

Documenting Scholarly Teaching
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ChAMPION Program Poster Session – *Post-Review*
February 8, 2011

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 posters highlighting assessment of student learning and scholarly teaching.
- **Method:** In the Poster Peer-Review session, participants and the instructor peer-reviewed every other participant's posters using a rubric developed by the instructor in conjunction with program participants (rubric is attached). Participants had access to the rubric two weeks prior to the poster session. The instructor then aggregated peer-review results for each poster; isolated their scoring of each poster; and aggregated instructor assigned results. All data is attached. 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):

- While it is apparent from peer reviews that all participants are not using the same standards of evaluation, there is much greater consistency across evaluations than was present on the first poster session peer-review, and far fewer examples of polarity in peer evaluations.
- The average scores assigned by participants to peer posters are very much in line with the instructor scores of the posters. This demonstrates an increase in like-mindedness of expectations between the instructor and the participants.
- It is apparent from the Instructor Evaluation that there significantly more scores in the 'Clear' level of performance than were in a similar level in the first session, with at least 5 posters scoring in the 'Clear' or 'Insightful' level for each category with the exception of literature citations, in which only 4 scored in the top two ranks. This demonstrates a clear growth of participants in demonstrating desired characteristics in their posters.
- Improved performance can likely be attributed to two things: 1) clearer communication of expectations, and 2) clearer understanding, application and documentation by participants of techniques of assessment and scholarly teaching.

Implications for current Program participants:

- It appears that repeated and specific discussion about what it means to document scholarly teaching and teaching and assessment strategies has improved understanding and use of such techniques.
- Program participants noted that while it was not always easy to apply the rubric to the posters they reviewed (some things seemed ambiguous, overly broad or subjective, or did not lend themselves to adequate information to determine for sure level of performance – e.g. relevance of literature citations to work presented), the rubric was quite effective in guiding the development of their posters to meet specified criteria.

Implications for future Program participants:

- In the future, the instructor will approach the learning outcome on two levels:
 - FOCUS ON LEARNING: First, earlier and 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 prior to the first poster session.
- Re-assessment will occur in the second cohort of ChAMPION participants, fall 2011

ADDENDUM

Evaluation of final posters presented at the New Mexico Higher Education Assessment & Retention Annual Conference (Albuquerque, NM – Feb. 24, 2011) and the NMSU Teaching Academy ChAMPION Poster Session (April 29, 2011) revealed that all ChAMPIONS demonstrated effective documentation of assessment techniques and scholarly teaching.

Rubric on Poster Effectiveness: Peer Evaluations

POSTER 1	No Evidence	Emerging	Clear	Insightful & Provocative
Focus		1	4	1
Presentation		1	5	
Relevance		2	3	1
Results		2	1	3
Literature Citations	5		1	
Documentation of Scholarly Teaching	2	3		1

POSTER 2	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			4	2
Presentation		1	4	1
Relevance			5	1
Results		3	2	1
Literature Citations	6		1	
Documentation of Scholarly Teaching	2	1	3	

POSTER 3	No Evidence	Emerging	Clear	Insightful & Provocative
Focus		3	3	
Presentation		3	2	1
Relevance	1		5	
Results		1	5	
Literature Citations			2	4
Documentation of Scholarly Teaching	1		3	2

POSTER 4	No Evidence	Emerging	Clear	Insightful & Provocative
Focus		1	4	1
Presentation			1	4
Relevance			3	3
Results		1	4	1
Literature Citations	1		4	1
Documentation of Scholarly Teaching		2	2	1

POSTER 5	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			3	3
Presentation			1	5
Relevance				6
Results		1	1	3
Literature Citations				6
Documentation of Scholarly Teaching			1	5

POSTER 6	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			5	1
Presentation		2	3	1
Relevance		1	4	1
Results		2	3	1
Literature Citations			1	5
Documentation of Scholarly Teaching	2	2	1	1

POSTER 7	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			5	
Presentation		1	4	
Relevance		2	3	
Results	1	2	2	
Literature Citations	3	1		1
Documentation of Scholarly Teaching	2		3	

Rubrics on Poster Effectiveness: Instructor Evaluation

POSTER 1	No Evidence	Emerging	Clear	Insightful & Provocative
Focus				X
Presentation			X	
Relevance			X	
Results				X
Literature Citations	X			
Documentation of Scholarly Teaching	X			

POSTER 2	No Evidence	Emerging	Clear	Insightful & Provocative
Focus				X
Presentation			X	
Relevance			X	
Results			X	
Literature Citations	X			
Documentation of Scholarly Teaching			X	

POSTER 3	No Evidence	Emerging	Clear	Insightful & Provocative
Focus		X		
Presentation		X		
Relevance			X	
Results			X	
Literature Citations				X
Documentation of Scholarly Teaching			X+	

POSTER 4	No Evidence	Emerging	Clear	Insightful & Provocative
Focus		X		
Presentation			X	
Relevance			X	
Results				X
Literature Citations			X	
Documentation of Scholarly Teaching		X		

POSTER 5	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			X	
Presentation				X
Relevance				X
Results			X	
Literature Citations				X
Documentation of Scholarly Teaching				X

POSTER 6	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			X	
Presentation			X	
Relevance			X	
Results		X		
Literature Citations				X
Documentation of Scholarly Teaching			X	

POSTER 7	No Evidence	Emerging	Clear	Insightful & Provocative
Focus			X	
Presentation			X	
Relevance			X	
Results		X		
Literature Citations		X		
Documentation of Scholarly Teaching			X	

Aggregate Rubric: Instructor Evaluation

POSTERS 1-7	No Evidence	Emerging	Clear	Insightful & Provocative
Focus		2	3	2
Presentation		1	5	1
Relevance			6	1
Results		2	3	2
Literature Citations	2	1	1	3
Documentation of Scholarly Teaching	1	1	4	1