

Office of the Executive Vice President and Provost

Info Session: On Teaching

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Agenda for Today

- To provide information on teaching resources and supports available to faculty as you begin to establish your record as UI instructors.
- To discuss teaching strategies and consider the importance of teaching in the process of annual review, promotion and tenure.
- Questions / Comments



On Teaching at The University of Iowa

- How was this first semester of teaching?
- What went well?
- What needs improvement?
- Where do you go from here?



Faculty Teaching Development

- Reasons junior faculty initially struggle as instructors of record:
 - Transition to teaching a new content area
 - Overprepared / underprepared for class
 - Teaching style balance or lack there of
 - Lack of understanding of the expectations of teaching in their department
 - Lack of formative feedback while teaching
 - Not seeking support from colleagues, DEO or ADF
 - Assessment of current teaching evaluations moving into the next semester

Faculty Teaching Development

→ Remember key teaching principles:

- Know your audience and reflect on how that information shapes your course design
- Correspondence between learning objectives, assessments, and instructional activities is important for course success
- Be clear on what you expect from your students
- Focus your course on what matters. It is impossible to cover it all
- Recognize and address your “expert bias”
- Evaluate your teaching style
- Evaluate course based on student’s reflection / feedback

Think ahead to a major milestone, like your third-year or tenure review.

How do you hope to have developed as a teacher?



Teaching Portfolio:

A flexible evidence-based tool that engages creators in a process of consensus, reflection, and collaborative analysis of their learning about teaching.



Based on John Zubizarreta, learning portfolio workshop presented for the University of Iowa Center for Teaching, January 11-12, 2007

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Teaching Statements

- Your current statement got you this job. Keep revising and editing it so it reflects your growth as instructor.
- Correspondence between your research/professional productivity and teaching
 - Integrating feedback from students
 - Seeking feedback on teaching statement



Teaching Evaluations



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→ Peer reviews will include a minimum of one course teaching observation per semester. The faculty member coordinates for the direct observation of his/her teaching and for individual interviews involving a representative sample of students.

- How to prepare
- What NOT to do
- What is the typical process
- What is the outcome

OTLT Center for Teaching offers free, voluntary, confidential teaching observations and consultations.

Teaching and Annual Reviews

→ ACE Evaluations and Student Feedback

- Sample questions
- How are results distributed to you
- Discussing your feedback with your DEO
- Using your data and feedback to improve your teaching

How do you request and leverage student feedback?

Teaching and Annual Reviews

- A strategy for next semester: do a mid-semester check-in! Ask students to reflect on their learning:
- What is the instructor doing to help them learn?
 - What in the course is making it challenging to learn?
 - What strategies are they using to learn in your course?

OTLT Center for Teaching staff can help you ask these questions, interpret student feedback, and respond to students/implement changes.

Support for Teaching (an incomplete list):

- Departmental, Collegiate, and Provost Office leaders
- Distance and Online Education
- Disciplinary Library Liaisons
- ITS Help Desk (for help with ICON etc)
- Office of Teaching, Learning, & Technology
- Other resources ???

The ITS Office of Teaching, Learning, and Technology provides integrated, comprehensive, expert support of teaching and learning through:

- Course coordination and academic technology (*Instructional Services*)
- learning spaces design and support (*Learning Spaces Team*)
- teaching and learning analytics and research (*Research & Analytics*)
- faculty, graduate student, and organizational development (*Center for Teaching*)

OTLT Center for Teaching

- Faculty
- Graduate Students
- Postdocs
- Administrators
- Instructional staff

**1:1
Consultation**

Programs

- Course Design
- DEI in Teaching Practice
- Early Career Faculty
- Graduate Students' Development
- TILE
- SoTL

Workshops

**Involvement in
institutional
planning**

- Campus-wide
- Collegiate
- Departmental

Examples

- First Generation Task Force
- P-3 Projects

On Teaching Assistants

→ Working with a TA for first time

- Expectations and roles
- Training for TAs
 - OTLT Center for Teaching
 - College of Education Teaching Certificate
 - Grad College + CIRTL

→ Working with TAs in clinical / experiential courses

- Professional considerations [ethics, confidentiality, prof development]
- Define clear expectations to guide evaluation of TA at the end of the term

Best Practices

→ Teaching with inclusive mindset:

- Learn pronouns and names – and work to pronounce them correctly
- Develop and revisit community discussion agreements
- Prioritize transparency – articulate and discuss the purpose of assignments and the meaning of higher ed terms (e.g. some UI first generation students have reported thinking that “office hours” were times to not bother their professors)
- Be mindful of the audiovisual materials you include in your course
- Strive for balance between learning modalities to ensure you are reaching out all your students

Best Practices

What effective strategies have you used or seen used?

