

## **Quick, Easy Strategies to Try Out in the Classroom**

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My proposal was to Try out 1 or more of these specific techniques in the classroom to mix things up, get students involved, and get students more interested in learning to doing projects with faculty. These are designed as something to try for a 10-15 minutes portion of a class, not a wholesale redesign of your approach. Pick 1 or 2 to try out in a couple of class sessions and see if they work for you. These might be especially useful if your current classes are heavily lecture-based, or if you're struggling to get students involved. Don't do more, do different!

Sometimes faculty would like some new, easy to implement and concrete tools to try out in the classroom. These should be tied to the learning to doing movement in the department and the 2-1 teaching load. There can be an overwhelming amount of university resources for teaching and technology in teaching. This is designed to offer a few, easy to try classroom tools to try out with minimal additional prep on your part. If they work for you, great and you can expand and adapt them further. If they don't, you haven't lost much time or effort.

### **Implementation & Evolution of the Project**

I have planned 5 short videos with topics for new techniques to try in the classroom. There are hosted on my personal website and the Department of Political Science has set up a website to host the short video presentations. These websites are available here:

<https://sites.google.com/site/sarahwilsonsokhey/teaching>

<https://www.colorado.edu/polisci/internal/tips-tricks-low-cost-high-reward-teaching-techniques>

For my first trial video in Fall 2018, I did a short video and covered 3 new things to try to add some variety to one's teaching style. I recorded this as a short video lecture (about 15 minutes long). I also presented this presentation at the end of a faculty meeting. Part of my project proposal had been to incorporate very short presentations at the end of faculty meetings as a way of reaching a broader audience including instructors who are unlikely or unable to attend ASSETT and FTEP events at CU.

I received useful feedback from ASSETT that it might be a good idea to split up topics into separate videos which is what I plan on doing.

After the first video, it also occurred to be that 15 minutes was quite long for an online video. In the future, I will be doing 5 minute videos instead. My initial idea had been to record 15-20 minute presentations, but I realized that in keeping with my idea to make this quick & easy, it would be better to keep things short. Recorded videos can get boring quickly (sometimes!) and the idea was always to provide useful information very concisely. For the second short video, I recorded a video lecture on one topic (as suggested) and made it only 5 minutes long.

I envision these short videos as complementing and not replacing the abundance of online tutorials and resources that CU already offers online for instructors. Personally, I have sometimes been overwhelmed about the amount of information and resources from CU about teaching, and have been unsure where to start. My ideas with these videos was, in prat, to create an easy gateway for those who want to improve their teaching, but may be overwhelmed figuring out where to begin.

### Specific Topics Covered or To Be Covered

- Mini-simulations (DONE)
- Quick small group discussion (DONE)
- Current events online (DONE)
- Teaching with Videos – keep it short! (DONE)
- Google Docs review sheet for exams (Coming soon, I hope!)
- Clicker questions to promote discussion (Coming soon, I hope!)
- Immediate feedback sheets (Coming soon, I hope!)

### Feedback from Colleagues

I surveyed my department for feedback using an online Qualtrics survey. I have attached the full report of the survey results at the end of this document. Eleven of my colleagues responded to this survey. This is, of course, a small sample of respondents and less than half of the faculty in my department. Nonetheless, I received some useful feedback. I have summarized the main takeaway points from the survey below.

