**Teaching Practices Inventory Survey Responses, Fall 2016**

This document presents summary data for seven instructors from the University of California Riverside (UCR) who completed a version of the Teaching Practices Inventory in the fall of 2016. The inventory was developed by Carl Wieman and Sara Gilbert (see <http://www.cwsei.ubc.ca/resources/TeachingPracticesInventory.htm>) and asks instructors to self-report the extent to which they incorporate practices, such as active learning, that the evidence suggest promote student success. The inventory is being piloted to assess if, and how, it could be used to give feedback to instructors. The hope is that the inventory, likely in conjunction with student evaluation of teaching and other kinds of feedback, might encourage instructors to adjust and improve their teaching practices.

The following tables details response to each item for the small group of instructors. The inventory also produces an overall score which is weighted to give more points to those practices that have a strong basis in the literature. This group of instructors scored an average of 24 out of 67 possible points.

The inventory can be taken online. See <http://ueeval.ucr.edu/teaching_practices_inventory/teaching_practices_inventory.html>, or contact Gary Coyne, Director of Evaluation and Assessment, at [Gary.Coyne@ucr.edu](mailto:Gary.Coyne@ucr.edu) for more information.

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| ***Instructor Background Information*** | ***Freq.*** | ***Percent*** |
| *A. Teaching Appointment (N=7)* | | |
| Associate / Lecturer | 1 | 14.29% |
| Tenure-Track, not yet Tenured | 0 | 0.00% |
| Tenured | 6 | 85.71% |
| Other | 0 | 0.00% |
| *B. Home Department (N=7)* | | |
| Biology | 2 | 28.57% |
| Botany and Plant Sciences | 1 | 14.29% |
| Cell Biology and Neuroscience | 1 | 14.29% |
| Comparative Literature & Foreign Languages | 2 | 28.57% |
| English | 1 | 14.29% |

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| ***Section I. Course Information Provided by Instructor (N=7)*** | ***Freq.*** | ***Percent*** |
| List of topics to be covered | 7 | 100.00% |
| List of topic-specific competencies (skills, expertise, etc.) students should achieve (what students should be able to do) | 5 | 71.43% |
| List of competencies that are not topic related (critical thinking, problem solving) | 1 | 14.29% |
| Affective goals – changing students’ attitudes and beliefs (interest, motivation, relevant beliefs about their competencies, how to master the material) | 1 | 14.29% |
| Other, Please specify | 1 | 14.29% |
| How to best study for the material | | |

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| ***Section II. Supporting Materials Provided by Instructor (N=7)*** | ***Freq.*** | ***Percent*** |
| Student wikis or discussion boards with little or no contribution from the instructor. | 1 | 14.29% |
| Student wikis or discussion boards with significant contribution from instructor or TA. | 1 | 14.29% |
| Solutions to homework assignments. | 3 | 42.86% |
| Worked examples. | 4 | 57.14% |
| Practice or previous year’s exams. | 3 | 42.86% |
| Animations, video clips, or simulations related to course material. | 5 | 71.43% |
| Lecture notes or course PowerPoint presentations (partial/skeletal or complete). | 4 | 57.14% |
| Other instructor-selected notes or supporting materials, pencasts, etc. | 1 | 14.29% |
| Articles from scientific literature. | 3 | 42.86% |
| Other, Please specify | 1 | 14.29% |
| individual comments on written work | | |

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| ***Section III. In-Class Features and Activities*** | ***Freq.*** | ***Percent*** |
| *Part A. Facilitating Student Engagement* |  |  |
| How Many Times per Class: Instructor Paused to Ask for Questions (*N=7*) |  |  |
| 0 | 0 | 0.00% |
| 1-3 | 2 | 28.57% |
| 4-6 | 3 | 42.86% |
| 7-10 | 1 | 14.29% |
| 11 or More | 1 | 14.29% |
| How Many Times per Class: Instructor Had Small Group Discussions or Problem Solving (*N=7*) |  |  |
| 0 | 3 | 42.86% |
| 1 | 3 | 42.86% |
| 2-3 | 0 | 0.00% |
| 4-5 | 0 | 0.00% |
| 6 or More | 1 | 14.29% |
| How Many Times per Class: Instructor Showed Demonstrations, Simulations, or Video Clips (*N=7*) | | |
| 0-0.5 | 3 | 42.86% |
| 0.6-1 | 2 | 28.57% |
| 1-2 | 1 | 14.29% |
| 3-5 | 1 | 14.29% |
| 6 or More | 0 | 0.00% |
| How Many Times per Class: Instructor Required Student Predictions (*N=6*) |  |  |
| 0-0.5 | 6 | 100.00% |
| 0.6-1 | 0 | 0.00% |
| 1-2 | 0 | 0.00% |
| 3-5 | 0 | 0.00% |
| 6 or More | 0 | 0.00% |
| How Many Times per Term: Instructor Discussed why the Material is Useful and/or Interesting (*N=7*) | | |
| 0-2 | 3 | 42.86% |
| 3-5 | 1 | 14.29% |
| 6-9 | 2 | 28.57% |
| 10-15 | 0 | 0.00% |
| 16 or More | 1 | 14.29% |