A few resources:

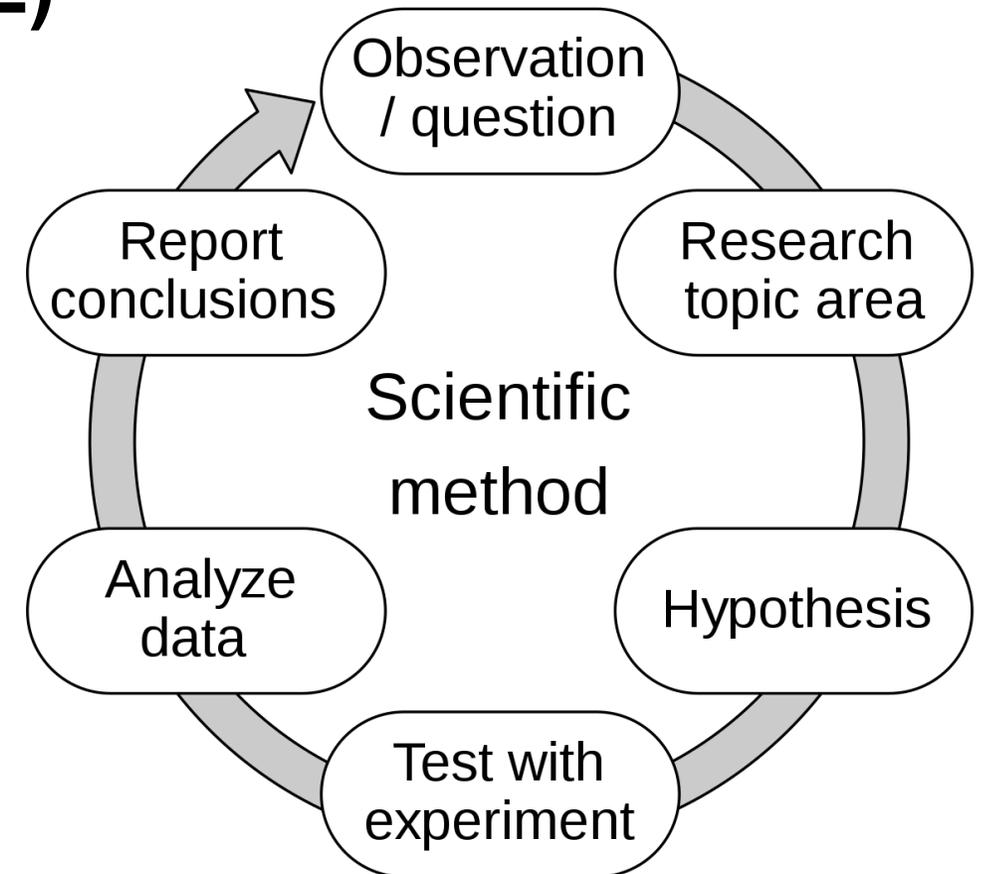
- Chavella T. Pittman's [ten in-the-moment responses](#) for addressing micro and macro-aggressions in the classroom
- A [guide](#) to inclusive teaching by Viji Sathy and Kelly A. Hogan in the Chronicle of Higher Education.
- UI Center for Teaching, [“Teaching Through Tough Moments”](#)

Teaching as Research/Scholarship of Teaching & Learning (SoTL)

Teaching as research involves the systematic and reflective use of research methods to develop and implement teaching practices that advance the learning experiences and outcomes of all students.

- Clearly stated on teaching statement
- Ability to forecast future work based on current projects
- Ability to engage students in the process

OTLT Center for Teaching provides SoTL consultations and OTLT Research & Analytics provides an umbrella IRB for SoTL studies



One model for Reflective Teaching:

As you enter the end of each academic session try this reflective exercise:

→ What?

→ So what?

→ Now what?

Questions?



Next Sessions

- **February 15:** Time management; 12-1; [via zoom](#)
- **March 1:** Email management; 12-1; [via zoom](#)
- **May 4:** Writing plan for summer; 130-3; [via zoom](#)



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