- 1) **Present “Tips & Tricks” at faculty meetings (not just online).** Of the 11 who responded to the survey, only 4 of my colleagues watch the short videos for my “Tips & Tricks for Teaching”, but 8 of my colleagues who answered the survey had seen my presentation at the faculty meeting in Fall 2018. Furthermore, 9 of the 11 respondents indicated that they preferred to get these “Tips & Tricks” both as short videos and as presentations in faculty meetings. My takeaway from this is that many of my colleagues will not watch the short videos, but brief presentations at faculty meetings will succeed in reaching a broader audience. The short videos can then be referenced afterwards for those whose interest is piqued in the meeting. I would suggest 5 minute presentations during faculty meetings followed up by short videos posted online.
- 2) **Use “Tips & Tricks” to spark a conversation.** In an open-ended response, one of my colleagues indicated the following, “I honestly find the most helpful thing to be talking with other people about what they do in the classroom. There is no one size fits all pedagogy, but there's a lot to be learned from experienced and committed teachers. I have rarely had discussions with colleagues in our department about teaching, though (I usually talk with people in other parts of campus or even off campus). I would think a video that generates conversation among faculty (if that is possible) would be ideal.” I thought this was an excellent suggestion. Indeed, we all teach different types and styles of classes and we each have our own strengths so that there is no single best technique. If these short videos could introduce strategies and then raise a question about how strategies could be best applied, I think that would be ideal.
- 3) **“Tips & Tricks” was generally considered useful.** Of the 11 respondents, 2 said that “Tips & Tricks” was “extremely useful” (a “10” on a scale of 1 to 10), 2 tanked it an “8” and two others tanked it a “7” and a “6”. Some had not seen the videos and, therefore, did not answer this question. Four reported that they did learn something new from the videos, 4 said that the videos clarified techniques or ideas that they had already used and 2 reported not learning anything new. Six respondents indicated that they were either extremely or somewhat likely to try new techniques as a result of the videos and 1 person responded that they were extremely unlikely to try something new because of the videos. In an open-ended response, my colleagues indicated that they thought this was a good resource that was helpful.
- 4) **Additional topics.** My colleagues suggested 2 additional topics for “Tips & Tricks”. One suggested a short video on how to manage group work assignments. Another suggested addressing long-term class projects that occur over a half-semester or a full-semester.

### **Future Plans**

I would love to see this taken up by other faculty in my own department, by another ASSETT faculty fellow, or by someone in FTET. I think short, well-produced teaching tips would be an invaluable resource for faculty and much easier for many than signing up for and attending hour-long sessions with ASSETT and FTET. While those sessions are very informative and helpful (I have attended many myself), not all faculty are able to attend. Short videos would reach a bigger audience. Many of our faculty at the University of Colorado are enthusiastic and passionate. Often small changes in teaching strategies can make a big difference. Short, easily accessible videos would be very beneficial. Incorporating these very short presentations into faculty meetings would have an even greater impact as it would reach faculty who are not going to attend ASSETT and FTET events and who are unlikely to watch the short videos on their own.

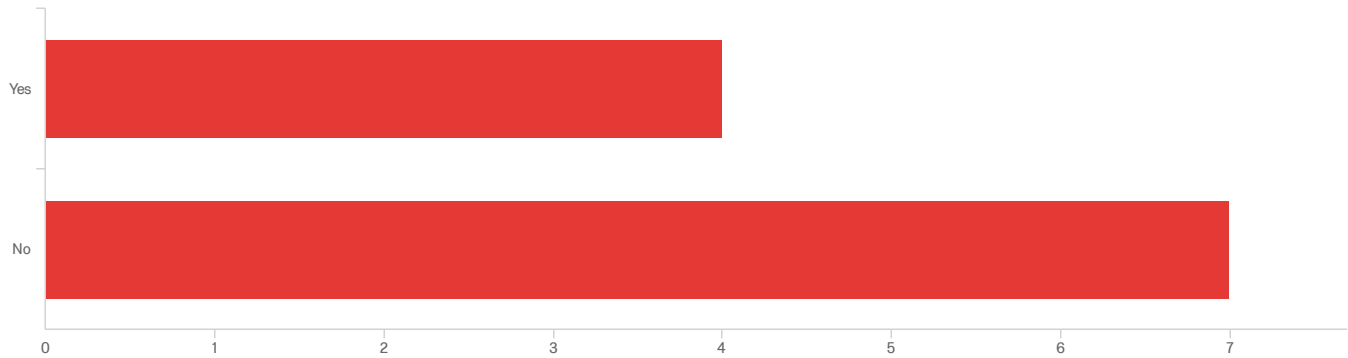
I would like to try to encourage other faculty in my department to record short lectures on teaching tips they can offer. We all have our own tips and strengths to share. If I can convince faculty about how easy it is to record these videos, I think this could take off. I would also like to see these videos reach the broader CU community rather than be limited to a single department.

