Teaching at Delaware State University:
A Guide for Faculty, Academic Staff and Teaching Assistants

Center for Teaching and Learning

2015-2016
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The Teaching Effectiveness Committee wishes to recognize faculty from Delaware State University who served on the committee and contributed to the writing and editing of this teaching guide:

Alexa Cawley, Associate Professor, Department of History, Political Science and Philosophy

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Sathyanarayana Elavarthi, Assistant Professor, Department of Agriculture and Natural Resources

Rebecca Fox-Lykens, Director, Center for Teaching and Learning and Teaching Effectiveness Committee Chairperson

Janet Hill, Assistant Professor, Department of Education

Bob Martin, Chairperson, Department of Education

Mutki Rana, Associate Professor, Department of Physics and Pre-Engineering

Tomasz Smolinski, Associate Professor, Department of Computer and Information Sciences
Message from the Provost and Vice President for Academic Affairs

Alton Thompson, Ph.D.
Provost and Vice President for Academic Affairs

Dear Colleagues:

Founded in 1891 as a land-grant university, Delaware State University has the tripartite mission of teaching, research and service (outreach). As an institution of higher education and an HBCU, DSU holds a particularly critical role in bridging the gap between potential and opportunity for our students. As such, the University provides excellent educational opportunities and services to the citizens of Delaware, and its surrounding area, which enrich and improve all our lives.

Quality instruction is at the center of our mission. It is incumbent upon us to challenge our students to reach their potential in and out of the classroom. Student learning improves as instruction continues to develop and improve. Teaching, like every other profession, is subject to the fast paced changes of technology, research and globalization. We, as higher education professionals must respond to these changes and incorporate new developments into our teaching. In doing so, guidance and resources are key factors. This handbook is designed to assist and support both new and more seasoned faculty in providing quality instruction. It will provide you with some answers to common asked questions regarding teaching and student learning. I hope that your approach to teaching is one of passion and commitment to student success and that you take full advantage of the teaching resources and support available through your Department, College and the Center for Teaching and Learning.

As your colleague and Provost, I am confident in your ability to deliver quality instruction to our students and to do so using best practices and research based instructional methodologies. As a strong advocate of the Scholarship of Teaching and Learning (SoTL), I encourage you to make scholarly inquiry into student learning in order to advance the practice of teaching within your discipline, and to make your research findings public. It is my hope that our faculty will find DSU a noteworthy place to grow and develop professionally.
The Center for Teaching and Learning (CTL) invites you to utilize this handbook and refer to it often as a guide to best practices in teaching and/or student learning. Teaching at DSU can be extremely rewarding and it is our hope that you will find your work purposeful and worthwhile.

The advice offered in this handbook is general and applicable to all disciplines. We encourage you to use this handbook, reach out to your departmental colleagues and academic Chairperson, and utilize the services of the Center for Teaching and Learning whenever you encounter challenges in teaching and student learning. The CTL also provides conference travel funding to attend teaching conferences and offers mini-grants to support teaching innovation. Also available, from the CTL library, are a variety of teaching resources such as teaching videos, books, reports, and newsletters.

We believe that teaching is an art; however, we also believe that teachers are made, not born. While there may be some innate abilities that facilitate individuals to become great teachers, teaching, like public speaking or writing, requires abilities that can be developed. This means that new teachers have the chance to become great teachers and good teachers can further improve.

At the very least, by making use of this handbook, you can learn about teaching, thus enriching the learning experience for your students. We encourage you to be reflective in your teaching practice by closely monitoring student learning and to utilize other campus resources such as the Academic Support Center.

While you will eventually develop your own distinct teaching abilities, this handbook offers you an introduction to teaching and advice from leading experts in the field. Whenever possible, this handbook references DSU’s current policies or contractual agreements, while other components reflect the efforts of the Faculty Senate’s Teaching Effectiveness Committee, who constructed this handbook in 2012.

Best wishes for a long, satisfying and rewarding teaching career at Delaware State University.
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CHAPTER 1:

DSU’s Definition of Effective Teaching

Effective teaching is learner-centered and focuses on what the student is learning (course content must be current, meaningful and intellectually challenging), how the student is learning (students must be actively engaged in the learning process, not passive recipients of information) and whether the student is retaining and applying what is being taught (appropriate use of formative assessments to adjust instruction). Facilitating a learner-centered approach to teaching encourages students to accept and cultivate responsibility for their own learning.

DSU’s expectations for effective teaching include the following:

• Effective teachers are committed to student learning and demonstrate concern for student learning. See Section IV of this handbook, “Instructor Responsibilities for Effective Teaching and Learning.”

• Effective teachers possess sufficient knowledge (breadth and depth) of course content and are enthusiastic about teaching.

• Effective teaching promotes higher-order thinking and helps students develop critical-thinking and problem-solving skills.

• Effective teaching includes course design that contains well-articulated learning objectives, opportunities for skills development, and methods of assessment that are clearly defined in the course syllabus.

• Effective teaching is multimodal (the same information is presented in a variety of formats, e.g., visual, written, auditory).
Effective teaching is based on a relationship that encourages openness, collegiality, and respect between faculty and students.

Effective teaching involves the use of formative and summative assessments of student learning that provide timely and appropriate feedback to students so that they can improve their work and be successful in completing course learning objectives.

Effective teaching offers a broad view of the discipline, linking course content to a larger framework.
CHAPTER 2:

University Responsibilities for Effective Teaching and Learning

1. The University shall commit to providing clean, sufficient, suitable and appropriate classrooms, laboratories and other instructional spaces. Individuals utilizing these instructional spaces (including students) are also expected to help keep them clean and in good working order.

2. The University shall commit to providing consultation with individual Colleges, Departments and instructional staff, audio, visual, and technological equipment and software that is functional, current, and appropriate for effective classroom teaching and learning. The University shall commit to keeping the equipment in good working order and in adequate supply. Operating instructions will be provided along with an immediate contact in the event that instructors need help operating equipment and to report equipment malfunctions.

3. The University shall provide ongoing instructor training that supports effective teaching, including the use of technology to enhance student learning.
4. The University shall administer student course evaluations and provide feedback to faculty. See current student course evaluation in Appendix C.
CHAPTER 3:

Departments/Colleges Responsibilities for Effective Teaching and Learning

1. The course descriptions published in University catalogs must be consistent with the published course syllabi and the course content actually taught. It is understood that courses change over time and content may vary somewhat with individual instructors, however, major concepts should remain congruent with catalog information.

2. Departments are to provide timely course descriptions for appropriate printed materials and web sites when courses do change.

3. Courses must be offered on a schedule, or frequently enough, that permits students to graduate according to the published curriculum sheet. All programs are to have curriculum sheets that demonstrate a four-year graduation plan. The minimum number of semester hours required for graduation is 120 (2014-2015, DSU Undergraduate Catalogue, page 45).

4. Instructors are expected to maintain a grade-book or its equivalent. Copies of gradebooks or their equivalents are to be submitted to departments at the end of each academic semester. Departments must maintain student records as noted in the CBA (2010-15, Collective Bargaining Agreement, Section 12.3.2, J). Faculty leaving the University must provide all grading records to the Department Chairperson.
5. Department Chairpersons are responsible for conducting classroom observations and completing teaching evaluations for all instructors, regularly. The purpose of the evaluation is to improve the quality of instruction and/or professional services rendered and to provide regular and reliable information upon which personnel decisions such as promotion, tenure, reappointment or merit increases may be based (2010-15, Collective Bargaining Agreement, Section 11.1). In addition, Department Chairpersons are responsible for identifying departmental peers that will also complete classroom observations and evaluations for faculty. Please see Article XI of the 2011-15, Collective Bargaining Agreement regarding Chairperson and Peer Classroom Evaluation procedures.

6. Department Chairpersons are encouraged to communicate with the Center for Teaching and Learning (CTL) about instructional issues they become aware of through classroom observations, student complaints, course evaluations or individual faculty consultations. They are responsible for seeking this available resource for improving classroom instruction.

7. Department Chairpersons are responsible to collect and share assessment data with their department faculty and the University. Assessment data must be included in departments’ annual reports, WEAVE on-line and ADCS. Department Chairpersons are responsible for ensuring that faculty analyze assessment data and implement any necessary changes. Departments may designate Assessment Coordinators from within their departments that assume the responsibility of collecting, sharing, and analyzing assessment data.

8. Department Chairpersons are to encourage utilization of this handbook by faculty, instructors, graduate teaching assistants, and adjuncts.
CHAPTER 4:

Instructor Responsibilities for Effective Teaching and Learning

1. Instructors are responsible for demonstrating and maintaining professional competence and knowledge of subject matter and incorporating current developments in the field through reading and research, or other means of expression appropriate to the discipline. (2010-15, Collective Bargaining Agreement, Section 12.3)

2. Instructors are responsible for distributing policies concerning attendance, course requirements, and criteria for grading to each student enrolled in their course at the beginning of each semester (2010-15, Collective Bargaining Agreement, Section 12.3). The course syllabus must clearly communicate the learning objectives for the course. Class learning activities should be directed toward the fulfillment of the stated, course learning objectives and student performance should be evaluated in relationship to these objectives. If an instructor opts to change the stated course requirements or materials, students should be given timely notice consistent with the magnitude of the change (e.g., a few days for an additional article to read; a few weeks if a major research or term paper is to be added).

3. Instructors are responsible for informing students how the final course grade will be calculated (i.e., evaluation criteria and the contribution to the final grade of each graded component). See sample syllabus in Appendix A.

4. Instructors are responsible for informing students of the course attendance and participation requirements. According to DSU’s
2014-2015, Undergraduate Catalogue, “if a faculty member chooses to evaluate attendance as part of a grade for a course, such a policy must be written in the syllabus, which is distributed at the beginning of a course. The policy must state what part of the course grade is based on attendance and how individual absences will be assessed. If any faculty member declines to integrate attendance as part of the course grade, under no circumstances may a student’s final grade be reduced solely because of class absences” (p. 39 under Academic Regulation and Policies in Undergraduate Catalog).

5. Instructors are responsible for documenting non-attendance during the first week of classes. According to DSU’s 2014-2015 Undergraduate Catalogue, “all enrolled students are required to attend each class at least once before the last day to add classes in order to verify their participation in the class” (p. 39 under Documentation for Non-Attendance). Failure to verify participation in a class before the last day to add a class will result in the student being classified as a “no show” for the course. Instructors are responsible for submitting “no show” rosters by the University’s announced due date each semester.

6. Instructors are responsible for informing students of any required attendance outside of class such as field trips, study sessions, or extra class meetings, and whether or not attendance at these additional activities will be reflected in the overall course grade. Please note that instructors who take attendance and assign daily participation points that can impact the overall course grade tend to have better attendance and participation by students than those who have students sign themselves into class, with no consequence for non-attendance. The 2014-2015 Student Handbook states, under Academic Regulation and Policies, “students have the responsibility to attend class punctually and regularly.”

7. Instructors are expected to present students with evaluations of their academic performance and progress in the course. (2010-15,
Collective Bargaining Agreement, Section 12.3, D.). Assignments, quizzes, examinations and any other student work should be evaluated and returned to students in a timely manner to permit students the opportunity to improve. Term papers and comparable projects are the property of students who prepare them; however, by informing the student, an instructor may retain a copy of the student’s work for his/her files. It is permissible for instructors to retain examinations, however, they must allow students to review exams and provide feedback to the student, allowing for improvement on subsequent exams. Instructors are strongly encouraged to provide sufficient graded feedback early in the term, and before the deadline for withdrawing from classes, to enable students to accurately assess their progress in the course.

8. Instructors are responsible for submitting assessment data, as applicable, to their Department Chairperson or designated Department Assessment Coordinator. Instructors who are teaching a senior capstone course and/or general education courses that are designated as Across the Curriculum (A-t-C) courses are to submit assessment data in the Assessment Data Collection System (ADCS). Department Chairpersons are ultimately responsible for assessment data being available in ADCS.

9. Instructors are to be available on a regular basis for advising and counseling on matters regarding their students’ academic performance and progress in a given course (2010-15, Collective Bargaining Agreement, Section 12.3, F.). They are responsible for filing Academic Alerts, using the Early Warning System in Banner, for any student who may be in danger of failing the course.

10. Instructors are expected to meet their classes at the scheduled times and be prepared for all class sessions (2010-15, Collective Bargaining Agreement, Section 12.3, B.). When instructors know in advance of conflicts with particular class dates, they are responsible for informing students and their Department and to make appropriate alternate arrangements. Instructors are also expected
to honor class periods as scheduled. On occasion, if it is necessary to start class late or dismiss early, the instructor is responsible to make-up lost class time.

11. Instructors are expected to administer some type of mid-term assessment and final assessment of student learning. Exams during the term may NOT be offered outside of the regular class time unless there is notice in the class syllabus. Final examinations must be offered at the time established by the University’s academic calendar and should not be offered during the term (e.g., the last day of classes). Instructors are required to submit Mid-Term and Final grades by the due date set by the University’s academic calendar.
12. Instructors are expected to leave the classroom and its equipment in good order (e.g., erase boards, straighten chairs, shut-off electronic equipment, etc.). They may request that students help keep the classroom and furnishings neat and clean.

13. When classes are in session, each full-time faculty member shall hold office hours at least six (6) hours per week. Faculty members should distribute office hours over at least four (4) days as best to serve the needs of the student. Faculty teaching evening hours shall schedule some of their office hours in the evening. There should be at least one (1) office hour per course taught. Office hours must be posted with the additional option of prearranged appointments for students when there are schedule conflicts (2010-15, Collective Bargaining Agreement, Section 12.5).

14. Instructors are responsible to treat all students fairly, impartially and with understanding as noted in the CBA (2010-15, Collective Bargaining Agreement, Section 12.3, G.).

15. During the first class session of the term, instructors should introduce themselves, and any teaching assistants, and provide a detailed written syllabus (if it is available on a web site, it must, also, be available to the class in a hard copy). See Chapter 16, Creating an Effective Syllabus. Students should be given the opportunity to get to know each other, as well as the instructor, in the first class session. See Chapter 13, Teaching Tips, in this handbook for first day ideas.
1. Students are responsible for being academically prepared to take the courses for which they register. They should not register for courses for which they lack the prerequisites unless they have permission from the instructor.

2. Students are responsible for attending all class meetings and securing all course materials, including any information contained in the syllabus.

3. Students may request to be excused from class, to participate in religious observances and for approved University activities. Instructors should be notified at the beginning of the term about such planned absences.

4. Students are expected to attend the first class meeting of every course in which they are registered, unless they obtain approval from the instructor before the first meeting. Failure to do so may result in losing a place in class to other students who are adding the class. Students will be officially dropped from a course, and may jeopardize their financial aid, if they appear on the instructor’s “No-Show” roster during the first week of class.

5. Students should purchase textbooks assigned in the syllabus before the first class meeting.

6. Students are expected to do their own assigned work. Academ-
ic dishonesty and cheating includes, but is not limited to: “(a) use of any unauthorized assistance in taking quizzes, tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff ” (DSU 2014-2015 Student Handbook). Plagiarism is a type of academic dishonesty. If a student is academically dishonest, the instructor reserves the right to submit the violation to the Student Affairs Division for discipline through the Judicial Process set forth in the Student Handbook.

