"50 Ways to Promote Teaching and Learning": Developing Yourself and Your Colleagues as Teachers

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Goals

You will
- Understand a model for teaching development and the empirical research on law teacher development
- Be able to use a variety of tools for developing as a teacher

Teaching Development Model

- Instructional Awareness

- Pedagogical Knowledge

- Formative Feedback

- Implement Changes

Empirical Research on Law Teacher Development

Faculty Development Survey – Engagement in Teaching Development Activities		
Faculty Development Activity to Improve Teaching	**Faculty**	**You?**
Think about effective teaching methods before and after class	97%	
Review student evaluations of own teaching after the course	95%	
Talk with colleagues about teaching	94%	
Review students' performance on exams, papers, and assignments	93%	
Read articles on teaching and learning	82%	
Review teacher's manuals	75%	
Observe a colleague's class and provide feedback	58%	
Gather & review feedback from students about teaching during course	51%	
Attend a workshop on teaching and learning at own institution	51%	
Have a colleague observe your class and provide feedback	46%	
Attend a session at AALS Annual meeting on teaching and learning	43%	
Make a presentation on teaching and learning	33%	
Read books on teaching and learning	33%	
Review institutional data on student engagement and learning	25%	
Attend a national or regional workshop on teaching and learning	24%	
Write a journal or newsletter article on teaching and learning	17%	
Review a videotape of own teaching (alone or with others)	17%	
Review student performance on bar exams	15%	
Review websites on teaching and learning	15%	
Review a videotape of another's teaching (alone or with others)	11%	
Keep a journal about teaching	9%	
Confer with a consultant about own teaching	5%	
Other teaching development activity you have tried?		

Assessing Teaching Development Activities: Criteria

- Increasing awareness of teachers' own teaching practice and philosophy
- Increasing teachers' knowledge of teaching and learning principles
- Improving teachers' level of confidence in their teaching
- Increasing teachers' enthusiasm or passion for teaching
- Making changes in their teaching practices

Which teaching development activity has been most effective for you? Why?

Increasing Awareness of Own Teaching Practice and Philosophy *1 Highly effective – 5 Not effective*	
Confer with a consultant about own teaching	1.71
Write a journal or newsletter article on teaching and learning	1.89
Talk with colleagues about teaching	1.97
Think about effective teaching methods before and after class	2.02
Attend a national or regional workshop on teaching and learning	2.07
Read books on teaching and learning	2.08
Attend a workshop on teaching and learning at own institution	2.18

Increasing Own Knowledge of Teaching and Learning Principles *1 Highly effective – 5 Not effective*	
Confer with a consultant about own teaching	1.86
Attend a national or regional conference or workshop on teaching and learning	1.93
Talk with colleagues about teaching	2.08
Attend a workshop on teaching and learning at own institution	2.09
Write a journal or newsletter article on teaching and learning	2.21
Read books on teaching and learning	2.29

Improving Level of Confidence in Own Teaching *1 Highly Effective – 5 Not Effective*	
Attend a national or regional conference or workshop on teaching and learning	2.15
Think about effective teaching methods before and after class	2.21
Make a presentation on teaching and learning	2.26
Talk with colleagues about teaching	2.26
Gather and review feedback from students about own teaching during a course	2.26
Keep a journal about teaching	2.30
Write a journal or newsletter article on teaching and learning	2.32

Increasing Own Enthusiasm and Passion for Teaching *1 Highly effective –5 Not effective*	
Attend a national or regional conference or workshop on teaching and learning	2.08
Write a journal or newsletter article on teaching and learning	2.11
Make a presentation on teaching and learning	2.14
Think about effective teaching methods before and after class	2.17
Gather and review feedback from students about own teaching during a course	2.25
Talk with colleagues about teaching	2.28

Making Changes in Own Teaching Practices *1 Highly effective – 5 Not effective*	
Keep a journal about teaching	1.50
Think about effective teaching methods before and after class	1.90
Gather and review feedback from students about own teaching during a course	1.95
Attend a national or regional conference or workshop on teaching and learning	2.07
Talk with colleagues about teaching	2.12
Confer with a consultant about own teaching	2.29
Read books on teaching and learning	2.30
Review a videotape of own teaching (alone or with others)	2.31

Sources of Formative Feedback

Self – inventories, reflection, journal, video
Students – feedback during course, evaluations at end
Colleagues – collaborative peer review

Self Assessment

Thinking about effective methods before and after class (97%)

Inventories – ILTL website – Teaching Law by Design Appendix 8-1 (http://lawteaching.org/resources/books/teachinglawbydesign/teachinglawbydesign-appendices.pdf)

Articulate Clear, High Expectations

(1) very often, (2) often (3) occasionally, (4) rarely, or (5) never.

