

Teaching Improvement Plan (after VTCs)

The art and science of teaching requires regular reflective practice in order to affect positive change in yourself as a professional and in your students as learners. The goal of the TIP is to acknowledge strengths and weaknesses in your own teaching practice and to identify strategies that will encourage improvement in specific areas. Please complete a TIP after each Videoed Teaching Consultation.

VTC Date/Time 2/12/19, 10:45AM **Consultant Name** Daniel Zajic

Course Name Bio 302L **Instructor Name** Matthew Chmielewski

The consultant who videoed your teaching will record your answers to the following questions BEFORE watching the video:

1. What were your goals for this class session?

During this session I would like students to walk away having understood the histological differences between endocrine organs, the components of blood, as well as how various measures of blood count and hemoglobin relate to normal and pathological conditions.

2. Do you have any challenges with this class or these students?

There are no particular challenges with this class.

3. Do you have any observations or questions about the filming?

I have no special concerns about the filming.

The consultant who videoed your teaching will record your answers to the following questions AFTER watching the video:

1. Did you meet your intended goals for the class? If so, how did you measure success? If not, how can you tell?

The goals of the class were mostly met. This was assessed ad hoc and informally by checking in with students while roaming between groups during the class, as well as two forms of more formal assessment. Group worksheets were handed in at the end of the class, and I initiated discussion with each group in order to provide an opportunity to address questions/areas that may have been unclear. Retention of the material was also assessed the following week at the individual level via a quiz. Some aspects of describing and interpreting blood measures (such as the meaning of mean cell volume, how to describe cell with a low concentration of hemoglobin, etc.) remained unclear and needed to be readdressed the following class.

2. What stands out to you about your teaching or your students participation?

The lecture portion of the class seems to be the weakest part of the classroom experience. While I think that it is a necessary component, maintaining student engagement can be difficult. This is partially due to some features of my lecture style, and partially due to the nature of the lectures themselves. Some students likely lose attention because this approach matches poorly with their style of learning, while others may drift due to my delivery.

3. What aspects of your teaching would you like to change, and what is your plan to bring about that change?

Given the aforementioned problems regarding the lecture, there are a couple of adjustments I intend to make to improve the classroom experience. I believe it would be helpful if I slowed the pace of my lecture, while simultaneously improving delivery. Varying pacing within and between sentences, making an effort not to drop volume at the end of sentences, and leaving more space between concepts are changes I would like to implement. In addition, being more creative about how to pull students into the lecture portion via more questions or think-pair-share activities may prove useful in fostering increased engagement.