7. Students are responsible for arriving at class punctually and prepared.

8. Students are responsible for meeting all course requirements, observing all deadlines, and following examination times and other course procedures.

9. Students are responsible for seeking any needed academic help early in the course. Instructors may provide help or refer students to the Academic Enrichment Center and/or Academic Advising Centers.

10. Students needing special learning accommodations are responsible for working, first through the Office of Student Accessibility, and then with the instructor at the beginning of the course.

11. Students are responsible for helping to tidy up a classroom at the end of a class period, if requested to do so by the instructor. Students are responsible for disposing of items, such as soda cans/bottles, food containers/wrappers, newspapers, they bring in, and for straightening up tables, chairs or desks, etc. Students shall not deface or damage classrooms or classroom furniture or equipment.
12. Students are responsible to follow the Procedural Steps for Consideration of Student Complaints Related to Instruction should they have a complaint about instruction and/or grade calculations. These procedural steps can be found in the Academic Advising Handbook. According to the procedures, students are encouraged to resolve the issue with the faculty member, informally, before filing a formal complaint. Students have until the first six weeks of the following regular semester to file a formal complaint against instruction.
CHAPTER 6:

DSU’s Student Profile

Effective teaching requires that instructors meet the learning needs of their students. The nature of our students - their academic preparation, aspirations, and learning experiences - should affect our choices of what we teach and how we teach. In addition to incoming students who may be far from home, and/or experiencing a language gap, a large percentage of DSU students are categorized as first-generation college students. These students are categorized as such because their parents are not college graduates. Listed below are some characteristics or traits described in the research of first generation college students:

- First generation college students are more likely than their non-first-generation counterparts to be less academically prepared for college (Choy, 2001).
- First generation college students are more likely than their non-first-generation counterparts to have less knowledge about college admission processes, financial aid criteria and requirements, academic tutoring and general college processes (Thayer, 2000).
- First generation college students have more difficulty in acclimating themselves to college once enrolled than their non-first-generation counterparts (Schmidt, 2003).
- First generation college students are more at risk for not completing their college degree due to financial hardships (Choy, 2001).

The typical DSU student’s SAT combined score of reading and math is 800. Many new students meet the minimal admissions requirements for high school GPA and SAT score, yet, once they complete the Accuplacer college placement exam, they may find
themselves in non-credit bearing, developmental, math and/or reading classes.

First-generation college students attending DSU often have difficulty understanding the bureaucratic operations of higher education, and often become frustrated with administrative procedures, which could affect classroom performance and attendance. They lack knowledge of time management and faculty expectations for independent learning. They often feel overwhelmed and intimidated by the college environment and mask these feelings by portraying an “I don’t care” attitude.

Research shows that for first generation students, the motivation to enroll in college is a deliberate attempt to improve their social, economic, and occupational standing (Ayala and Striplen, 2002). Often, because they may perform poorly in their college coursework, these students are susceptible to doubts about their academic and motivational abilities; they may think that they are just not “college material” or lose sight of their goal to improve their standing with a college degree. Persistence for many first-generation college students is difficult, requiring that the college environment be one of sensitivity and support.
DSU has many institutionalized programs which are specifically designed to help first-generation college students, such as the University Seminar course. However, students’ and instructors play the most critical helping role. Instructors must be aware of some of the gaps that students have in their college preparedness, and so should be very explicit with expectations for student learning. Whenever possible:

- Put critical information in writing and repeat it several times in class.

- Check the students’ understanding of expectations often, and be patient with their development as college students.

- Instructors should set high expectations for student learning; however it is also important to provide the support and individual attention they may need to be successful.

- Facilitate peer support by organizing students so that they can get to know their peers.

- Remind students about your availability to assist them in their transition.

- Reach out to the Academic Enrichment Unit whenever students need help, as they have tutoring and supplemental instructional aides available.

- Develop a rapport with students so that they know that fulfillment of their educational goal is the most important reason for you teaching.
CHAPTER 7:

The Science of Teaching and Learning

Until recently, it was not possible to understanding the brain processes involved in thinking and learning. Today, there is an extraordinary body of scientific work in regards to the human brain and the neural processes that occur during thinking and learning. The development of various theories about how the brain works has important implications for education, and new theories continue to evolve that lead educators to very different approaches to curriculum design, teaching, and assessment than what have been the traditional approaches until now (Bransford, 2000).

Many students often have limited opportunities to make sense of or understand topics because most curricula still emphasize memorization rather than comprehension. Textbooks are filled with facts that students are expected to memorize and most tests assess students’ ability to remember them. Thirty years ago, educators saw little need to understand and use cognitive science theory in teaching. Today, cognitive researchers are spending more time with educators, testing and refining their theories in real classrooms where different set-
tings and classroom interactions can influence the application of their theories. One of the hallmarks of the new science of learning is the emphasis on learning with understanding. When students are engaged in learning activities that help them make sense of the information being presented, it is termed “active” learning.

The new science of learning recognizes the importance of knowing facts in thinking and problem solving, however, research that looks at ‘expert knowledge vs. novice knowledge’ clearly shows that “usable knowledge” is not merely a list of disconnected facts (Bransford, et.al., 2000). Expert knowledge is connected and organized around important concepts; it is “conditionalized” to specify the context in which it is applicable, and it supports understanding and transfer to other contexts rather than only the ability to remember facts. This finding is important as it stresses the importance of teaching within a context.

In the new science of learning, three major findings have a solid research base and implications for how we teach:

1. Students come into the classroom with preconceptions about the subject matter we are teaching. These preconceptions can either impede or enhance further learning. A critical feature of effective teaching involves eliciting preexisting understandings of the subject matter and provides opportunities for students to build upon or challenge their initial understanding. This can be done simply by questioning or surveying students prior to teaching. According to the constructivist theory of learning, learners must be able to connect new information to existing knowledge in order to construct understanding. Challenging misconceptions is necessary, although it is not easy. Research shows that even when students are presented with situations that cannot be solved using their misconceptions, they still hold tightly to the initial understanding (Bransford, et.al, 2000). The need to draw out and work with preexisting understandings that students bring with them is imperative for students to develop a deep understanding of the subject matter. This deeper understanding is necessary in order for students to be able to apply and transfer knowledge appro-
appropriately. The idea that students come into the classroom as empty vessels waiting to be filled with knowledge from the teacher must be replaced by the teacher making active inquiry into students’ thinking. Teachers must develop classroom tasks and conditions through which students’ thinking can be revealed. Read Jean Piaget’s, “Theory of Cognitive Construction” on page 28 of this handbook for further explanation of this occurrence.

2. To develop competence in an area, students must: (a) have a deep foundation of factual knowledge, (b) understand facts and ideas within a context or conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application. Students need to be presented information within a larger context. Some educators refer to this as “the bigger picture.” Effective teaching requires the instructor to answer the question, “so what?” What does the information mean in the larger scope of things? For students, the question that is often asked is, “why are we learning this?” or “why do we have to take this course?” They are struggling to make a context or see a connection. It is very important that information is learned within a context or conceptual framework otherwise retrieval and application of new information is nearly impossible.

3. A “metacognitive” approach to instruction can help students learn how to keep track of their learning by defining learning goals and monitoring their progress in achieving them. In research where expert thinking was examined, it was found that experts monitor their understanding carefully. They make mental notes of when additional information is needed or when the new information is inconsistent with what they already know or they attempt to make an analogy so that their understanding is deepened (Bransford, et.al., 2000). Research shows that students can be taught meta-cognition strategies: to predict outcomes, explain to one’s self in order to improve understanding, make notes of gaps in knowledge and comprehend why it is faulty, activate background knowledge and apportion time and memory (Palincsar and
Brown, 1984). Because meta-cognition often happens as an internal conversation, many students may be unaware of its importance unless the processes are explicitly incorporated into instruction. Metacognitive strategies differ across disciplines therefore it is important that these strategies be taught within the discipline. For example, in History students might be asking themselves, “who wrote this document and how does it affect the interpretation of the events,” whereas in Physics, the students might be monitoring their understanding of an underlying physical principle in order to interpret a phenomenon. Integration of meta-cognitive strategies within disciplined based learning can enhance student achievement and develop in students the ability to learn independently.
CHAPTER 8:

Psychological Foundations of Learning


Learning Theory:
A basic understanding of learning theory is an important foundation to teaching. Learning is a complex process involving mental processes that are influenced by emotional and environment factors that can support or hinder learning. Learning theories have evolved that take into consideration these complex factors in an effort to explain how learning occurs, and prescribe instructional strategies to facilitate learning. If instructional strategies are not grounded in understanding of how learning occurs, they are unproductive and do little to affect learner persistence. In addition, there is an opportunity to maximize retention and transfer by linking basic research about the process of learning with instructional strategies (Tennyson & Schott, 1997). This approach is important to help learners use the skills and knowledge gained through educational experiences in the real world.

In this chapter, we look at the psychological foundations of learning, including behaviorism, cognitivism, and constructivism, to understand how each of these learning theories contributes to our understanding of learning and the instructional strategies we use in teaching.
Behaviorism:
Learning in the 1950s and 1960s was based on behaviorist learning theories. Behaviorism is grounded in the study of observable behavior and does not take into consideration the functions of the mind. When behaviorism was introduced, the mind was considered a black box that could not be accessed. According to behaviorism, knowledge exists outside of a person and is gained through behavior modification. The theory views learning as a change in behavior that can be conditioned using positive and negative reinforcements such as reward and punishment. There are two types of conditioning associated with behaviorism: Ivan Pavlov's classical conditioning and B. F. Skinner's operant conditioning. Pavlov used animals to discover the principles of learning based on natural reflexes that respond to stimuli. Most prominent was Pavlov's work with dogs to teach them to salivate to the sound of a bell. In his experiments, he demonstrated classical conditioning, in which an association is created between two stimuli (Pavlov, 1927). Skinner's operant conditioning experiments conditioned rats and pigeons to press or peck a lever to obtain pellets of food in an apparatus known as a Skinner Box. The experiments were based on the theory that organisms emit responses, which are gradually shaped by consequences. If a response has a reward, it is more likely to occur again and if it does not, it is less likely to occur. Skinner's operant conditioning demonstrated that associations are formed between a behavior and a consequence (Skinner, 1938).

Based on these types of experiments with animals, behaviorists proposed that learning is influenced by associations between behaviors and consequences. Behavior is conditioned by the instructor through rewards or punishment to attain the desired learning outcomes. According to behaviorists, the types of reinforcement are a critical component to learning because individual learners respond to different reinforcement based on their personal motivations. For instance, if the learner is motivated by good grades, a great reinforcement is the use of grades. Poor grades are a negative reinforcement, which provides motivation for the learner to put in
more effort in order to receive a better grade.

According to Moore (as cited in Tennyson & Schott, 1997), the goal from the behaviorist perspective was the development of instruction that would enable the majority of students to achieve levels of performance predetermined by behaviorally defined objectives. Learning that involves recalling facts, defining concepts and explanations, or performing procedures are best explained by behaviorist learning strategies, which focus on attainment of specific goals or outcomes. In behaviorist theory, learners are more passive in the learning process. The learners’ role is simply to respond to the learning content and demonstrate a level of performance on specific goals and objectives. Pedagogy based on behaviorism focuses on the ability to modify observable behavior to acquire knowledge or skills. The operant model of stimulus-response-reinforcement ensures that prescribed learning outcomes are achieved. In this model, the instructor provides learners with information about the appropriateness of the behavior through frequent feedback. This feedback either reinforces learners’ behavior or determines consequences in the form of corrective actions for the learner to achieve the desired performance behavior. This requires continuous monitoring and feedback from the instructor.

According to the behaviorist view of learning, objectives should be developed that focus on the level of learning desired, as well as the type of task. Behaviorists focus on “identifying small, incremental tasks, or sub skills that the learner needed to acquire for successful completion of instruction, designing specific objectives that would lead to the acquisition of those sub skills, and sequencing sub skill acquisition in the order that would most efficiently lead to successful learner outcomes” (Tennyson & Schott, 1997).

Cognitivism:
In the late 1960s and 1970s psychology moved from the study of behavior to the study of the mind, and cognitivism emerged as a new theory of how learning occurs. According to cognitivism,
knowledge is still considered to exist outside of the person; however, its focus is on understanding how human memory works to acquire knowledge and promote learning. The theory’s foundation is information processes and understanding the memory structures of the mind for knowledge acquisition. In addition, the theory establishes conditions of learning and strategies to incorporate individual differences into the design of instruction, including the use of pretests and more formative assessment strategies. In cognitivism, task analysis shifts from behavioral objectives to performance; the different stages of performance extend from novice to expert (Tennyson & Schott, 1997).

The environment continues to have the greatest impact on learning; however, there is more focus on how learners acquire specific types of strategies for learning, including planning, monitoring, and evaluating, and the influence of prior knowledge, beliefs, attitudes, and values on learning (Tennyson & Schott, 1997). This theory developed a clearer understanding of how information is processed and stored, as well as how prior knowledge is stored in memory structures called schema for retrieval in an appropriate context. According to cognitivism, the transfer of knowledge to new situations is influenced by how information is presented and the relevance of the information. If information is presented poorly or too much irrelevant information is associated with relevant information, the learner may have difficulty sorting and organizing the information. This difficulty, in turn, can have an impact on storage, retrieval, and transfer-functions that are critical to adult learners who have specific professional needs that require them to be able to transfer knowledge to real-world applications in their professional environments.

Learning outcomes that are focused on complex higher levels of learning such as problem solving are best explained by cognitivism because the focus is on breaking down complex problems into component parts and relating the content to be learned with prior knowledge to braid higher levels of understanding. Instructional strategies based on cognitive theory consider the organization of content for learning and focus on information processing, includ-
ing organization, retrieval, and application.

David Ausubel (1960) developed the concept of the advance organizer (information that is presented prior to learning) and researched how use of advance organizers can scaffold the learning of new information. Advance organizers stimulate schema to help learners' link prior knowledge with new information. An example of an advance organizer is a summary of the main ideas in a reading passage and explanations of content at a “higher level of abstraction, generality, and inclusiveness than the reading itself” (Ausubel, 1963).

Robert Gagne (1985) proposed nine events of learning that correspond with specific cognitive processes. Gagne's nine events are a systematic organizational process for learning and include the following:

1. Gaining the learners' attention
2. Informing them of the learning objectives
3. Stimulating recall of prior learning
4. Presenting stimulus in the form of content to be learned
5. Providing guidance
6. Eliciting performance through instructional activities
7. Providing feedback
8. Assessing performance
9. Enhancing retention and transfer

Gagne proposed that these nine events provide the conditions of learning and define the intellectual skills to be learned, as well as the sequence of instruction. He believed lessons should be organized according to these events so learners could associate new knowledge with existing structures. He also thought the nine events could provide the appropriate level of scaffolding to support learning.

According to cognitivism, learners play a more active role in learning by actively organizing the learning process. The emphasis of cognitivism is on helping learners organize information for successful processing into long-term memory and recall. Cogni-
ffective strategies focus on internal learning and thinking processes, including “problem solving, organizing information, reducing anxiety, developing self-monitoring skills, and enhancing positive attitudes” (Tennyson & Schott, 1997). The instructor continues to determine learning outcomes and direct the learning with the additional application of specific information-processing strategies to assist the learner in acquiring knowledge. To facilitate learning, cognitivism postulates that the learning environment should be arranged to maximize learners’ ability to retrieve prior knowledge relevant to the learning outcomes and organize the content to maximize information processing. Instructors should provide the appropriate context for learners to draw on prior knowledge and fit new information into existing schema. For learners with little prior knowledge, instructors need to provide opportunities to create new schema by relating the new information to something that is familiar to them.

