

Documentation of Scholarly Teaching
Reflection on Classroom Assessment Technique (CAT)

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ChAMPION Program Poster Session

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Class session/topic: Poster Session Evaluation

Briefly describe your CAT:

I had students complete a peer evaluation of every other student's draft poster presentation. I also completed an evaluation of each poster.

Purpose: What did you hope to learn?

I wanted to determine if students had a clear understanding of what the posters were intended to communicate to an external audience, and whether or not students could identify elements (or lack thereof) of documentation of scholarly teaching.

How did you implement it? When? Any group discussion? Think-Pair-Share? Collect at end of class?

We used a class period to do the evaluations. There was some minor discussion at the end of class, but not much time for a lot of discussion. At the following class time, I presented data from the assessment, and we had further discussion at that point.

How did the students react? How did you give them feedback?

I gave copies of the rough data to all attendees, as well as feedback from myself and their peers, on their individual posters. They were somewhat surprised at the findings.

Did you get the information you wanted?

I did. I collected evidence that there was still not a clear understanding of how, or what constitutes the documentation of scholarly teaching.

How did you/will you use the information? Did you adjust your planned classroom session? Will you try something different next year? Did the CAT validate your teaching?

The CAT confirmed my sense that students were not focusing on the desired outcome, and that there was still much confusion about what this is, and the importance of documenting it. As a result, I will continue to create opportunities to discuss and practice documenting scholarly teaching. I also have plans to be much more directive at the onset of this topic with the next group of students.

Is there any literature you can cite to demonstrate scholarly teaching?

Quinnell, R., Russell, C., Thompson, R., Marshall, N. & Cowley, J. (2010). Evidence-Based Narratives to Reconcile Teaching Practices in Academic Disciplines with the Scholarship of Teaching and Learning. *Journal of the Scholarship of Teaching and Learning*, 10(3), 20-30.

How did discussion with your colleagues affect your interpretation of your CATs experience? Did the shared reflection enhance or change your anticipated reaction?

NA