

University Teaching 101

Michelle Schwartz, EdD



Michelle Schwartz

Associate Teaching Professor
Education

schwartzem@mst.edu



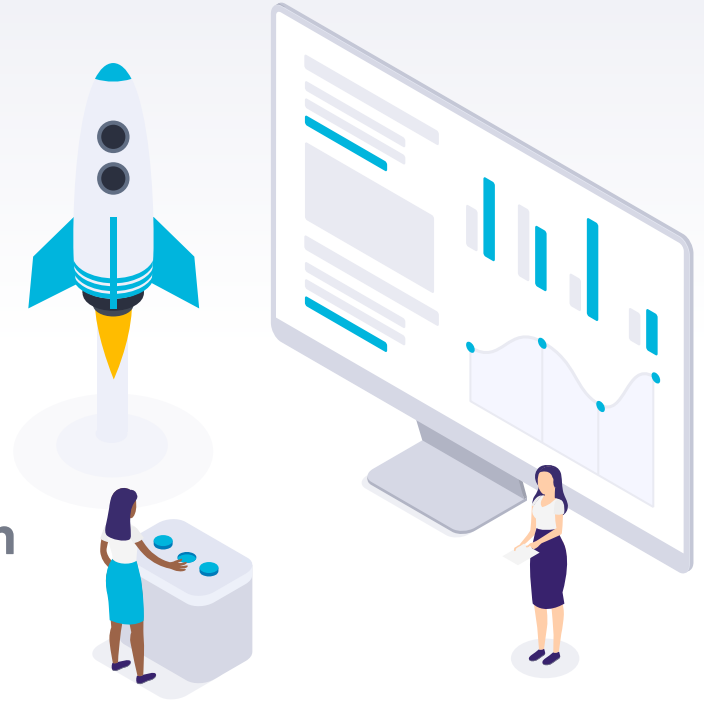
▶ Today's essential question

How do you effectively teach at the university level?



Why are you teaching?

Write it on a post-it note and stick it on the front wall.



Why are your students in the class?

Is it required?

Is it an elective?

General education?





If students wanted to learn the course content, they would already know it because they can find the information online.





Your students are not you.

Honor their differences and experiences.
What are some differences between your
students and yourself?

► What are your course learning outcomes?

- ▶ Do students know what they are?
- ▶ Are they written in a way students understand?
- ▶ Do students know the real world consequences for failing to meet the standard?
- ▶ Are they aligned with your assessments?

