Teaching Enhancement Plan: A Tool for Faculty Advocacy
The University of Connecticut

BACKGROUND FOR TEACHING ENHANCEMENT MODIFICATIONS

I. Basic Information

    A. Faculty Member's Name

    B. Faculty Member's Department

    C. Academic Semester/Year

    D. Course Number & Title

    E. Typical number of students in this course?

    F. Does this course include a service learning component? Please describe.

    G. Does this course have any specific designations (like Q, W, iTV, online,WWW)? If so, please describe.

    H. Is this a General Education course? If so, what are the GEOC goals for the course?

    I. What sources of data lead you to the decision to modify the course (e.g., Student Evaluation of Teaching (SET), student comments, self-reflection)?

II. What are your reasons for implementing instructional modifications?

III. Assessing the Effectiveness of Your Modified Course

    A. What sources of data (e.g., SETs, other student feedback, peer feedback, self-reflections of instruction) tell you that the course will benefit from the TEP process?

    B. How will that assessment data be used?

    C. What is the timeline for formal assessment of student learning (e.g., per product, mid-term, online discussion, end of term)?

IV. Knowing Your Students

    A. What are the students' background characteristics?

    B. How are the students alike?

    C. How do the students differ?

    D. What are your thoughts on students' preparedness for this course?

E. What are the students' learning expectations for the course?

F. What are your learning expectations for the course?

G. How can students' expectations be integrated with your expectations for the course?

V. Context for Instructional Modifications

A. What are some examples of past students' suggestions and concerns as expressed on SETs?

B. Which of these suggestions and concerns will be addressed in this TEP?

C. What are the goals and learning objectives of this course?

D. What is the role of this course in the curriculum of this major area of study?

E. What specific knowledge and skills from this course are necessary for student success in subsequent courses?

INSTRUCTIONAL STRATEGIES

VI. Use of Time: Planning In-Class and Out-of-Class Learning

A. In what ways will you communicate with students outside of scheduled class time?

B. What percentage of time will be spent on each type of in-class activity (e.g., lecture, discussion, activity, small group work)?

C. In what ways will you vary your instructional methods for various learning styles?

D. In what ways will you accommodate students with documented disabilities and temporary injuries or conditions in order to provide equal access to the full learning opportunity of the course?

E. In what ways will you make up for missed in-class time (instructor and students)?

F. In what ways have you built flexibility into the schedule in case one or more topics require more or less time than allotted for them? (Might some material or presentation be shortened or eliminated if time runs out? Are you prepared to provide supplementary material if additional instruction is needed to ensure students' understanding?)

VII. Organizing and Presenting the Lecture and the Instructional Sequence

A. When and how will you pause delivery of new material to assure students' understanding of previously delivered material?

B. What visual aids or graphics will you use to present the information?

C. What demonstrations, cases, examples, or applications will you use to capture students' attention?

D. What strategies will you use to actively engage students in higher-order thinking during the class?

E. When and in what ways will you summarize the material you present?

VIII. Facilitating Discussion: Posting Problems, Listening, and Questioning

A. What strategies might you utilize to start discussion? (Consider questions, common experiences, intentional disagreement, direct applications, ill-defined problems, Socratic method.)

B. What barriers to meaningful discussion might you face in your classroom?

C. How will you respond to these barriers in order to engage all students?

IX. Active Learning: Cooperative, Collaborative, and Peer Learning

A. In what ways will you encourage students to work together?

B. What types of learning activities can be accomplished most effectively in small groups?

C. In what ways will you remain actively involved with students working in small groups?

D. In what ways will you engage your students in collaborative learning activities?

E. In what ways will you ensure that each member of a group contributes?
F. In what ways will you evaluate group products, written or unwritten (e.g., a group document or a small group contribution to the full class discussion)?

X. Delivering Instruction and Artistic Modification

A. What strategies will you use to creatively present material? (Consider metaphors, examples, your own personal stories, soliciting personal stories from students, demonstrations, anecdotes, relevant cartoons, dramatization, case studies, etc.)

B. How do you "play with ideas" in the course; in what ways will you encourage students to play with ideas?

C. How will you incorporate technology into your instruction? Provide specific examples of available tech resources.

D. How will your students utilize technology in their coursework?

E. What gestures, verbal, and nonverbal cues do you currently use? What gestures, verbal, and nonverbal cues might you add to enhance the course? (Consider moving away from the podium or desk, referring to students by name each time, and sitting in a circle for discussions.)

F. Which of the instructional modifications you have named as part of this TEP are directly related to the students' suggestions and concerns as expressed on SETs?

ASSESSING LEARNING/PROVIDING & SOLICITING FEEDBACK

XI. Assessing Student Learning and Course Outcomes

    A. How will your quizzes, exams, and other student products align with the content of class lectures and activities?

    B. What key concepts will be assessed?

    C. What are the products to be assessed (e.g., research paper, exam, log/journal)?

    D. What assessment tools will you use (e.g., rubric, scoring guide, criteria checklist)?

    E. What is your timeline for student assessments (e.g., week 4, mid-term, end of semester)?

    F. What types of written feedback will you provide to the students?

    G. What is your timeline for returning products and assessments to students?

XII. Assessing the Results of Your Facilitation of the Course

    A. How will you solicit feedback from students regarding the course (in addition to SETs)?

    B. What feedback will you solicit from students and from colleagues that is specific to the modifications you have planned using this TEP process?

    C. How will you utilize the feedback from students and colleagues?

    D. What criteria will guide your self-reflection regarding the effectiveness of the modifications you have made?

XIII. In what ways has this TEP process helped you enhance your course?

XIV. In what ways might this TEP process be changed to be more helpful to you?

XV. As you reflect upon the completed, modified course, what are your thoughts regarding the effectiveness of the modifications you have made?