# Default Report

Tips and Tricks for Teaching Survey

May 22, 2019 10:52 AM MDT

## Q1 - Did you watch a "Tips & Tricks for Teaching" video?



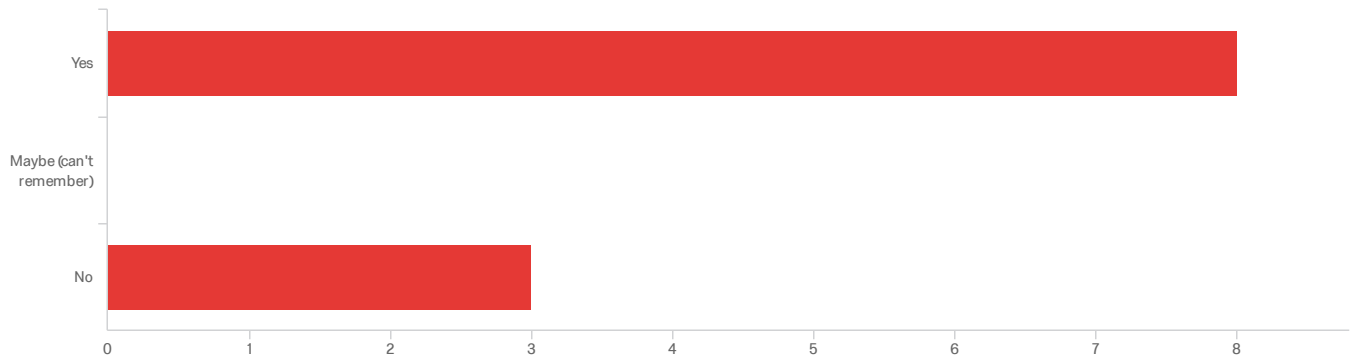
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you watch a "Tips & Tricks for Teaching" video?	1.00	2.00	1.64	0.48	0.23	11

#	Field	Choice Count
1	Yes	36.36% 4
2	No	63.64% 7

11

Showing rows 1 - 3 of 3

# Q11 - Did you see my presentation of "Tips & Tricks for Teaching" in Fall 2018?

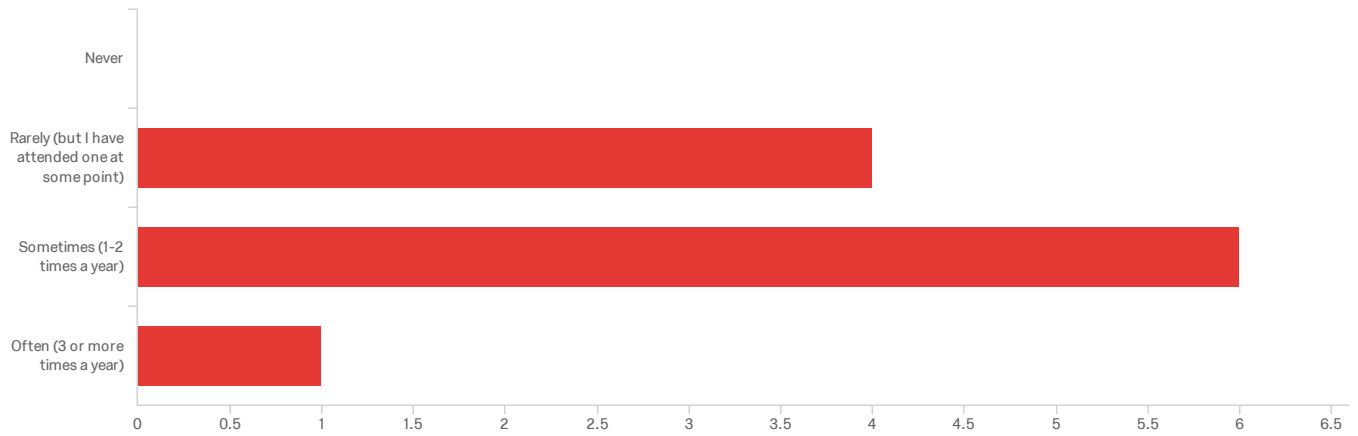


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you see my presentation of "Tips & Tricks for Teaching" in Fall 2018?	1.00	3.00	1.55	0.89	0.79	11