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| ***Section III. In-Class Features and Activities, Continued*** | ***Freq.*** | ***Percent*** |
| *Part A. Facilitating Student Engagement* |  |  |
| Check All that Occurred in your Course (*N=7*) |  |  |
| Students asked to read/view material for upcoming class session(s) | 7 | 100.00% |
| Students asked to read/view material for upcoming class session(s) and complete assignments or quizzes on it shortly before class or at beginning of class | 3 | 42.86% |
| Reflective activity at end of class, e.g., “one minute paper” or similar (students briefly answering questions, reflecting on lecture and/or their learning, etc.) | 1 | 14.29% |
| Student presentations (verbal or poster) | 4 | 57.14% |
| Fraction of a typical class period you spend lecturing (*N=7*) |  |  |
| 0-20% | 1 | 14.29% |
| 20-40% | 2 | 28.57% |
| 40-60% | 0 | 0.00% |
| 60-80% | 1 | 14.29% |
| 80-100% | 3 | 42.86% |
| Considering the time spent on the major topics, approximately what fraction was spent on the process by which the theory/model/concept was developed? (*N=7*) |  |  |
| 0-10% | 2 | 28.57% |
| 11-25% | 4 | 57.14% |
| More than 25% | 1 | 14.29% |
| *Comments for Part A. Facilitating Student Engagement (N=2)* |  |  |
| I do group work once/twice per week: per class is misleading |  |  |
| grammar mistake in previous question |  |  |

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| ***Section III. In-Class Features and Activities, Continued*** | ***Freq.*** | ***Percent*** |
| *Part B. Real Time Feedback from Students* |  |  |
| Method Used to Collect Student Responses (*check all that occurred in the course, N=7*) | | |
| electronic (“clickers”) with student identifier | 0 | 0.00% |
| electronic anonymous | 3 | 42.86% |
| colored cards | 0 | 0.00% |
| raising hands | 6 | 85.71% |
| written student responses that are collected and reviewed in real time | 2 | 28.57% |
| Other, Please specify | 1 | 14.29% |
| free comment | | |
| Number of real time feedback questions posed followed by student-student discussion per class (*N=5*) | | |
| 0 | 2 | 40.00% |
| 1 | 1 | 20.00% |
| 2-3 | 1 | 20.00% |
| 4-5 | 0 | 0.00% |
| 6 or More | 1 | 20.00% |
| Number of real time feedback mechanisms were used as a quiz device (graded and no student discussion) per class (*N=5*) | | |
| 0 | 3 | 60.00% |
| 1 | 1 | 20.00% |
| 2 | 0 | 0.00% |
| 3 | 1 | 20.00% |
| 4 or More | 0 | 0.00% |

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| ***Section IV. Assignments (check all that occurred in the course, N=7)*** | ***Freq.*** | ***Percent*** |
| Problem sets/homework assigned or suggested but did not contribute to course grade | 3 | 42.86% |
| Problem sets/homework assigned and contributed to course grade every two weeks or less | 4 | 57.14% |
| Paper or project (an assignment taking longer than two weeks and allowed you to choose the topic or method) | 4 | 57.14% |
| Encouragement and facilitation for you to work collaboratively with other students on your assignments | 3 | 42.86% |
| Group assignments | 2 | 28.57% |
| Other | 2 | 28.57% |
| Oral presentation | | |
| Written and Oral Final Exam | | |

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| ***Section V. Feedback and Testing*** | ***Freq.*** | ***Percent*** |
| *Part A. Feedback from Students to Instructor during Term (check all that occurred in the course, N=5)* | | |
| Midterm course evaluation | 2 | 40.00% |
| Repeated online or paper feedback or via some other collection means, such as clickers | 3 | 60.00% |
| Other, Please specify | 4 | 80.00% |
| open discussion in class | | |
| Collected student notes | | |
| Papers graded and returned at 2 week intervals | | |
| discussion in class | | |
| *Part B. Feedback to Students (check all that occurred in the course, N=7)* |  |  |
| Assignments with feedback before grading or with opportunity to redo work to improve grade | 3 | 42.86% |
| Students see graded assignments | 6 | 85.71% |
| Students see assignment answer key and/or grading rubric | 3 | 42.86% |
| Students see graded midterm exam(s) | 6 | 85.71% |
| Students see midterm exam(s) answer key(s) | 2 | 28.57% |
| Students explicitly encouraged to meet individually with you | 5 | 71.43% |
| Other, Please specify | 1 | 14.29% |
| Students are offered opportunity to revise essays | | |
| *Part C. Testing and Grading* |  |  |
| Number of Midterm Exams (*N=7*) |  |  |
| 0 | 2 | 28.57% |
| 1 | 1 | 14.29% |
| 2 | 4 | 57.14% |
| 3 | 0 | 0.00% |
| 4 or More | 0 | 0.00% |
| Approximate fraction of exam grade from questions that required students to explain reasoning (*N=5*) | | |
| 0-5% | 2 | 40.00% |
| 6-15% | 0 | 0.00% |
| 16-25% | 2 | 40.00% |
| 26-35% | 0 | 0.00% |
| More than 35% | 1 | 20.00% |