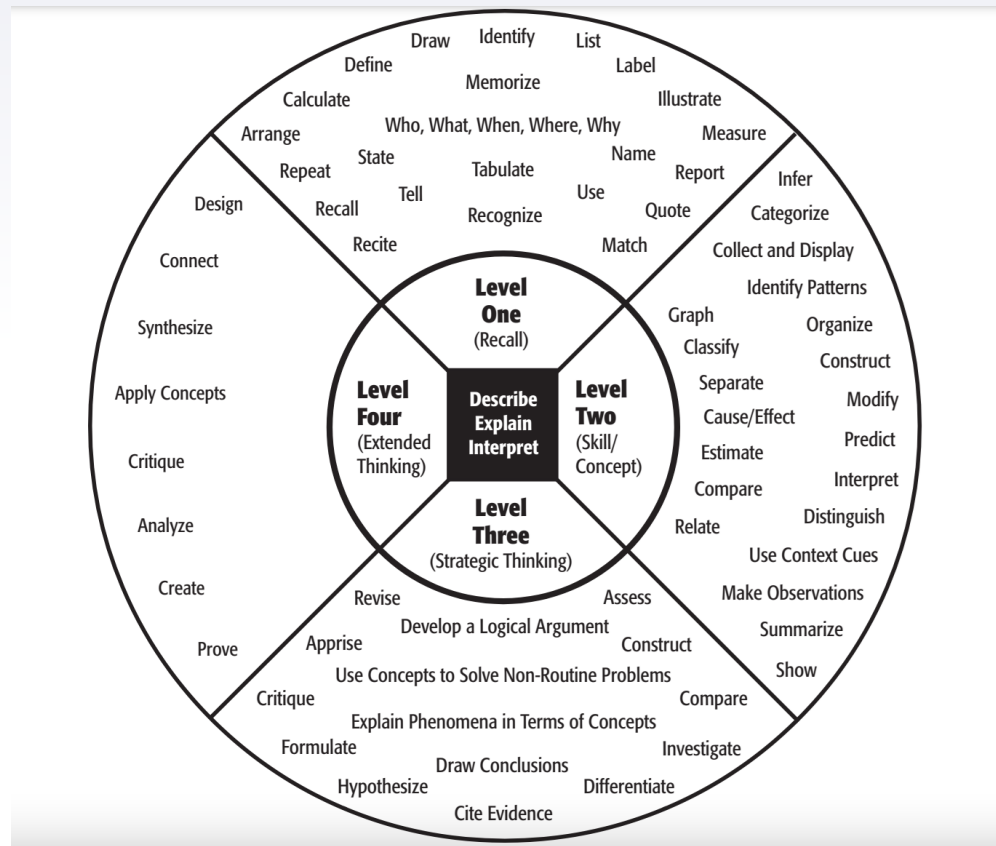


Have measurable outcomes!

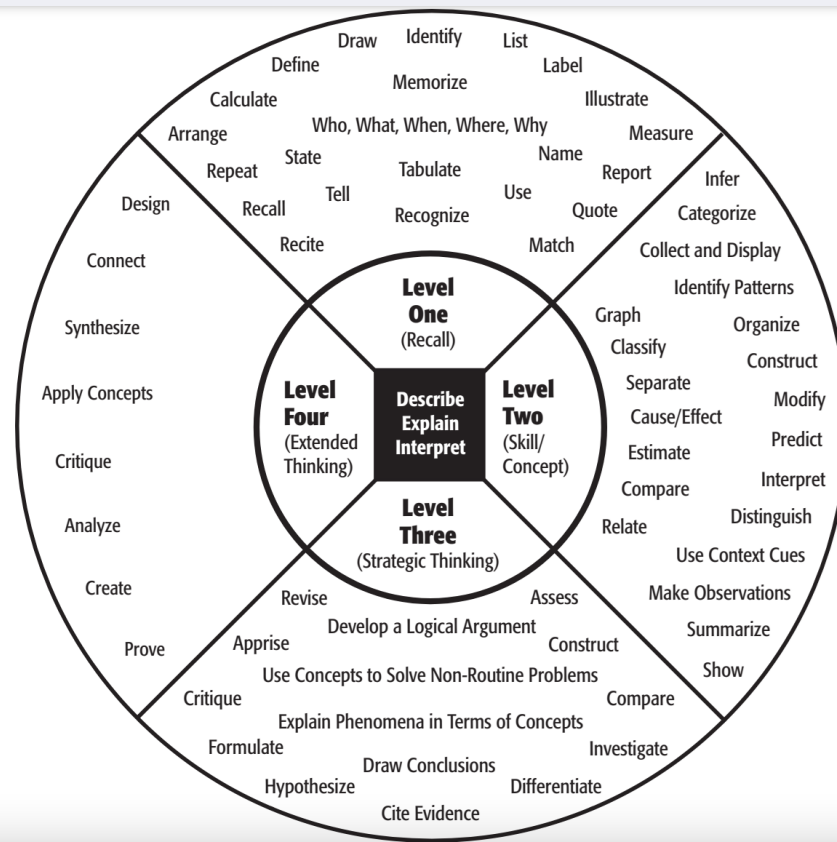
Use Webb's Depth of Knowledge to increase rigor.

❖ Good example

- By the end of this course students will be able to **define, solve, and analyze** algebraic equations, inequalities, and systems of equations using appropriate algebraic methods and **interpret** their solutions in real-world contexts.

