

PAES Instructional Enhancement Initiative

College of Education & Human Ecology
The Ohio State University

It's time to choose a book for the PAES winter quarter book club.

We're considering:

- *What the best college teachers do*
- *The joy of teaching*
- *Creating significant learning experiences*
- *Rethinking faculty work*
- *Effective teaching with technology*

Any ideas or reactions?

Eggheads & Eggrolls: Setting Meaningful Instructional Goals

It's time for another Eggheads and Eggrolls discussion - this time, on setting meaningful instructional goals

We have spent several years talking about important areas within instruction where we can focus our time and energy. Discussions have ranged from developing a philosophy of instruction, to fostering critical thinking in our students, to most recently, making assignments worth grading.

This discussion will help each of us consider the broad range of options that are available to enhance our teaching and encourage us to identify meaningful goals for instructional improvement.

The discussion is just in time to meet the new requirement of selecting goals for peer review of instruction for the coming year in our annual reviews.

RSVP by Nov 30th—reservation forms coming soon!



Eggheads Date:

**Monday, Dec. 4
12:-00-1:30
Location: TBD**

Lunch provided

November 15 Workshop: Making Assignments Worth Grading

On November 15, Dr. Kathryn Plank from FTAD met with 17 PAES faculty to discuss issues around grading and alignment of our course assignments with the course goals. She reminded us to begin with what we want our students to learn and then design assignments (papers, tests, etc.) that assess that learning. From there, she said, we back up and decide on the content of the course and the day-to-day activities. In general, she asked whether our grading truly reflects what we value—what we really want students to learn. Makes sense, doesn't it? But it's not always the way all of us have done things in the past. Dr. Plank provided some excellent and thought-provoking ideas and reminded us that FTAD is available to support our instruction.

Want to learn more about effective grading?

From the FTAD library (available for checkout).

- *Effective grading: A tool for learning & assessment* by Walvoord & Anderson. This well-written book approaches grading not as a separate activity, but as an integral element at every stage of the larger process of teaching and learning.
- *Tips for Improving Testing & Grading* by Ory & Ryan. This book offers practical advice for developing and grading classroom assignments.

Resources available at Ohio State:

- *Center for the Study and Teaching of Writing* provides resources on designing and grading writing assignments, as well as consultation services. <http://cstw.ohio-state.edu/>
- *Test Administration and Scanning Services* provides resources on helping faculty interpret test scoring reports and performs item analysis. <http://www.ureg.ohio-state.edu/ourweb/tests/>

On-line resources:

- http://www.indiana.edu/%7Ebest/best_documents.shtml
This web page includes a number of resources, such as:
How to Write Better Tests
Quick Guide to Better Tests
Test Reliability: A Handbook for Improving Test Reliability
- http://idea.ksu.edu/papers/pdf/Idea_Paper_16.pdf
Improving Multiple Choice Tests (IDEA paper no. 16)
- <http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/mc4critthink.html>
Some Techniques for Writing Multiple-Choice Items that Demand Critical Thinking

All resources from FTAD website: <http://ftad.osu.edu>

INTERTEACHING: A model for enhanced instruction in higher education

By Helen I. Malone, Faculty Member in Special Education, School of PAES, & Judah B. Axe

Interteaching is a variation of the standard lecture-based college teaching format comprised of three main parts: (a) prior to each class session, students read assigned course material and complete answers to a preparation guide; (b) during class, students are paired with one or two other students and required to discuss their answers to the preparation guide questions for 30 to 40 minutes; and (c) the students are required to complete an interteach record, which asks about the quality of the discussion and concepts from the reading with which they had difficulty. The records are submitted to the instructor who focuses the brief lecture (i.e., 20- to 30-minutes) on the areas where the students indicated they had difficulty.