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| ***Section V. Feedback and Testing (N=6)*** | ***Freq.*** | ***Percent*** |
| *Part C. Testing and Grading* |  |  |
| Final Exam | 0 | 0.00% |
| 70% or Greater | 0 | 0.00% |
| 61-69% | 0 | 0.00% |
| 51-60% | 0 | 0.00% |
| 41-50% | 2 | 33.33% |
| 31-40% | 4 | 66.67% |
| 30% or Less | 0 | 0.00% |

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| ***Section VI. Other (check all that occurred in course, N=6)*** | ***Freq.*** | ***Percent*** |
| Assessment given at beginning of course to assess background knowledge | 2 | 33.33% |
| Use of pre-post test (e.g. concept inventory) to measure learning not developed by you | 1 | 16.67% |
| Use of a consistent measure of learning that is repeated in multiple offerings of the course to compare learning | 1 | 16.67% |
| Use of pre-post survey of student interest and/or perceptions about the subject | 1 | 16.67% |
| Opportunities for students’ self-evaluation of learning | 3 | 50.00% |
| Students provided with opportunities to have some control over their learning, such as choice of topics for course, paper, or project, choice of assessment methods, etc. | 2 | 33.33% |
| New teaching methods or materials were tried along with measurements to determine their impact on student learning | 2 | 33.33% |

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| ***Section VII. Training and guidance of Teaching Assistants (check all that occurred in course, N=7)*** | ***Freq.*** | ***Percent*** |
| No TAs for course | 2 | 28.57% |
| TAs must satisfy English language skills criteria | 4 | 57.14% |
| TAs receive 1/2 day or more of training in teaching | 1 | 14.29% |
| There are Instructor-TA meetings every two weeks or more frequently where student learning and difficulties, and the teaching of upcoming material are discussed. | 3 | 42.86% |
| TAs are undergraduates | 0 | 0.00% |
| TAs are graduate students | 5 | 71.43% |
| Other, Please specify | 4 | 57.14% |
| Emails to (experienced) TAs | | |
| Also include undergraduate learning assistants | | |
| Well qualified TAs | | |
| Supplemental Instructor - undergraduate | | |

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| ***Section VIII. Collaboration or Sharing in Teaching*** | ***Freq.*** | ***Percent*** |
| Used or adapted materials provided by colleague(s) (*N=2*) | 2 | 100.00% |
| Used “Departmental” course materials that all instructors of this course are expected to use | 0 | 0.00% |
| Discussed how to teach the course with colleague(s) (*N=7*) |  |  |
| 1 Never | 0 | 0.00% |
| 2 | 0 | 0.00% |
| 3 | 4 | 57.14% |
| 4 | 2 | 28.57% |
| 5 Very Frequently | 1 | 14.29% |
| Read literature about teaching and learning relevant to this kind of course (*N=5*) |  |  |
| 1 Never | 0 | 0.00% |
| 2 | 0 | 0.00% |
| 3 | 3 | 60.00% |
| 4 | 2 | 40.00% |
| 5 Very Frequently | 0 | 0.00% |
| Sat in on colleague's class (any class) to get/share ideas for teaching (*N=7*) |  |  |
| 1 Never | 4 | 57.14% |
| 2 | 3 | 42.86% |
| 3 | 0 | 0.00% |
| 4 | 0 | 0.00% |
| 5 Very Frequently | 0 | 0.00% |

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| ***Section IX. General Comments (N=6)*** |
| With the resources I provided I experienced a drastic drop in classroom attendance starting in week 3, where <30% of registered students attended class. This would be expected to greatly decrease the impact of anything I did in class. |
| This course had only 4 students so it may be an outlier. (it ran anyway due to curricular need). I filled out the survey in haste due to work deadline so I may not have provided the best information possible - also with the above caveat re class size in mind. |
| I found it a little difficult to answer much of the survey because Biology 20 is a hybrid discussion and authentic laboratory course. I was uncertain how to include the laboratory portion of the course in the survey. |
| I still think there are ways this survey could be revised for Humanities courses |
| My teaching of freshman seminars aims to train students in thinking clearly and writing clearly. I also encourage careful listening to the (sometimes opposing) views of others. I show in person that I truly care about the students and their progress, and find overwhelmingly that they respond well to this approach. I do what I believe is best for their learning, not what will make them happiest in the short term. They appreciate this point, too. |
| I spend a good portion of the class trying to talk directly to the students, though in this particular (summer) session it has been challenging because attendance is mixed (between half-80% of enrollment shows up). |