_____ I articulate specific goals (content, skills, values) for each class and my course as a whole.
_____ I clearly communicate my expectations to students for each class, each graded event, and the course as a whole.
_____ I involve students in setting expectations for themselves and the course.
_____ My expectations for students are reasonable and achievable.
_____ I provide feedback on students' performance so that they understand the expectations.
_____ I make myself available to help students achieve my expectations.
_____ I publicly and privately call attention to student success.
_____ I provide clear, specific evaluation criteria to students before a graded performance, paper, or exam.
_____ I model for students by setting and achieving high expectations for my own performance.
_____ I elicit from students their expectations of me and I try to meet reasonable student expectations.
_____ I provide examples of diverse legal professionals who establish and meet high expectations.

Identify one aspect of articulating clear, high expectations you commit to improve this year.

Reflection

Think back about your teaching recently. What moments did you feel the <u>most</u> effective as a teacher?

Think back about your students recently. What moments did you feel that your students were the <u>least</u> engaged?

Review your answers to the two previous questions. What conclusions can you draw about your teaching this week or more gererally about teaching and learning?

Keeping a Teaching Journal

Reviewing Videos of Your Teaching

Feedback from Students

Student evaluations (95%)

Feedback from students during the course (51%)

Teacher Designed Feedback Forms
1. What teaching/learning methods have been <u>most</u> effective for you during this conference?   2. What teaching/learning methods have been <u>least</u> effective for you during this conference?   3. What other teaching/learning methods should the conference presenters try in the future?

Student Advisory Teams

Gerald F. Hess, *Student Involvement in Improving Law Teaching and Learning*, 67 UMKC L. Rᴇᴠ. 343 (1998)

We can get formative feedback by talking with our students informally about their reactions to our teaching methods. A more structured way to gather feedback from our students is through a student advisory team (SAT) — a group of students who meet periodically with the teacher. The students' role is to provide feedback to the teacher about their learning, comment on the effectiveness of particular instructional methods, and offer suggestions to improve the course. The teacher's role is to listen to students' feedback and to implement reasonable suggestions when appropriate.

We must decide how to respond to the feedback. Several types of responses are appropriate: (1) implement reasonable suggestions during the course; (2) explore with the team alternatives that we are more comfortable implementing; (3) explain why we will not act on a particular student recommendation; and (4) decide to make changes the next time we teach the course. It is common for some team members to be skeptical about the SAT process until we respond to their suggestions. The best way to motivate team members is for the teacher to immediately implement a suggestion from the team.

Empirical research supports the value of SATs in legal education. Most team members report that their participation improved their attitude toward the course (98%), the teacher (94%), themselves as learners (82%), and law school in general (82%). In addition, most team members believe that the SAT process improved the course (94%), their learning (84%), and the teacher's effectiveness (92%).

Despite the data confirming the benefits of SATs in law school, they are not appropriate for every teacher. Success of the SAT process depends in part on the teacher's belief that students should share responsibility for course design and delivery with the teacher, that students can give accurate feedback on their learning and the effectiveness of teaching methods, and that they can provide useful suggestions for improvement. Even for teachers who hold these beliefs, SATs present significant challenges. The feedback is raw and honest — sometimes it is hard for the teacher to hear. The SAT is unlikely to succeed if the teacher is unwilling to implement reasonable student suggestions. The teacher must be willing to share control of the course with the students.

Small Group Instructional Diagnosis

Gregory S. Munro, Outcomes Assessment for Law Schools (2000)

Colleagues can help one another gather formative feedback from students. One technique is Small Group Instructional Diagnosis.

> An excellent example of a classroom assessment technique for improving teaching is the Small Group Instructional Diagnosis (SGID). . . . In SGID, feedback about the course and instructor is gathered by breaking the class into small discussion groups to which an outside facilitator [such as a colleague] puts two questions: "(1) What helps you learn in this course?" and "(2) What improvements would you like, and how would you suggest they be made?" Students in each small group discuss and arrive at a consensus in answer to the first question. The facilitator then engages the reporters from each of the small groups in a dialog to arrive at a consensus from the class as to what helps the class learn in the course. The same process is followed in regard to the second question, producing a written set of answers that the facilitator can share with the teacher.

