



25

CERTIFICATES AWARDED



632

BADGES AWARDED



CALIFORNIA STATE UNIVERSITY- FRESNO

Course in Effective Online Teaching Practices

**Summary Report, Impact Levels 1-3
Cohort C**

GENERATION DATE **Jul 17, 2022**

COHORT CODE **CSU-Fresno_C_Fa21Sp22**

ABOUT ACUE

The Association of College and University Educators (ACUE) believes that all college students deserve an extraordinary education and that faculty members play a critical role in their success. In partnership with institutions of higher education nationwide, ACUE supports and credentials faculty members in the use of evidence-based teaching practices that drive student engagement, retention, and learning. Faculty members who complete ACUE courses earn certificates in effective college instruction endorsed by the American Council on Education. ACUE's Community of Professional Practice connects college educators from across the country through member forums, podcasts, and updates on the latest developments in the scholarship of teaching and learning. To learn more, visit acue.org.

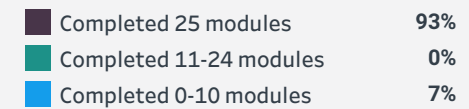
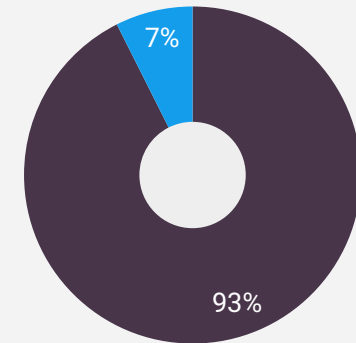
METHODOLOGY

ACUE's six-level evaluation approach is grounded in the industry training model of Kirkpatrick and Kirkpatrick (2007) and informed by Guskey's (2000) and Hines's (2011) application to educational settings. The six levels are (1) faculty engagement, (2) faculty learning, (3) faculty implementation, (4) student engagement, (5) course-level student outcomes, and (6) institutional outcomes.

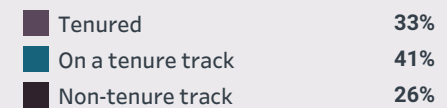
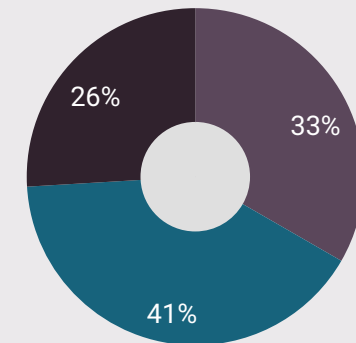
Included in this report are metrics for the first three levels: faculty engagement, faculty learning, and faculty implementation of evidence-based practices. Within ACUE's courses, participating faculty members are surveyed, in real time, about the usefulness and relevance of course content and which of the recommended techniques they learned or learned more about. In addition, faculty taking one of ACUE's courses report the teaching practices used via survey and submit a written reflection detailing the technique that was implemented.

PARTICIPATION

Of 27 active course-takers:



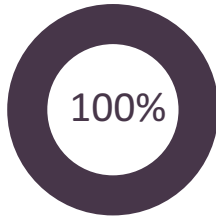
DEMOGRAPHICS



Based on 27 course-takers

1. ENGAGEMENT

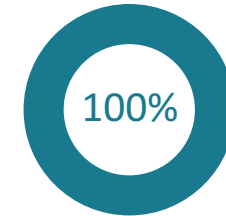
100% of faculty would recommend the ACUE course to a colleague.



100% of faculty report modules were helpful in refining their teaching practice.



100% of faculty found the content relevant to their work.



2. LEARNING

Faculty report **improved knowledge** of evidence-based teaching practices.

On average, course-completers:

Learned

50

new practices

Learned more about

90

practices

(All course-takers, on average, learned **2.0** new practices per module.)

(All course-takers, on average, learned more about **3.6** practices per module.)

3. IMPLEMENTATION

Faculty report **implementing** evidence-based teaching practices.

On average, course-completers:

Implemented

13

new practices

(All course-takers, on average, implemented **0.5** practices per module.)

Plan to implement

53

additional practices

(All course-takers, on average, plan to implement **2.1** practices per module.)

BELIEFS ABOUT TEACHING

After completing the course,
faculty report increases in their:

Discussion with colleagues about teaching

67% agree
before

95% agree
after

Use of research to inform practice

76% agree
before

100% agree
after

BELIEFS ABOUT STUDENTS

After completing the course,
faculty report increased agreement that:

All students can be successful in their course

90% agree
before

100% agree
after

Their instructional choices impact student performance

95% agree
before

100% agree
after

COURSE COMPETENCIES

After completing the course, faculty report increases in their confidence using evidence-based practices.

