Self/Peer Review of Teaching for Online/Hybrid TAs

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| **Course Information** |  |
| Course Title |  |
| Term |  |
| Course Number |  |
| Course Section # |  |
| TA |  |
| Canvas Course URL |  |
| TA email |  |

# Good Teaching Practices

Arthur Chickering and Zelda Gamson suggested a framework for quality teaching and learning in their 1987 article, “[Seven Principles for Good Practice in Undergraduate Education](http://www.lonestar.edu/multimedia/SevenPrinciples.pdf) (Chickering and Gamson).” This framework, coupled with the practices of the best teachers outlined in [What the Best College Teachers Do](http://www.hup.harvard.edu/catalog.php?isbn=9780674013254) (Bain) by Ken Bain has been used to create this outline to help evaluate and revise teaching practices in support of a high quality learning experience.

## How to use this outline

Teaching Assistants can use this form each time the course is taught as a self-check and reflection upon the course activities and to guide the development of a teaching portfolio. Graduate Assistants are encouraged to seek out formative peer review as means of ongoing professional development.

Departments and colleges may wish to customize this document to better meet their own needs. It is not expected that every course will have all elements listed under each principle, nor is this an exhaustive list of quality teaching and learning evidence. This document is not intended to replace any existing instruments, but to provide a starting point for departments or individuals who need a framework for review.

TAs can facilitate peer review by including Canvas URLs to course content.

# Practice 1: Quality interaction between students and TAs

Students appreciate personal and individual contact with Graduate Teaching Assistants. TAs who effectively communicate passion for the discipline and a concern for student well-being inspire students to conquer learning challenges.

## Examples:

* Students are invited to contact the TA regarding course materials or issues
  + Syllabus
  + Pre-course welcome video
* Course communication is open, ongoing and nonjudgmental
  + Classroom observation (Hybrid)
  + Canvas discussions
  + Conversations/Inbox
  + Announcements
* TA effectively communicates enthusiasm for the topic and teaching
  + Classroom observation
  + Canvas announcements
  + Video recordings
* TA presentations (if present) are dynamic and effective
  + Presentations are organized
  + Speech and diction are clear
  + Visual elements, if appropriate, are used
* Students are encouraged to exchange ideas and experiences
  + Classroom observation
  + Assignment instructions
  + Canvas discussion or announcements tool
* TA reaches out to students periodically
  + Canvas discussion or announcements tool
  + Invitation to office hours
  + Canvas “chat” sessions
* TA provides timely responses to questions
  + TA emails or announcements
* The course provides opportunities for students to interact with each other

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| **Evidence:** |
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| **Strengths:** |
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| **Areas for Improvement:** |
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# Practice 2: Reciprocity and cooperation among students.

Collaborative learning provides students with opportunities to help each other and themselves. These types of activities also help to prepare students to work effectively when they enter the workforce.

## Examples:

* Formal and informal discussions
  + Classroom observation
  + Canvas discussion tool
  + Clear discussion criteria
  + Quality discussion “model” provided to the students
  + Examples of TA discussion facilitation
* Collaborative and group assignments
  + Classroom observation
  + Assignment instructions
  + Syllabus
  + TA set up and management of groups
* Study groups and learning communities
* “Icebreaker” activities to help students connect with others in the class
* Structuring course activities in a way that encourages mutual accountability through collaboration

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# Practice 3: Active learning (Generally not be under TA control)

The course provides frequent opportunities to learn by “doing.” The course material and assignments effectively prepare students for these opportunities.

## Examples:

* Students create works appropriate to the course content and discipline
  + Writing
  + Oral presentations
  + Multimedia presentations
  + Individual/team in-class assessments
* Students have opportunities to:
  + Discuss or write about their learning
  + Reflect, apply, synthesize or evaluate (What about Create?)
  + Perform research as appropriate to the discipline
* Course supports individual student interests and professional goals by providing topic and/or assignment choices
  + Syllabus (Learning Objectives…)
  + Assignment instructions or handouts
  + ePortfolios
  + Discussion Forums

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# Practice 4: Prompt feedback

Students learn best when helpful suggestions come reasonably soon after an assignment submission. This allows students to reflect and improve in time for the next assignment.

## Examples:

* Feedback policies are listed in the course syllabus
* Opportunities for one or more draft submissions
  + Course syllabus
  + Assignment instructions
* Assignment feedback is specific and helpful
  + Canvas assignment submission tool
* Grading criteria is clear
  + Course syllabus
  + Assignment rubrics
  + Gradebook is up-to-date (and aligns with syllabus assessment listing, program or UF grading scheme)
* Opportunities for assignment questions are provided
  + Class observation
  + Canvas discussion
* Student surveys ask for course improvement feedback
  + At least one survey at midterm
* Students receive feedback on their course progress periodically
  + At least one review at midterm
* Course supports appropriate academic integrity practices
  + Assignment instructions
  + Proctoring/test security practices (where appropriate)
  + Use of academic integrity tools (ProctorU, turnitin, etc.)

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# Practice 5: Emphasize time on task

Time spent focused on course activities provide important benefits in student learning. The course provides students with information and recommendations to help them organize their time.

