

**Documenting Scholarly Teaching**  
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ChAMPION Program Poster Session  
September 21, 2010

**Overview:**

- **Learning Outcome:** ChAMPION participants will create posters on assessment and scholarly teaching for display at the NMHEAR Annual Convention.
- **Assignment:** ChAMPION participants were instructed to create 'draft' posters outlining their experiences in the three-day workshop facilitated by Janice Denton, and their subsequent work in assessment and scholarly teaching.
- **Method:** In the Poster Peer-Review session, participants and the instructor peer-reviewed every other participant's posters on general criteria using the PQP (Praise, Question, Polish/Possibilities) method, and then answered three (3) specific questions about the content/presentation of the material on the poster, as identified on the aggregate rubric below. (Peer-review sheet is attached). The instructor then aggregated peer-review results for each poster, and also isolated their score for each poster on a rubric, as well as the aggregate results for all participants, as scored by the instructor. All results are included on the rubrics below. The instructor used both her assessment of individual posters AND peer-review results to determine level of understanding of participants of essential elements of identifying, documenting and demonstrating assessment and scholarly teaching.

**Discussion of the Assessment/Interpretation of Findings (see Rubrics with participant performance below):**

- It is apparent from peer reviews that all participants do not have the same or clear definition/understanding of what it means to provide evidence for changes; to document classroom strategies/assessment techniques; and to document scholarly teaching.
- It is apparent from the Instructor Evaluation that the greatest weakness by participants is communicating how to document scholarly teaching, followed by documenting classroom strategies/assessment techniques. While more participants scored higher on providing information about how/why changes were made, only half scored in the definitive "Yes" category. Clearly there is room for improvement here as well.
- Misunderstanding of what was expected on the poster may have contributed to low scores, but based on overall performance and participant discussion, this was likely a minimal impact. Likewise, the rubric below was not used to review the posters: Three questions were asked on the review sheet, and responses to those questions were then assigned a 'score' on the rubric. Use of the rubric for the peer review may have increased the consistency in peer-reviewed scores.

**Implications for current Program participants:**

- Preliminary findings of the assessment were discussed with participants, particularly the discrepancies in the scoring by various participants on various elements. Additional and repeated discussion about what it means to document scholarly teaching and teaching and assessment strategies will ensue. Additionally, participants will re-visit this assessment prior to finalizing posters for the NMHEAR session.
- Re-assessment will occur in the same manner prior to the NMHEAR poster session (Feb. 24-25, 2011), and results will be compared to the initial assessment.
- This document will also be used as an example of documenting scholarly teaching.

**Implications for future Program participants:**

- In the future, the instructor will approach the learning outcome on two levels:
  - FOCUS ON LEARNING: First, more explicit communication of what *demonstrates* scholarly teaching, as well as samples of such for the poster session will be used in workshop sessions. Likewise, there will be further, specific instruction in documenting classroom strategies/assessment techniques. There will also be at least one opportunity for participants to "practice evaluate," a poster on these criteria, followed by classroom discussion, prior to the actual development of their own posters.
  - FOCUS ON CLARIFYING EXPECTATIONS: Second, more explicit information about the *expectations* for demonstrating the documentation of scholarly teaching and classroom strategies/assessment techniques will be communicated.
- Re-assessment will occur in the second cohort of ChAMPION participants, fall 2011

### Rubric on Poster Effectiveness: Peer Evaluations

Poster 1	NO	SOME	YES
Information on how/why changes were made	1	3	3
Adequate documentation of classroom strategies/assessment techniques	2	1	2
Help understanding of how to document scholarly teaching	2	0	4

Poster 2	NO	SOME	YES
Information on how/why changes were made	4	4	2
Adequate documentation of classroom strategies/assessment techniques	5	2	1
Help understanding of how to document scholarly teaching	3	1	3

Poster 3	NO	SOME	YES
Information on how/why changes were made	3	2	4
Adequate documentation of classroom strategies/assessment techniques	4	3	1
Help understanding of how to document scholarly teaching	3	2	3

Poster 4	NO	SOME	YES
Information on how/why changes were made	0	2	6
Adequate documentation of classroom strategies/assessment techniques	1	5	2
Help understanding of how to document scholarly teaching	1	4	4

Poster 5	NO	SOME	YES
Information on how/why changes were made	0	7	1
Adequate documentation of classroom strategies/assessment techniques	2	2	2
Help understanding of how to document scholarly teaching	4	2	2

Poster 6	NO	SOME	YES
Information on how/why changes were made	4	2	2
Adequate documentation of classroom strategies/assessment techniques	2	2	4
Help understanding of how to document scholarly teaching	0	2	4

Poster 7	NO	SOME	YES
Information on how/why changes were made	0	0	2
Adequate documentation of classroom strategies/assessment techniques	0	2	0
Help understanding of how to document scholarly teaching	2	0	0

### Rubrics on Poster Effectiveness: Instructor Evaluation

Poster 1	NO	SOME	YES
Information on how/why changes were made		X	
Adequate documentation of classroom strategies/assessment techniques		X	
Help understanding of how to document scholarly teaching	X		

Poster 2	NO	SOME	YES
Information on how/why changes were made	X		
Adequate documentation of classroom strategies/assessment techniques	X		
Help understanding of how to document scholarly teaching	X		

Poster 3	NO	SOME	YES
Information on how/why changes were made			X
Adequate documentation of classroom strategies/assessment techniques		X	
Help understanding of how to document scholarly teaching		X	

Poster 4	NO	SOME	YES
Information on how/why changes were made			X
Adequate documentation of classroom strategies/assessment techniques		X+	
Help understanding of how to document scholarly teaching		X+	

Poster 5	NO	SOME	YES
Information on how/why changes were made		X	
Adequate documentation of classroom strategies/assessment techniques		X	
Help understanding of how to document scholarly teaching	X		

Poster 6	NO	SOME	YES
Information on how/why changes were made	X		
Adequate documentation of classroom strategies/assessment techniques		X	
Help understanding of how to document scholarly teaching		X	

Poster 7	NO	SOME	YES
Information on how/why changes were made			X
Adequate documentation of classroom strategies/assessment techniques		X	
Help understanding of how to document scholarly teaching	X		

Poster 8	NO	SOME	YES
Information on how/why changes were made			X
Adequate documentation of classroom strategies/assessment techniques		X	
Help understanding of how to document scholarly teaching	X		

### Aggregate Rubric: Instructor Evaluation

Posters 1-7	NO	SOME	YES
<b>Information on how/why changes were made</b>	2	2	4
<b>Adequate documentation of classroom strategies/assessment techniques</b>	1	7	0
<b>Help understanding of how to document scholarly teaching</b>	5	3	0

Date \_\_\_\_\_

POSTER \_\_\_\_\_ AUTHOR \_\_\_\_\_

**PQP Questions (Praise, Question, Polish/Possibilities)**

What do you like about the poster?

What questions do you have about the poster/items on the poster? What questions does the poster raise?

What specific suggestions do you have for improvement?

**Specific Questions**

Does the poster provide clear information on how & why changes were made to classroom materials/lessons?

Does the poster provide adequate documentation of classroom strategies and/or assessment techniques?

Does the poster help you understand how to document scholarly teaching?

Why do you think this person choose to display this particular content on their poster?