Designing an Effective Course and Class



Establishing a Productive Learning Environment



Using Active Learning Techniques



Promoting Higher Order Thinking



Assessing to Inform Instruction and Promote Learning



■ % of participants reporting confidence **before** taking the course

■ % of participants reporting confidence **after** taking the course

EXAMPLE REFLECTIONS

To complete each module, faculty:

- Select a technique from the module,
- Implement the technique in their classroom, and
- Write a reflection on the experience of implementing.

These written reflections:

- Describe what was done by the faculty member,
- Include the successes and challenges encountered, student reactions, as well as next steps for continuous improvement, and
- Are scored against a rubric by an ACUE national reader.

“ By using the data from student performance, I can inform the class of where they are performing poorly and refine either the questions I ask or loop back to provide additional information. [I]t will allow me to better understand what material being presented is being internalized and understood and what material is not. I found that I could use this practice via quizzes held before exams. **It made a difference because I was able to hone in on areas students did not clearly understand.** I could also test exam questions and refine wording or even question focus to improve the student's understanding of the question and their overall ability to demonstrate their knowledge. **This practice also helped the students and I connect about the importance of learning the material, not just grades.**”

LL4: USING DATA AND FEEDBACK TO IMPROVE ONLINE TEACHING

“ I believe using a detailed rubric shows students what areas they need to work on and improve. I include feedback comments in each part either positive or negative. **I noticed that with the rubric, students were more aware of what areas they needed to work on, and it also helped them prepare for the assignment.** The other wonderful perk of the rubric is the turnaround time in grading, students get their grades back faster, and they appreciate that because often they are anxious about their assignments. The students have asked me for more rubrics. I agree. **They also liked having time in class to discuss each part of the rubric and asking me what I am looking for. This also helped me adjust my rubric for clarity.**”

DC5: DEVELOPING AND USING RUBRICS AND CHECKLISTS

“ I currently give students individual feedback on each design project[...] so they are given time to act on that feedback BEFORE turning the assignment in. I also have the students engage in peer critiques where they post their work and then provide feedback for a minimum of two peers. The use of questions inspires students to push their work further and take ownership of their improvements. I provide feedback using recorded audio or live video streaming. **Students have been more receptive to feedback and made greater changes when given video or audio feedback. They also have provided each other with more in-depth constructive feedback for peer critiques now that I do digital asynchronous peer critiques.** Allowing students to leave comments on a google slide presentation to provide feedback allows them to think about their responses. This personalized feedback from me and more in-depth feedback from peers both inspires and motivates the students to act on the constructive critique.”

LE7: PROVIDING USEFUL FEEDBACK FOR ONLINE LEARNING

COURSE COMPETENCY ONE

After completing the course, faculty report increases in their confidence using evidence-based practices.

Designing an Effective Course and Class



Developing course outcomes and learning objectives that are learner-centered, meaningful, and measurable



Designing assessments and assignments aligned with course learning outcomes



Ensuring learning experiences are aligned with course outcomes



Creating a syllabus that is inclusive and increases student engagement



■ % of participants reporting confidence **before** taking the course

■ % of participants reporting confidence **after** taking the course

COURSE COMPETENCY TWO

After completing the course, faculty report increases in their confidence using evidence-based practices.

Establishing a Productive Learning Environment



Leading a successful first day that builds community and helps students understand course expectations



Managing disruptive behavior in my class



Motivating students who show low interest in course activities and assignments




Impacting students' beliefs about their ability to do well on course assignments and assessments



Avoiding and effectively addressing microaggressions and stereotype threats



 % of participants reporting confidence **before** taking the course

 % of participants reporting confidence **after** taking the course

COURSE COMPETENCY THREE

After completing the course, faculty report increases in their confidence using evidence-based practices.

Using Active Learning Techniques



Using active learning techniques in a small- to medium-sized class



Using active learning techniques in a large class



Delivering lectures that are paced to keep students engaged



Planning an effective start, middle, and ending for a class session or online module



Ensuring the majority of students engage in and learn from class discussions




Engaging quiet students in classroom discussions



Managing dominant talkers during classroom discussions



 % of participants reporting confidence **before** taking the course

 % of participants reporting confidence **after** taking the course

COURSE COMPETENCY FOUR

After completing the course, faculty report increases in their confidence using evidence-based practices.