* The course assignments and schedule are available at the start of the term (Important!)
  + Take student demographics and commitments into account when planning assignment deadlines
* At the start of the term, provide an estimate of the time that will be required each week
  + Emphasize that this is a “minimum”
  + Syllabus
  + Announcement
  + Identify Optional versus Required Resources
* Where possible, provide students with an approximate time to complete an assignment
  + Provide recommended viewing and/or completion dates for readings and lectures to prepare for class activities
* Assignment feedback suggests areas where students should focus
* Provide study tips
* Provide reminders of assignment deadlines
  + Canvas announcements
  + Analytics (notify everyone who…has not yet completed the assignment)

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# Practice 6: Communicate high expectations

Successful teachers “expect more” out of their students in terms of course work quality. Clearly communicate expectations and provide examples of quality work. Streamline course work and provide support to move students towards the course goals.

## Examples:

* Clearly outline the skills/knowledge that are expected from students entering the course
  + Is there remediation for those who may not meet expectations?
  + Are enabling objectives/prerequisite skills noted and/or assessed at the onset of the course?
* Course goals are clearly stated
  + Instructions describe how each assignment will help students reach the course goal(s)
  + Do Learning Objectives exist throughout to show alignment each area of instruction or activity?
  + Syllabus
  + Canvas course site
* Instructions are clear
  + Assignment directions
* Frequent feedback helps to move students towards the course goal(s)
  + Canvas assignment tool
  + Use of Rubrics
* Students are challenged to work deeply, thoughtfully, and creatively
  + Assignment examples (student ID data redacted)
  + Assignment instructions
  + Assignment feedback
* Critical and probing questions are used frequently to help students examine course assignments and activities
  + Class observation
  + Canvas discussion
  + Sample Exam or online Assessment questions
* Examples of high and low quality work are provided and discussed
  + Class observation
  + Canvas course site

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# Practice 7: Respect diverse talents and ways of learning

Your students bring a wealth of personal experience to the classroom. Likewise, students may have varying proficiency with the course tasks. A quality learning environment recognizes these differences and provides students with opportunities to improve in areas that need development as well as to share strengths.

## Examples:

* Course uses a variety of instructional materials
  + Inclusion of images, charts and video where appropriate
  + Possible inclusion of technology tools to support learning
  + Course materials are inclusive whenever possible or reflect diverse or global perspectives
  + Use of Open Educational Resources where appropriate
  + Ancillary web resources
* A variety of activities, assignments and assessments
  + Syllabus
  + Canvas assignments
  + Individual and team projects
* Opportunities for personalized assignments
  + Examples of opportunities for flexibility, creativity
  + Assignment instructions
* Supplemental materials that can provide remediation
  + Canvas course site
  + Ungraded self-assessments based upon course content for repeated practice
* Timely and meaningful feedback for improvement
  + Canvas assignments
* Positive and inclusive environment with sensitivity to the diverse needs of students
  + Class etiquette and netiquette guidelines are provided in course welcome information
  + Class observation
  + Canvas discussions
  + Student feedback
* Encouragement is provided when needed; support structures are in place and evident to learners
* All course material, including publisher content, is accessible to screen reader technology
* Policies and procedures for accommodations are stated in the course syllabus

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# Practice 8: Expertise in subject and teaching

It is critical for TAs to be passionate about their chosen field of study. Providing students with appropriate and current material is key in preparing students to enter the discipline. TAs evaluate course materials, outcomes and teaching techniques regularly.

## Examples

* Course material is current
  + Canvas course site
  + Readings, resources and other course material
  + Syllabus
  + Lectures or online videos
* TA readily responds to content questions
  + Classroom observation
  + Canvas discussion
* Course activities provide students with the skills for keeping current in the field
* TA evaluates course materials
  + Self-review of student feedback and assessments
  + Review of learning outcomes
  + Student evaluations
  + Other student feedback
* TA reviews teaching practices regularly
  + Self-review of course such as this document
  + Student feedback and resulting changes to course
  + Participation in campus Graduate Assistants development activities
  + Evidence of consultation/ collaboration with Instructional Designer and/or Curriculum Specialist

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# General Comments

Use this section for observations that are not covered under the previous practices.

## Examples

* Challenges and affordances of the physical classroom
* Appearance and design of Canvas course site (see the [UF Standards and Markers of Excellence](http://teach.ufl.edu/resources/uf-standards/))

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# References

Bain, Ken. *What the Best College Teachers Do*. Cambridge: Harvard University Press, 2004. Print. <http://www.hup.harvard.edu/catalog.php?isbn=9780674013254>.

Chickering, Arthur W. and Zelda F. Gamson. "Seven Principles for Good Practice in Undergraduate Education." *AAHE Bulletin* (1987): 3 - 7. print. <http://files.eric.ed.gov/fulltext/ED282491.pdf>.

Taylor, Ann. "Graduate Assistants peer Review of Online Teaching." 2016. *Penn State College of Earth and Mineral Sciences.* Web. 10 May 2016. <http://facdev.e-education.psu.edu/evaluate-revise/peerreviewonline>.