#	Field	Choice Count
1	Yes	72.73% 8
2	Maybe (can't remember)	0.00% 0
3	No	27.27% 3
		11

Showing rows 1 - 4 of 4

## Q2 - How often do you attend an FTEP, ASSETT, or other teaching-related event?



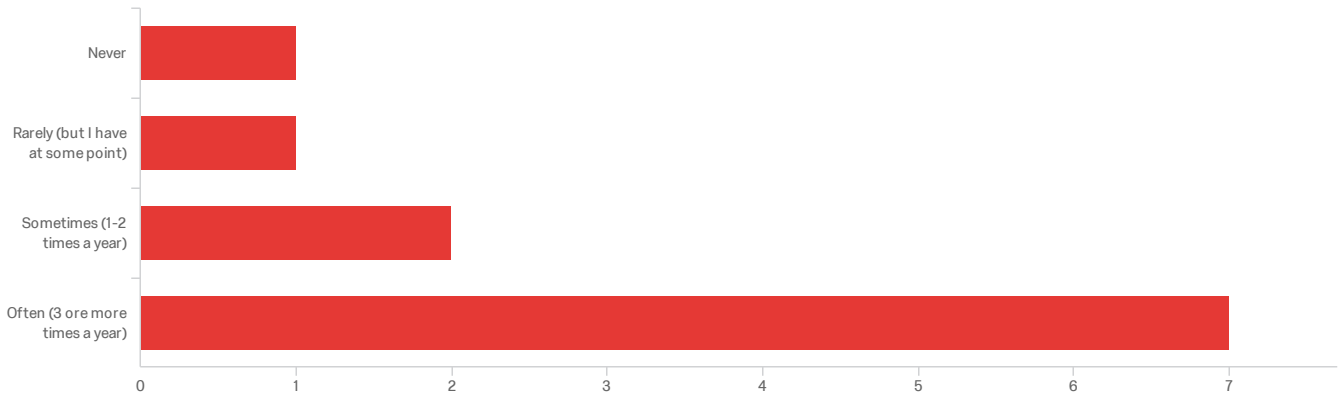
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often do you attend an FTEP, ASSETT, or other teaching-related event?	2.00	4.00	2.73	0.62	0.38	11

#	Field	Choice Count
1	Never	0.00% 0
2	Rarely (but I have attended one at some point)	36.36% 4
3	Sometimes (1-2 times a year)	54.55% 6
4	Often (3 or more times a year)	9.09% 1

11

Showing rows 1 - 5 of 5

Q3 - How often do you talk with your colleagues at CU or other universities about teaching and teaching strategies?