This teaching method, when compared with traditional lecture-based teaching, has been found to result in higher quiz scores and to be preferred by college students (Saville et al., 2005; Saville et al., 2006). This quarter, I am working with two graduate students to compare the effects of two formats of preparation for interteaching on quiz performance of undergraduate students in a special education course. In *EDU PAES 737: Methods of Instruction II for Children with Moderate/Intensive Disabilities: Implementing and Evaluating Instructional Programs*, we are using the basic interteaching format as described above. To evaluate the differential effects of two preparation procedures on quiz performance, we have randomly assigned eight weeks of the quarter to two different conditions. In one condition, students are required to answer study guide questions as described by Boyce and Hineline (2002). We prepared the questions prior to the beginning of the quarter and posted them to the class website on Carmen. In the other condition, students are required to generate their own study guide questions based on the assigned reading. On the first day of class, I provided them with guidelines for writing study guide questions and suggested that they use the questions already posted on Carmen as a model. At the end of the quarter, we will compare average quiz scores for the class across the two preparation conditions. Addition-

ally, we will provide the students with a social validity questionnaire to examine their opinion of interteaching in general, as well as the two conditions.

While we are examining specific components of this instructional methodology, there appear to be several general and overarching benefits of interteaching. First, in previous studies examining this method, most of the students preferred interteaching to traditional (i.e., lecture-style) teaching methods. The students in my class seem to particularly enjoy the discussion component, although they do sometimes wander off topic to discussions of their field placements. This may have to do with the fact that I am having them read research articles rather than a text book this quarter, which they all report as being difficult. They are, however, easily redirected to consider how the issues they raise in relation to their field placements relate to the articles they are reading. It has been interesting to see the instructional methods presented in the research articles that they discussed in class appear in their lesson plans and other assignments.

A second advantage of this method of teaching is that it is largely student-directed. My students provide weekly feedback about what components of the readings they do not understand as well as what aspects are clear. In this way, we are able to focus our attentions primarily on areas that the students are struggling with. In general, I have found this to be a very effective and efficient way to cover material each week. There is also a place for my students to make general comments about the class. These comments are particularly beneficial, because I can make immediate adjustments to this class, rather than waiting for mid-quarter evaluations. In this way, the students are aware that they are an integral component of the class and that their feedback is valued.

From my perspective, I have found using this instructional method to be beneficial for several reasons. First, while it took a significant amount of time to set up this course using the interteach methodology, I am finding that I actually have more time each week to focus on research and writing. This summer, I spent several weeks iden-

INTERTEACHING, Continued

identifying all of the readings, writing study questions with a graduate student, and developing all of the quizzes. Each week, I now review the readings to develop a brief lecture outline, refine the quiz questions as necessary, and grade the students' work from the previous week. This work takes me much less time than preparing weekly lecture materials. Second, I have found it especially beneficial for my students to have them actively discuss the readings and identify problem areas themselves. Although they have struggled with this transition, they are developing new skills as critical thinkers, which they were not utilizing when the quarter began. I have had these students in past quarters, and they have been content to passively listen to lectures and jot down a few notes. Now, there is a greater responsibility put on them to come prepared to interact with the material.

Although we won't know until the end of the quarter which preparation method led to the highest quiz scores or which method the students preferred, I do know that this is an instructional methodology that I will continue to use in future classes.

References

- Boyce, T. E., & Hineline, P. N. (2002). Interteaching: A strategy for enhancing the user friendliness of behavioral arrangements in the college classroom. *Behavior Analyst*, 25, 215–225.
- Saville, B. K., Zinn, T. E., & Elliot, M. P. (2005). Interteaching versus traditional methods of instruction: A preliminary analysis. *Teaching of Psychology*, 32, 161–163.
- Saville, B. K., Zinn, T. E., Neef, N. A., Van Norman, R., & Ferreri, S. J. (2006). A comparison of interteaching and lecture in the college classroom. *Journal of Applied Behavior Analysis*, 39, 49–61.