**Constructivism:**
Constructivism became popular in the 1980s. It describes learning as a process in which learners construct knowledge and meaning by integrating prior knowledge, beliefs, and experiences. According to this theory, knowledge does not exist outside of the person but is constructed based on how a person interacts with the environment and experiences the world (Tennyson & Schott, 1997). Control of the environment is not a focus of the constructivist theory of learning. Instead, it emphasizes the synthesis and integration of knowledge and skills into an individual’s experiences. This theory addresses some of the limitations of other learning theories that emphasize components instead of integrated wholes.

There are two types of constructivism: cognitive constructivism and social constructivism. Cognitive constructivism focuses on the individual characteristics or attributes of the learner and their impact on learning. Social constructivism focuses on how meaning and understanding are created through social interaction. To-
together, they view knowledge acquisition as a means of interpreting incoming information through an individual’s unique lens, which includes his or her personality, beliefs, culture, and experiences. Based on interpretations, knowledge has meaning and learners build schema to represent what they know.

Jean Piaget’s (1985) theory of cognitive constructivism proposed that knowledge cannot be simply transmitted to a person but must be constructed through experience. Experiences allow individuals to construct mental models or schemas, and knowledge construction is based on a change in schema through assimilation and accommodation. If the incoming information can be associated with existing information, assimilation of the incoming information into the already formed schemas occurs and equilibrium is maintained. If the incoming information conflict with current thinking, cognitive dissonance occurs; this is an uncomfortable feeling that stems from holding conflicting ideas at the same time. Cognitive dissonance requires a change in existing schemas to accommodate incoming information. In addition, Piaget believed that learning is based on interaction with the environment around us, so real-world practice is important.

Social constructivism emphasizes the social nature of learning. Lev Vygotsky (1978) proposed that learning could not be separated from the social context in which it occurs, nor could accommodation and assimilation occur without the active integration of the learner in a community of practice. He saw learning as a collaborative process, and he developed a theory called the zone of proximal development (ZPD) to explain the collaborative nature of learning (Vygotsky, 1978). This theory distinguishes between two levels of development. One is the level of development that a learner can reach independently. The second is the potential level of development a learner can achieve with the support of an instructor or peers. This theory argues that with help from an instructor or peers, learners can understand concepts and ideas that they cannot understand on their own. It supports an instructional strategy of providing learners just enough scaffolding or support to help them reach the next level of understanding. This scaffold-
ing in turn allows learners to work independently until they no longer can learn without support. Instruction again is supported through the instructor or peers, and the learner continues to reach higher levels of understanding through their guidance.

According to constructivism, memory is continuously under construction as a person interacts with incoming information in unique contexts that require them to draw upon prior knowledge from different sources. Either accommodation or assimilation of new information into existing schemas occurs, which builds deeper levels of understanding and meaning. Transfer involves the use of meaningful contexts that allow the learning to be transferred to a novel situation and applied. Real-world examples, as well as opportunities to solve real-world problems, allow for the greatest opportunity for transfer.

Constructivist theories do not categorize learning into types but hold that all learning is context dependent. One of the problems with constructivist learning theories is the assumption that all learners come to the learning situation with prior knowledge and that the goal of learning is to activate prior knowledge and build additional understanding and meaning. Learners who are new to a field of study may not have prior knowledge, so building instructional strategies that require them to draw on prior knowledge and deal with ill-structured problems can be frustrating and overwhelming. For learners who do not have prior knowledge and experience, there are cognitive strategies such as the use of advance organizers and conceptual scaffolds that can be used to replace the lack of prior knowledge and experience.

From the constructivist perspective, learners are not merely passive receivers of knowledge; they are active participants in the learning process and knowledge construction. Instruction should situate the learning in authentic tasks that allow learners to understand why it is important to learn, as well as its relevance to them personally or professionally. Instructors who base their pedagogy on constructivism take on a new role of facilitator rather than lecturer by actively observing and assessing the current state of individual learners and providing learning strategies to help them
interpret and understand the content. The facilitation role includes providing relevant context for learners who may not have prior knowledge and experience with the subject to help them organize the content into relevant schemas for acquiring knowledge. The instructor must develop skill in assessing the current state of learners and adapt the learning experience to support their attainment of goals. The instructor must also have an understanding of individual learning styles to provide effective strategies to help learners plan, monitor, and evaluate their thinking during learning.
Although learning is a complex process, in its most basic form, there are some processes that must take place in order for learning to occur. The learner must be attentive, must be able to connect the information to prior knowledge and understanding, and finally, the learner must draw appropriate conclusions. This section describes each of these processes. Suggestions and ideas for implementing them can be found in Chapters 11 and 13 of this handbook.

**Attention:**
The first thing an instructor must do is to gain the attention of the learner. This is not a joke or a shout at the beginning of class, this is the need for the learner to see relevance and meaning in learning the information being presented. This relevance and meaning must go beyond taking and passing the course for degree completion. The learner must be able to personally connect course content in meaningful and relevant ways. The instructor must be able to convince students that the effort they put forth in learning the course material will be worthwhile. Often, topics can be approached by presenting a real life scenario or problem for which the information can be utilized to solve the problem. Problem-based learning or project-based learning methodologies, found on page 43 of this handbook, can help to gain students’ attention.

**Processing Information:**
Because learners must process new information repeatedly, in a
variety of ways, before they can master it, instruction should include a mixture of written words, visuals, audio, manipulative, action, and practice with the content that students are expected to master. It is best to focus the instruction on a few major concepts that are learned deeply rather than teaching many concepts superficially. All learners will compare new information with previous experiences and knowledge. Effective instructors will incorporate this into learning activities by giving the students an opportunity to reflect, compare, and question the new information. Small group discussions are effective for giving learners the opportunity to draw from past experience and knowledge and to make links to the new information being presented.

**Conclusions and Understanding:**
All learners have their own unique perspective and experiences, and this affects what knowledge they are able to retain and use. The instructor’s role is to move learners through the new material in an orderly and organized manner, giving them classroom opportunities to practice new skills and to draw their own conclusions. Learners experiment with and/or test new information before deciding if it is useful to them enough to make the effort to learn it. When instructors develop learning activities that encourage students to experiment and use information to draw their own conclusions, students see the relevance in learning the material.
CHAPTER 10:
Developing Course Learning Objectives

Each course offered at DSU plays a role in the completion of General Education and/or degree/program learning goals. Be sure to align course learning objectives with these learning goals. Program learning goals can be found in WEAVE on-line, DSU’s Assessment System. Also, consider specific course purpose when designing course learning objectives with an awareness of the students likely to be enrolling in the course.

- Are students enrolling in the course college freshman and sophomores or college juniors and seniors, or a mix?
- Are they departmental majors with a background in the course content or students with little exposure to the course content?
- Is there a natural link between the field and other majors, or is this course very different from anything students have encountered before?
- Each course also satisfies a program curriculum requirement. Consider the course’s position and role in the curriculum.
- Is this a lower (100 or 200) level course in which basic concepts, theories and definitions need to emphasized? Does this course provide the foundation for understanding future courses?
- Is this an upper level (300 or 400) level course in which theoretical concepts are emphasized?
- Course expectations, materials and assignments should reflect
both the level and the role of course in the curriculum.

Use language that is explicit and measurable when writing course learning objectives. See sample course learning objectives below. When writing course learning objectives, it might be helpful to keep in mind Bloom’s Taxonomy of Cognition:

**Bloom’s Taxonomy**

Students will:
Create Higher-Order Thinking
Evaluate
Analyze
Apply
Understand
Recall Lower-Order Thinking

Because higher-order thinking or critical thinking begins at the “Analyze” stage, course learning objectives should target higher-order thinking. Below are some useful verbs for describing learning objectives:

<table>
<thead>
<tr>
<th>Recall (Lowest Level of Thinking)</th>
<th>Understanding</th>
<th>Applying</th>
<th>Analysis</th>
<th>Evaluation</th>
<th>Creation (Highest Level of Thinking)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Describe</td>
<td>Construct</td>
<td>Calculate</td>
<td>Compare</td>
<td>Design</td>
</tr>
<tr>
<td>Identify</td>
<td>Explain</td>
<td>Demonstrate</td>
<td>Appraise</td>
<td>Judge</td>
<td>Formulate</td>
</tr>
<tr>
<td>List</td>
<td>Recognize</td>
<td>Illustrate</td>
<td>Categorize</td>
<td>Rate</td>
<td>Propose</td>
</tr>
<tr>
<td>Select</td>
<td>Discuss</td>
<td>Compute</td>
<td>Differentiate</td>
<td>Debate</td>
<td>Plan</td>
</tr>
<tr>
<td>Label</td>
<td>Summarize</td>
<td>Predict</td>
<td>Relate</td>
<td>Appraise</td>
<td>Produce</td>
</tr>
<tr>
<td>Underline</td>
<td>Translate</td>
<td>Interpret</td>
<td>Determine</td>
<td>Decide</td>
<td>Construct</td>
</tr>
</tbody>
</table>
Examples of Course Learning Objectives:

- Students will compare and contrast two political systems.
- Students will evaluate the validity and limitations of theories and scientific claims in experimental results.

Teachers as Designers

Developing courses so that students learn what it is you wish them to learn, and also provide you with adequate feedback for adjusting and improving your teaching, is a skill developed over time. Once you have some basic knowledge of your students and a broader understanding of the science of teaching and learning, you become a more effective course designer, and thus, a more effective teacher.

A literature review on the process of learning, completed by Horby, et. al., (2009), posits that deep approaches to learning are more meaningful to students and can be evaluated using Meyers and Nulty’s (2009) five curriculum design principles:

1. Authentic, real world, and relevant;

2. Constructive, sequential, and interlinked;

3. Provide a challenge, interest, and motivation to learn;

4. Align with each other and the desired learning outcomes; and

5. Require students to use and engage with progressively higher order cognitive processes.

When developing curriculum, select assignments and activities that align with the five principles and put students at the center of responsibility for learning. Your main role will be to facilitate
the activities, assess outcomes, and revise your teaching strategies for moving forward. Included in your course design are scaffolds, which are intentionally designed strategies that support student learning, particularly for those that may not have an adequate foundation for addressing the task at hand. This may include a note-taking sheet that you review in class and then ask students to use for a lecture or reading assignment. Eventually, you will not need to provide the scaffold to everyone and those who need it can continue to use it.

How you structure the class (meeting times/lectures/presentations/in-class activities, outside work, etc.), how you assess the work being done (grade/time/class involvement/discussion/presentation, etc.), and how you provide material in class (lecture/handout/reading/video/blog or other 21st century technology tools, etc.) are all part of course design and important in your role as designer. If you expect your students to reach their potential, offer them as many opportunities to do so as you can and in as many different formats as you can allow.

We expect students to be prepared, to develop critical thinking skills, and to be knowledgeable about and use all the tools at their disposal to be effective learners. In all aspects of teaching college students, we should “practice what we teach.” If you aren’t familiar with ‘clickers,’ for example, or the many useful facets of Blackboard, contact the Center for Teaching and Learning to learn about training opportunities.

**Backward Course Design**

When designing a course it’s best to use what educators call “backward design.” This framework gained popularity when *Understanding by Design*, a 2005 book by Grant Wiggins and Jay McTighe was published. This framework requires the instructor to think about the desired learning outcomes, first. It suggest that instructors think about “enduring understanding” for student learning outcomes (Wiggins and McTighe, 2005). In other words, what essential knowledge, understandings or skills do students need to
take away at the conclusion of the course? Once this is completed then the instructor begins to work backwards from there to design assessments and learning activities that will lead to the student providing evidence of that knowledge, understanding or skill. In general, the backward design of course construction follows these steps:

1) Identify desired results — course learning objectives/course goals/outcomes

   Organize your course around your core learning outcomes. What should students know, understand and be able to do by the end of the course? Now, how do you prioritize and narrow down the content you want to teach so it fits within the limited framework of the course? Wiggins and McTighe provide a useful process for establishing curricular priorities. They suggest you ask yourself three questions as you progressively focus in on the most valuable content:

   a. What should participants hear, read, view, explore or otherwise encounter? This knowledge is “worth being familiar with.”

   b. What knowledge and skills should participants master? Sharpen your choices by considering what is “important to know and do” for your students. What facts, concepts and principles should they know? What processes, strategies and methods should they learn to use?

   c. What are big ideas and important understandings students should retain? These choices are the “enduring understandings” that you want students to remember after they’ve forgotten the details of the course.

   Answering each of these questions will help you determine the best content for your course, and create concrete, specific learning outcomes for your students.
2) **Determine acceptable evidence of student learning**

Assess students’ ability to meet the learning objectives, both at the beginning of the course and throughout the course. What kinds of assessments will enable students to demonstrate that they are making progress toward the course's learning outcomes?

In this second phase of Backward Design, you think about how you will decide if students are starting to master the knowledge and skills you want them to gain. What will you accept as evidence that students are making progress toward the learning objective of the course? How will you know if they are “getting it”?

When planning how you will collect this evidence, consider a wide range of assessment methods (for example, essay tests, term papers, short-answer quizzes, homework assignments, lab projects, problems to solve, etc.) in order to ensure that you test for exactly the learning you want them to gain. In other words, sometimes our assessments don’t match our learning objectives and we therefore cannot attain the evidence we want.

For example, if one of your objectives is for students to learn how to problem-solve and critically think, give them an assessment that requires a demonstration of their problem-solving and critical thinking skills. Have them write out each step they took in solving the problem, and have them explain why they took each step.

Remember the following:

- **Formative Assessment**: Summative assessments sum up a student’s performance with a grade at the end of a particular effort (unit, course). Formative assessments provide students with frequent, informal opportunities to re-think and revise. Learning from mistakes leads to ongoing improvement in understanding.

- **Fit & Feasibility**: Give assignments and tests that both teach and test the learning you value most. Do your tests and assignments fit the learning objectives you have set? For example, if you want students to be able to debate both sides of an issue, are
your assessments giving them the opportunity to demonstrate that knowledge and skill? Also, are your assessments feasible for both you and your students? Is the workload you are planning reasonable, strategically placed and sustainable?

3) Plan student learning experiences and instruction

Finally, after you have decided what results you want and how you will know you’ve achieved them, then you start planning how you’re going to teach. You can now move to designing your instructional strategies and students’ learning activities. What are the best exercises, problems or questions for developing your students’ ability to meet your learning goals? How can they practice using new knowledge to gain the skills you want them to learn? How can they apply their learning? Devise active and collaborative exercises that encourage students to grapple with new concepts in order to “own” them. You want to foster increasing understanding, not rote memorization.

In class sessions and homework assignments, give students a chance to practice their learning—to engage new material and apply it. Adapt your teaching strategies as needed, according to the ongoing assessments you do of student progress. Plan learning activities that support the learning outcomes of the course:

- Point your students to exactly what you want them to learn. Provide them with a strong foundational structure on which to build further learning by presenting content in a well-organized fashion.

