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 5/24/19, 10:30AM **Consultant Name** Rachel Wilson

Course Name Bio 471 **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?**

My primary goal was to get students to come away with a chosen dataset and story that they could use to work on their final paper. In support of this, I wanted to make sure that each student was able to conduct the appropriate statistical analysis as well as create a basic data visualization.

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

The students have a wide variation in background knowledge and skills required to complete the project (i.e. data analysis, writing).

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 were partially met. Students were all able to complete a statistical analysis and produce a figure. In addition, all students had a basic data story identified, but some students were further along than others at the end of the class. Some students also appeared to be resistant to performing these activities in class in favor of doing them at home later.

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

Some students also appeared to be resistant to performing these activities in class in favor of doing them at home later. I could be more clear about teaching the data analysis part in order to make sure that everyone is on the same page.

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

I would like to make sure that students have a better sense of how to approach the data analysis and writing by more explicitly discussing how research steps lead to data products earlier in the course. Specifically, I plan to add more data analysis and visualization assignments earlier in the quarter, and to be more explicit about how ANOVAs function in the context of experimental design in order to tie field methods to final papers more clearly.