2012-13 Theme: “Evaluating and Improving Student Learning”

Our goals are to develop a faculty community of teaching practice around the above theme and to advance our knowledge more broadly about how to evaluate student learning on the Berkeley campus.

**Outcome 1:** Develop a sense of faculty community on teaching, including evaluating and improving student learning.

**Outcome 2:** Advance fellows’ knowledge more broadly about how to evaluate student learning.

**Outcome 3:** Identify resources and best practices that should be shared more broadly with the campus.

**2012-2013 Fellows:**

- Chris Ansell, *Political Science*
- Brian Barsky, *EECS*
- Silvia Bunge, *Psychology*
- Edmund Campion, *Music*
- Abby Dernburg, *MCB*
- Bob Jacobsen, *Physics*
- SanSan Kwan, *TDPS*
- Satish Rao, *EECS*
- Robert Rhew, *Geography*
- Littlejohn Robert, *Physics*
- Namwali Serpell, *English*
- Lydia Sohn, *ME*

**Facilitators:**

- Anne Baranger, *Chemistry*
- Rick Kern, *French*
- Yukiko Watanabe, *CT&L*

“The core value of the meetings was simply the opportunity to reflect on what I’ve been doing and to take some time to imagine other possibilities. The diversity of the group aided that by revealing very different teaching challenges.” (2012-13 Fellow)

**Evaluation Report**

Prepared by

Yukiko Watanabe, Anne Baranger, & Rick Kern

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“Sharing ideas and thoughts has been revelatory”

Thirteen Presidential Chair Fellows (PCF) from 10 departments met for a monthly seminar facilitated by faculty, staff, and invited speakers around the theme of “evaluating and improving student learning.” Fellows chose topics of interest, led discussions, and shared their teaching and assessment strategies and ideas in a vibrant discussion forum. Discussion topics included the following: emerging models of assessment in higher education, assessing performance using rubrics, fostering and assessing critical thinking, dispositional and ethics outcomes, engaging students in large lecture classes, and facilitating collaborative learning. Fellows all developed a personalized action plan to implement what they learned in their courses, to share innovative practices with colleagues, and to engage colleagues in dialogues about teaching and student learning.

At the final PCF session, 10 out of 13 Fellows filled out an evaluation survey.

- Overall, majority of Fellows were very satisfied (n = 8) or somewhat satisfied (n = 1) with the program. Average satisfaction rating was 3.7/4.0.

- Eight Fellows indicated that their views and perspectives towards assessment of student learning somewhat or greatly changed through the PCF sessions.

- All Fellows somewhat or completely agreed that they achieved the three program outcomes.

<table>
<thead>
<tr>
<th>Outcome 1: faculty community</th>
<th>Somewhat agree</th>
<th>Completely agree</th>
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<tbody>
<tr>
<td>Outcome 2: advance knowledge</td>
<td>2</td>
<td>8</td>
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<tr>
<td>Outcome 3: resources &amp; best practices</td>
<td>4</td>
<td>6</td>
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**What do Fellows say about the program?**

1. A sense of inter-disciplinary teaching community (n = 10)
   - It created a rewarding sense of teaching community. For me, teaching has been a very solitary activity. I thought it was wonderful to learn what others were doing across campus. There is an interesting commonality that emerges through the diversity that I found fascinating and that encouraged reflection.

2. Gained new knowledge, new framework (n = 10)
   - Went from “invested” to “oh, that’s how we can do that” to “I think I’ll do it this way…”
   - I learned a lot about how thinking from the perspective of students affects the kinds of assignments and exercises I design.
   - I gained a great deal of insight into new practices from my colleagues, a greater understanding of the kind of education research that exists. I learned new language for various teaching principles.

3. Inspired and motivated to act on new ideas (n = 5)
   - Very stimulating and likely to have long-term benefits for my own approach to teaching, and potentially for my department
   - I found the discussions eye opening…I am definitely going to incorporate some of the things we discussed in my classes.

4. An opportunity for reflection (n = 3)
   - The program served as a great reminder to keep reflecting on teaching.
   - The discussion prompted me to reflect on my practices and encouraged me to experiment

**What’s next? Fellows’ action plans**

- Course
  1. Use rubric and state clear expectations (n = 7)
  2. Incorporate self- and peer-assessment (n = 6)
  3. Include more active learning strategies (flipped classroom, team work) (n = 4)
  4. Making students feel that they are recognized and respected individually (n = 2)

- Program
  5. Discuss (bring up) teaching at department meetings or faculty retreat (n = 3)
  6. Engage colleagues in teaching discussion via symposium and other means (n = 2)

**Suggestions for program improvement**

1. More focus on pedagogy/teaching and not only on assessment (n = 3)
   -> 2013-14 PCF grant focuses on curriculum enrichment

2. Grouping faculty by discipline (n = 2)
   -> The next PCF cohort will be participating in the program as either a within-department or an interdisciplinary team.

3. Organize bSpace, build on materials from past years (n = 1)
   -> We will organize the materials from past cohorts and make them available.

4. More clarity in jargons presenters use (n = 1)
   -> We will remind this to the new cohort.