

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 Oct 30, 2017 10:00am **Consultant Name** Jessica Hebert

Course Name BI211 Principles of Biology **Instructor Name** Lindsay Holden

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?

To provide a basic overview of the weekly laboratory activity for a classroom of 400 people. There are 13 TAs who share the responsibility of teaching the 25 lab sections and my goal was to introduce the topic while allowing TAs the freedom to expand with details and specific methods in the style that they choose.

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

Because it is a 400-student class, it is difficult to connect sometimes. It is also an introductory course, so gauging the level of knowledge is important. If you introduce a topic that is well-understood you can move through content quicker than if it is a totally new concept and you need to spend more time on examples.

3. Do you have any observations or questions about the filming?

No

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?

I feel as if I met my goal of a basic overview introduction. I also feel that I was able to get students to actively listen by asking them all to stick out their tongues and see if they can roll their tongues. I was also able to use myself as an example of this phenotype. This serves to 1) provide a clear example of a concept and 2) have students actively listen and participate, even in a 400-student classroom.

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

Students really liked the tongue sticking-out activity! I also feel proud that I was able to break down a potentially complex topic (genotypes and phenotypes) into simple everyday language and provide concrete examples of these concepts. I was also able to provide clear expectations to the students for what they would be doing in the lab that week, which I feel is an essential step towards having students arrive prepared for the lab activity.

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

I noticed I used a lot of "ums" during pauses. I'd like to work on removing those. I would also like to work on moving around the room more. I would also like to incorporate at least one more example for the topic. That would result in a definition of the concept and two distinct examples. To work towards these goals I will 1) video at least one teaching session each term to assess my presentation style (try to avoid "ums" and increase my mobility around the room) and 2) improve the content of my lecture to have one more example for newly introduced topics with the goal of the 3-part concept introduction: 1) define, 2) a first example, and 3) a second example that is very different (maybe in a different species or totally different scenario) than the first example.