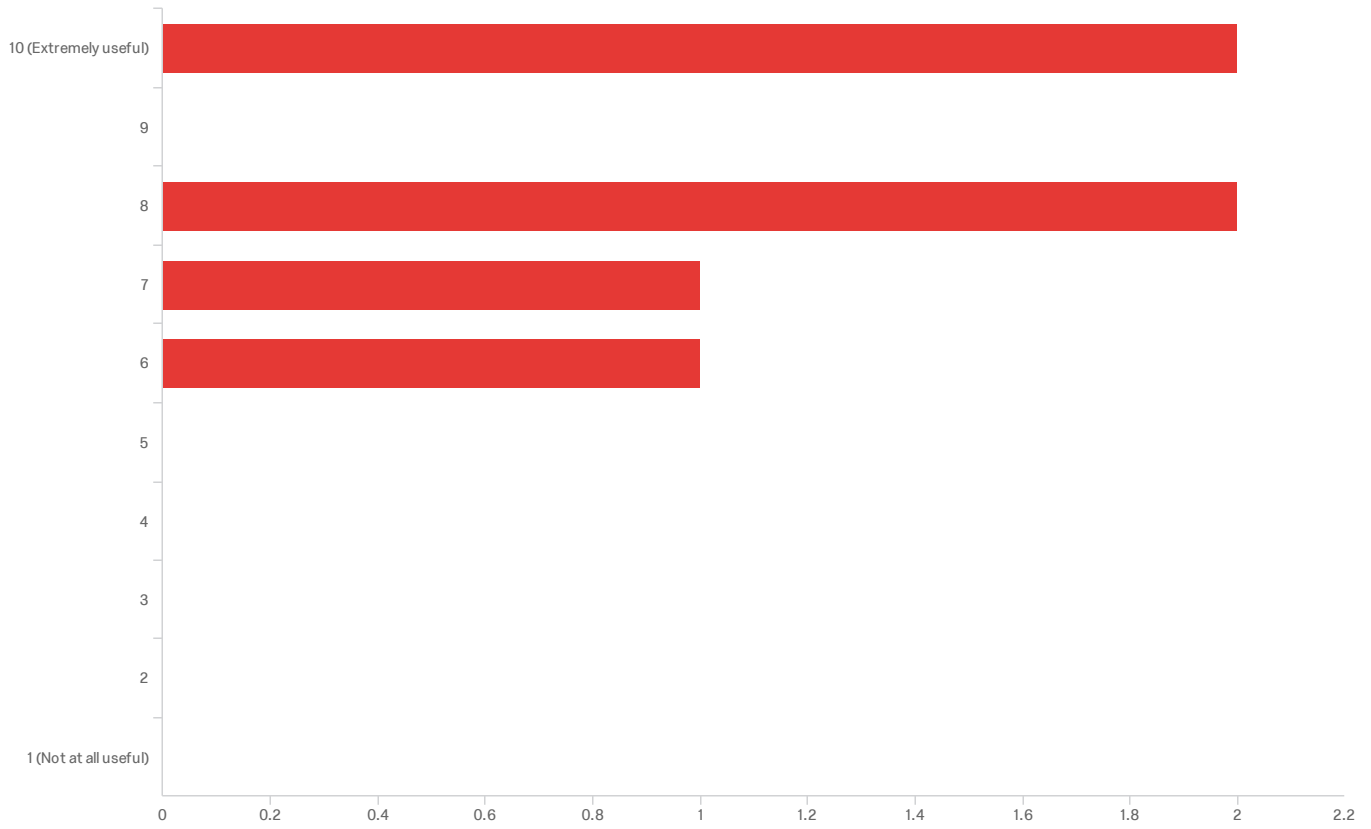
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often do you talk with your colleagues at CU or other universities about teaching and teaching strategies?	1.00	4.00	3.36	0.98	0.96	11

#	Field	Choice Count
1	Never	9.09% 1
2	Rarely (but I have at some point)	9.09% 1
3	Sometimes (1-2 times a year)	18.18% 2
4	Often (3 or more times a year)	63.64% 7

11

Showing rows 1 - 5 of 5

Q4 - On a scale of 1 to 10, how useful did you find the "Tips & Tricks for Teaching" videos?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	On a scale of 1 to 10, how useful did you find the "Tips & Tricks for Teaching" videos?	1.00	5.00	2.83	1.46	2.14	6

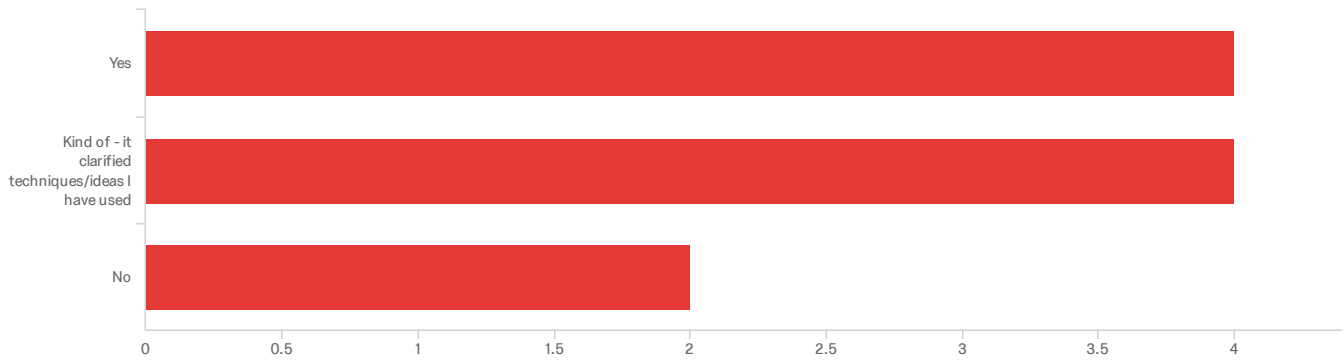
#	Field	Choice Count
1	10 (Extremely useful)	33.33% 2
2	9	0.00% 0
3	8	33.33% 2
4	7	16.67% 1
5	6	16.67% 1
6	5	0.00% 0

