Feb 20th, 11:15 AM - 12:00 PM

Critical Teaching Behaviors: What Does "Good" Teaching Look Like?

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Recommended Citation

Barbeau, Lauren M. and Cornejo Happel, Claudia, "Critical Teaching Behaviors: What Does "Good" Teaching Look Like?" (2020). *SoTL Commons Conference*. 34.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2020/34

Critical Teaching Behaviors

Categories and Definitions	Specific, observable instructor behaviors	How can I document critical teaching behaviors in this category?
Align Instructors who align components of learning experiences start with clearly defined learning outcomes. Teaching and learning activities, assessment tasks, and feedback build on each other to support student progress towards these outcomes.	• Define learning outcomes at course, module, lesson, and assignment levels • Draw connections between course components and communicate to students • Connect course outcomes to program/department outcomes and accreditation standards as applicable	• Course and/or Curriculum map • Course materials and assignments that explicitly show alignment across course components • Test blueprints • Learning outcomes at course, module, lesson, and assignment levels
Integrate Technology Instructors who integrate technology responsibly use tools to provide access to high quality instructional materials and accessible, engaging learning opportunities beyond traditional barriers of place and time.	• Consult with instructional designers to deve lop online course materials • Create course media using lightboard, Kaltura, or other available campus technologies • Attend technology training • Select technology tools appropriate to learning outcomes • Limit technology tools used • Evaluate technology tools for accessibility and privacy • Use LMS provided by institution • Prioritize LMS tools over other technology tools • Evaluate cost/ benefit of using tech tools • Use responsive design (for use of materials on different size screens)	• Syllabus (i.e. accessibility statement, statement on technology integration) • Assignment instructions/ prompts • Instructor-created tutorials • Instructor-created web content [text, video, audio, etc.] • Course map/ lesson plan • Student feedback • Teaching observations and reviews (peers, CTE, QM, etc.) • Online courses/ modules
Include Instructors who create an inclusive learning environment plan for student diversity by utilizing accessibility standards when designing and delivering content. They cultivate an atmosphere in which students experience a sense of belonging conducive to emotional well-being for learning	• Incorporate varied instructional strategies • Design instruction based on Universal Design for Learning principles • Use people-first language • Create and share accessible digital content • Provide support for students with disabilit ies • Select course materials representing a range of diverse voices • Conduct classroom discussions with respect for all students and viewpoints • Structure classroom discussions to promote equity in s Seek feedback from faculty development staff on alignment of course component • peaking time for all students • Respond to students and encourage professional relationships (including office hours, open door policy, etc.) • Mentor students • Model appreciation and respect for diversity in all modes of communication • Demonstrate consideration for student well -being	• Diversity statement • Course map/ lesson plan • Instructor-created digital materials • Syllabus (accessibility statement, inclusive language, content/ material choices, communication policy/ office hours, multiple means of contact) • Teaching Philosophy Statement • Discussion and active listening guidelines • Discussion roles/activities • Teaching awards or recognition related to diversity • Student feedback • Teaching observation • Mentorship agreement and products of mentorship • Documentation of student job placement/ internship

	● Co-create governing classroom policies with student input	

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Engage Instructors who engage students purposefully select research-based techniques to ensure that students actively participate in the learning process and take responsibility for their intellectual development.	● Engage students using one or more of the following strategies: discussion, active learning, collaborative projects, metacognitive activities, reflection prompts, service learning, lab work, etc. ● Establish and maintain social presence in online course components ● Ensure participation of all students ● Plan and facilitate adaptive learning experiences ● Connect students with campus and learning support resources ● Use examples, anecdotes, and autobiographical illustrations in explaining difficult concepts ● Express genuine concern for helping students learn ● Collect just-in-time feedback on student learning ● Create opportunities for students to ask questions ● Relate course content to real-world, relevant examples ● Appropriately chunk lecture material ● Facilitate integration of knowledge by encouraging students to make connections between course material and other courses ● Encourage student ownership of learning ● Encourage civic engagement of students ● Engage in disciplinary scholarship, creative projects, and professionalization	● Student feedback (mid-term and/or SRI) ● Teaching Observations (by peers and/or CTE) ● Activity instructions/ prompts ● Lesson plan ● Online module ● Transcript of online discussion board ● Teaching awards ● Check-in emails to update or congratulate students on progress ● Assignment instructions/ prompts ● PowerPoint slides ● Student work samples ● Video recording of classroom teaching/ video lecture
Assess Instructors who integrate assessment into their teaching develop and facilitate transparent, meaningful assessment tasks to provide students with timely feedback on their learning and measure achievement of learning outcomes. They regularly review data to improve instruction.	● Schedule regular summative assessments ● Embed formative assessments in lesson plans ● Provide timely feedback to students ● Create opportunity for students to self-assess progress ● Define purpose, criteria, and task for assessments ● Provide a range of assessment tasks to make relevant to a variety of student interests ● Assign scaffolded tasks	● Prompts/ instructions for formative and summative assignments ● Example feedback to students ● Student work samples ● Student data demonstrating achievement of learning outcomes ● Rubrics/ Grading criteria ● Course calendar (distribution and variety of assessments over the course of the term) ● Syllabus (grading policies, turn around time, grade distribution)
Reflect	● Journal to reflect on classroom experience	● Teaching Philosophy Statement

Instructors who reflect regularly gather feedback on their teaching from self-assessment, students, and peers to identify opportunities for growth. They pursue improvements to their instruction through professional development and research activities.	- Consult with professional development staff to enhance teaching methods - Analyze student feedback (mid-term and end-of-term) - Review student performance data - Conduct a SoTL project - Attend professional development ev ents dedicated to teaching - Invite feedback on teaching from students and colleagues - Build content expertise through on -going reading, research, and professional development in field of study	- SoTL paper/presentation/award/fellowship - CTE badges/certificates/workshop transcript - Teaching presentations / workshops - Student feedback (SGID/SRIs) - Written reflections - Observation - Professional development plan