- What are the best problems or questions for developing your students’ ability to meet your learning goals? How can they practice engaging content and skillfully using their new learning?

(Parts of Backward Design information are adapted from Vanderbilt University’s Center for Teaching, on-line, September 15, 2014).
Chapter 11:

Teaching Methodologies and Strategies

Sparking student interest in the subject matter being taught is essential for successful teaching and learning. One of the most effective ways to achieve this goal is to actively engage students in the process of their education. Active and learner-centered approaches elicit the higher-level cognitive skills identified in Bloom’s Taxonomy and have tremendous positive impact on student learning. The following list presents some methods for keeping students engaged and interested in virtually any field of study and/or classroom size.

Discussion
Orchestrating an in-class discussion is one of the easiest and most effective ways to actively engage students. Depending on the size and organization of the class, everyone, including the instructor, could be involved in one classroom-wide discussion, or the students could be divided into groups to discuss the topic independently. The instructor moderates and directs dialog by calling on specific students (e.g., “And what do you, Johnny, think about that?”) in a large group discussion. When the students are organized in groups, facilitators (the instructor and/or teaching assistants), move between groups to ensure that all students are participating and to observe any common misconceptions being shared in the groups, in which case he or she may choose to suspend the discussion to address those misconceptions.

Think-Pair-Share
A small-scale alternative to class discussions could be the Think-Pair-Share technique that also capitalizes on the benefits of brain-
storming and exchange of ideas but is more feasible in large-scale classrooms. In this exercise, the instructor asks students to ponder an issue individually for a minute and then to form pairs (e.g., with their neighbors) and discuss their ideas with each other. Finally, selected pairs (either volunteers or teams called on by the instructor) share their understanding of the issue or the solution to a problem with the rest of the class.

Debate
A debate is yet another form of a discussion to engage students, where two (or more) opposing teams of students reflect and prepare statements related to the issue. Debates are usually scheduled in advance, so the teams have the time to prepare their arguments, but can also emerge spontaneously in the classroom, with proper direction. This technique can be especially useful for presenting still contentious concepts (i.e., being under active research) but can also be applied to established themes (e.g., different understandings of a concept can be debated). Debates require skillful moderation, and ground rules must be specified beforehand.

Peer-evaluation
Peer-evaluation is a very effective tool of student engagement. Not only does it allow students to realize that their voice is heard and important, but when students are charged with evaluating somebody else’s performance in the same categories that their competence is evaluated in, they must inadvertently think about their own aptitude. The students’ peer-evaluation may be included in the actual grade calculation, but the rules need to be communicated beforehand. Furthermore, caution must be exercised to identify and avoid situations in which interpersonal relations between students may bias evaluations, especially when they are included in the official grade.

Peer-instruction
Peer-instruction is a very powerful didactical instrument. Volumes of research studies indicate significant improvements in at-
taining learning objectives by students on either end of the activity (both the instructors and the instructed). Peer-instruction can be organized in various ways. Students can be formally or informally divided into groups, which meet on a regular basis for study sessions. For each of those sessions, a member is responsible for a specific topic (or a collection of topics) that he or she will need to first learn by him or herself, and then teach to the other members. This approach has several benefits, including the perceived better manageability of the material, as the students realize that they are not “alone in this” and are responsible for only a specific portion of the topics. Of course, that does not mean that they should not and will not learn the material that was assigned to other group members. On the contrary, studies show that peer-instruction is very effective and, in most cases, knowledge is well disseminated within groups.

An alternative way to implement peer-instruction is to formally assign topics to all students and have them prepare mini-class-meetings on those topics. The students are responsible for gathering the material, as well as preparing the required instructional tools (e.g., lecture, in-class exercises, etc.). In addition to the obvious benefits of increased mastery of the material by those preparing the instruction, studies demonstrate that it is often easier for other students to assimilate knowledge presented by their peers.

**Problem-Based Learning (PBL)**

Problem-Based Learning (PBL) presents students with “real-life” scenarios or examples. Instructors pose a specific problem to be solved to reach a particular learning goal. In order to solve the problem, students, usually working in groups, must first assess what they already know and determine if the knowledge they possess is relevant and useful in solving the problem. Thus, the complexity of the problem itself becomes the motivation for, and the means of, organizing the learned material. The limitations of the students’ knowledge drive further learning, as the students identify the areas in which additional comprehension is needed.
in order to solve the problem at hand. Obviously, the specifics of the PBL activities implemented in a classroom will depend on the particular field and topics being taught, but the general process of Problem-Based Learning remains unchanged.

**Case-Based Learning (CBL)**

Like Problem-Based Learning, Case-Based Learning (CBL) offers the students the opportunity to explore and learn from “real-life” situations. In contrast to PBL, however, case studies are usually open-ended and do not have a single, “correct” answer. Therefore, the complexity of the answers, and not the problem itself, becomes the means of assessment and evaluation of student knowledge. In CBL, students must make a decision based on the case described, using their existing knowledge. They need to identify all the pertinent information presented in the case and decide if that information is sufficient to make an informed decision. In Case-Based Learning, the “broader aspects” of a given issue are usually also considered. Since the decision being made is one of many possible choices, what consequences does this particular one carry?

Although implementing Problem or Case-Based Learning may seem like an extremely time and resource-consuming effort, there are many problems and cases in various fields already available through various on-line resources.

In addition to keeping students engaged and interested, the above techniques offer a very powerful educational apparatus: formative assessment. In contrast to the traditional forms of assessment (i.e., tests, exams, reports, etc.), formative assessment is a bi-directional process between instructors and students whereby the mastery of learning objectives is continuously monitored so that instruction can be adapted to enhance the learners’ achievement. Active learning, due to its interactive nature, allows for this kind of feedback to reach the instructor early so that adjustments can be made. Perhaps even more importantly, through formative assessment, students can monitor their own progress and understanding of the material, giving them the opportunity to request assistance, if needed, before it is too late.
Other tools also exist, specifically designed for the purpose of providing formative assessments ("EnGaugement," as coined by Handelsman et al.).

**Electronic Audience Response Systems**

Electronic audience response systems, often called “clickers,” have gained much popularity in the past several years. Clickers are wirelessly linked to computer software that collects data. Typically, every student in the classroom has a clicker, which he or she uses to enter answers to questions asked by the instructors during a class meeting. Student responses are immediately tabulated and can be displayed in a form of a barplot or a pie-chart, illustrating the distribution of answers in the classroom, and assuring complete anonymity to the respondents. The benefit of such a procedure to the instructor is quite obvious—he or she can immediately assess if a given concept has been properly absorbed by the students or if it needs to be reinforced or presented again in a different form. Another benefit, perhaps not immediately evident, is that the students, without any fear of being singled out or
ridiculed (only they know their answers), can instantly assess their own learning and decide if they have truly mastered the material, or if they need to revisit some concepts on their own, or seek assistance. The CTL has I-Clicker workshops and I-Clickers available on a first-come, first-serve basis for faculty to use.

Dr. Carlos Rodriguez, Professor, College of Business, Marketing Department
CHAPTER 12: 

Assessment of Student Learning

Assessment, or the evaluation of student work, has long been part of the role of college instructors. However, in 1980, with the publication of the federal report, “A Nation at Risk”, the focus on assessing or determining what students learn in school has become a national priority (National Commission on Excellence in Education, 1983). Most researchers will agree that assessment has some key components to be met for assessment to produce data that can be used to improve student learning:

- Assessment must balance external testing with appropriate benchmarks and teachers’ knowledge of student abilities. Regular assessment of student learning does have a positive effect on student achievement.

- The information generated by assessments must be used to inform teachers and students of what gaps exist in learning and teaching. Careful and deliberate analysis of assessment data can help target areas that need improvement.

- Student participation is a critical component of assessment. If students are to participate they must be clear about the target (course objectives) and criteria for quality work (grading rubrics are helpful for this purpose), they must learn to self-assess in light of the criteria and they must take responsibility for improving based on feedback and data generated. For achievement to be raised, teachers must help students themselves learn how to make better judgments on the quality of their work.

Instructors need time and assistance in creating valid assess-
ments of student learning. Instructors must take time and think carefully about what they will target as learning goals for a particular course. Regular collaboration and discussion among faculty with regard to what is good quality student work must take place in order for students to be provided with consistent messaging regarding acceptable levels of performance.

Assessment is an ongoing process aimed at understanding and improving student learning. The results of assessment should be usable data by which to improve student learning. Students should know at the outset of a course what they are expected to learn (learning goals/objectives). At the beginning of the course, the instructor should work with students to understand what she/he already knows about the topic as well as to identify any gaps in understanding or misconceptions (initial/diagnostic assessment, also called pre-test). As the course progresses, the instructor takes time to collect data on how the students are progressing toward the learning goal and makes adjustments to teaching or learning activities as indicated by the assessment (formative assessment). Formative assessment is very valuable because it makes the instructor aware of what students are understanding and what they are struggling to comprehend, while allowing time for adjustments to the instruction or learning activities to help students progress toward the learning goal.

**Grading Rubrics**

A final component for designing a powerful assessment is a rubric. A rubric is a scoring tool that lists the criteria for a piece of work, or the major points on which the student will be graded. For example, eye contact, strong voice, clear beginning, middle and end, and neat/clean in appearance are some criteria required for a public speaking performance. A rubric for an email project could include criteria for spelling and grammatical expectations, clearly defined purpose, and supporting paragraphs, socially acceptable on-line behavior, and so on. Heidi Goodrich Andrede (2009), in Understanding Rubrics, states that rubrics appeal to teachers and
students for many reasons:

- Rubrics are powerful tools for both teaching and learning. Rubrics can improve student performance, as well as monitor it, by making teachers’ expectations clear and by showing students how to meet these expectations. The result is often marked improvements in the quality of student work and in learning.

- Rubrics help students become more thoughtful judges of the quality of their own and others’ work. They can easily be incorporated into peer assessment exercises.

- Rubrics reduce the amount of time teachers spend evaluating student work. When the teacher does have something to say, he/she can often simply circle an item in the rubric, rather than struggling to explain the flaw or strength they have noticed. Rubrics provide students with more informative feedback about their strengths as well as those areas in need of improvement.

- Finally, rubrics are easy to use and explain. They provide a clear grading system for student work, and thus provide consistency.

A rubric is a useful tool that not only shows you, the instructor, if the student is learning, but provides the student with yet another meaningful learning experience. The more specific and detailed the rubric, the clearer it is for the student.

Rubrics can take many forms from a simple checklist to a detailed analysis (with accompanying point values) of each and every component of a successful demonstration. The rubric can be developed by the instructor or cooperatively with the students.

**Designing Rubrics**

Writing a rubric for the first time can be time-consuming and difficult. However, once you have successfully completed one or two, it becomes increasingly easy and begins to require less and less time. There are a few tips for writing good rubrics:
1. Review your outcomes and make certain that what you are asking your students to do in the assessment is congruent with your outcomes.

2. Brainstorm a variety of ways students will be able to demonstrate their mastery of the outcome. Don’t get stuck on requiring the traditional paper or exam for demonstration. Take into consideration the opportunities the ever-growing field of technology brings to student assessment.

3. After deciding on the “context” of the demonstration, list the criteria for what you think counts for quality work.

4. Break the criteria into distinct categories.
   a. Describe what constitutes a “quality” effort in each category.
   b. Then describe what constitutes an “OK” effort in each category.
   c. Third, describe what constitutes a “below average” effort in each category.
   d. And finally, describe what constitutes a “failing effort” in each category.

5. Check to be sure that the language you have used is clear and concise and will not be misinterpreted or misunderstood.

6. Avoid unnecessary negative language. We all respond better to being told what is working and how we can improve than we do to what is wrong.

7. Always give the rubric to the student prior to the assessment.

Creating the rubric is the hard part, using them is the fun part. Once they are created they can be used over and over again, reducing the time involved in evaluation and assessment. Sample Rubrics can be found in Appendix B.
CHAPTER 13:

Teaching Tips

In this section of the guidebook, many instructors have contributed ideas about teaching and routine classroom procedures. We hope that these will be helpful as you begin teaching at DSU. Please contact the CTL (Center for Teaching and Learning) with any questions or for further explanations.

Ideas for the First Day of Class

Starting off on the right foot is important not only for marathon runners, but equally important for classroom instructors. As the new semester begins, classroom instructors need to remember that what they do and what they say on the first day of class will set the mood and tone for the next fifteen weeks. First impressions are lasting impressions. This was recently reinforced in a research project where students were asked to rate the instructor just after the first class meeting. These results were compared with the instructor’s rating after the course was over and guess what? The ratings were almost identical (Weimer, 2002). Below are some tips for the first day of class:

• Arrive to the class location early, smile and greet the students as they arrive. Give the impression that you are happy to see them and you look forward to being their teacher.

• Write the course name, number and section where it is visible (power point slide, board). Include your name, rank or title and home department. If students are in the wrong location, be helpful and assist them in finding their class.

• Make an outline of what you plan to say and do on the first day of class. DO NOT DISMISS CLASS EARLY or start class late on
the first day; this gives the impression that classroom instructional
time is not important or valuable.

- Introduce yourself; let students know your academic back-
ground, areas of expertise, and research agenda. Keep it brief but
professional.

- Gather information about your students. You can use a 3x5 card
and ask them for personal information or you can ask them to
complete a schedule of their classes and work so that you can set
office hours that accommodate their schedules. Contact the CTL
for more information and templates. You can also have an ice-
breaker activity, like “Introduce your Partner”. Have students find
a partner, on a pre-determined set of personal questions like name,
major, year in college, include some fun questions like what’s your
birth sign or what’s your favorite food, color, etc. have students ask
their partner the questions and have them record each other’s an-
wers. Now, go around the room and have the students introduce
their partners to the rest of the class by reading the answers to the
questions. As it is important that students become familiar with
each other, ask them to find a “buddy” on the first day. A “buddy”
is the person that they will call when they have missed class to
get class notes or handouts, etc. Emphasize that this is important
because coming to class is valuable and they cannot afford to miss
any information. Be sure they let you know who their “buddy” is
on the personal information sheet so that they understand that
you fully expect them to utilize this person instead of you, the in-
structor, when they are absent from class.

- Ask students what they hope to gain from the class. How they
learn best? What most concerns them? etc. Try to personalize the
course as much as possible.

- Do not read the syllabus to students; instead assign an activity for
them to complete that includes information in the syllabus. Some
questions they can respond to in writing on the first day might in-
clude: what topic do you think you will enjoy the most? The least? Why? What do students do if they are late with an assignment? Where can I find the instructor if s/he is not in the office? What is the best way to contact the instructor? Do you think the weight on the midterm and final exams are fair? Why or why not? Be sure to ask the students questions regarding the grading policy to make sure they understand how you will grade their work. After they have completed the questionnaire, have them grade each other’s papers as you give the correct responses to any questions that have a right/wrong answer. Clarify any mistakes and listen closely to any concerns they express. Be open to making any changes they might suggest. Research tells us that the more ownership they feel when it comes to class rules and procedures the more likely they are to comply with the rules and procedures (Weimer, 2002). Also be sure to give them a few grade points for completing the questionnaire; this sends the message that you will reward their effort and time spent on class assignments and activities.

