Writing Teaching Philosophies

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OUHSC College of Pharmacy
AACP Institute May 2010
Objectives

1. Reflect on the strengths and areas of improvement on your teaching philosophy
2. Evaluate your teaching philosophy using a teaching philosophy checklist
3. Evaluate the six step structure for writing a teaching philosophy
4. Revise your teaching philosophy incorporating elements from the institute.
Activity

- Turn to page 1 of Teaching Philosophy Exercise handout
- Take 2 minutes: Complete 5 questions about your teaching philosophy
- Large group discussion
Activity 2

- Turn to page 2 of Teaching Philosophy Exercise handout
- Take 3 minutes: Evaluate your own teaching philosophy using the scoring checklist
- Large group discussion
6 Items to Address in Philosophy

1. A description of your teaching belief(s)
   - you may have several beliefs in one teaching philosophy and may describe each separately

2. Why that belief is important to help students learn

3. Any literature that offers evidence of the benefit of your belief
   - education research articles and theory
   - If you refer to specific article or readings include a reference and a reference list
6 Items to Address in Philosophy

4. How do you enact that belief?

5. A summary of feedback you have gotten from your learners about your ability to practice/achieve that belief
   - “Comments I have received about my ability to do X are”:
   - highlights the benefit of asking students for feedback about specific items in your teaching philosophy

6. References (if applicable)
Activity 3

- Using the six steps, the checklist and what you have learned from the institute
  - Revise your teaching philosophy
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Closing the Loop
In Active Learning

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How Do You Assess Active Learning?
Objectives

1. Define rubrics
2. During an assessment activity, contrast the 3 types of assessment scoring sheets
3. Compare rubrics to 2 types of performance assessments (checklists and rating scales)
4. List at least 1 benefit of rubrics (for both faculty and students)
5. Review the 10 steps for creating a rubric
Activity
Activity – Getting Started

- Step 1. Get 2 different types/brands of chocolate chip cookies
  - one labeled cookie A
  - one is labeled cookie B
- Step 2. Please do not eat the cookies until instructed
- Step 3. Gather the 3 assessment forms (forms #1-3)
Activity – Part 1

- Step 4. Take out **form 1**

- Step 5. Grade cookie A and cookie B using form 1 – take 30 seconds

- Step 6. Discussion questions
Form 1 Questions

1. Do you have a **clear winner** according to your scores?
2. Did everyone pick the **same winner**?
3. Does the scored winner **match your personal preference**?
4. Could you derive **average scores** for cookie A and B?
5. Do you feel **any categories missing** on the grading form?
Activity – Part 2

- Step 7. Take out form 2

- Step 8. Grade cookie A and cookie B using form 1 – take 30 seconds

- Step 9. Discussion questions
1. Do you have a **clear winner** according to your scores?
2. Do you have the **same winner** as form 1?
3. Did everyone pick the **same winner**?
4. Does the scored winner **match your personal preference**?
5. Could you derive **average scores** for cookie A and B?
6. Do you feel **any categories missing** on the grading form?
Activity – Part 3

- Step 10. Take out form 3

- Step 11. Grade cookie A and cookie B using form 1 – take 1 minute

- Step 12. Discussion questions
Form 3 Questions

1. Do you have a **clear winner** according to your scores?
2. Do you have the **same winner** as form 1 & 2?
3. Did everyone pick the **same winner**?
4. Does the scored winner **match your personal preference**?
5. Could you derive **average scores** for cookie A and B?
6. Do you feel **any categories missing** on the grading form?
Overall Activity Questions

1. Which form do you like the best?
2. Was there a form you disliked the most?
3. What impact would knowing the cookie brand have on your grading?
4. How much does your cookie preference influence your grading?
5. How well do the forms promote similarity in grading among participants in room?
6. Which overall would facilitate feedback delivery to students the best?
Grading Tool Differences

- Each form labeled as grading tool
  - Form 1 – Checklist
  - Form 2 – Rating scale
  - Form 3 – Rubric

- Names used interchangeably but each have different features
Checklist
Checklist

- Rater selects from written list of dichotomous criteria
  - Strengths
    - Diagnostic
    - Charts progress
  - Weaknesses
    - Forces rater to make absolute decision between 2 choices (yes/no)
### Visual Learning Aids – Presentation Slides

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<thead>
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<tbody>
<tr>
<td><strong>1.</strong> Appropriate <strong>background</strong> with light colored <strong>text</strong></td>
<td>Yes</td>
<td>No</td>
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<td><strong>2.</strong> Appropriate <strong>font</strong> used on slides</td>
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<td>No</td>
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<td><strong>3.</strong> Appropriate <strong>amount of text</strong> on majority of slides (easy to read – paraphrased well)</td>
<td>Yes</td>
<td>No</td>
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<td><strong>4.</strong> The majority <strong>pictures, tables or graphs</strong> were of quality and/or were meaningful</td>
<td>Yes</td>
<td>No</td>
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<td><strong>5.</strong> Slides were <strong>professional</strong></td>
<td>Yes</td>
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Rating Scale
Rating Scale

