



Association of College and  
University Educators

# UNIVERSITY OF MONTANA – WESTERN

---

## Cohort Progress Report

IN COLLABORATION WITH



*Leadership and Advocacy*

---

GENERATION DATE:  
**November 30, 2017**

COHORT CODE:  
**UMW-B\_Fa17**

## ENROLLMENT

10

# course-takers invited

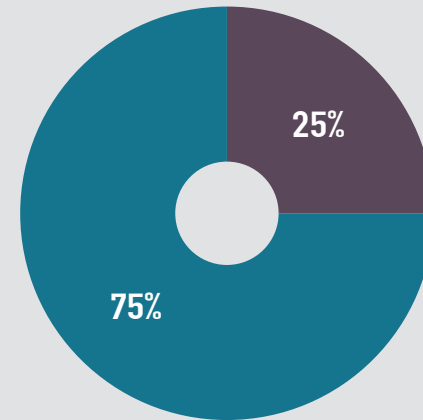
9

# course-takers post-add/drop period (21 days)

9

# course-takers currently enrolled

## DEMOGRAPHICS

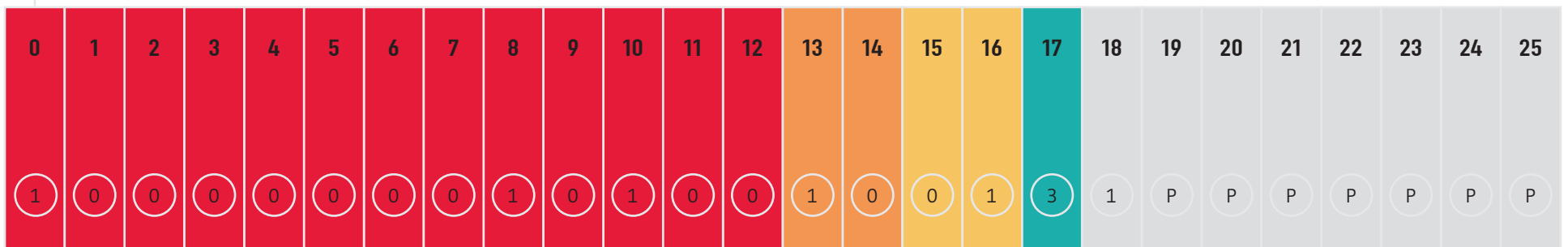


● Tenured 25%  
● On a tenure track 75%

Based on 4 responses

## MODULE COMPLETION DISTRIBUTION

# Modules Complete



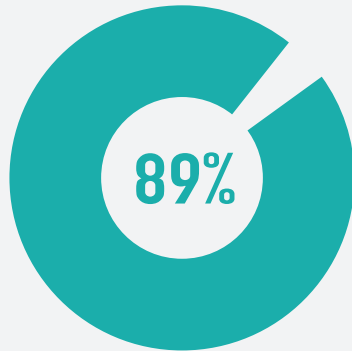
# Participants

■ = On Track ■ = 1-2 modules behind ■ = 3-4 modules behind ■ = > 4 modules behind ■ P = Pending

## ENGAGEMENT

Participants find the course and its presentation of evidence based teaching practices engaging and relevant to their work.

After completing 17 modules:



**89.3% of responses from faculty members** indicate they agree or strongly agree that the knowledge and skills presented in the modules are relevant to their work. (8 respondents; 95 responses)

## LEARNING

Course takers improved their knowledge of evidence based teaching practices.

After completing 17 modules, faculty indicate they:

**[ Learned 23 new techniques ]**

(avg. 1.4 techniques per person, per module)

**[ Learned more about 33 techniques ]**

(avg. 1.9 techniques per person, per module)

## IMPLEMENTATION

Faculty are implementing evidence based teaching practices.

After completing 17 modules, faculty indicate they:

**[ Implemented 14 new techniques ]**

(avg. 0.8 techniques per person, per module)

**[ Plan to implement 20 additional techniques ]**

(avg. 1.2 techniques per person, per module)

## EXAMPLE REFLECTIONS

To complete each module, faculty write a reflection on the experience of implementing a new technique in their class or on-line environment. These written reflections are shared with their cohort colleagues and include the successes and challenges encountered as well as next steps for continuous improvement. The reflections are scored by ACUE using a rubric; incomplete reflections are returned to course-takers with specific feedback for revision.

“The technique that I used was the assessing discussion, but I really did a key adaptation to my previous work on this. I have previously assessed student participation on a rubric that they could access in the course materials. This time I reviewed the rubric on the day of use and had them have it in front of them. This technique was used in one of the videos to help the students think about the expectations at the time of the discussion. I was really surprised at how many more comments I got from the discussion when I did this. The students seemed to really respond to having the grading expectation more at the forefront of their mind. I heard from many more students and that meant that the students who usually made comments had to go deeper to really be noticed.”

### FROM PLANNING EFFECTIVE CLASS DISCUSSIONS

“First of all, let me just say that I was looking forward to this module because I’ve never felt that discussions were a strong point in my class. I decided to use the idea of having students generate discussion questions for the book we read in class. What I get from the book, what I want students to get from the book is not always what they want or see. On the day of discussion, I had students anonymously write their questions on a piece of paper. I then read the questions out loud and we tried to answer each one. The more interesting questions were the more controversial ones. I was surprised [by student responses]. I’m afraid if I would have phrased the question, my personal bias would have been apparent. Students were more free with each other and let their politics and positions stand. I also think it worked well because the questions were asked anonymously, so more personal/sensitive questions could be addressed.”

### FROM PLANNING EFFECTIVE CLASS DISCUSSIONS

“For this module, I used a Think-Pair-Share activity. I asked them to get up and move to a different table and find a partner. Overall, the activity went well. As I circulated throughout the room during the “pair” section of the activity, students were actively engaging with the text and each other. I overheard comments such as “I’d never thought about [this content] from that perspective.” I also saw students’ notes on the reading and they pointed out sections they’d underlined to their partner. They seemed quite comfortable working in pairs to unpack the excerpt.”

### FROM USING ACTIVE LEARNING TECHNIQUES IN SMALL GROUPS