• Describe the course to students. Explains how it fits into the general curriculum, is it a core course, an elective, etc.

• Review any rubrics or standards you have for assignments, writing, projects, etc.

• Introduce them to any additional resources like websites, journals, etc.

• Be sure to let them know about the tutoring and academic support services available on campus.

• Learning Student Names

Knowing and calling students by name is a critical first step in setting a positive tone for learning. Students feel cared for, and you convey the idea that they are important when you quickly learn their names. Remember that using someone’s name as you talk to-
them elicits a positive emotional response as most of us like to hear the sound of our own name.

On the first day of class, print students’ names from your class roster on 3x5 index cards that have been folded in half and made into tent cards. Place these in alphabetical order on each desk and ask students to find their names and have a seat where the tent card is located. Any student who does not have a tent card is not on your class roster so be sure to send the student to the Records office to properly register for the class. Collect the tent cards at the end of each class section and again at the next class meeting have the students sit in alphabetical order. The use of these tent cards can facilitate the teacher getting to know the names of students. Let the students know that as soon as you learn all their names, the tent cards and sitting in alphabetical order, may not be necessary. Always take attendance so that there is an official roll book that verifies a students’ attendance to class.

**Tips for Group Work**

- Always distribute group rules and procedures and expectations for group behavior in writing so that students have something to refer to when they have questions. Be sure to include the purpose of the group work (have an Objective stated for the learning that you expect).

- Make sure you have determined the rationale for students working in groups.

1. If it is to teach cooperation, then choose projects or work that requires them to share opinions and explain to them that the purpose is for them to learn how to discuss and share opinions in a calm rational way.
2. If the group work is to streamline a project thus making it less work for everyone, be sure they understand that everyone must contribute in order to complete the project.

3. Let students know what they will be expected to do or to present or to complete.

- Give a clear deadline for completing the group project. Make sure students know how they will be graded, as a group, an individual, or both.

- Try to work with pairs of students rather than 3 or 4 in a group. Pairs have a better chance of readily starting the work and maintaining involvement.

- Pairs make it easier to monitor the participation of each person.

- Pairs are less noisy.

- Pairs promote good eye contact and promote respectful relationships.

- Ask students to select different partners each time they have group work to do if working in pairs.

- Require students to keep a log or to document somehow what they accomplish in groups, make it count for something so that there are consequences for not completing it. You can guide this by giving them a sheet a paper with intros like: “Today in group I learned……..”, “Today in group I had trouble with…………..” or “Today in group I felt really good about………….” etc.

- When using larger groups, always make sure that each person has a role (i.e.: group leader, group recorder, group observer, etc.)

- Have groups share work with the other groups. Allow them to
make presentations and let them know that each member of the group must speak.

- Use critical thinking types of activities so that students are forced to brainstorm answers or rationale.

- Always have students explain the “why” part of their opinions or ideas. The idea is to get them to explain to others their rationale for making certain decisions.

- Make the group work as fun as possible so that students enjoy the group work. For example, make it a competition, with the best group winning a prize, or let them be creative and let the class judge and determine the best group.

**Tips for Getting Students to Read, Discuss, and Participate**

- For a current events discussion, have students list 3 topics they
have read, heard about or seen on television in the news. Collect these and list 3 of your choices on the board. Ask students to write down, very quickly (in 5 minutes or so) what they have read, heard, etc. regarding the topic. Have students share with the class what they have written down. If no one is able to write or share anything, ask the entire class to read at least one thing on each of the 3 topics and be prepared to write something about it, for a grade, to be turned in or completed at the next class meeting. Most students would rather be able to write and share something in class rather than do it for homework, so some will get the idea that they need to stay current with the news.

- It is important for students to know what the purpose of reading is and/or what they are expected to know after the reading, so create some directed reading activities such as:
  1. Give students 2 or 3 pivotal questions that they should be able answer after the reading. Be sure to make these analytical rather than factual.
  2. Help students to get the “bigger” picture. In order to hold them accountable, collect these responses and review them and return responses to students on the day of a quiz or exam and allow them to use them. Announce this policy prior to their writing so that they know they will be allowed to use these on a quiz or exam.
  3. Construct a graphic organizer and leave boxes empty where students have to write. In a few boxes, write the main ideas and in another box explain the relationship between the topics. Reverse it, list some details in boxes and have the students write down the main ideas. Some students who are poor readers benefit from having the reading organized for them. Eventually they should be able to get a graphic organizer with all the boxes empty and fill in all the boxes.
  4. When you assign reading, let students know that they are to write 2-5 questions about the reading on separate pieces of paper and place their name on the question so you know who submitted the question. As students arrive in class, have a basket or
container in which they can place their questions. Look through the questions and write 3 to 5 on the board for a quiz. On the quiz, they not only get points for answering the questions, they get points for submitting questions. Try to make this fun for the students, ask them to write a question that might “stump” their classmates. Let them know ahead of time that you will probably pick the harder questions for the quiz and, of course, always reserve the right to add your own questions.

5. List what ideas, information, etc. you want them to get from the reading. While they are reading, they are to document by page, paragraph and sentence, where that information is located in the reading. It may be explicit in the reading or implicit across different statements the author makes. Again, tie this to some incentive, like being able to use the sheet on a quiz or exam or give points for doing it (no grade). Try not to give grades for this type of activity as some need practice and a poor grade might discourage them from reading.

6. Ask students to write a question and/or a statement after reading a section of material. The questions should be what they don’t understand after reading, the statement should be what they understand about the reading. Have students share these in class or collect them, give them points for doing it and then select some to be shared with the class.

7. The Internet has many websites with more information on reading strategies. List some good reading habits and distribute them. Students may benefit from strategies such as reading in “chunks,” reading for 10 minutes, then writing some thoughts or ideas from the reading, and alternating through the chapter.

8. The Internet has many websites with more information on reading strategies. List some good reading habits and distribute them. Students may benefit from strategies such as reading in “chunks,” reading for 10 minutes, then writing some thoughts or ideas from the reading, and alternating through the chapter.
CHAPTER 14:

Center for Teaching and Learning Services

The mission of the CTL is to provide ongoing support services to University faculty in an effort to meet two primary goals:

- Provide workshops for university faculty to strengthen teaching efforts through research based methodologies, professional development experiences, advanced studies, and assessment practices that lead to improved teaching and student learning.

- Provide support for the maintenance or initial accreditation and certification of University programs.

We advertise our workshops and seminars in University E-News and on our Blackboard site. Our website provides information regarding mini-grants and travel funding. Our most valuable services for University faculty are classroom observations and consultations. Any faculty member can request a classroom observation for the sole purpose of having us provide feedback on teaching interactions and methods. The results of the observations are strictly between the CTL and the faculty member. Only at the request of the faculty member will the CTL share the observation feedback with someone other than the faculty member. The CTL utilizes the Seven Principles for Good Practice in Undergraduate Education by Arthur W. Chickering and Zelda F. Gamson, AAHE, 1997, when doing classroom observations. Observation occurs in the following areas:

1. **Encourages Contact Between Students and Faculty**
   
   Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement.
Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students’ intellectual commitment and encourages them to think about their own values and future plans.

2. Develops Reciprocity and Cooperation Among Students
Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one’s own ideas and responding to others’ reactions sharpens thinking and deepens understanding.

3. Encourages Active Learning
Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and regurgitating information. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.

4. Gives Prompt Feedback
Knowing what you know and don’t know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. Emphasizes Time on Task
Time plus energy equals learning. There is no substitute for time on task. Learning to use one’s time well is critical for students and professionals alike. Students need help in learning effective
time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.

6. Communicates High Expectations
Expect more and you will get more. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when instructors and institutions hold high expectations for them and make extra efforts.

7. Respects Diverse Talents and Ways of Learning
There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learn in new ways that do not come so easily.

Upon completion of the observation, the faculty member and the CTL Director discuss and review the findings. Specific plans can be made to improve any area that was noted and it is at the sole discretion of the faculty member to continue with further observations. There is no commitment or obligation on the part of the faculty member to continue to work with the CTL after an observation.

The CTL may be contacted via email, to Dr. Rebecca Fox-Lykens, rlykens@desu.edu (Director).
CHAPTER 15:

Academic Support Services

The Academic Support Center (ASC) has the responsibility of helping students be successful in their academic pursuits. They provide quality academic services and programs that help students become active and independent learners while pursuing their academic degree. Their staff is actively engaged and committed to helping every student prepare, advance, and excel in their academic performance by offering the following:

- Credit-bearing Academic Enrichment Courses
- Tutorial Center and Drop-In Computer Lab
- Office of Student Accessibility Services
- Staying-On-Course Program
- Supplemental Instruction Program
- Quantitative Reasoning Center
- Drop-In Writing Studio

When instructors utilize the Early Academic Alert System in Banner, the ASC contacts the student to let them know that one of their instructors has alerted them with regards to their academic performance. It is important that instructors utilize the Early Academic Alert System so that the ASC can attempt to help the student by offering tutoring and supplemental instruction. It is also important that instructors familiarize themselves with the ASC. They can provide supplemental instructors and/or tutors for any of your courses. You can also recommend students who have been
successful in your courses to the ASC as a possibility for a tutor or supplemental instructor. These students are monetarily compensated and it is an enriching experience for students to serve as tutors and/or supplemental instructors. The ASC Director, Dr. Cassandra Green can be contacted at cgreen@desu.edu or you may call the ASDC at (302) 857-6385.

Dr. Christopher Heckscher, Assistant Professor
Agriculture and Natural Resources Department
CHAPTER 16:

Creating an Effective Syllabus

A syllabus serves as an outline of a course of study; however, it is also an introduction to the course, the subject matter, and the instructor. The following components are recommended for inclusion in a syllabus:
## SYLLABUS COMPONENTS:

1. The course number (CRN), title, days, times, location of class, credit hours and any pre-requisites.

2. The University’s catalog description of the course. Optionally, instructors could include an explanation of how they feel about the importance and value of the course for students relative to their university studies and/or their career.

3. If any course materials are located on the Internet include the URL and check that it is operational. It is advisable to place the syllabus on Blackboard prior to the class’s starting date. When placing the syllabus on Blackboard, create an announcement letting the students know that the syllabus is available and also to be prepared for the first day of class. When creating the announcement, check the box that indicates e-mailing all the registered students with the announcement. Students will get an e-mail letting them know that the syllabus is available.

4. Instructor's full name and title, office location, and contact information (e-mail, office phone number, etc.). Include the preferred method of reaching the instructor outside of class (e-mail, phone, etc.).

5. Class materials including complete textbook information (ISBN included) are listed and are described as Required or Recommended. Books, articles, essays, etc. are properly cited and are moderately current (or considered classic reading in the discipline).

6. Student learning objectives (course objectives) are stated in performance terms and should be worded in such a way that it is clear what students will do (perform) to demonstrate they have achieved the stated learning objective and it is clear how the instructor will measure what they have learned. Please try to avoid terms such as “Students will know or understand” as this does not let students know what they will be expected TO DO. See syllabus template and sample in Appendix A.

7. The means of assessing each student learning objective is clearly stated. Included are rubrics and weight (percent) of total course grade assigned to each assessment. See syllabus template and sample in Appendix A.

8. The student learning objectives are explicitly aligned to program learning goals. General Education core, breadth and across-the-curriculum courses are clearly indicated. See syllabus template and sample in Appendix A.

9. Course assignments, projects, exams are clearly described and are challenging, relevant and will help students reach intended learning objective. All learning activities are closely aligned to learning objective.

10. Multiple forms of assessing student learning are included and students have a variety of opportunities to demonstrate learning.

11. Assessment rubrics and/or criteria for evaluating written assignments, projects or oral presentations are clearly stated. Rubrics for grading major assessments (those that carry more than 20% of total course grade) are included. See Appendix A.

12. Assessment rubrics and/or criteria for evaluating written assignments, projects or oral presentations are clearly stated. Rubrics for grading major assessments (those that carry more than 20% of total course grade) are included. See sample rubric in Appendix A.
13. Attendance policy is clear including expectations for on-time arrival, participation and engagement. Remember that taking and grading attendance does indeed increase class attendance (Friedman, Rodriquez, and McComb, 2001).

14. Policies regarding late assignments, extra credit and/or revisions are included. Be sure to include your policy for making up Mid-term and/or Final Exams.

15. Reference the University’s Policy on Plagiarism and Academic Dishonesty found in the Student Handbook. Remind students that any violation of the honesty and integrity policy can lead to the student being reported to the Judiciary Committee for disciplinary action. Be sure to inform students in advance when an infraction is going to be filed with the Judiciary Committee or the rights of the student are violated. In addition, you may require students to submit all assignments through Safe Assignment in Blackboard, which checks for plagiarism.

16. Grading policy is clear with a description of how attendance, participation, assignments, projects or exams will be weighted into the final course grade.

**ADDITIONAL ITEMS**

17. The instructor should indicate the turnaround time students can expect for returning graded assignments, projects, exams, etc. Include expected turnaround time for responding to e-mails or phone messages.

18. The instructor should invite students to contact the instructor, preferably during office hours, if they have questions about course content or assignments. Students can benefit greatly when instructors indicate commitment and willingness to help students to succeed in the course and to resolve any learning difficulties.

19. The instructor should offer any hints or suggestions students can follow to be successful in this course.

20. Instructors should feel free to expand on elements presented in the syllabus on the Blackboard course site.

**IF THE COURSE IS AN ONLINE OR HYBRID COURSE**

21. Include how the course is different from a face-to-face course taught on campus. What can students expect? What will they need to do differently?

22. If online discussions are part of the course, include clear instructions about the instructor’s expectations for participating in those discussions. Such instructions could be merely mentioned in the syllabus but presented fully and clearly on the Blackboard course site.

Contact the CTL for an electronic version of the Syllabus Template or See Appendix A for copy of template.
CHAPTER 17:

Reflective Teaching

A very important component of effective teaching is for instructors to reflect on their own methodology. The following survey contains questions that can be used by instructors to reflect on instructional practices. Test yourself to see where your strengths lie and areas where you might want to try some of the effective teaching practices described earlier, by rating each of the areas below on a scale of 1-5 with 1 meaning - Never, 2-Rarely, 3-Occasionally, 4-Often and 5-Very Often:

1. During a lecture it is best to use Power Point slides or other graphics.

2. When using a Power Point presentation it is best to make copies of the slides using the Notes format so that students can take notes during the lecture.

3. During a lecture it is best to pause every 12–15 minutes and check for students understanding by posing critical thinking questions.

4. It is best to invite guest speakers/lecturers to class.

5. Students and I decide together on the criteria/requirements for an assignment/project or some of the class rules.

6. I take students on field trips for the purpose of extending something that we are learning in class.

7. I use group projects (any type of activity where students have to work together outside of class).

8. I have students present information to the entire class.

9. I have students share information in class by way of discus-
sions and/or group activities.

10. I use demonstrations or models to reinforce a concept I am trying to teach.

11. I use concept mapping by making a visual aid for students to connect the important ideas and show how they are related.

12. I use graphic organizers when I am presenting a lot of information so that students categorize the information under major headings, thus facilitating retrieval at a later date.

13. I use real world case studies, so that students can see the application of theory to actual practice.

14. I use current events to develop assignments or to guide a discussion where theory or concepts we are learning can be applied to a current, real world issue.