> . . . .

> Note that the SGID process subjects all student comments or criticisms to peer review while the use of the facilitator maintains anonymity. This increases the validity, reliability, and fairness of the feedback. From the author's experience, peer review screens student comments that would be overly solicitous or particularly hurtful while ensuring that shared objective observations, no matter how harsh, are stated.

> Small group instructional diagnosis is a three-step process….First, you and a colleague meet to discuss the SGID process, your instructional concerns, and the types of feedback you would like to receive. In that discussion, you and your colleague generate the two or three questions that will be posed to your students. Second, you leave class thirty minutes early to allow your colleague to meet with the students. The colleague collects the feedback from your students and prepares a summary written for you. Third, you and colleague discuss the feedback and suggestions for improvement in the course.

Collaboration With Colleagues

Class observations (50%)

Collaborative Peer Review Program Principles

Kreig & Waggoner, COLLABORATIVE PEER REVIEW: THE ROLE OF FACULTY IN IMPROVING COLLEGE TEACHING (1994)

1. Programs should be built on the premise that "good teachers can become better;" programs should not be considered remedial.
2. Faculty participation should be voluntary.
3. Classroom visits should be reciprocal.
4. Participants should determine in advance what aspects of teaching are to be assessed (goals; data; impressions)
5. The feedback process should include data, positive feedback, and suggestions for improvement
6. Results should be kept confidential and apart from summative evaluation [the process of evaluating teachers for retention, tenure, or promotion].

Peer Feedback Form Example:
Answer for the Most Recent Visit You Made to a Colleague's Class

Goals

What worked?

What didn't work?

Data

Think-Pair-Share:
What Information and Data from Peer Observations is Most Important

Classroom Observation Form

Types of Questions Asked

Open ended	
Closed ended (yes-no)	

Who Speaks (Male-Female)

# of men in class:
_____

# of women in class:
_____

Male	
Female	

Inappropriate Tech Use

10 Mins.	
40 Mins.	
End of Class	

Who Speaks in Class (race)

# of SOC in class:
_____

# of WS in class: _____

Students of Color (SOC)	
White Students (WS)	

Classroom Activities Log

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3:19

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4:15

Developing as a Teacher – Selected Annotated Bibliography

Books
- Schwartz, Sparrow & Hess, TEACHING LAW BY DESIGN II: ENGAGING STUDENTS FROM THE SYLLABUS TO THE FINAL EXAM (2017) – Chapter 8, "Developing as a Teacher"; Appendices 11-1 "Faculty Inventory" and 11-2 "Reflection Prompts"
- Hess, Friedland, Schwartz, & Sparrow, TECHNIQUES FOR TEACHING LAW 2 (2011) – Chapter 13 "Teacher Development and Inspiration"
- Hess & Friedland, TECHNIQUES FOR TEACHING LAW (1999) – Chapter 10 "Classroom Assessment: Feedback to Teachers"
- Brookfield, *Becoming a Critically Reflective Teacher* (1995) – many prompts and exercises for self-reflection and self-assessment
- Keig & Waggoner, *Collaborative Peer Review: The Role of Faculty in Improving College Teaching* (1994) – protocol for reciprocal class visits; peer observation instruments
- Angelo and Cross, *Classroom Assessment Techniques* (2nd ed. 1993) (classic book on gathering feedback on teaching and student learning during course)

Articles
- Heather Gerken, *How to Teach the Socratic Method with a Heart*, THE LAW TEACHER, Vol. 21, Issue 1 (Fall 2014).
- Gerald F. Hess & Sophie M. Sparrow, *What Helps Law Teachers Develop as Teachers? – An Empirical Study*, 14 WIDENER L. REV. 149 (2007) – effectiveness of formative assessment techniques
- Gerald F. Hess, *Improving Teaching and Learning in Law School: Faculty Development Research, Principles, and Programs*, 12 WIDENER L. REV. 443 (2006) – comprehensive faculty development and formative assessment program for law schools
- Gerald F. Hess, *Learning to Think Like a Teacher: Reflective Journals for Legal Educators*, 38 GONZAGA L. REV. 129 (2003) – teaching journal to assess and improve teaching
- Gerald F. Hess, *Student Involvement in Improving Law Teaching and Learning*, 67 UMKC L. REV. 343 (1998) – student advisory teams to assess and improve teaching

Website
Institute for Law Teaching and Learning – http://www.lawteaching.org/ – access to articles, books, videos, links, conferences on law teaching and learning