

Summary – Teaching Test Kitchen- Peer to Peer Evaluation Spring 2019

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1. Goals of our TTKL
2. Description of the work we have done this semester
3. Takeaways including SLO insights, inspirations, or intriguing ideas

Goals-

This test kitchen started with the call below to discuss “evaluation”.

*Faculty – come join me for a TLC test kitchen next semester (spring 2019). My idea (just a bubbling of an idea but starting to form a kernel of form) is to delve into the process of evaluation for the purpose of helping faculty improve. If we agree on what constitutes “good” teaching (not sure I am on firm ground here- but worth a discussion?), then we should be able to see that in our classes and the classes of others. So, my goal is to have a cohort that experiments with different ways to “watch” each other’s classes, and then find ways to help others to improve. Or at least try to figure out what are the impediments to changing (unless you are already perfect). I know we “do” evaluation- but that is about deans, YFA and regulations- is it really about improvement? I don’t know, but I would love to start the discussion. My goal then would be to read and discuss what we should see in our classes to constitute good teaching. Then observe each other and anyone foolish to invite us into their classes. Then we discuss and solve all the world’s problems in one semester. Any takers?
Micha Miller- Biology*

This call brought in 3 people plus myself to begin the discussion on how to develop a culture around evaluation. After meeting we tasked ourselves with three questions/areas for further research.

- a. What have faculty already used to help improve their teaching- to this end we developed a survey that we administered to teaching staff and then compiled the data.
- b. What resources/literature do we have that could inform ourselves about teaching and learning at the college level. - we performed a cursory literature search and hunt for resources on peer to peer evaluation and teaching. We used some of these tools observing each other and fellow faculty members.
- c. What are some “best “practices that we could identify and compile into an easy to use format for other faculty members.

Work-

A. Our first task was a literature search and compiling of information related to teaching and learning. This we shared and discussed which informed our next steps. We have compiled this as a bibliography to be shared with faculty on the teaching and learning website.

B. Our next task was to develop a survey that we administered to the faculty via email. This survey's goal was to capture how faculty have used evaluation and feedback to change their teaching to improve student learning outcomes. We received 43 faculty responses returned, with the majority being from full time faculty. We compiled and evaluated the data and discussed the ramifications. The data results will be added to the TLC's website and will be presented to faculty at a later date.

C. A "best" practices for peer to peer evaluation was put together from information gleaned from our literature research. This document will be presented to the Academic Senate and we hope to make this list available to faculty via the TLC website and via the Academic Senate website.

D. We compiled and experimented (in classes and during faculty evaluations) with various evaluation tools- peer to peer evaluation tools, and student feedback tools. We will include these on the TLC website and share these with faculty at a later date. Also, will be included self-evaluation tools to be used by faculty for reflection and to facilitate peer to peer discussions.

E. Best of the Best- we agreed to keep this process moving forward into further semesters, to do this we would highlight two "best of the best" tools for helping faculty improve and enhance student learning outcomes. One is securing a subscription to the *Teaching Professor*, an online resource that is the cliff notes of the teaching and learning literature. The goal is that once a month I (Micha), would email everybody with a quick synopsis of one of the articles in the journal, and pique people's interest to visit the journal (a gentle reminder to revisit once a month). Second, we are attempting to secure copies of the manual *Tools for Teaching* by Barbara Davis for new faculty and copies to be placed the TLC's library to be available to faculty. This is the nuts and bolts manual on how to teach a college class.

Takeaways-

The literature was clear, better teaching produces better student learning outcomes. The question then is; how do we move to "better" teaching. This is a hard nut to crack. We hope that provided guidance about the process of peer to peer evaluation and tools for better evaluation, then we can better discuss teaching and learning, and its impact on student learning outcomes. This is a culture shift we has been started, that will take time to develop. But it appears that there is interest and a space (the TLC) to work on this "nut". I would like to thank the powers in charge for encouraging us via the stipend, and "TLC Bosses" (Adrienne and

Lindsay) to get together as colleagues and discuss a topic of great interest to us all. Now I hope we can do something with this information to improve student learning outcomes.