#	Field	Choice Count
7	4	0.00% 0
8	3	0.00% 0
9	2	0.00% 0
10	1 (Not at all useful)	0.00% 0

6

Showing rows 1 - 11 of 11

## Q5 - Did you learn anything new from "Tips & Tricks for Teaching"?

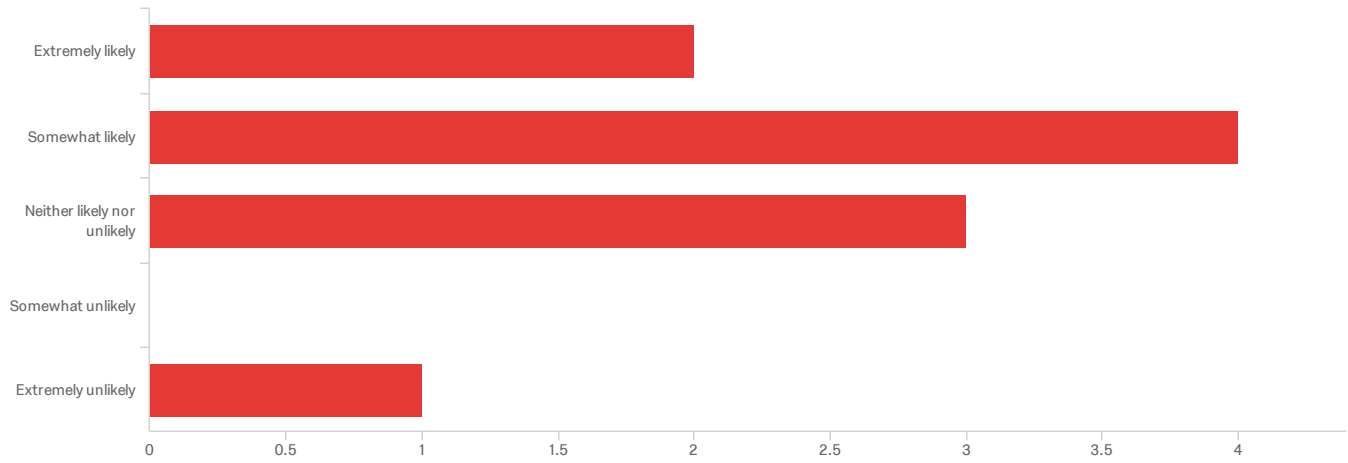


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you learn anything new from "Tips & Tricks for Teaching"?	1.00	3.00	1.80	0.75	0.56	10

#	Field	Choice Count
1	Yes	40.00% 4
2	Kind of - it clarified techniques/ideas I have used	40.00% 4
3	No	20.00% 2
		10

Showing rows 1 - 4 of 4

Q6 - How likely are you to try out new techniques in the classroom as a result of seeing "Tips & Tricks for Teaching"?