15. I use problem-based learning where students are asked to solve a complex problem using information that was presented in class.

16. I use inquiry-based learning methods where students are asked to explore a question and they develop the “learning” by formulating a hypothesis and then researching it.

17. I use role-playing to reinforce learning and actively engage students.

18. I use debates to reinforce learning and actively engage students.

For improvement in any of the above areas please contact the CTL for advice and resources.
CHAPTER 18:

Evaluation of Teaching

As stated in the 2010-15 Collective Bargaining Agreement (CBA) between DSU and the Local Chapter of the American Association of University Professors, Section 11.1 states, “Evaluations of competency and the quality of teaching and/or the performance of professional responsibilities and endeavors are an ongoing concern of the unit members and the administration. The purpose of evaluation is to improve the quality of instruction and/or professional services rendered and to provide regular and reliable information upon which personnel decisions such as promotion, tenure, reappointment, or merit increases may be based.” According to the CBA, Probationary faculty (non-tenured), Instructors and non-teaching unit members shall be evaluated annually during the spring semester and tenured faculty shall be evaluated every third year during the spring semester. If the evaluations of a tenured faculty member are less than satisfactory, he/she will be evaluated annually until the deficiencies have been corrected. Any faculty member may request to their Department Chairperson that they be evaluated outside of the CBA’s semester schedule. The methods of evaluation of faculty will include student evaluations, peer evaluations, classroom observations, Chairperson evaluation and administrative evaluation.

Notwithstanding the provisions of Section 11.2, if a tenured faculty member is judged to be materially below the acceptable levels of Professional Competence, Professional Recognition, and Professional Service as determined under criteria developed by the faculty of the Department or Program, the University through its Chairs may institute a Performance Improvement Plan (“PIP”) to bring the faculty member’s performance to an acceptable level. It is further understood that the University shall not implement disciplinary action for incompetence as referenced in Section 10.4.3(A) prior to implementing the PIP.
Additionally, if failure to meet the requirements of the PIP result in disciplinary action and the Association grieves the discipline, the Association may challenge the underlying merits of the PIP. The PIP shall not be placed in the personnel file until it is determined that the faculty member has not met the requirements of the PIP. The PIP may be retained separately so that the University may effectively respond to an external complaint or charge made to a public agency or in the event that the performance problems recur in the future.

Professional Departmental evaluations of unit members shall be conducted by:

A. Departmental Chairpersons, Academic Directors or Head Librarian regardless of rank, tenure, or others who are directly responsible for the performance of unit members;

B. Tenured Departmental peers of the faculty member being evaluated. In departments in which tenured peers are not available for evaluation, the Personnel Committee shall recommend to the department those disciplines which are most related. Upon approval of the Department, the Committee shall compile a list of two tenured peers. In addition, the Chair shall recommend two tenured peers from those disciplines and forward both lists to the appropriate Academic Dean. The appropriate Academic Dean shall randomly select two peers and shall notify the Department Personnel Committee and the selected peers. There shall be a minimum of two (2) peer evaluations for the unit member.

Unit members have the right to know what is contained in any evaluation done by a Chairperson, peers, or those in the administration charged with such responsibility. Unit members shall be accorded the opportunity to discuss the evaluations with the Chairperson, and/or the appropriate administrator. At such time, unit members shall be given a copy of all professional evaluations and asked to initial the originals. Such initialing shall not be con-
strued as agreement or disagreement, but merely an indication that the unit member has seen the evaluation and been given a copy. Unit members have the right to respond in writing to any or all of the evaluations; such response shall be submitted no later than ten (10) working days from the time that the affected unit member received copies of the evaluations and shall be included and made part of the personnel file. When oral testimony contradicts written evaluations, the affected unit member shall be informed of the oral testimony and be given an opportunity to respond to it.

Student evaluations for faculty members and counselors shall be conducted every semester. Such evaluations shall be presented in summary form so as to preserve the anonymity of students. During the life of this contract, student evaluations shall remain with the Department Chairperson or Director of Counseling where discussions concerning such evaluations shall take place. Copies of summary student evaluations will be provided to the concerned unit member and counselor upon request. Unit members and counselors shall be granted the opportunity to respond to such evaluations. Student evaluations shall be included in the faculty and counselors’ personnel file. Summaries of the student evaluations shall be provided to the Promotion and Tenure Committee (P&T). A copy of the student evaluation form can be found in Appendix C.

When any unit member receives an unsatisfactory evaluation, it shall be the responsibility of the Department Chairperson, Academic Director, or Head Librarian to develop a prescriptive plan that is deemed necessary in order to rectify the deficiency. The prescriptive plan shall be reported to the appropriate Dean or Administrator. Should the unit member refuse to follow the prescriptive plan, he/she may be subject to dismissal or non-reappointment under Article X of the 2011-15 CBA. Probationary faculty members and other unit members being considered for reappointment shall be evaluated according to the criteria set forth in Article VIII of the 2011-15 CBA.

The annual evaluation of probationary (not yet tenured) unit members shall form the basis for their reappointment. The unit
member shall receive a copy of his/her annual evaluation at a conference between the unit member, the Department Chairperson, Academic Directors, and Head Librarian, and the appropriate Academic Dean or Administrator. The evaluation shall result in an Individual Development Plan that will guide the unit member in achieving professional excellence and promotion.

The annual evaluation shall be signed by the unit members to reflect recognition but not necessarily agreement with the evaluation. The unit member shall have the right to attach a statement of amendment or rebuttal to the evaluation. All probationary faculty shall be evaluated in the spring of their first year and the fall of their second year.

Student evaluations of teaching performance shall be conducted each year by the administration. Student evaluations shall be conducted during the month of November for the Fall semester, and during the month of March during the Spring semester.

Chairpersons, Academic Directors, and Head Librarian Evaluation of Unit Members have the responsibility of evaluating, according to the frequency set forth in in the CBA, all members of their Department. Techniques of evaluation for faculty shall include, but not be limited to, classroom observation, review and analysis of course outlines, exams, and graded papers, review of publications and professional development; and other evidence of professional and teaching proficiency. While there are many means of arriving at a considered judgment regarding the performance of a faculty member, classroom observation is the most direct means of evaluating the performance of a faculty member whose primary responsibilities include teaching. Chairpersons must indicate on the evaluation form the date(s) that classroom observation occurred. For those being evaluated during the Fall semester, Chairpersons must conduct the evaluation; review the evaluation with the faculty member; provide a copy to the faculty member; retain a copy for Department files; and submit a copy of the evaluation to the appropriate Academic Dean on or before November 30. For those being evaluated during the Spring semester, Chairpersons shall conduct the evaluation; review the evaluation with the fac-
ulty member; provide a copy for the faculty member; retain a copy for Departmental files; and submit a copy of the evaluation to the appropriate Academic Dean on or before February 15.

The Association and the University agree that peer evaluation is a desirable part of the evaluation process. Techniques of evaluation for faculty shall include, but not be limited to, classroom observation; review and analysis of course outlines; exams and graded papers; review of publications and professional development; other evidence of professional and teaching proficiency; and community service. In departments in which tenured peers are not available for evaluation, the Personnel Committee shall recommend to the department those disciplines which are most related. Upon approval of the Department, the Committee shall compile a list of two tenured peers. In addition, the Chair shall recommend two tenured peers from those disciplines and forward both lists to the appropriate Academic Dean. The appropriate Academic Dean shall randomly select two peers and shall notify the Department Personnel Committee and the selected peers. Peers shall complete their evaluation of those being considered for promotion or tenure and submit said evaluation to the Chairperson of the Department prior to the Chairperson’s, Academic Director’s, or Head Librarian’s review of evaluations with the unit member. All other evaluations done by peers shall be submitted to the Department Chairperson, Academic Director, or Head Librarian prior to the Chairperson’s, Academic Director’s and Head Librarian’s review of evaluations with the unit member. Chairperson shall provide the faculty member with a copy of the peer evaluations, retain a copy for the Department file, and submit a copy to the appropriate Academic Dean for inclusion in the personnel file not later than February 15.

Classroom Observation

Classroom observation shall be done at times convenient to the affected faculty member. The affected faculty member shall be given at least forty-eight (48) hour notice that a classroom ob-
Teaching at Delaware State University  73

servation is to be made. If an exam or other such written or non-
classroom assignment has been previously scheduled, arrange-
ments shall be made to observe the class at another time. Faculty
members, including candidates for promotion and tenure, must
be evaluated through classroom observation by the Chairperson,
and should expect and encourage other peers to visit and observe
their classes. Classroom observations shall be conducted well in
advance of the formal evaluation. The Department Chairperson
and peer evaluators shall independently discuss the results of the
classroom observation with the affected faculty member within
two (2) weeks following the observations.

Faculty members teaching Continuing Education credit cours-
es, or any part-time faculty members teaching credit courses shall
be evaluated according to the procedures herein.

It is recognized by the University and the Association that the
evaluation procedure is a continuing one, intended for construc-
tive purposes. The appropriate Academic Dean, Chairperson, Ac-
ademic Directors, Head Librarian, and peers shall provide regular
opportunities to discuss professional evaluations and performance
and to offer assistance to unit members in the improvement of
professional performance.

Please see Appendix C for Student Course Evaluation Form and
Appendix D for Chairperson/Peer Evaluation Form.
CHAPTER 19:

Recommended Books for Teaching Faculty

*Active Learning: Creating Excitement in the Classroom* by Charles Bonwell and James Eison (1992)

*First-Order Principles for College Teachers* by Robert Boice (1996)

*Becoming a Critically Reflective Teacher* by Stephen Brookfield (1995)

*Classroom Assessment Techniques* by Tom Angelo and K. Patricia Cross (1993)


*Cooperative Learning for Higher Education* by Barbara Millis and Philip Cottell (1997)

*Creating Learner Centered Classroom: What Does Learning Theory Have to Say* by Fran Stage, P. Muller, J. Kinzie and A. Simmons (1998)

*The Courage to Teach* by Parker Palmer (1997)

*Engaging Ideas: The Professor’s Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom* by John Bean (1996)
How People Learn by Bransford, et. al. (2000)

Learner-Centered Teaching by Maryellen Weimer (2002)

Inspired College Teaching by Maryellen Weimer (2010)

Redesigning Higher Education: Producing Dramatic Gains in Student Learning by Lion Gardiner (1994)

Teaching with Classroom Response Systems by Derek Bruff (2009)

Teaching What You Don’t Know by Therese Huston (2010)

What the Best College Teachers Do by Ken Bain (2004)
Appendix A:

Center for Teaching and Learning (CTL)
Syllabus Template

Course Information
The course title and number (CRN): Day(s), time of class meetings:
Credit hours: Any required or recommended pre-requisites:
DSU’s Blackboard URL:

Instructor Information
Full name and title: Office information (location, office hours)
Office or department phone number: Email address:
Indicate the best way of contacting you outside of class (email, phone, etc.)

Course Description
Use the course description identified in the University’s catalogue. Optionally, instructors could include the rational for including the course in the program of study. They could also include a statement about the relevance and or importance of the course relative to the students’ learning and career goals. Indicate if the course is web-enhanced and explain expectations for using Blackboard.

Required Course Materials
Complete textbook information:
Access Codes or information for any Internet or Supplement Materials:
Include if the materials are required or recommended:
Student Learning Objectives (Course Objectives)

| Course Learning Goal/Objective/Outcome: | Assessment Method | Alignment to Program(s) Learning Goals are in WEAVE online | If the course is a General Education Course indicate if it is a core, breadth and/or across the curriculum course |
|----------------------------------------|-------------------|----------------------------------------------------------|
| Students will:                         |                   |                                                          |

Calculation of Total Course Grade:
(Include expected turn-around time for assignments to be returned. Using the gradebook in Blackboard allows the student to see their total course grade at any time during the course)

1. Attendance/Participation - %
2. Assignments - %
3. Mid-Term Exam - %
4. Final Exam - %

100% (total course grade)

1. Attendance and Participation: Describe your expectations for class attendance and participation and how the attendance and participation percentage of the grade will be calculated.

2. Assignments: Describe your expectations for students completing assignments. Include policy for late assignments, opportunities for revisions and any extra credit available.

Plagiarism: This course will adhere to the University’s policy on plagiarism found at http://www.desu.edu/sites/default/files/JudicialProcedures(2).pdf
3. Mid-Term Exam – Describe the Mid-term exam/project/or what the student will be expected to do, etc.

4. Final Exam – Describe the Final exam/project/or what the student will be expected to do, etc.

Course Schedule of Topics, Assignments, Exams and Due Dates:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation: 45 class meetings @ 10 pts per day)</td>
<td>450</td>
</tr>
<tr>
<td>Opening Day Syllabus Reflection and Questions – Due January 13</td>
<td>50</td>
</tr>
<tr>
<td>Reflection Assignment Due January 20 (4 page minimum)</td>
<td>75</td>
</tr>
<tr>
<td>Moore-Chapter 2: Outline DE’s licensing requirements for your area. Describe Alternative Route’s (3 page minimum). Due January 27</td>
<td>75</td>
</tr>
<tr>
<td>Bring to Class on January 27, Content Standards for your area. Class activity Page 33 Web Search</td>
<td>50</td>
</tr>
<tr>
<td>Moore-Quiz on Chapters 1 and 2 – In Class January 27</td>
<td>100</td>
</tr>
<tr>
<td>Complete Learning Styles Inventory (MI) Due: Feb 3</td>
<td>50</td>
</tr>
<tr>
<td>Complete Learning Styles Inventory (MI) Due: Feb 3</td>
<td>50</td>
</tr>
<tr>
<td>Multiple Intelligences Log and Reflection (Field Assignment) Due Feb 17</td>
<td>150</td>
</tr>
<tr>
<td>Moore - Pg. 63 – Web Search: Special Education: Due Feb 10</td>
<td>50</td>
</tr>
<tr>
<td>In class assignment – Page 65 Exceptional Students Feb 10</td>
<td></td>
</tr>
<tr>
<td>Moore - Pg. 69 - Modify 3 Lesson Plans: Activities must address at least 3 learning styles, activities for gifted and talented, ESL learners and exceptionalities: Due Feb. 10</td>
<td>150</td>
</tr>
</tbody>
</table>
Student Conduct and Behavior:
This course will adhere to the University’s policy on student conduct and behavior including the use of cell phones found at http://www.desu.edu/sites/default/files/JudicialProcedures(2).pdf

OPTIONAL:
Statement on Learning:
It is expected that students take responsibility for their own learning. As such, students will be expected to actively engage in dialogue and make inquiry on any concept or idea that is not understood. Students are responsible for understanding all course material regardless of whether the material has been covered in class or not. It is expected that students will read any and all course materials, taking adequate and complete class notes from lectures, engage in critical dialogue and research the information necessary to be successful in reflecting the degree to which they understand the course material.

