Mar 30th, 4:00 PM - 5:00 PM

A Pilot Study of Instructional Alignment in College Teaching

Mike Metzler
Georgia State University, mmetzler@gsu.edu

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons

Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation
Metzler, Mike, "A Pilot Study of Instructional Alignment in College Teaching" (2016). SoTL Commons Conference. 17.
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2016/17

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
**BACKGROUND**

Cohen (1987) mentions that the lack of excellence in schools is not caused by ineffective teaching, but instead by misalignment between what is taught and what is intended to be taught. While seemingly obvious, instructional systems must derive from a clear statement of outcome(s) and instruction that generates outcome(s). This ensures validity and the design effective instruction to enable students to reach course outcomes.

Instructional alignment is therefore the degree to which each component within a course facilitates the achievement of stated student learning outcomes (SLOs). While some course components are fixed (can’t be changed), most are under the direct control of the instructor and can be changed/improved.

**PURPOSE**

The purpose of this pilot study is to design a set of worksheets that can be used as guides for instructors to analyze several different components of their courses to determine if and how well each of the components are in alignment with the original stated learning outcomes (SLOs) for the course. Additionally, a sub-purpose of this study is for instructors to help determine pre- and protocol steps. Worksheets were created to be completed by the instructor and/or assigned researcher (AR). A worksheet and corresponding rubric was created for each course component. A pre-observation interview, observation of one class, and post-observation interview was scheduled during the spring 2016 semester. Ultimately, the researchers will be removed from the protocol and all steps will be completed solely by the instructor.

During the spring 2016 semester, the research team met on a weekly basis to determine pre- and protocol steps. Worksheets were created to be completed by the instructor and/or assigned researcher (AR). A worksheet and corresponding rubric was created for each course component. A pre-observation interview, observation of one class, and post-observation interview was scheduled during the spring 2016 semester. Ultimately, the researchers will be removed from the protocol and all steps will be completed solely by the instructor.

**PROTOCOL STEPS**

During the spring 2016 semester, the research team met on a weekly basis to determine pre- and protocol steps. Worksheets were created to be completed by the instructor and/or assigned researcher (AR). A worksheet and corresponding rubric was created for each course component. A pre-observation interview, observation of one class, and post-observation interview was scheduled during the spring 2016 semester. Ultimately, the researchers will be removed from the protocol and all steps will be completed solely by the instructor.

**SAMPLE WORKSHEET**

Instructional Strategy

**REFERENCE**