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Using Impact Data to Improve College Teaching

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Using Impact Data to Improve Teaching

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SoTL Conference 2012
Session Objectives

1. Demonstrate how impact data from student projects focused on K–12 student performance can be used to measure higher education teaching effectiveness.

2. Provide a case example of using impact data resulting from a graduate course recently offered.

3. Share strategies to identify teaching strengths and improvement targets based on improvement data resulting from student projects included as a course requirement.
EDSP 6060 – Applied Behavior Analysis
Graduate course within M.Ed. and Ph.D. Programs in special education

16 Enrolled students (10 teachers, 4 early interventionists, 1 parent, 1 full time student)

Key field activity completed in course is a behavior change project
Behavior Improvement Project

- Must be in applied setting
- Targeted student with disability
- Utilize one or more single subject designs
- Incorporate evidence-based special education practice(s) from literature
- Result in measurable improvement in student performance
Field Activity Elements

- Rationale
- Planning steps
- Implementation steps
- Evaluation rubric
- Artifacts
- Standards addressed
- Timeline
- Resources/tools
Evaluation Rubric Elements

- Statement of Problem
- Procedures
- Use of Positive Practices
- Support from Professional Literature
- Impact
- Professionalism
Noted Concerns

- Lack of fidelity in applying single subject reversal design
- Improvement noted was not sufficient to achieve “clinical significance”
- Implementation of ABA strategies did not involve all educational team members
Actions taken within Course

- Class session organized to critique key concerns noted
- Case review changed to include probe questions
- One question focused on whether or not evidence of one of key concerns was represented in case
- Group asked to generate improvement steps to reduce/eliminate concern
Rubric revised to include new element on teaming/collaboration

Description changes for “impact” section of rubric
Key Findings

- Validation of university course quality based on educational impact of assigned field work

- Organization of course around case exemplars was very powerful

- Rubric elements and descriptors are essential for guiding students to implement effective work in applied settings

- Critical that students understand the difference between measureable improvement and clinical significance
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