- Rater scores along a continuum of criteria
  - Strength
    - Offers more feedback to student by rating criteria on Likert scale.
  - Weaknesses
    - What does a 2 vs. a 3 mean?
    - Students may focus on score vs. area of weaknesses
    - Difficult if scale changes on form
      - Start with always – never – then - poor – excellent
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<tr>
<td>1.</td>
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<td>Strongly Disagree 1</td>
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<td>2.</td>
<td>Appropriate <a href="#"><strong>font</strong></a> used on slides</td>
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<td>2</td>
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Using the teacher behaviors listed, rate the teacher with this scale:
5=Excellent, 4=Above Average, 3=Good, 2=Fair, 1=Poor, N=Not Applicable

1. **EVALUATION OF LECTURE**
   a. Content of lecture reflected the stated learning objectives and assigned topic.
   b. Material was presented in a logical and organized sequence.
   c. New or complex concepts were explained clearly at understandable level.
   d. Lecturer emphasized important points and summarized effectively.
   e. Lecturer was receptive and appropriately responsive to students’ questions.
   f. Lecturer was sensitive to the students’ prior level of knowledge.
   g. Delivery of lecture was audible, easy to understand, and free of distractions.
   h. Lecturer made appropriate use of instructional aids (handouts, slides, etc).
   i. Instructional aids were clear and understandable, and complemented lecture.
Rubrics
Rubric

- Scoring guide evaluating student performance using full range criteria vs. single numerical score
- Rater chooses among descriptions of performance
  - **Strength**
    - Offer feedback for improving performance
    - Combines description & score (Likert scale)
    - Can improve products & learning from mistakes
  - **Weaknesses**
    - Level of detail in form makes live grading difficult
    - Creating them can be time consuming
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<td>Acceptable colored background with colored text (readable)</td>
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<td>Unacceptable background and text (distracting, unreadable)</td>
<td>0</td>
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<td></td>
<td>Unacceptable font (Times New Roman - serif)</td>
<td>0</td>
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<td>3.</td>
<td>Appropriate <strong>text size</strong> (readable point size, 24 point and above)</td>
<td>1</td>
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<td>Unacceptable text size (unreadable point size, less than 24 point font)</td>
<td>0</td>
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<td>4.</td>
<td>Appropriate <strong>amount of text</strong> on majority of slides (easy to read – paraphrased well each bullet less than two lines of text, 5x5 rule)</td>
<td>1</td>
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<tr>
<td></td>
<td>Unacceptable amount of text on majority slides (too much/too little—exact talk wording)</td>
<td>0</td>
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<tr>
<td>5.</td>
<td>The majority <strong>pictures, tables or graphs</strong> were of quality, meaningful</td>
<td>3</td>
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<td></td>
<td>The majority pictures, tables or graphs were of poor quality, trivial</td>
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<td>No pictures, tables or graphs used in slide presentation</td>
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<td>6.</td>
<td>Slides were <strong>professional</strong> - free from typos, grammatically acceptable</td>
<td>1</td>
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<tr>
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<td>Slides were unprofessional - typos and grammatically unacceptable</td>
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Rubric Benefits - Faculty

- Makes teacher thinking visible
  - what makes a good final product and why

- Makes teacher decide what is important in the assignment and articulate the important criteria at start of assignment

- Increases assessment validity because points are allocated according to importance of criteria

- Reduces scoring/grading subjectivity
Rubric Benefits - Students

- Receiving in advance
  - Increases understanding of how they will be evaluated and can prepare accordingly
  - Emphasizes particular details of assignment and serve as model for students
  - Offers explicit guidelines regarding teacher expectations
- Helps students monitor and evaluate their own work prior to turning in (self-assessment)
- Grid structures feedback
  - Students can improve quality of their work and increase their knowledge
Creating Rubrics

1. Determine the concepts to be taught
   - What are the essential learning objectives?

2. Choose the criteria to be evaluated
   - Name evidence to be produced
   - Keep number of criteria small enough to be reasonably observed and judged
   - A maximum of 10-15 criteria suggested

3. Consider having other colleagues think through the criteria as a group
   - Especially important if multiple users of rubric
5. **Express** criteria in terms of observable behaviors

6. **Avoid vague or ambiguous words**
   - Correctly, appropriately, and good

7. **Develop a grid**
   - Plug in concepts & criteria.
   - Arrange criteria in order you would expect to see them

8. **Create a rating scale along with the descriptive rubric** and also prepare a numerical summarization
Creating Rubrics

8. Share rubric with students before they begin assignment

9. Evaluate the end product
   - Does rubric capture student performance?

10. Revise as needed

Online tools also available such as:
    http://rubistar.4teachers.org/index.php
Grading Tips

- Want valid and reliable tools when grading
  - For multiple questions, grade all question 1 vs. grading entire exam for each student
- Need way to reduce bias and increase objectivity when grading
  - Put students’ name on front page
- Need training for multiple graders
  - Use same terminology & interpret form same
  - Agree on categories and criteria
Take Home Points

1. Grading tools can increase objectivity when assessing student performance

2. Checklists, rating scales, and rubrics serve different roles in assessing student performance

3. Rubrics provide most feedback, can reduce writing the feedback, but take time to develop and revise

4. Rubrics helpful with student self-assessment and reflection
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