by a small group learning design activity to deepen their grasp of the principles of conditioning and how they can be used to shape real behaviors.

2

Sue indicated that her use of in-class learning activities is limited by the fact that many students do not come to class well prepared. As a result, she still devotes a majority of time reviewing the material before a learning activity, and they often do not get to the activities on the most challenging concepts. I suggested she might consider some methods to promote more consistent preparation among her students, which would enable her to do more consistent learning activities, and help students get more out of them.

**Student Achievement of Learning Outcomes.** In the last few years, Sue has developed rubrics to provide transparent expectations and feedback to her students about major assignments. The rubric also enables identification of students’ strengths and weaknesses, by looking at the distribution of student performance on different dimensions. On the controversial issue paper, students are doing quite well on some dimensions, have improved markedly in writing quality, but have consistently struggled in the “supporting evidence” dimension (about half of the class is scoring at the marginal or unsatisfactory level). At the suggestion of a colleague, she also broke down performance on the final exam, and found highly variable performance, with students again performing quite poorly on questions that asked them to interpret research findings, and on some of the more challenging content questions. This suggests that she may need to build in more opportunities for practice and feedback in those areas.

**Reflection and Iterative Growth.** This dimension is an area in which Sue could grow as a teacher in the future. She has been enthusiastic about trying new methods, such as incorporating active and collaborative learning in her classes. Now that she has begun to try to improve her methods, I think these efforts would be more successful in improving student learning if she was more intentional in using information on her students’ performance to make further changes to the course. In particular, she might try incorporating more assignments and activities that scaffold the interpretation of research findings.

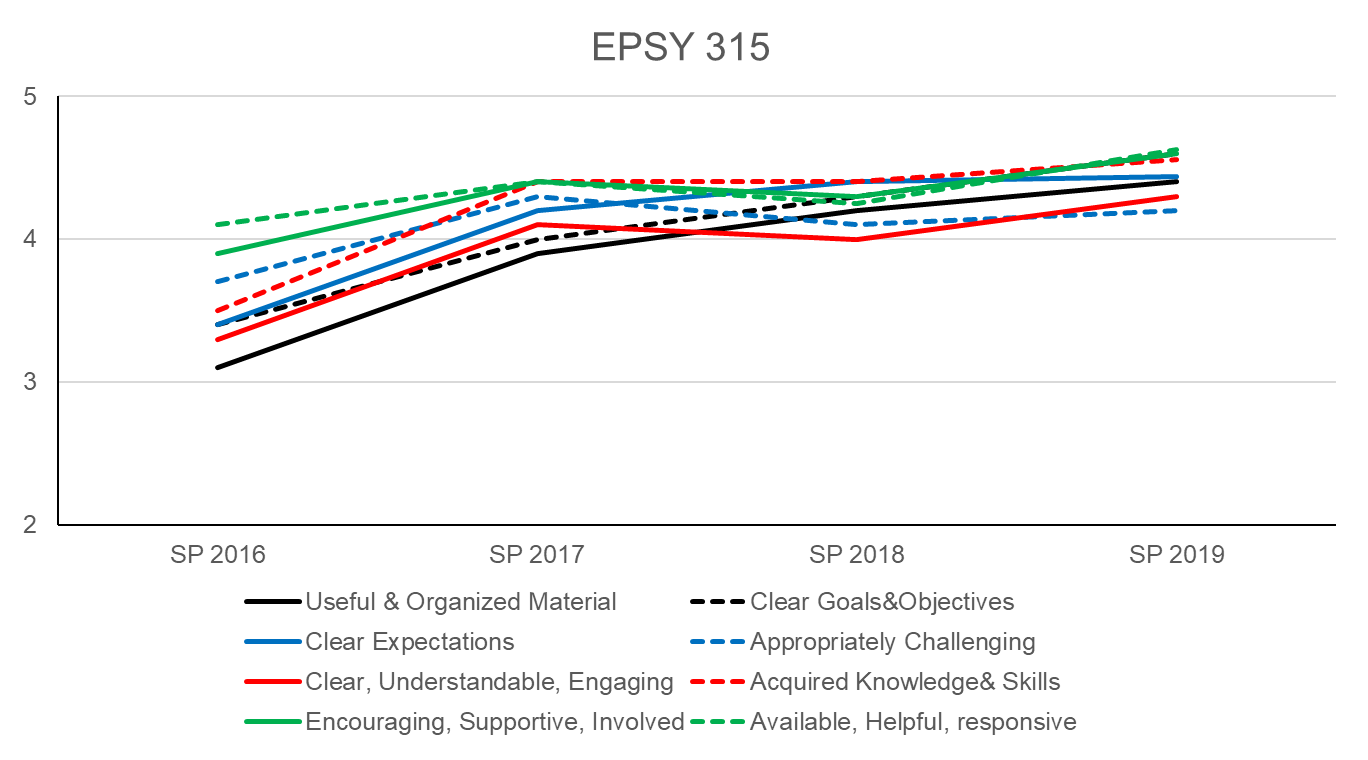
**Classroom Climate.** Sue has incorporated a number of course elements to make her class climate engaging and inclusive. For instance, in her first class period she always has students engage in collaborative activities, such as a syllabus jigsaw activity focused on the things students most often ask her about the syllabus, so that she can start building rapport with and between the students right away. She also has students complete a google form to provide their preferred names, pronouns, and their interests outside of school. I was particularly impressed by the fact that she uses that list to be sure that over the semester she incorporates examples that resonate with everyone in the class. She also uses self-disclosure about her own identities (as a first-generation college student, and a Mexican-American) to foster an environment in which students from underrepresented groups will feel more comfortable.