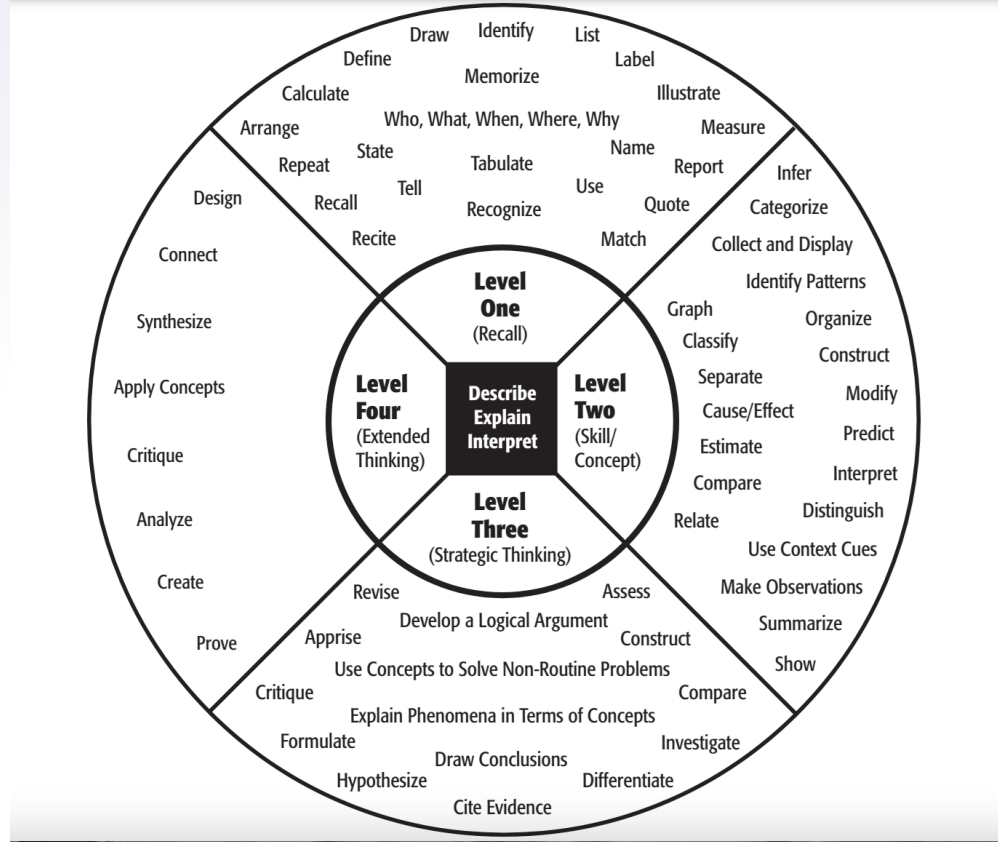


- ❖ Bad example
 - By the end of this course, students will **build confidence** in using algebraic reasoning to **explore** mathematical problems.



Practice

- ❖ List one outcome you could have for your course.
- ❖ Think about varied levels of rigor, making sure it's measurable, and specifying what will be learned.
- ❖ Share with people at your table and then write one of them on the whiteboard at your table.





**It is necessary to assess
the outcome to make sure
learning is happening!**

How do you assess the outcome?

Assessment

Formative

- ▶ Just in time
- ▶ Feedback, not grade
- ▶ Efficient, specific
- ▶ Provide resources

Summative

- ▶ Formal
- ▶ Multiple outcomes assessed
- ▶ High stakes

Assessment Process

Identify learning outcomes in student-friendly language



Task analysis
Chunking content/skills



Examine data before teaching next session



Align summative assessment that mirrors real life tasks with clear criteria



Align formative assessment to each



Provide feedback and resources to students



Effective Teaching Checklist



► Pedagogy, often called an “art and a science”



➤ Let go of perfectionism

➤ **Limited resources**

➤ Continuous improvement,
circumstances constantly change





<https://create.kahoot.it/share/university-teaching-101/2146a661-5901-43e8-80ef-799e24a1cb58>

If you want support throughout the semester reach out for a peer observation of your teaching

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Peer Evaluation of Teaching (PET)

The purpose of the Peer Evaluation of Teaching is to enhance the quality of teaching and foster a collaborative learning environment. The Peer Evaluation of Teaching (PET) program was initiated at S&T in the summer of 2023. Recognizing the value of constructive feedback and shared best practices, this program was developed with faculty members to provide instructors an additional methodology to gain insights into their teaching techniques from their S&T peers. By encouraging open dialogue and mutual support among colleagues, the program aims to cultivate a culture of continuous improvement and innovation in teaching.



- ▶ What questions do you have?
- ▶ schwartzem@mst.edu
 - ▶ Email me if you would like to observe!

Credits

Special thanks to all the people who made and released these awesome resources for free:

- ▶ Presentation template by [SlidesCarnival](#)
- ▶ Illustrations by [Sergei Tikhonov](#)
- ▶ Photographs by [Unsplash](#)

► Presentation design

This presentation uses the following typographies:

- Titles: Raleway
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