ENROLLMENT

11
# course-takers invited

10
# course-takers post-add/drop period (21 days)

10
# course-takers currently enrolled

DEMOGRAPHICS

- Tenured: 17%
- On a tenure track: 50%
- Non-tenure track: 33%

Based on 6 responses

MODULE COMPLETION DISTRIBUTION

# Modules Complete

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25

# Participants

- On Track
- 1-2 modules behind
- 3-4 modules behind
- > 4 modules behind
- P = Pending

Based on 6 responses
Participants find the course and its presentation of evidence-based teaching practices engaging and relevant to their work.

Course takers improved their knowledge of evidence-based teaching practices.

Faculty are implementing evidence-based teaching practices.

After completing 19 modules:

94.9% of responses from faculty members indicate they agree or strongly agree that the knowledge and skills presented in the modules are relevant to their work. (10 respondents; 160 responses)

After completing 19 modules, faculty indicate they:

- **Learned 31 new techniques**
  (avg. 1.6 techniques per person, per module)

- **Learned more about 54 techniques**
  (avg. 2.8 techniques per person, per module)

- **Implemented 15 new techniques**
  (avg. 0.8 techniques per person, per module)

- **Plan to implement 43 additional techniques**
  (avg. 2.3 techniques per person, per module)
I decided to use excel spreadsheets and graphs to help students visualize the relationships between different [concepts] in my [class]. What worked well was students gained a deeper understanding of the material by actually constructing their own graphs. Once they made the graph, they were more vested in understanding the relationships between the [concepts] because they had made the visual aid. I know this worked because students told me and because of the types of questions that they asked. They tended to asked concept questions about larger relationships (sometimes at a level deeper than we needed to go).”

FROM USING CONCEPT MAPS AND OTHER VISUALIZATION TOOLS

I chose to develop a better rubric. After handing out the rubric, I provided examples of previous course [assignments]. I showed the students a very high quality and a low quality [assignment]. I highlighted what I thought was outstanding and what needed improvement by specifically asking students their impressions. When we came to the same conclusions, I think it helped the students grasp the difference in quality using the old [assignments] as visual aids. I also incorporated a small survey at the end of class. The majority of the students did highlight that the [assignment] examples helped them to better understand what was necessary to include as well as the difference in quality.”

FROM PROVIDING CLEAR DIRECTIONS AND EXPLANATIONS

One new technique I implemented is providing an overview for the day. I usually have a plan for the day but sometimes I do not share it with students. This time, I wrote out the agenda for the day on the board and checked off each item as we completed it. Initially, it gave students an idea that today in class was going to [be] a busy day and they were able to get it set right away that they were going to be working the entire time. It forced the class to think of themselves as actively participating in the day’s agenda. After we finished all the items, the students felt accomplished and it also gave them a sense of time management.”

FROM DELIVERING AN EFFECTIVE LECTURE