In sum, Sue is a committed teacher who shows a real interest in adopting effective teaching methods. My main suggestions is that she organize her improvement efforts more explicitly around the improvement of student learning, to try to better support areas where students are consistently struggling. I look forward to seeing her continue to develop as a teacher.

Sincerely,

Prof. Inot Schoct

Student Course Evaluations



## Prof. Sue Donym

**Course Narrative: EPSY/PRE 715**

I have been teaching my graduate course on Research Methods since my second year as a faculty member at KU. The course is designed to prepare masters and doctoral students to interpret and critically analyze research methods in published articles, and begin to develop skills in designing research and choosing statistical methods. I have incorporated a number of new methods into this course over the last couple of years. For example, to give students a chance to slow down a bit, apply and therefore deepen their learning of concepts covered during class, I have developed class activities that students complete individually, in pairs, or in groups. I intersperse these activities with mini- lectures on the most important course material. I have also incorporated scaffolding (staged, progressive assignments) into the course, including one stage in which students do a peer review of each others’ paper drafts. Although the first time I made these changes students did not appreciate them, I have done a better job being transparent about WHY I am asking them to do these things, and they seem to think that these methods are helping them. In preparation for this class, the students read a section of their textbook that gives an overview of descriptive statistics. To illustrate my approach to class time, I have attached materials from a class period that presents an introduction to descriptive statistics (statistics that are meant to describe a particular sample, such as the mean, median, and standard deviation). These include: 1) the syllabus, 2) slides for this class, and 3) the learning activities.

This class begins with a brief lecture section on levels of measurement. I first discuss why levels of measurement are important and how they relate to statistical analysis (i.e., certain types of descriptive and inferential statistics are appropriate only for data at particular levels of measurement). I then present the four levels of measurement, including a definition and examples of each. This material is covered in the reading as well, but students generally are not able to fully understand these concepts from the reading, so this portion of the lecture provides an opportunity for review and for the students to ask questions.

We next move to an activity on levels of measurement. Students are given a list of different types of data and asked to classify each example according to its level of measurement. Students first work individually, then work in small groups to discuss their answers and learn from each other’s ideas and proposed solutions. Following this activity, there is another section of lecture material covering the major categories of descriptive statistics: graphical representations of data, measures of central tendency (i.e., mean, median, and mode), and measures of variability (i.e., range, standard deviation). Information about the importance of measures of central tendency and measures of variability is also presented.

Following this lecture section, students complete an activity to apply what they have learned from reading and lecture. This activity asks students to calculate several descriptive statistics, as well as discuss their meaning on a conceptual level. This activity also refers back to the discussion of levels of measurement from the beginning of the class with a question about the appropriate measure of central tendency for data set in which the level of measurement is nominal. The final question on this activity (regarding the normal distribution) provides a ‘bridge’ to the topic of inferential statistics, which we will discuss in the following class session. Students first work individually, then work collaboratively in small groups to discuss their answers and learn from each other’s solutions to the problems.

# PRE 715: Understanding and Designing Research in Education Summer 2016

**Monday-Thursday 1:00-3:50, JRP 146**

**Instructor**: Sue Donym, PhD

**Office Hours:** Mondays & Wednesdays 11:00-12:00 and by appointment, JRP 632

**Email:** XXX

**Phone:** 785-864-9763

# Course Objectives:

Students will understand the major issues in research methodology, including reliability, validity, and research ethics.

Students will become familiar with key research designs, including experimental, quasi- experimental, correlational, and qualitative research.

Students will become familiar with the basics of descriptive and inferential statistics.

Students will be able to apply their understanding of research methods to analysis of published studies within relevant disciplines.

Students will be able to design research and select statistical methods to address a chosen question in education.

# Course Assignments:

***Exams (60%):*** There will be three exams, each worth 20 points, on the major issues, research designs and statistics covered in the readings and class. Students can drop their lowest exam grade.

***Ethics paper assignment (20%).*** There will be a paper assignment on research ethics worth 10 points.

***Preliminary paper assignments (10%):*** Students will be required to bring to class a question about research ethics for approval, and a paper draft (for peer review), before the ethics paper is due.

***Class attendance/participation (10%):*** Attendance will be taken at each class session.

# Course Policies:

***Attendance:*** Students are expected to attend and participate in class. Excused absences may be permitted in the case of illness, illness of an immediate family member for whom the student must care, death of a family member, religious observance, or other extenuating circumstances beyond the student’s control. In the event of illness or emergency, please contact the instructor as soon as possible. It is the student’s responsibility to obtain any information missed due to absence.

***Students with Disabilities/Limited English Proficiency:*** Please speak with the instructor if you require accommodations due to a disability or limited English proficiency.

***Academic Honesty:*** It is the philosophy of the University of Kansas that academic dishonesty and misconduct will not be tolerated. Academic misconduct includes disruption of classes, threatening an instructor or fellow student, giving or receiving of unauthorized aid on assignments, knowingly misrepresenting the source of any academic work, plagiarizing of another’s work, or otherwise acting dishonestly in research. Evidence of academic misconduct

(such as plagiarism) on an assignment will result in a failing grade on the assignment. Further information about KU academic misconduct policies can be found at [http://www2.ku.edu/~unigov/usrr.html#art2sect6.](http://www2.ku.edu/~unigov/usrr.html#art2sect6)

# Grading Scale:

A = 93 – 100, A- = 90 – 92, B+ = 87 – 89, B = 83 – 86, B- = 80 – 82, C+ = 77 – 79, C = 70-76

**School of Education Mission:** Within the University, the School of Education serves Kansas, the nation and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges. To accomplish this mission, the School of Education (1) offers an extensive curriculum leading to academic degrees and professional licensure, (2) requires faculty and students to engage in scholarship, and (3) provides a wide range of professional services to schools, other institutions, and individuals.

**Text:** *Educational Research in an Age of Accountability* (1st edition) by Robert E. Slavin

**Supplemental readings** (available on Blackboard):

American Educational Research Association. (2006). Standards for reporting on empirical social science research in AERA publications. *Educational Researcher, 35*, 33-40.

Blome, J., Waldron, J. J., & Mack, M. G. (2005). Relationship of personalized jerseys and aggression in women’s ice hockey. *Perceptual and Motor Skills, 101*, 499-504.

Booth, W. C., Colomb, G. C., & Williams, J. W. (2008). Making good arguments: An overview. In *The Craft of Research*, 3rd edition (pp. 108-119). Chicago: University of Chicago Press.

Boyd, D. A., & Parish, T. S. (1985). An examination of academic achievement in light of familial configuration. *Education, 106*, 228-230.

Burke, R. J., & Mikkelsen, A. (2004). Benefits to police officers of having a spouse or partner in the profession of police officer. *Psychological Reports, 95*, 514-516.

Crowley, K., Callanan, M. A., Tenenbaum, H. R., & Allen, E. (2001). Parents explain more often to boys than to girls during shared scientific thinking. *Psychological Science, 12*, 258-261.

DeLoache, J. S., Chiong, C., Sherman, K., Islam, N., Vanderborght, M., Troseth, G. L., Strouse, G. A., & O’Doherty, K. (2010). Do babies learn from baby media? *Psychological Science, 21*, 1570-1574.

Drew, C. J., Hardman, M. L., & Hosp J. L. (2008). Ethical issues in conducting research. In *Designing and Conducting Research in Education* (pp. 55-79). Thousand Oaks, CA: Sage.

Gladwell, M. (2007). None of the above: What I.Q. doesn’t tell you about race. *New Yorker,* December 17, 2007.

Gueguen, N., Marchand, M., Pascual, A, & Lourel, M. (2008). Foot-in-the-door technique using a courtship request: A field experiment. *Psychological Reports, 103*, 529-534.

LaBrie, J. W., Migliuri, S., & Cail, J. (2009). A night to remember: A harm-reduction birthday card intervention reduces high-risk drinking during 21st birthday celebrations*. Journal of American College Health, 57*, 659-663.

Santrock, J. W., & Tracy, R. L. (1978). Effects of children's family structure status on the development of stereotypes by teachers. *Journal of Educational Psychology, 70*, 754-757.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic** | **Reading** | **Assignment** |
| 7/2 | What research is and why it matters | None |  |
| 7/3 | The research process; Research ethics | Chapter 1; Drew et al. |  |
| 7/4 | No class |  |  |
| 7/5 | Experimental research | Chapter 2; Choice of experimental article from Blackboard |  |
| 7/9 | Quasi-experiments & time series research | Chapters 3 & 4; Choice of quasi- experimental article from Blackboard |  |
| 7/10 | Non-experimental quantitative research | Chapters 5 & 6 | Ethics paper question due |
| 7/11 | Measurement | Chapter 10; Gladwell | Exam 1—Experimental design, quasi-  experimental, time-series, and non- experimental quantitative research |
| 7/12 | Validity | Chapter 11 |  |
| 7/16 | Descriptive statistics | Chapter 13 pp. 240-256 |  |
| 7/17 | Inferential statistics I | Chapter 13 pp. 256-270; Chapter 14  pp. 271-275 | Exam 2—Measurement and validity, descriptive statistics |
| 7/18 | Inferential statistics II | Chapter 14 pp. 275-293 |  |
| 7/19 | Qualitative research | Chapters 7 & 8 |  |
| 7/23 | Planning & implementing a research project | Chapters 9 & 12 | Exam 3-Inferential statistics, qualitative research |
| 7/24 | Evaluating research | AERA | Ethics paper rough draft due |
| 7/25 | Proposal writing | Chapter 15; Booth et al. |  |
| 7/26 | Final paper due |  | Final Ethics paper due by 5:00 p.m. |

\* Schedule is subject to change in the case of extenuating circumstances.

2/23/2020

Descriptive Statistics

Levels of measurement

* Levels of measurement
  + Nominal
  + Ordinal
  + Interval
  + Ratio

1 2

Nominal variables

* Assignment of labels
* Examples: Gender, Social Security number, Eye color

Ordinal variables

* Categories in order
* Examples: Class rank, order of finishing in a race

3 4

Interval variables

* Scores along a continuum at equally appearing intervals
* Examples: Temperature, IQ score, Shoe size

Ratio variables

* Scores along a continuum at equally appearing intervals, measure has a true zero
* Examples: Time, Age, Weight, Count of behaviors

5 6

1

2/23/2020

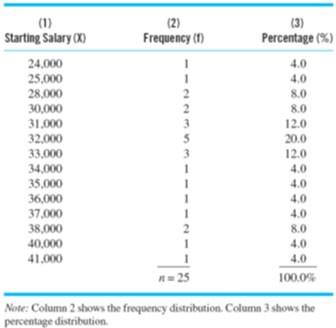
Purpose of descriptive statistics

* To describe or summarize a particular set of data

Distributions of scores

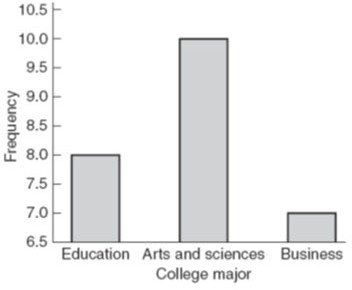
* Frequency distributions
* Bar graphs
* Histograms
* Scatterplots

7 8



Frequency distribution

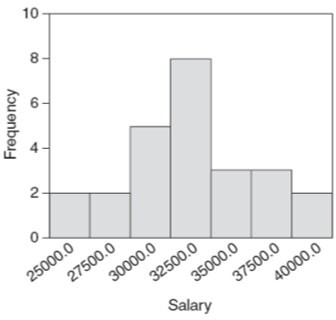
(Image from Johnson & Christensen, 2008)



Bar graph

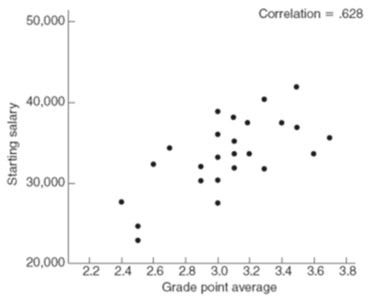
(Image from Johnson & Christensen, 2008)

9 10



Histogram

(Image from Johnson & Christensen, 2008)



Scatterplot

(Image from Johnson & Christensen, 2008)

11 12

2

2/23/2020

Measures of central tendency

* Mode
* Mean
* Median

Mode

* What is it?
  + The most frequently occurring number
* How is it calculated?
  + Just count!
* When should it be used?
  + With nominal data

13 14

Mean

* What is it?
  + The arithmetic average
* How is it calculated?

Mean = Σ *X*

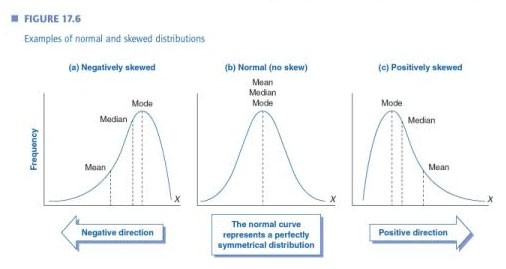
*n*

* When should it be used?
  + With interval and ratio data

Median

* What is it?
  + The 50th percentile
* How is it calculated?
  + Numbers are arranged in order of magnitude, and the middle number is chosen
* When should it be used?
  + With ordinal data
  + With interval or ratio data if you are concerned about the influence of skew or outliers

15 16



Skew and measures of central tendency

(Image from Johnson & Christensen, 2008)

Outliers & measures of central tendency

* Is being a musician a lucrative career, on average?
* How we calculate the average might influence our conclusion

17 18

3

2/23/2020

Calculating central tendency

* Given the following data set:
  + 4 6 7 7 7 9 11 11 12 46
* What is the mode?
* What is the median?
* What is the mean?

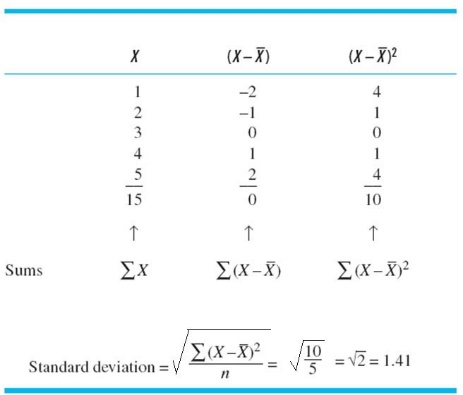
Variability

* Data Set A:
  + 53 54 55 55 56 56 57 57 58 59
* Data Set B:
  + 4 8 23 41 57 72 78 83 94 100

19 20

Measures of dispersion (variability)

* Range
  + Difference between highest and lowest number
* Standard deviation
  + Indicator of approximately how much the numbers in the sample vary from the mean

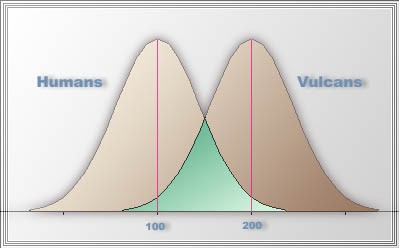


Standard deviation

21 22

Why do we care about measures of central tendency?

* Allows us to summarize a group with a single number
* Allows us to easily compare groups to each other



Why do we care about measures of variability?

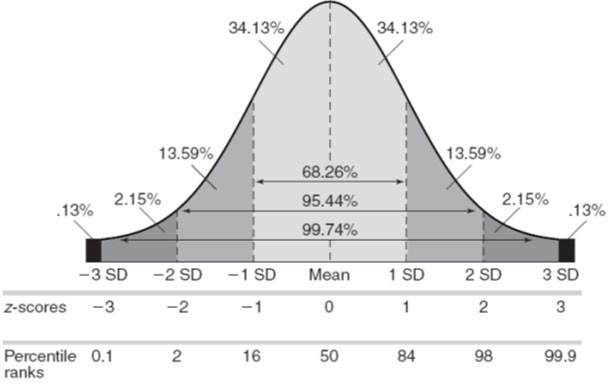
* Knowing how much “spread” there is within a group influences our conclusions about possible differences from other groups

(Images from Yu, 2008)

23 24

4

2/23/2020



Standard deviation and the normal distribution

z scores

* What is a z score?

– Raw score that has been transformed into standard deviation units

25 26

z scores

* An example:
  + A student scores 115 on an IQ test
  + The test has a mean of 100 and a standard deviation of 15

115 - 100 15

z-score = --------------- = -------- = 1

15 15

Why do we need z scores?

* They allow us to compare results of different tests
* They allow us to compute the probability of obtaining a particular score or range of scores

27 28

5

## Levels of Measurement

We can classify data obtained from according to their levels of precision (also called levels of measurement). It is important to know what level of measurement you are working with as this influences the statistical procedures that are appropriate to use with your data. The four levels of measurement (in ascending order of precision) are: **nominal, ordinal, interval** and **ratio**. (You can use the NOIR mnemonic to remember the levels in order.) For each of the following examples, state the level of measurement.

Hair color Temperature in Celsius

Women’s dress sizes (10, 12, 14, etc.) Social security number

Pulse rate

Distance each student in class travels to campus Height

Class rank

Student ID number Temperature in Fahrenheit

Ranking of NCAA basketball teams

Number of points scored in a basketball game Weight in pounds

Number of cigarettes smoked per week GPA

Descriptive Statistics Activity

1. Given the following set of scores, what are the mean, median, mode, and range?

10 8 6 6 6 4 4 2 2 2

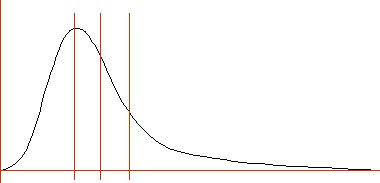
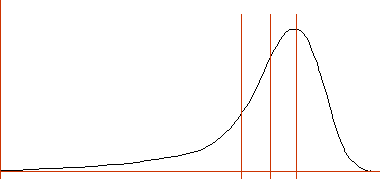
1. Sarah and Amanda are best friends. They are both taking American history this year, with different teachers. Sarah’s teacher is a much harder grader than Amanda’s teacher. Given the following data, who has actually learned more American history, Sarah or Amanda? Use statistics to back up your argument.

Sarah’s grade: 75 Amanda’s grade: 95

Sarah’s class mean: 60 Amanda’s class mean: 80

Sarah’s class standard deviation: 10 Amanda’s class standard deviation: 15

1. I took a measure with a mean score = 50 and a standard deviation (SD) = 10. If I scored 2 SD below the mean, what would be my score?
2. For each of the following distributions, label the lines for the mean, median, and mode.



5)

1.0

Areas Under the Normal Curve

2.28%

13.59%

34.13%

34.13%

13.59%

2.28%

0.9

0.8

0.7

0.6

0.5

**Probability**

0.4

0.3

0.2

0.1

0.0

−2σ −1σ µ +1σ +2σ

**Value**

In the above picture of a normal distribution, the mean score = 50 and the SD = 10. What are the chances (in percent) that someone would have a score above 70?

* 1. About 5% chance
  2. About 2% chance
  3. About 10% chance
  4. About 32% chance

April 20, 2017

To Whom It May Concern:

I observed Dr. Sue Donym’s class session of EPSY 715: Understanding Research in Education on the afternoon of March 21, 2017. I also spoke with Dr. Donym after class and examined the course syllabus. This letter summarizes my thoughts and observations about her teaching and course design.

## Teaching practices

About 26 graduate students, a mix of master’s and doctoral level, attended class in a room with desks arranged in a traditional classroom layout with desks facing the front of the room. Sue mostly stood in two locations: next to the instructor desk with the computer and on the right slide of the room next to the screen on which slides were displayed. Her body language included all students, not turning her back to either side of the room. The room was crowded, so there were not too many opportunities to move among desks or around the room. The day’s topic was descriptive statistics. Instructional time was organized into assessment, brief mini-lectures with exercises in between, small group activities, and a full class discussion.

Class time was allotted as follows:

15 minutes: Reviewed last week’s topic

10 minutes: Returned a graded exam from the previous week; answered questions about exam 20 minutes: Mini-lecture (terms and graphs)

5 minutes: Learning activity in pairs

20 minutes: Mini-lecture (measures of central tendency and variability) 15 minutes: Break

20 minutes: Mini-lecture (normal curve, standardized scores, correlation) 20 minutes: Small group activity

15 minutes: Class discussion, questions and answers

Sue displayed good instructional and facilitation skills during the lectures and discussions. She called on students by name, referenced popular culture, and used humor. Sue showed good reflective listening skills (good wait time, good eye contact and demeanor). It was clear that students were comfortable with her and with the other students in the class. She was well-prepared and offered helpful and organized graphs and examples in her mini-lectures.

## Student participation

Sue requires attendance and passes around a sign-in sheet to collect student attendance data. Attendance accounts for 10% of students’ course grades. I believe every student was in attendance and I did not observe any students coming in late. Several students asked questions and during the pair and small group activities, a number of different students acted as leaders or tutors to help other students.

## Strengths

Sue’s knowledge of the material is commendable, her lectures are well-organized and full of thoughtful, meaningful examples. I was also impressed with the way she interspersed her lectures with short learning activities that gave students an opportunity to apply what they had just heard. The students

seemed really engaged in the activities. The content covered in the class I observed was appropriate for the course level and will prepare students for more advanced courses in the research methods sequence. Sue has created an open and supportive environment for learning. Her teaching “voice” was energetic and enthusiastic.

## Weaknesses

As a fellow research methods teacher, I had some minor suggestions for better ways to approach the material or explain a concept, but I was impressed with Sue’s ability to apply the concepts in meaningful ways and to clarify technical errors in student understanding. In addition, when answering students’ questions, I offered the suggestion that Sue repeat the question, as it was often the case that the whole class could not hear what was asked. I also suggested that Sue leave complex slides (such as graphs) on the screen longer to allow students to process the information more fully.

Although Sue’s use of learning activities to actively engage students during class was impressive, I suggested that she could be more intentional in using those activities to check for student understanding, so that she can identify and address misconceptions or topics that students are struggling to comprehend (she could even speed up when students understand something really well). In particular, I noted a couple of times during class when it seemed that students were really off the mark in their responses to the activity, but Sue did not use that as a signal to go back and review the concepts students were missing, instead moved on pretty quickly to the next topic. When we talked about it later, she indicated that she was concerned about slowing down too much because she had so much material to cover.

Related to this last point (what the course covers) I do have questions about how well the course is helping students achieve the last two learning objectives on the syllabus: analyzing research in published articles and designing research and selecting statistical methods. Unfortunately, I have little information to address this. I did not see an exam so I am not sure how much the exams give students opportunities to demonstrate those skills, but according to the syllabus the main writing assignment focuses on Ethics, which is not listed as a major objective. So overall, I wondered about the alignment of the course, and the degree to which students are being prepared for those two major learning objectives. In my view, these are far more difficult to achieve than the others listed, and they are essential for graduate students to be successful in their own work.

In sum, I observed a thoughtful, prepared, and knowledgeable instructor who has created a structured learning environment during class time. Sue’s system of short, focused activities and lectures is consistent with what we know about effective college teaching. As mentioned above, she could consider making some additional changes to get even more out of those learning activities, and some changes to the assignments and course design might be in order so as to improve student achievement of some of the learning objectives.

Sincerely, Dana Collier

Associate Professor

Department of Educational Psychology

1 2

**Graduate Courses:** Q1. Content and materials were useful and organized.

M=5.00 M=5.00 M=4.50 M=4.70 M=5.00

100

80

60

40

20

0

EPSY 900 FA2015

EPSY 850 EPSY 715 FA17 EPSY 715

SP2016

SP2018

EPSY 850 FA2019

strongly agreed agreed neutral

**Graduate Courses:** Q2. Set and met clear goals and objectives.

100

80

60

40

20

0

M=5.00 M=5.00 M=4.61

M=4.40 M=4.60

EPSY 900 EPSY 850 EPSY 715 EPSY 715 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**Graduate Courses:** Q3. Expectations were well-defined and clear.

M=5.00

100

80

60

40

20

0

M=5.00

M=4.31 M=4.60 M=4.40

EPSY 900 EPSY 850 EPSY 715 EPSY 900 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**Graduate Courses:** Q4. Expectations were appropriately challenging.

100

80

60

40

20

0

M=5.00 M=5.00 M=4.38 M=4.80 M=4.40

EPSY 900 EPSY 850 EPSY 715 EPSY 715 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**% of Students**

**% of Students**

3 4

**Graduate Courses:** Q5. Teaching was clear, understandable, and engaging.

100

80

60

40

20

0

M=5.00 M=5.00 M=4.54 M=4.80

M=5.00

EPSY 900 EPSY 850 EPSY 715 EPSY 900 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**Graduate Courses:** Q9. Acquired knowledge and skills that the course promoted.

100

80

60

40

20

0

M=5.00

M=5.00

M=4.54 M=4.90 M=5.00

EPSY 900 EPSY 850 EPSY 715 EPSY 715 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**% of Students**

**% of Students**

5 6

**% of Students**

**% of Students**

1

7 8

**Graduate Courses:** Q6. Encouraging, supportive, and involved in learning.

100

80

60

40

20

0

M=5.00 M=5.00

M=4.69

M=4.80 M=5.00

EPSY 900 EPSY 850 EPSY 715 EPSY 715 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**Graduate Courses:** Q7. Available, helpful, and responsive.

100

80

60

40

20

0

M=5.00

M=5.00 M=4.78 M=4.40

M=5.00

EPSY 900 EPSY 850 EPSY 715 EPSY 715 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**Graduate Courses:** Q8. Respected students and their points of view.

100

80

60

40

20

0

M=5.00

M=5.00 M=4.84

M=4.90 M=5.00

EPSY 900 EPSY 850 EPSY 715 EPSY 715 EPSY 850 FA2015 SP2016 FA17 SP2018 FA2019

strongly agreed agreed neutral

**% of Students**

**% of Students**

9

**% of Students**

2