Equal Educational Opportunity Policy Statement
In accordance with federal, state, local, university, the department of education and the professor’s personal policy (especially those with respect to the 1964 Civil Rights Act and Section 504 of the Americans with Disability Act), access to equal educational opportunity based on race; ethnicity; geographic origin; language; socio-economic class; sex/gender/gender identity or expression; sexual orientation; physical, developmental, and psychological ability; religious, spiritual, faith based or secular affiliation; age and generation; and physical appearance among other categories of social identity, is paramount. Every effort will be made to arrange for reasonable accommodations to ensure that such opportunity exists and is measurable in terms of equality of outcome.
Appendix B:

Scoring or Grading Rubrics – Scoring rubrics allow students to familiarize themselves with the expected quality and performance of course work. Below you can find several examples of different types of rubrics used for term paper/essay writing, class participation and class presentation.
## Sample Term Paper/Essay Scoring Rubric

<table>
<thead>
<tr>
<th>Qualities &amp; Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format/Layout</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of the</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Text</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Structuring of the</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Text</td>
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<td></td>
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<tr>
<td>Follows requirement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>of length, font and</td>
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<tr>
<td>style (Weight 15%)</td>
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</tr>
<tr>
<td></td>
<td>Follows poorly</td>
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<td></td>
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<tr>
<td></td>
<td>the requirements</td>
<td></td>
<td></td>
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<td></td>
<td>related to format</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>and layout.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Follows, for the</td>
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<td></td>
<td>most part, all the</td>
<td></td>
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<tr>
<td></td>
<td>requirements related</td>
<td></td>
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<tr>
<td></td>
<td>to format and layout.</td>
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</tr>
<tr>
<td></td>
<td>Some requirements</td>
<td></td>
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<td></td>
<td>are not followed.</td>
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<tr>
<td></td>
<td>Closely follows all</td>
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<td></td>
<td>the requirements</td>
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<tr>
<td></td>
<td>related to format</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>and layout.</td>
<td></td>
<td></td>
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<tr>
<td><strong>Content/Information</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All elements of the</td>
<td>The essay is not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>topics are addressed,</td>
<td>objective and ad</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the information is</td>
<td>dresses poorly the</td>
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<tr>
<td>technically sound,</td>
<td>issues referred in the</td>
<td></td>
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<tr>
<td>information based on</td>
<td>proposed topic. The</td>
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<tr>
<td>careful research, co-</td>
<td>provided informa-</td>
<td></td>
<td></td>
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<tr>
<td>herence of information</td>
<td>tion is not necessary</td>
<td></td>
<td></td>
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<tr>
<td>(Weight 50%)</td>
<td>or not sufficient to</td>
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<td></td>
<td>discuss these issues.</td>
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<td>The essay is objec-</td>
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<td>tive and for the most</td>
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<td>part addresses with an</td>
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<td></td>
<td>in-depth analysis most</td>
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<td></td>
<td>of the issues referred</td>
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<td></td>
<td>in the proposed topic.</td>
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<td>The provided informa-</td>
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<td>tion is, for the most</td>
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<td>part, necessary and</td>
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<td>sufficient to discuss</td>
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<td>these issues.</td>
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<td>The essay is objec-</td>
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<td></td>
<td>tive and addresses with</td>
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<td></td>
<td>an in-depth analysis</td>
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<tr>
<td></td>
<td>all the issues referred</td>
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<td></td>
<td>in the proposed topic.</td>
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<tr>
<td></td>
<td>The provided informa-</td>
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<td>tion is necessary and</td>
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<tr>
<td></td>
<td>sufficient to discuss</td>
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<td></td>
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<tr>
<td></td>
<td>these issues.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Quality of Writing</strong></td>
<td>The essay is not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarity of sentences</td>
<td>well written, and</td>
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<td></td>
</tr>
<tr>
<td>and paragraphs, No</td>
<td>contains many spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>errors and spelling,</td>
<td>errors, and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar and use of</td>
<td>grammar errors and/or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English, Organization</td>
<td>use of English errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and coherence of ideas</td>
<td>The essay is badly organized,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Weight 20%)</td>
<td>lacks clarity and/or</td>
<td></td>
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<tr>
<td></td>
<td>or does not present ideas in a coherent way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The essay is well written for the most part, without spelling, grammar or use of English errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The essay is for the most part well organized, clear and presents ideas in a coherent way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The essay is well written from start to finish, without spelling, grammar or use of English errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The essay is well organized, clear and presents ideas in a coherent way.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>References and Use of References</strong></td>
<td>Most of the references used are not important, and/or not of good/scholarly quality.</td>
<td></td>
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</tr>
<tr>
<td>Scholarly level of</td>
<td>There is not a mini-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>references, How effec-</td>
<td>mum of 4 scholarly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tive the references are used in the essay, Soundness of references, APA style in reference list and for citations (Weight 15%)</td>
<td>resources, and/or they are not used effectively in the essay. References are not effectively used, and/or correctly cited and/or correctly listed in the reference list according to APA style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Most of the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are for the most part used effectively in the essay. Most of the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>All the references used are important, and are of good/scholarly quality. There is a minimum of 4 scholarly resources that are used effectively in the essay. All the references are effectively used, correctly cited and correctly listed in the reference list according to APA style.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Grade:**

**Overriding criterion:** Originality and authenticity. If the essay is identified as not being original, and/or not done by the student, the instructor has the right to grade the paper as an F.
Sample Class Discussion Grading Rubric

Class participation as a component of grading is based on several important ideas:

- To practice reflective thinking you must take the risk of sharing your perceptions and interpretations and receive feedback from others on their soundness;

- To be effective in your profession (or anyone else in a work setting for that matter) must develop and refine communication skills;

- We construct knowledge and learn from each other, and if you don’t speak, others don’t learn from you—and vice versa;

- The evaluation of your performance is based on what can be demonstrated and observed -- you need to show what you know;

- The more noticeable you make yourself (in good ways of course), the more memorable you are to others when they are trying to recall things about you.
<table>
<thead>
<tr>
<th>Factor</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency of participation</td>
<td>Does not contribute or, alternately, dominates discussion</td>
<td>Irregularly participate</td>
<td>Initiates questions and comments</td>
</tr>
<tr>
<td>Relevance &amp; value</td>
<td>Tangential or pedantic</td>
<td>Contributes on portions or segments, but misses the big picture&lt;br&gt; Irregularly participate</td>
<td>Comments are pertinent to topic and add important facts and perspectives</td>
</tr>
<tr>
<td>Rhetoric</td>
<td>Argues opinion or emotion without evidence</td>
<td>Provides weak or inconsistent evidence or reasoning&lt;br&gt; Provides weak or inconsistent evidence or reasoning</td>
<td>Gives evidence supporting assertions, argues logically, gives examples</td>
</tr>
<tr>
<td>Inclusion</td>
<td>Does not mention others or further develop ideas previously discussed</td>
<td>Implies contributions of others and bases argument on previous contributions</td>
<td>Builds on and relates to points made by other contributors, summarizes, contrasts, harmonizes, etc.</td>
</tr>
<tr>
<td>Articulation</td>
<td>mispronunciation, poor use of words, poorly organized ideas</td>
<td>Uses jargon, common expressions rather than appropriate technical terms</td>
<td>Clear and organized use of language, expresses ideas fluently, visual supplements</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses cliches, mundane vocabulary, uses terms incorrectly</td>
<td>Inconsistent in use of proper terms&lt;br&gt; Uses cliches, mundane vocabulary, uses terms incorrectly</td>
<td>Demonstrates knowledge and accurate use of terms&lt;br&gt; Uses cliches, mundane vocabulary, uses terms incorrectly</td>
</tr>
<tr>
<td>Receptive</td>
<td>Defensive, demeans others’ comments, talks over them, or disregards feedback</td>
<td>Is respectful and listens, but does not apply feedback&lt;br&gt; Is respectful and listens, but does not apply feedback</td>
<td>Accurately listens to and considers feedback from others&lt;br&gt; Is respectful and listens, but does not apply feedback</td>
</tr>
<tr>
<td>Preparation</td>
<td>Makes spontaneous but uninformed comments</td>
<td>Comments are informed but lack completeness of comprehensive preparation</td>
<td>Has read assigned material and relates comments to it&lt;br&gt; Makes spontaneous but uninformed comments</td>
</tr>
<tr>
<td>Originality/Creativity</td>
<td>Restatement of readings or comments already offered</td>
<td>Unconventional ideas but may not be well thought out or practical</td>
<td>Presents novel view, different perspective, original approaches&lt;br&gt; Restatement of readings or comments already offered</td>
</tr>
</tbody>
</table>
## Sample Presentation Rubric

Presentations are evaluated on a variety of aspects of the presentation including content, style, graphics, and teamwork.

<table>
<thead>
<tr>
<th>Presentation Component</th>
<th>Unacceptable 0 Points</th>
<th>Acceptable 1 Point</th>
<th>Good 2 Points</th>
<th>Excellent 3 Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview: introduction of case or problem and background described</td>
<td>• no introduction or overview, background or agenda</td>
<td>• introduction case or problem awkward, sketchy or unclear overview/agenda and background</td>
<td>• confident and fluent introduction; clear overview/agenda and background, but could be more complete or polished</td>
<td>• confident introduction of roles and contribution; clear purpose, overview, and agenda; relevant &amp; clear background</td>
</tr>
<tr>
<td>Style: use effective verbal and nonverbal communication skills (e.g., voice volume, inflection, eye contact, etc.)</td>
<td>• poor style (long pauses, reading speech, “Ummm...” and other mannerisms, poor eye contact, monotone, etc.)</td>
<td>• either fluent delivery but reading, or awkward delivery but spontaneous</td>
<td>• generally good delivery and spontaneity but could improve</td>
<td>• Excellent style involving matching verbal and nonverbal style, good projection with inflection, spontaneous speaking</td>
</tr>
<tr>
<td>Vocabulary: appropriate and fluent use of terms and concepts</td>
<td>• little or no attempt to include terms, concepts, authors</td>
<td>• use of terms but not well related, sporadic, misused or mispronounced</td>
<td>• good use of terms but still uses jargon or forces or is awkward with use of terms</td>
<td></td>
</tr>
<tr>
<td>Coverage: thorough and balanced treatment of topic</td>
<td>• very incomplete, significant gaps, or biased treatment of topic</td>
<td>• either thorough but biased, or incomplete and balanced</td>
<td>• generally thorough and balanced but awkward, needs more evidence, or better sequencing</td>
<td>• thorough coverage of topic per assignment with balanced treatment of perspectives</td>
</tr>
<tr>
<td>Rationale: explains reasoning and provides evidence</td>
<td>• little or no reasoning, explanation, or evidence provided</td>
<td>• reasoning and evidence presented but not well organized or poor sources</td>
<td>• good logical reasoning and evidence, but not integrated</td>
<td>• logical reasoning integrated with authoritative references on key points</td>
</tr>
<tr>
<td>Graphics (if applicable) attractive &amp; balanced layout, legible font</td>
<td>• no graphics (may be appropriate in some cases)</td>
<td>• graphics present but poor quality (illegible, inconsistent, , etc.)</td>
<td>• well done graphics but too much or too little, and not on key points</td>
<td>• well-designed and attractive graphics that simplify or summarize key ideas; original graphics</td>
</tr>
<tr>
<td>Discussion: presenter is prepared to facilitate discussion and is receptive to feedback</td>
<td>• little or no discussion</td>
<td>• discussion but without clear organization or purpose</td>
<td>• prepared discussion questions</td>
<td>• prepared questions on key areas, and responsive to and elicit participant reaction and questions</td>
</tr>
<tr>
<td>Reflection: presenter can identify what he/she would do differently to improve</td>
<td>• little or no reflection</td>
<td>• ask for feedback; some defensiveness</td>
<td>• ask for feedback and clarify responses; generally non-defensive</td>
<td>• request feedback, clarify responses and link to performance changes; positive &amp; curious</td>
</tr>
</tbody>
</table>
Appendix C:

Student Evaluation of Instruction

STUDENT Please provide the following information about yourself. Mark the response below which corresponds to your answer:

<table>
<thead>
<tr>
<th>Your class</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Graduate</th>
<th>Other</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Is this course in your major field of study?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Is this a required course for you?</th>
<th></th>
<th></th>
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<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>How often did you attend class?</th>
<th>Always</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Seldom</th>
<th>Never</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What grade do you expect in this course?</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
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</table>

COURSE Please mark the response available which most closely reflects your rating of the following aspects of the course.

<table>
<thead>
<tr>
<th>The degree to which the course met it’s stated objectives</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The extent to which teaching methods contributed to meeting course objectives</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>The appropriateness of the textbook(s) for this course</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The extent to which examinations and other graded material reflected the content of the course</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The extent to which classrooms, laboratories, and/or materials were adequate to achieve course objectives</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>The extent to which I learned the subject matter in this course</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
INSTRUCTOR Please mark the response which most closely reflects your rating of the following dimensions of the instructor’s conduct of the course.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Very Poor</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fairness in grading of examinations and other assignments</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Preparation for class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to make class presentations relevant, interesting and stimulating</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Availability and willingness to help students outside the classroom</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Punctuality on starting classes</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The extent to which the instructor established high standards and encouraged you to do your best work</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Knowledge of the subject matter</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Ability to communicate class material in an effective manner</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Adherence to the course outline or syllabus</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The extent to which the instructor provided an atmosphere conducive to learning and free exchange of ideas</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
COMMENTS Please use the spaces below for comments about this course, the instructor, or your involvement in the class that might not have been covered adequately by the questions above. Thank you!

What, if anything, went well in this course?

What, if anything, did not go well in this course?

How might the instructor improve the course?

What effect did this course leave on your individual growth and development?

Please provide other comments, opinions and suggestions (e.g., “gives praise,” “avoids sarcasm,” “maintains impartiality,” and etc.)
<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you plan to return to DSU to complete your degree?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preview mode note: This question has possible followups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Spring 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
<th>Spring 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you plan to return to DSU after Spring semester 2014? Please select the semester you plan to attend</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason</th>
<th>Employment</th>
<th>Academic Difficulty</th>
<th>Transfer to</th>
<th>Financial</th>
<th>Medical (self or Family)</th>
<th>Change of Education Plans</th>
<th>Dissatisfaction with University Programs or Services</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you are not returning to DSU, please check all the reasons that apply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In order to better serve your academic or financial needs, please let us know if you need additional information in the following areas listed below.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you need information regarding FAFSA or Scholarships?</td>
<td>⊗</td>
<td>⊗</td>
</tr>
<tr>
<td>Do you need additional information regarding Academic Enrichment Support Services?</td>
<td>⊗</td>
<td>⊗</td>
</tr>
<tr>
<td>Is your reason for not returning financial?</td>
<td>⊗</td>
<td>⊗</td>
</tr>
</tbody>
</table>

A representative from either department will contact you regarding your response for additional information. Thank you.
Appendix D: DELAWARE STATE UNIVERSITY
CLASSROOM PRE-OBSERVATION FORM FOR FACULTY
THIS FORM IS OPTIONAL. A FACULTY MEMBER MAY USE IT AS A GUIDE PRIOR TO A CLASSROOM OBSERVATION. A COPY OF THIS PAGE IS REQUIRED PRIOR TO THE OBSERVATION

Faculty Member's Name ____________________________________________________
Rank ___________________________________________________________________
Tenured_______ Non-Tenured_____
Date and time of Observation________________________________________________
Observer's Name__________________________________________________________
Chairperson______ Peer______
Course (Title and Section)__________________________________________________
The number of students' enrolled________
Bldg. and Room # of observation_____________________________________________

Have you taught this course before?  Yes____  No____

Outline the learning objective(s) for this lesson. How does this lesson fit into the overall learning goals for the course?