Promoting Higher Order Thinking



Providing clear directions for complex procedures and processes



Providing clear explanations and examples for complex ideas or concepts



Using visual tools to help students understand complex ideas, concepts, and procedures



Teaching effective note-taking skills




Using varied questioning techniques to prompt critical thinking in the classroom



Developing students into lifelong learners



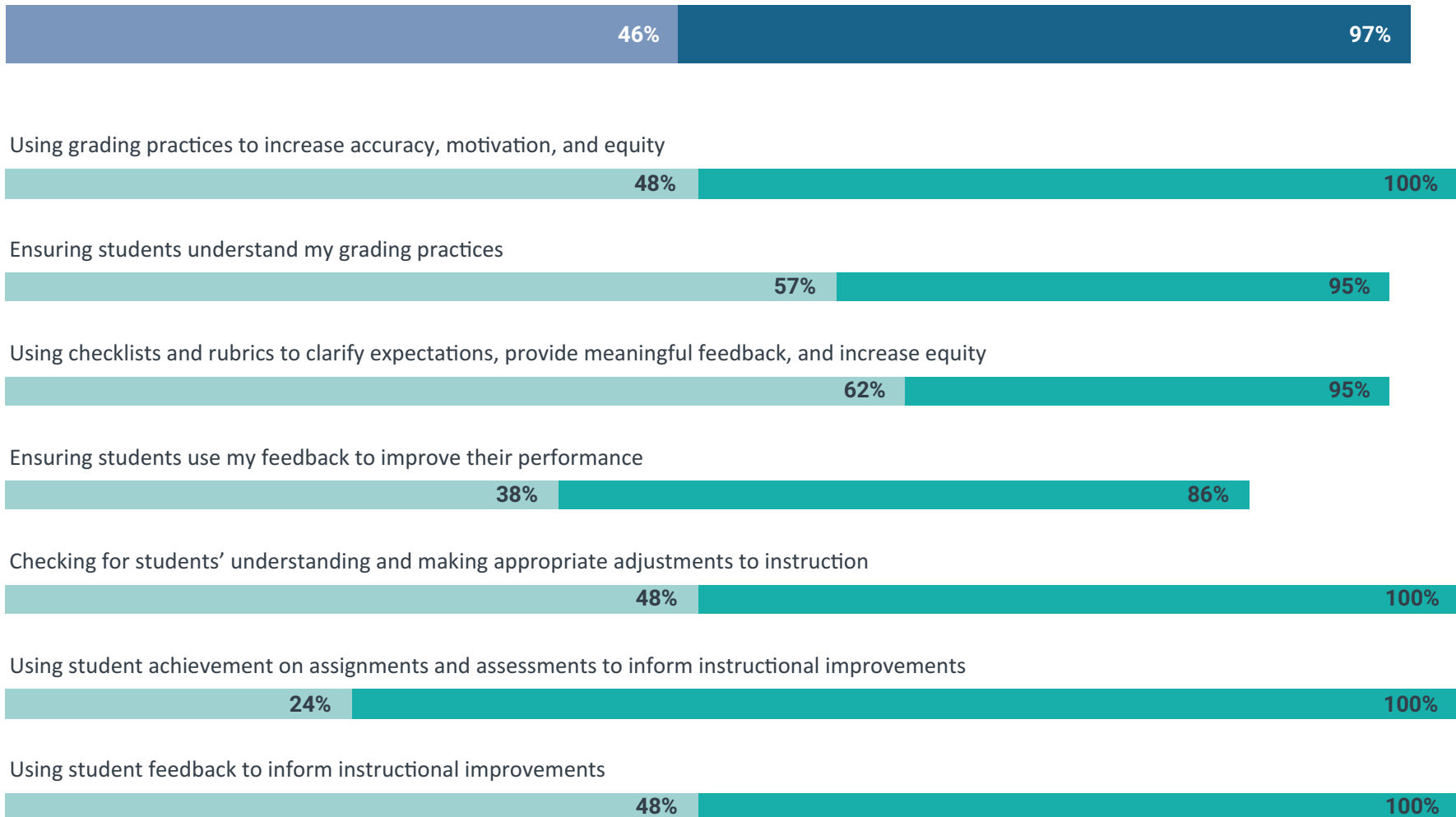
 % of participants reporting confidence **before** taking the course

 % of participants reporting confidence **after** taking the course

COURSE COMPETENCY FIVE

After completing the course, faculty report increases in their confidence using evidence-based practices.

Assessing to Inform Instruction and Promote Learning



■ % of participants reporting confidence **before** taking the course

■ % of participants reporting confidence **after** taking the course