

# Synthesis of Institute Assessments\*

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Assembled by Richard Statler

## Introduction

On June 9 to 11, 2003, Pacific Crest facilitated a faculty development workshop held at the University of Idaho in Moscow. □ This workshop was funded by two NSF projects: the TIDEE project at WSU and the ELE project at UI. □ Additional funding came from the Colleges of Engineering at WSU and UI. □ The workshop was organized by Steven Beyerlein and facilitated by Dan Apple, President of Pacific Crest. The purpose of this document is to summarize assessment of the institute. Note: this document is a draft intended for communication—it is not intended to be a highly polished document.

Faculty members and students from UI, WSU, Boise State and LCSC attended this interdisciplinary workshop. □ The workshop had three primary objectives:

- Develop awareness, valuing and skills with teaching practices such as writing learning outcomes, facilitating self-directed learning, assessment, course design, and activity design.
- Create awareness of an approach to faculty development that is centered on scholarship.
- Create teams that continue working after the workshop is ended. □ In particular these teams will grow faculty performance, enhance classroom practices and apply practices of scholarship. □ Each team has been challenged to produce 1 paper and 1 proposal during the coming year. □

## Methods

- Participants who had attended the workshop for two or more days (out of three) filled out an assessment form at the conclusion of the institute. The number of assessment forms filled out was 26.
- Quantitative data from the assessment form was gathered into Excel and averaged.
- Qualitative data from the assessment form was reviewed and paraphrased.

## Results

### 1. Logistics, set-up, and organization

- Amount of prep material.....7.7/10
- Usefulness of prep material.....7.5
- Quality of facilities.....9.0

### 2. Content and process

- Degree to which participant expectations were met.....8.5/10
- Level of interest in the content covered.....9.0
- Quality of the materials used.....8.9
- Interest in future events.....8.9

### 3. Assessment of the Institute using the SII method

- Strengths
  - i. Organization and preparation by facilitators ~ The reason this was important was that faculty do not want their time wasted. Also, faculty time is expensive.
  - ii. Modeling of techniques and activities ~ Teaching by modeling helps people experience what is being taught. This genuine experience creates ownership plus deeper insights and transfer.

- iii. Ownership of the learning ~ Transferring the ownership to the learner fosters a deeper understanding and responsibility. Also, this transfer provided an experience so that teachers could be developing their own approach to transferring learning to students.
- iv. Flexibility and real time customization ~ This practice models a learner-centered environment. It builds trust and rapport between the teacher and the learners.
- v. Quality handouts and takeaways ~ Having detailed resource materials allows participants to prepare prior to learning and to review after the institute is finished.
- vi. Networking ~ Social and professional interaction enriches the learning environment and community
- vii. Technology ~ Cutting edge techniques and toys keep interests up and provide a more memorable experience. Also, this gives a strong example of how technology can be used in the classroom.
- Areas for improvements
  - i. Prep material ~ Having material available earlier, possibly through a pre-meeting, will result in stronger learning, especially on day one of the institute.
  - ii. Focus ~ Creating a narrow critical information approach to development will connect more with the audience and reduce the “drinking from a fire hose” feeling
  - iii. Increase discussion time ~ Exploration and self discover, enhanced by team guidance can be powerful in terms of enhancing learning.
  - iv. Real breaks ~ sticking to a schedule and ending on time is appreciated by all and may lead to more engagement through clear expectations. Also, breaks allow participant to recharge their energy levels.
  - v. Room was too cold ~ Creature comforts are important to interaction
- Insights
  - i. *I have reflected on my personal approach to teaching.*
  - ii. *I can see area for growth.*
  - iii. *I grasp the potential for creating learner ownership, interactive learning, and other effective teaching methods.*
  - iv. *A shift to this new paradigm is not as difficult as I thought it would be.*
  - v. *I have peers that are interested in teaming with me, and several Institutions that support the growth.*

**4. Two activities you found most valuable; two activities you found least valuable:**

- Most Valuable (common responses)
  - i. Teaming outcomes / working in a group
  - ii. Assessments (#1 self assessment)
  - iii. Group free discussion/ reflection time
  - iv. Creation of learning outcomes
  - v. Use of technology
- Least Valuable (common responses)
  - i. Most comments reflected side tangents the entire group took when only a few were interested.
  - ii. One area for confusion was the “Assessing of Self Assessments.” Given that people were learning self-assessment, the complexity in this exercise was too advanced for many. Wait until participants are comfortable with the concept of assessing, and then focus on the improvement of our performance in assessing.

**5. Two most important things learned at the Institute?**

- Assessment vs. Evaluation ~ Understanding how these tools differ and how and when to effectively use them.
- Help with the transfer and application to classroom context ~ Creating a plan for implementation fosters self growth after the workshop is completed.

**6. Performance of the facilitator**

- Effectiveness.....8.9/10
- Pacing of activities.....7.7
- Responsiveness to participants’ needs.....8.9

**7. Facilitator**

- Strengths
  - i. Experience and Knowledgeable ~ Professional and knowledgeable presentation of information gives integrity to the point.
  - ii. Flexible ~ Shifting ownership of the learning to the learner requires sensitivity to learner needs.
  - iii. Articulate ~ Clear and concise communication is effective.
  - iv. Energetic ~ Enthusiasm and excitement about a project helps create interest in others.
- Areas for Improvement
  - i. Creation of a basic foundation early on ~ Enable participants to understand information more in depth.
  - ii. Avoid tangents ~ Take quick survey of the group’s interest in the subject to make sure this is a critical issue to all or should be addressed individually later. This will help time management and goal alignment.
  - iii. Adjust to audience ~ Visual learning is powerful. Use pictures and diagrams to more effectively communicate and represent the processes that we are learning.
  - iv. Keep teams on track with roles ~ Create responsibility with roles. This will create more use of them and help concrete their importance.
  - v. No follow up on homework ~ Creating accountability and emphasis on the importance of work so it does not appear to be busy work.

**8. Interest in the following: (most common response)**

Interested in an Advanced Teaching Institute

**9. An electronic journal of the workshop**

[in development; this will be accessed by hyperlink to the ELE project web which is at [www.webs1.uidaho.edu/enrich](http://www.webs1.uidaho.edu/enrich) ]

**10. Participants (38) of the 2003 Summer Teaching Institute:**

Name	Institution	College	Dept	Email	Phone	Expertise
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