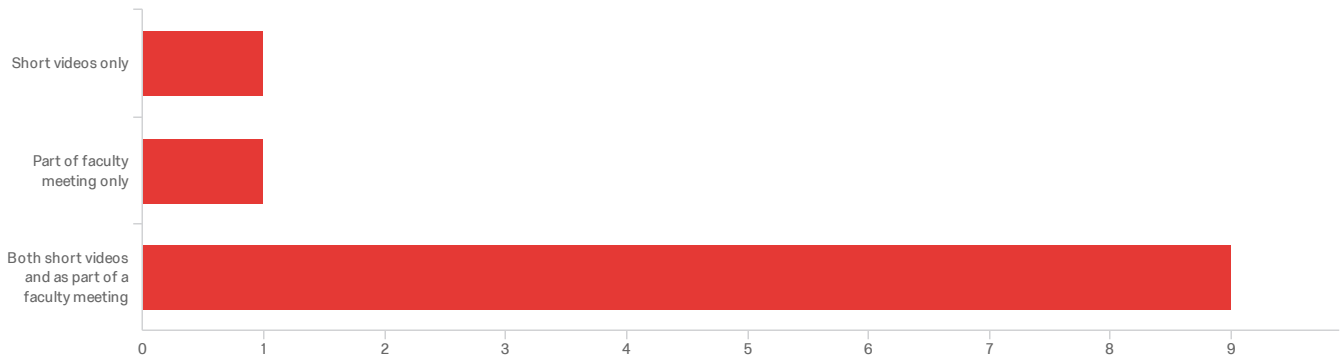


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How likely are you to try out new techniques in the classroom as a result of seeing "Tips & Tricks for Teaching"?	1.00	5.00	2.40	1.11	1.24	10

#	Field	Choice Count
1	Extremely likely	20.00% 2
2	Somewhat likely	40.00% 4
3	Neither likely nor unlikely	30.00% 3
4	Somewhat unlikely	0.00% 0
5	Extremely unlikely	10.00% 1
		10

Showing rows 1 - 6 of 6

## Q7 - How would you prefer to see the "Tips & Tricks for Teaching" material?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How would you prefer to see the "Tips & Tricks for Teaching" material?	1.00	3.00	2.73	0.62	0.38	11

#	Field	Choice Count
1	Short videos only	9.09% 1
2	Part of faculty meeting only	9.09% 1
3	Both short videos and as part of a faculty meeting	81.82% 9
		11

Showing rows 1 - 4 of 4

Q8 - What other topics, if any, would you like to see in the "Tips & Tricks for Teaching" videos?

What other topics, if any, would you like to see in the "Tips & Tricks for..."

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long-term (half-semester or full-semester) class projects (individual or group), if any

Dealing with group work assignments

not having seen the first video, I am not sure.

Q9 - Do you have any other suggestions for how the "Tips & Tricks for Teaching" videos could be more useful? You may also use this space to make any additional comments.

Do you have any other suggestions for how the "Tips & Tricks for Teaching"...

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I found your videos very helpful! I can apply some of the techniques in my teaching as well.


This is a good resource!

Great job!

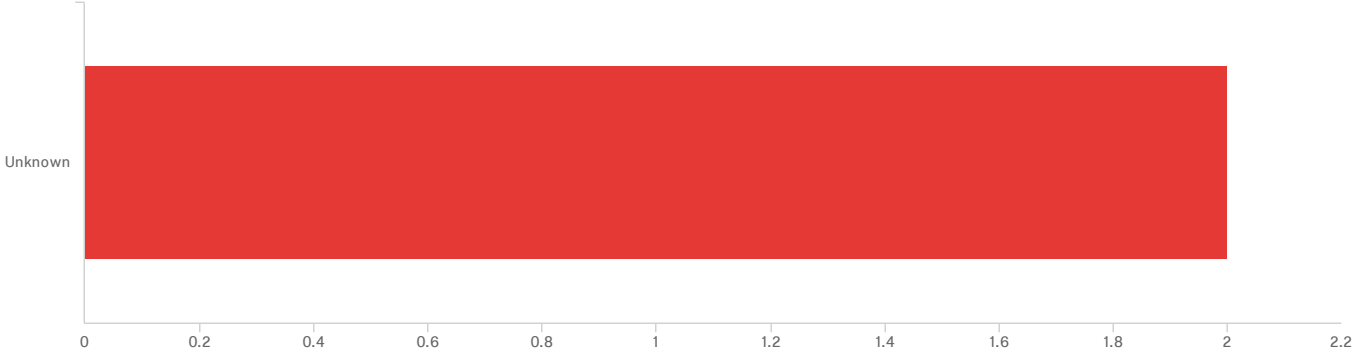
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Q8 - Topics

  
No results to show

  
No results to show

# Q9 - Topics



#	Field	Choice Count
1	Unknown	100.00% 2

Showing rows 1 - 1 of 1

**End of Report**