How will you determine student progress toward the lesson's learning objective and/or course learning objectives? Include how today's learning activities will help students achieve the learning objectives.

Describe any challenges you are having with this class and describe how you are addressing these challenges.

Describe any physical characteristics of the classroom that negatively impact learning (examples: excessive heat, external noise, classroom areas obstructed for view, no Internet access, no computer)

Provide any additional comments or information you would like to share with the observer.

Adapted from Delaware Performance Appraisal System (DPAS II)

90 Teaching at Delaware State University
Appendix E:

Delaware State University
Chairperson’s Evaluation of Department Member

Directions: Academic Chairpersons are to use this form when conducting evaluation of department members. Please refer to the faculty’s collective bargaining agreement for specific processes including times and frequency of classroom observations. Please check students’ responses on appropriate course evaluations in conjunction with completing the Rating and Evidence under Components 1 and 2 of this form.

Faculty Member’s Name______________________________

Rank____________________________________

Tenured_______ Non-Tenured____

Date and time of Observation____________________________

Chairperson’s Name________________________________

Department________________________________________

Course (Title and Section)________________________________

Approximate number of students in attendance_______

Bldg. and Room # of observation__________________________
COMPONENT 1: EFFECTIVE INSTRUCTION

1a. Selecting Learning Objectives: The faculty member selects course learning objectives that are aligned with Program(s) curricula. Objectives are explicitly stated (must be action verbs where students know what they are to DO) on the syllabus and the instructor reiterates the learning objective prior to beginning the lesson. Learning objectives are appropriate for the learners and reflect high order thinking where students are required to critically analyze and make sense of information presented.

☐ Unacceptable  ☐ Proficient  ☐ Not Observed
☐ Basic  ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

1b. Designing Coherent Instruction: The faculty member plans for learning activities that align with the learning objectives and support student learning. Instructional planning shows a structure that allows students to connect previously taught lessons to today's lesson and incorporates content that is appropriate, clear and linked to students' experiences. The selection of materials and activities support student learning relative to the program's curriculum. The instruction is coherent and paced appropriately for all students.

☐ Unacceptable  ☐ Proficient  ☐ Not Observed
☐ Basic  ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

1c. Demonstrating Knowledge of Content and Pedagogy: The
faculty member shows his or her knowledge of content and how to teach it in a variety of modalities. The instructor’s plans include natural connections among content areas that deepen student learning and references to “real world” applications are included. The content that he or she teaches is meaningful to students, up-to-date and includes current research from the field of study. The instructor demonstrates flexibility and responsiveness as instruction is modified as appropriate to meet ALL learners’ needs. In addition, the instructor uses questioning and discussion techniques that encourages students to pose their own questions and facilitates student-led discussions. The instructor is responsive to student questions and encourages open, free-exchange of ideas and thoughts. Verbal and written communication is clear and appropriate to students’ level of understanding.

- Unacceptable
- Proficient
- Not Observed
- Basic
- Distinguished

Any rating given must be supported by evidence, please write evidence below:

1d. Designing and Using Assessment in Instruction: The faculty member creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The criteria for assessment are communicated effectively and timely with students (check syllabus for announcements with dates). The instructor monitors student learning and provides descriptive feedback in a timely manner. Students have the opportunity to build self-assessment skills and the teacher plans for the use of formative and summative assessments of student learning in future lessons.

- Unacceptable
- Proficient
- Not Observed
- Basic
- Distinguished
Any rating given must be supported by evidence, please write evidence below:

COMPONENT 2: LEARNING ENVIRONMENT

2a. Creating an Environment to Support Learning: The faculty member creates an atmosphere in which learning is valued. This is evidenced by a minimal amount of disruptions and set routines that maximize learning time. Instructor-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

☐ Unacceptable ☐ Proficient ☐ Not Observed
☐ Basic ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

2b. Organizing Physical Space: The faculty member organizes, allocates, and manages the physical space to create a physical environment that is conducive to learning and minimizes distractions as much as possible. The faculty member uses physical resources to contribute to effective instruction and makes resources accessible to all students whenever possible.

☐ Unacceptable ☐ Proficient ☐ Not Observed
☐ Basic ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

COMPONENT 3: PROFESSIONAL RESPONSIBILITIES

3a. Recording student data: The faculty member keeps records of students’ grades on assigned learning activities (home-
work, quizzes, exams, etc.) and looks for trends, commonalities and make appropriate changes to instruction. The faculty member shares relevant assessment data with appropriate university personnel (TK20, ADCS and WEAVE where applicable).

☐ Unacceptable    ☐ Proficient    ☐ Not Observed
☐ Basic           ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

3b. Collegiality: The faculty member is collegial and readily works with department colleagues to share in departmental work and responsibilities.

☐ Unacceptable    ☐ Proficient    ☐ Not Observed
☐ Basic           ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

COMPONENT 4: PROFESSIONAL RECOGNITION (FACULTY MEMBERS BEING EVALUATED MUST COMPLETE THIS SECTION PRIOR TO THE EVALUATION)

4a. Please list in order of most recent, publications (not papers presented) peer-reviewed & non-peer-reviewed, indicate the name of the publication, journal, date and if you are the primary or secondary author. For Non-Tenured faculty, list only those works completed within the tenure-track time at DSU. For Tenured Faculty, list those work completed within the last three years:

EVIDENCE (please attach copy of publication):
4b. Please list in order of most recent, papers and/or conference presentations to include creative works of art, indicate the name of the conference and date and list any co-presentors. For Non-Tenured faculty, list only those works completed within the tenure-track time at DSU. For Tenured Faculty, list those work completed within the last three years:

EVIDENCE (please attach copy of paper, conference presentation announcement or creative show announcement):

4c. Please list in order of most recent, grants submitted (funded or non-funded). For Non-Tenured faculty, list only those submitted within the tenure-track time at DSU. For Tenured Faculty, list those submitted within the last three years:

EVIDENCE (list grant, date submitted and funding agency):

4d. Please list in order of most recent, books or chapters written (include edited works). For Non-Tenured faculty, list only those submitted within the tenure-track time at DSU. For Tenured Faculty, list those submitted within the last three years:

EVIDENCE (list work, date published and publisher):

COMPONENT 5: PROFESSIONAL SERVICE (FACULTY MEMBERS BEING EVALUATED MUST COMPLETE THIS SECTION PRIOR TO THE EVALUATION)

TO THE DISCIPLINE – include committees, boards, etc. List terms (dates) of service. For Non-Tenured faculty, list only service completed within the tenure-track time at DSU. For Ten-
ured Faculty, list those completed within the last three years:

5a. National:

5b. Regional:

5c. Local/Community:

Committee Work (indicate Chair/Leader role or committee member and dates of service). For Non-Tenured faculty, list those completed within the tenure-track time at DSU. For Tenured Faculty, list those completed within the last three years:

5d. University:

5e. College:

5f. Department:

5g. Other Service:

PERFORMANCE SUMMARY

Summative performance rating:

☐ Highly Effective  ☐ Effective
☐ Needs Improvement  ☐ Unacceptable

A Professional Improvement Plan (PIP) shall be developed for any faculty member who receives a summative rating of "Unacceptable". Please see, 2010-15 Collective Bargaining Agreement, Section 11.3

Summary of Commendations/Expectations/Recommended
Area(s) of Growth:

Additional Evaluator Feedback:

Improvement Plan Required for

Component 1  ❑  Component 4  ❑
Component 2  ❑  Component 5  ❑
Component 3  ❑

Recommendation (when applicable):

Tenure:  Approve_____  Not Approved_____
Promotion:  Approve_____  Not Approved_____
Reappointment:  Approve_____  Not Approved_____  

SIGNATURES

The Faculty Member and the Evaluator shall sign this Evaluation Form to indicate that it has been reviewed and discussed, not that the faculty member necessarily agrees with comments on this form.

Faculty  
Member’s  
Signature:________________________ Date:__________________

Observer’s Signature:_______________ Date:_______________

The signature of the faculty member does not imply agreement or disagreement with the observation feedback but does indicate that the faculty member has seen the feedback and has been given a copy.  
Unit members have the right to respond in writing to any or all of
the feedback providing that such response is made no later than 10 working days from the time that the faculty member received the feedback. The Faculty Member’s written response shall be included in the evaluation and made part of their personnel file (2010-15 Collective Bargaining Agreement).
Appendix F:

Delaware State University

Evaluation of Department Member By Peer

Directions: This form is to be used by department members when conducting peer evaluations. Please refer to the faculty’s collective bargaining agreement for specific processes including times and frequency of classroom observations. Any faculty member may request the Director of the Center for Teaching and learning, to conduct a classroom observation, however, the observation cannot replace those required by the collective bargaining agreement.

Faculty Member’s Name______________________________

Rank____________________________________

Tenured_______ Non-Tenured____

Date and time of Observation____________________________

Observer’s Name____________________________________

Rank____________________________________

Course (Title and Section)_______________________________

Approximate number of students in attendance________

Bldg. and Room # of observation__________________________

COMPONENT 1: EFFECTIVE INSTRUCTION

1a. Selecting Learning Objectives: The faculty member selects
course learning objectives that are aligned with Program(s) curricula. Objectives are explicitly stated (must be action verbs where students know what they are to DO) on the syllabus and the instructor reiterates the learning objective prior to beginning the lesson. Learning objectives are appropriate for the learners and reflect high order thinking where students are required to critically analyze and make sense of information presented.

☐ Unacceptable  ☐ Proficient  ☐ Not Observed
☐ Basic  ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

1b. Designing Coherent Instruction: The faculty member plans for learning activities that align with the learning objectives and support student learning. Instructional planning shows a structure that allows students to connect previously taught lessons to today’s lesson and incorporates content that is appropriate, clear and linked to students’ experiences. The selection of materials and activities support student learning relative to the program’s curriculum. The instruction is coherent and paced appropriately for all students.

☐ Unacceptable  ☐ Proficient  ☐ Not Observed
☐ Basic  ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

1c. Demonstrating Knowledge of Content and Pedagogy: The faculty member shows his or her knowledge of content and how to teach it in a variety of modalities. The instructor’s plans include natural connections among content areas
that deepen student learning and references to “real world” applications are included. The content that he or she teaches is meaningful to students, up-to-date and includes current research from the field of study. The instructor demonstrates flexibility and responsiveness as instruction is modified as appropriate to meet ALL learners’ needs. In addition, the instructor uses questioning and discussion techniques that encourages students to pose their own questions and facilitates student-led discussions. The instructor is responsive to student questions and encourages open, free-exchange of ideas and thoughts. Verbal and written communication is clear and appropriate to students’ level of understanding.

- Unacceptable
- Proficient
- Not Observed
- Basic
- Distinguished

Any rating given must be supported by evidence, please write evidence below:

1d. Designing and Using Assessment in Instruction: The faculty member creates and/or selects assessments that are congruent with instructional goals, criteria, and standards. The criteria for assessment are communicated effectively and timely with students (check syllabus for announcements with dates). The instructor monitors student learning and provides descriptive feedback in a timely manner. Students have the opportunity to build self-assessment skills and the teacher plans for the use of formative and summative assessments of student learning in future lessons.

- Unacceptable
- Proficient
- Not Observed
- Basic
- Distinguished

Any rating given must be supported by evidence, please write evidence below:
COMPONENT 2: LEARNING ENVIRONMENT

2a. Creating an Environment to Support Learning: The faculty member creates an atmosphere in which learning is valued. This is evidenced by a minimal amount of disruptions and set routines that maximize learning time. Instructor-to-student and student-to-student interactions show rapport that is grounded in mutual respect.

☐ Unacceptable  ☐ Proficient  ☐ Not Observed  ☐ Basic  ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

2b. Organizing Physical Space: The faculty member organizes, allocates, and manages physical space to create an environment that is conducive to learning and minimizes distractions as much as possible. The faculty member uses physical resources to contribute to effective instruction and makes resources accessible to all students whenever possible.

☐ Unacceptable  ☐ Proficient  ☐ Not Observed  ☐ Basic  ☐ Distinguished

Any rating given must be supported by evidence, please write evidence below:

COMPONENT 3: PROFESSIONAL RESPONSIBILITIES

3a. Recording student data: The faculty member keeps records of students’ grades on assigned learning activities (homework, quizzes, exams, etc.) and looks for trends, commonalities and make appropriate changes to instruction.
3b. **Collegiality**: The faculty member is collegial and readily works with department colleagues to share in departmental work and responsibilities.

Any rating given must be supported by evidence, please write evidence below:

**COMPONENT 4: PROFESSIONAL RECOGNITION** (FACULTY MEMBERS BEING EVALUATED MUST COMPLETE THIS SECTION PRIOR TO THE EVALUATION)

4a. Please list in order of most recent publications (not papers presented) peer-reviewed & non-peer-reviewed, indicate the name of the publication, journal, date and if you are the primary or secondary author. For Non-Tenured faculty, list only those works completed within the tenure-track time at DSU. For Tenured Faculty, list those work completed within the last three years:

EVIDENCE: (please attach copy of publication):

4b. Please list in order of most recent papers and/or conference presentations to include creative works of art, indicate the name of the conference and date and list any co-presenters. For Non-Tenured faculty, list only those works completed within the tenure-track time at DSU. For Tenured Faculty, list those work completed within
the last three years:

EVIDENCE (please attach copy of paper, conference presentation announcement or creative show announcement):

4c. Please list in order of most recent, grants submitted (funded or non-funded). For Non-Tenured faculty, list only those submitted within the tenure-track time at DSU. For Tenured Faculty, list those submitted within the last three years:

EVIDENCE (list grant, date submitted and funding agency):

4d. Please list in order of most recent, books or chapters written (include edited works). For Non-Tenured faculty, list only those works completed within the tenure-track time at DSU. For Tenured Faculty, list those work completed within the last three years:

EVIDENCE (list work, date published and publisher):

COMPONENT 5: PROFESSIONAL SERVICE (FACULTY MEMBERS BEING EVALUATED MUST COMPLETE THIS SECTION PRIOR TO THE EVALUATION)

TO THE DISCIPLINE – include committees, boards, etc. List term (dates) of service. For Non-Tenured faculty, list only service completed within the tenure-track time at DSU. For Tenured Faculty, list those completed within the last three years:

5a. National:

5b. Regional:

5c. Local/Community:
Committee Work (indicate Chair/Leader role or committee member and dates of service). For Non-Tenured faculty, list those completed within the tenure-track time at DSU. For Tenured Faculty, list those completed within the last three years:

5d. University:

5e. College:

5f. Department:

5g. Other Service:

SIGNATURES

The Faculty Member and the Observer shall sign this evaluation form to indicate that it has been reviewed and discussed, not that the faculty member necessarily agrees with comments on this form.

Faculty Member's Signature: ____________________ Date: ________________

Observer's Signature: ____________________ Date: ________________

The signature of the faculty member does not imply agreement or disagreement with the observation feedback but does indicate that the faculty member has seen the feedback and has been given a copy. Unit members have the right to respond in writing to any or all of the feedback providing that such response is made no later than 10 working days from the time that the faculty member received the feedback. The Faculty Member's written response shall be included in
the evaluation and made part of their personnel file (2010-15 Collective Bargaining Agreement).
References:


