

EDUCATION IMPROVEMENT & INNOVATION



Documenting Your Teaching Effectiveness

Presented by:

TEACHING AND
LEARNING CENTER

Oregon Health and Science University

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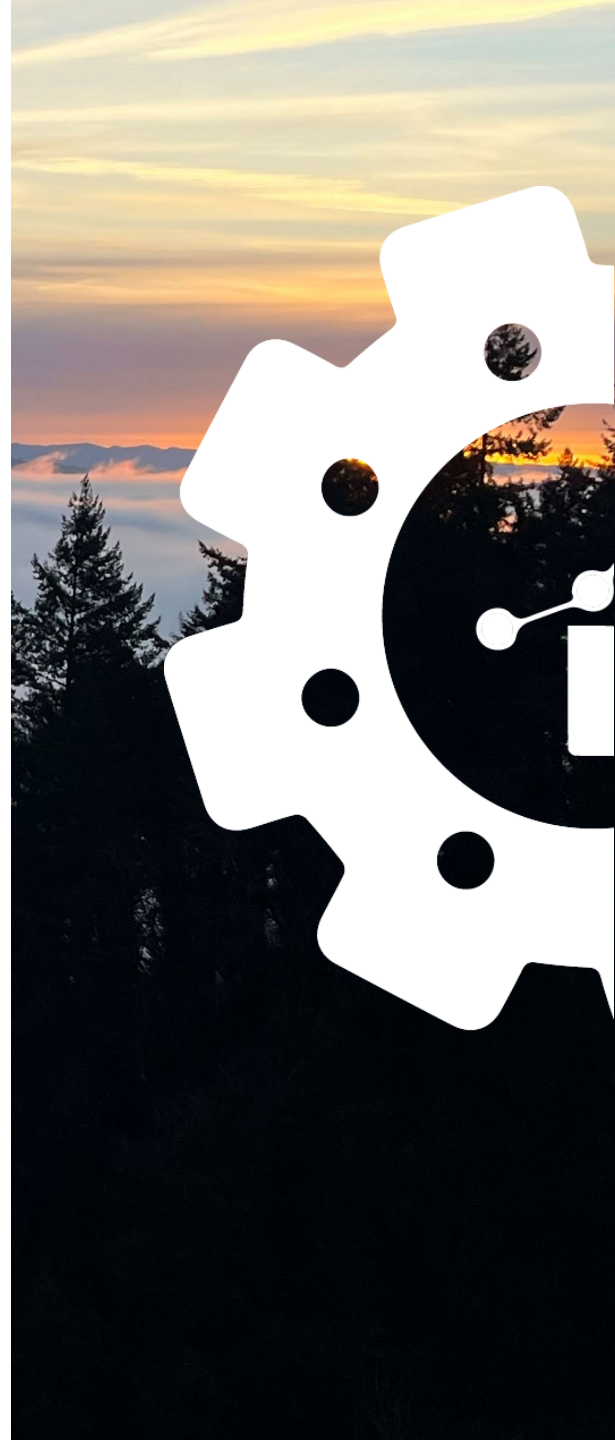
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Agenda

- Introductions
- Why document your teaching?
- Gathering information for documentation
 - Brookfield's four lenses
- Collecting feedback about your teaching
- Education documents
- Additional training offerings and conclusion

Learning Objectives

- Reflect on your teaching using a variety of processes and tools.
- Gather feedback on your teaching from students and colleagues.
- Select a teaching documentation method that fits your needs.



Meet Your Facilitators



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Why document your teaching?

- Develop materials for advancement
 - Promotion and tenure
 - Annual reviews
 - Applications for grants, awards, and jobs
- Make a plan for career growth
 - Identify gap
 - Set strategic goals
- Reflect and improve
 - Better your teaching practices and processes
 - Improve learning for students
 - Celebrate your successes



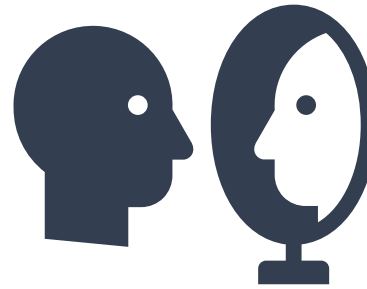
Gathering information about your teaching using Brookfield's four lenses



students



**colleagues
and peers**



self



**research and
scholarship**

Students

■ Methods

- Student evaluations of teaching (SETs), usually summative
- Midterm/formative feedback
- Classroom assessment techniques (CATs)
- Learner self-assessment and reflection

■ Artifacts

- Qualitative and quantitative student feedback
- Data on student achievement of outcomes
- Letters/statements of support



Colleagues and Peers

■ Methods

○ Teaching observations

- Summative – formal process, supervisor, evaluative goal
- Formative – informal process, peer, improvement goal

○ Peer review of materials

- Lesson plans, online modules, lecture slides

■ Artifacts

- Teaching observation forms/reports
- Letters/statements of support
- Course materials annotated by peer and self



Self

■ Methods

- Think about impact of your background and experiences
- Keep a teaching journal of reflections, notes, ideas
- Analyze critical incidents
 - What, so what, now what? (Rolfe et al.)
- Complete self-assessments or inventories

■ Artifacts

- Teaching statement or narrative
- Course summaries
- Syllabi and self-created course materials
- Annotated teaching documents
- Education-focused professional development



Education Research and Scholarship

■ Methods

- Engage with education research
 - Journals on teaching, learning, and higher education
 - Discipline-specific journals
- Do research on your own teaching
 - SoTL: Scholarship of Teaching and Learning
 - DBER: Discipline-based educational research

■ Artifacts

- Journal articles, posters, conference presentations, or grants related to teaching
- Speaking invitations related to teaching
- Editorial board service for education-focused journals



Why Collect Feedback?

By analyzing longitudinal evaluation data, instructors can assess whether or not a teaching intervention or innovation was effective. (Kember & Ginns, 2012; Nielsen & Kreiner, 2017)

Using student evaluation data, instructors can assess areas for improvement and develop a cohesive narrative to describe their teaching. (Franklin, 2001; Franklin & Theall, 1990; Darwin, 2017)

Student evaluations provide students to have a voice in their educational experience. (NILOA Equity Considerations)



Collecting Feedback

The Faculty Request

Remind students about the four categories often forgotten about evaluations (adapted from OHSU's FREE Initiative):

- The purpose and importance
- The audience
- Etiquette
- Beneficiaries



Collecting Feedback, Continued

The Faculty Request



- State the reasons for evaluation: promotion and tenure, improve teaching practice, etc.
- Request feedback that is specific, constructive, and based on observable behavior.
- Model helpful feedback behavior.
- Add instructions for students on how to give constructive, yet critical, feedback on the syllabus and in class discussions. (Svinicki, 2001)
- When appropriate, address issues of silence in feedback.



Bias in Feedback

- The best way to mitigate bias is to openly address it.
- Guide observers on what is/is not proper feedback.
- Encourage students to have an “egalitarian mindset” when providing feedback. (Byyny, 2017; Devine 1989; Moskowitz and Li, 2011)
- “By making egalitarian goals a habit, they become unconsciously accessible and automatically activated in the presence of groups different than yourself” –Dr. Richard Byyny



Documenting Your Feedback

Include evidence of quality of teaching which demonstrates a satisfactory level of teaching. This can be documented by using a summary of teaching evaluation ratings, a summary of comments from learners, conference presentation evaluations, and/or letters of attestation from successful mentoring relationships.

From the SOM Procedures and General Guidelines for Promotion and Tenure



Documenting Your Feedback 2

- The Educator's Portfolio is now part of the SOM CV template!
- Section VIII is the Teaching Section.
- Sample list of teaching activities:

Direct Teaching Activities

- *List courses or clinical environments generally taught, number of learners, frequency, and duration.*

Teaching Activities - Medical Students

Physician Observer. Objective Structured Clinical Exam (4 to 8 per year). 1997 – Present, ~30 hrs/year; Avg eval 4.8 (range 1-5; Course Avg 4.2)

Clinical Teaching: 8 clerkship students per year, Duration: 6 weeks, 4-6 clinics per week. 2000 – 2014

Teaching Activities- Family Medicine Residents

Clinical Precepting. 1-4 clinics per week. 2000-Present

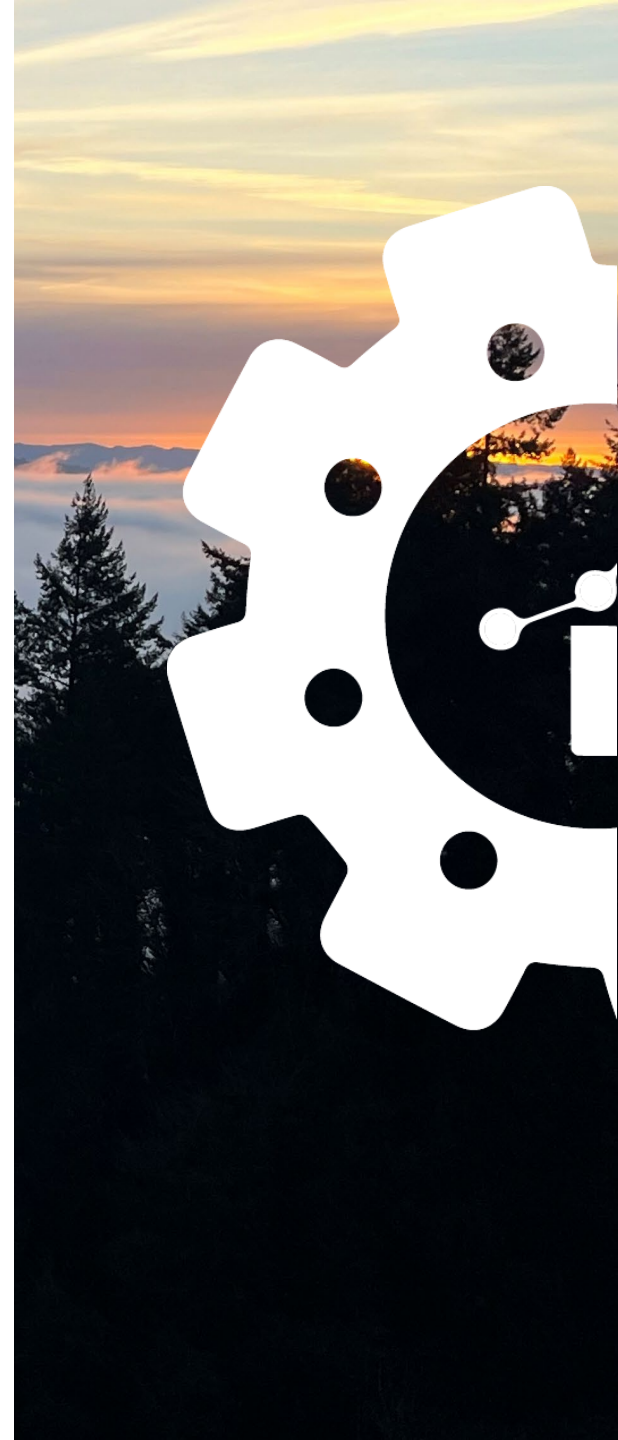
Resident Conference Didactic Lectures. 2-4 per year. 2000-Present



Documenting Your Feedback 3

List of education items from the SOM CV Template:

- Lectures
- Workshops
- Clinical teaching
- Curriculum development
- Development of learner assessment tools
- Educational leadership
- Coaching and mentorship



Suggestions for Your Teaching Narrative



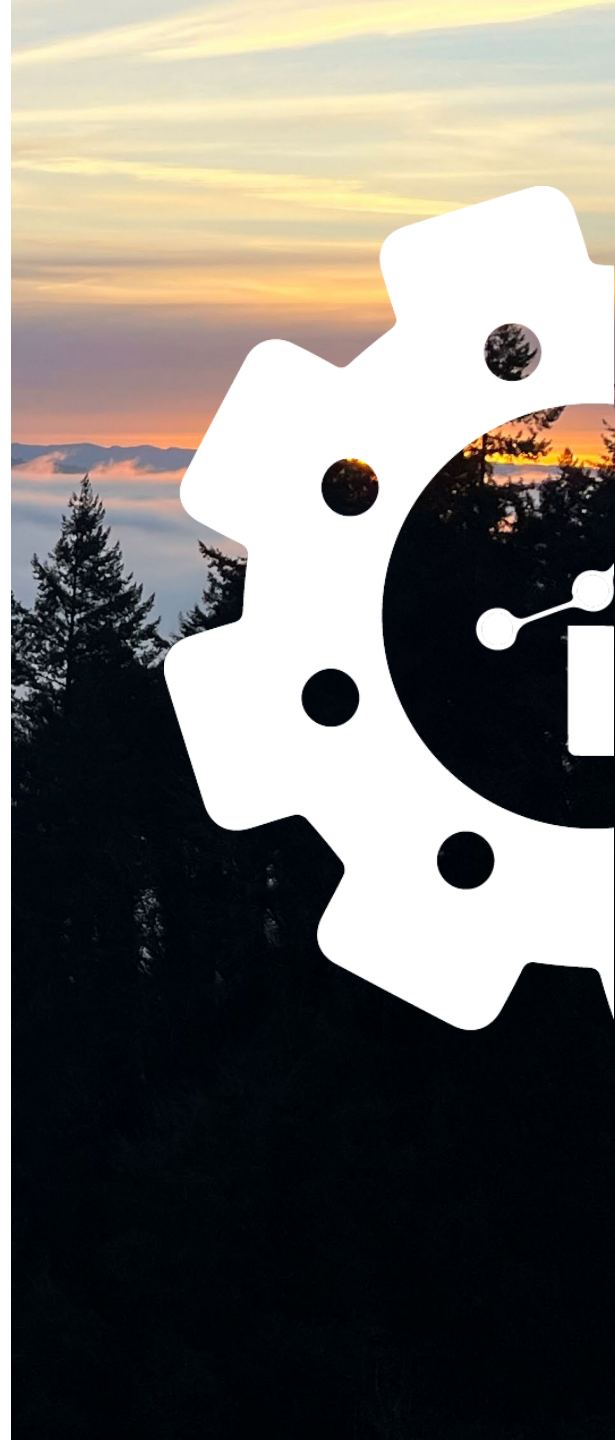
Interventions or innovations you introduced in your course(s)



Examples of successes, which can be strengthened with student or peer feedback



Insights you gained from setbacks



Practical Steps to Document Your Teaching

Ask for help

Create a filing system

Gather information from multiple sources

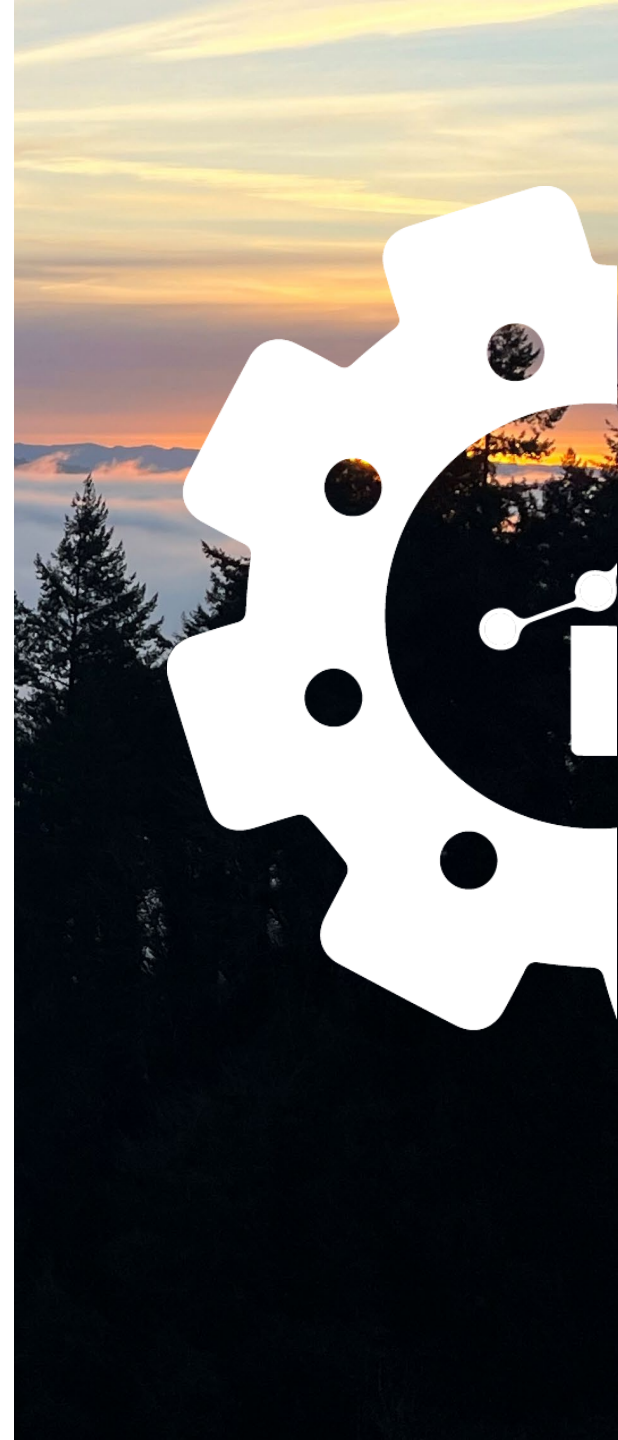
Catalog important documents

Identify themes in the feedback

Keep your records up to date

OHSU Resources

- [Blue Information Page in Sakai](#)
- [OHSU Policy on Student Evaluation of Course and Instructional Effectiveness](#)
- [Evaluation Reports Page in Sakai](#)
- [SOM CV Template](#)
- [SOM CV Annotated Template](#)



Reflective Writing & Discussion

- What is one activity you will do to document your teaching?
- What are your tips for documenting your teaching?
- What is the most challenging thing about documenting your teaching?



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