Making Teaching and Learning Visible: Course Portfolios and the Peer Review of Teaching (2006)

By Bernstein, Burnett, Goodburn, & Savory
(reviewed by Darcy Haag Granello)

A professor who spends time in a library, laboratory, or in the field conducting research, reading journals, or interacting with data would never consider discarding all of the information at the end of the semester. Instead, the information is parlayed into scholarship, articles and books that disseminate the findings to other scholars, impact the profession, and serve as the foundation about that professor for hiring, promotion, and tenure decisions. Yet the authors of *Making Teaching and Learning Visible* argue that each and every semester, professors in fields all across the academy systematically discard the evidence of all the intellectual effort that has been put into their teaching. As each course is developed and taught, professors work to create a syllabus that addresses a topic in a way that is useful and appropriate. They develop lectures, assignments, and interactive projects that are meaningful and contribute to student understanding and passion about the topic. They work hours to grade papers and give feedback to students in ways that will foster a desire to continue to learn. Then, when the semester ends, everything is discarded, and the only trace that remains of all the effort is the students' final grades. As a result, there is nothing to share with colleagues, nothing to help develop future iterations of the course, and nothing to share with promotion and tenure committees. In short, the undocumented work of teaching often is overlooked and quickly forgotten.

Making Teaching and Learning Visible represents an attempt by four authors to make a fundamental change in the documentation of teaching, thereby enhancing the value placed on teaching within the academy. The book discusses the process of developing a peer review of teaching system that is based on the course portfolio. Fundamentally, the book promises to help readers (a) develop ways to show the intellectual work of teaching that takes places inside and outside the classroom; (b) find methods to systematically investigate, analyze, and document student learning; and (c) communicate the results of the first two items to campus or disciplinary audiences. The book is an effective and engaging book for faculty who wish to find ways to better conceptualize their teaching and their students' learning and to make the results visible, both for themselves and for others.

FTAD has selected *Making Teaching & Learning Visible* for the campus-wide faculty book club, which will be held during winter quarter. Contact FTAD for more information or to join the book club.



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To become more involved in the initiative,
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PAES TEACHING INITIATIVE WEBSITE:
WWW.EDUCATION.OSU.EDU/PAES
THEN, LOOK UNDER "INSTRUCTIONAL ENHANCEMENT"

By Chris Zirkle, PAES faculty member in Workforce Development

In 2004, the faculty in Workforce Development and Education involved with career-technical teacher licensure were awarded the PAES Instructional Enhancement Award for their proposal to develop strategies to improve the passage rate of Career and Technical Education Teacher Licensure candidates on the PRAXIS Principles of Learning and Teaching (PLT) Assessment. The proposal centered on the creation of PRAXIS PLT study materials, including a CD-ROM with PRAXIS related resources. The faculty also developed a 2-hour workshop for all students enrolled in teacher preparation programs across the university.

In both 2004 and 2005, more than 100 students attended the PRAXIS workshop, and over the past three years (2004-06), more than 400 CD-ROM's have been distributed.

Each version of the CD has been updated to include more information regarding PRAXIS PLT, such as:

- 40 pages of example responses to constructed response questions on the PLT
- A listing of PRAXIS study materials available in the OSU library system
- Powerpoints on the PRAXIS from OSU faculty and faculty from other institutions (permissions were given to include these)
- ETS tests-at-a-glance (ETS gave us permission to add these)
- Test taking tips

While OSU has a great overall passing rate on the PRAXIS, attendance at the PRAXIS PLT workshops and the demand for the CD-ROMs indicates that students still have questions and anxieties about the assessments, so the material on the CD-ROM may be helping them succeed.

The PRAXIS PLT initiative now has a partner organization, the OSU chapter of the national graduate student honor society in career-technical education, Omicron Tau Theta, which has provided the funds for the manufacture of the CD-ROMs for the past two years. If you want to know more about the OSU Chapter of Omicron Tau Theta, including pictures from the 2004 and 205 workshops, the website is: <http://www.coe.ohio-state.edu/czirkle/ott.htm>

The faculty in Workforce Development and Education originally set out to assist one group of individuals, and the effort has grown to serve a much bigger audience. This helps illustrate the value and importance of the Instructional Enhancement Initiative not only for students within PAES, but throughout the university.

Congratulations, Dr. Zirkle, for your ongoing hard work in this area!