Feb 20th, 11:15 AM - 12:00 PM

Critical Teaching Behaviors: What Does "Good" Teaching Look Like?

Lauren M. Barbeau  
*Georgia Southern University*, lbarbeau@georgiasouthern.edu

Claudia Cornejo Happel  
*Embry-Riddle Aeronautical University*, cornejc1@erau.edu

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/sotlcommons](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**  
[https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2020/34](https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2020/34)

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.
<table>
<thead>
<tr>
<th>Categories and Definitions</th>
<th>Specific, observable instructor behaviors</th>
<th>How can I document critical teaching behaviors in this category?</th>
</tr>
</thead>
</table>
| Align                     | Define learning outcomes at course, module, lesson, and assignment levels  
|                           | Draw connections between course components and communicate to students  
|                           | Connect course outcomes to program/department outcomes and accreditation standards as applicable | Course and/or Curriculum map  
|                           | Course materials and assignments that explicitly show alignment across course components  
|                           | Test blueprints  
|                           | Learning outcomes at course, module, lesson, and assignment levels |
| Integrate Technology      | Consult with instructional designers to develop online course materials  
|                           | Create course media using lightboard, Kaltura, or other available campus technologies  
|                           | Attend technology training  
|                           | Select technology tools appropriate to learning outcomes  
|                           | Limit technology tools used  
|                           | Evaluate technology tools for accessibility and privacy  
|                           | Use LMS provided by institution  
|                           | Prioritize LMS tools over other technology tools  
|                           | Evaluate cost/benefit of using tech tools  
|                           | Use responsive design (for use of materials on different size screens) | Syllabus (i.e. accessibility statement, statement on technology integration)  
|                           | Assignment instructions/prompts  
|                           | Instructor-created tutorials  
|                           | Instructor-created web content [text, video, audio, etc.]  
|                           | Course map/lesson plan  
|                           | Student feedback  
|                           | Teaching observations and reviews (peers, CTE, QM, etc.)  
|                           | Online courses/modules |
| Include                   | Incorporate varied instructional strategies  
|                           | Design instruction based on Universal Design for Learning principles  
|                           | Use people-first language  
|                           | Create and share accessible digital content  
|                           | Provide support for students with disabilities  
|                           | Select course materials representing a range of diverse voices  
|                           | Conduct classroom discussions with respect for all students and viewpoints  
|                           | Structure classroom discussions to promote equity in student development staff on alignment of course component  
|                           | Peaking time for all students  
|                           | Respond to students and encourage professional relationships (including office hours, open door policy, etc.)  
|                           | Mentor students  
|                           | Model appreciation and respect for diversity in all modes of communication  
|                           | Demonstrate consideration for student well-being | Diversity statement  
|                           | Course map/lesson plan  
|                           | Instructor-created digital materials  
|                           | Syllabus (accessibility statement, inclusive language, content/material choices, communication policy/office hours, multiple means of contact)  
|                           | Teaching Philosophy Statement  
|                           | Discussion and active listening guidelines  
|                           | Discussion roles/activities  
|                           | Teaching awards or recognition related to diversity  
|                           | Student feedback  
|                           | Teaching observation  
|                           | Mentorship agreement and products of mentorship  
|                           | Documentation of student job placement/internship |

© Lauren Barbeau and Claudia Cornejo Happel, The Critical Teaching Behaviors Framework
<table>
<thead>
<tr>
<th>Categories and Definitions</th>
<th>Specific, observable instructor behaviors</th>
<th>How can I document critical teaching behaviors in this category?</th>
</tr>
</thead>
</table>
| **Engage**                 | ● Engage students using one or more of the following strategies: discussion, active learning, collaborative projects, metacognitive activities, reflection prompts, service learning, lab work, etc.  
● Establish and maintain social presence in online course components  
● Ensure participation of all students  
● Plan and facilitate adaptive learning experiences  
● Connect students with campus and learning support resources  
● Use examples, anecdotes, and autobiographical illustrations in explaining difficult concepts  
● Express genuine concern for helping students learn  
● Collect just-in-time feedback on student learning  
● Create opportunities for students to ask questions  
● Relate course content to real-world, relevant examples  
● Appropriately chunk lecture material  
● Facilitate integration of knowledge by encouraging students to make connections between course material and other courses  
● Encourage student ownership of learning  
● Encourage civic engagement of students  
● Engage in disciplinary scholarship, creative projects, and professionalization | ● Student feedback (mid-term and/or SRI)  
● Teaching Observations (by peers and/or CTE)  
● Activity instructions/prompts  
● Lesson plan  
● Online module  
● Transcript of online discussion board  
● Teaching awards  
● Check-in emails to update or congratulate students on progress  
● Assignment instructions/prompts  
● PowerPoint slides  
● Student work samples  
● Video recording of classroom teaching/video lecture |
| **Assess**                 | ● Schedule regular summative assessments  
● Embed formative assessments in lesson plans  
● Provide timely feedback to students  
● Create opportunity for students to self-assess progress  
● Define purpose, criteria, and task for assessments  
● Provide a range of assessment tasks to make relevant to a variety of student interests  
● Assign scaffolded tasks | ● Prompts/instructions for formative and summative assignments  
● Example feedback to students  
● Student work samples  
● Student data demonstrating achievement of learning outcomes  
● Rubrics/Grading criteria  
● Course calendar (distribution and variety of assessments over the course of the term)  
● Syllabus (grading policies, turn around time, grade distribution) |
| **Reflect**                | ● Journal to reflect on classroom experience | ● Teaching Philosophy Statement |
Instructors who reflect regularly gather feedback on their teaching from self-assessment, students, and peers to identify opportunities for growth. They pursue improvements to their instruction through professional development and research activities.

- Consult with professional development staff to enhance teaching methods
- Analyze student feedback (mid-term and end-of-term)
- Review student performance data
- Conduct a SoTL project
- Attend professional development events dedicated to teaching
- Invite feedback on teaching from students and colleagues
- Build content expertise through ongoing reading, research, and professional development in field of study

- SoTL paper/presentation/award/fellowship
- CTE badges/certificates/workshop transcript
- Teaching presentations/workshops
- Student feedback (SGID/SRIs)
- Written reflections
- Observation
- Professional development plan