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Evaluating Teaching in Science, Technology, Engineering, and Mathematics: Principles and Research Findings

Every department, college, and university is unique, and thus no one model for evaluating teaching effectiveness that is based on learning outcomes will be appropriate for all institutions. Nonetheless, if effective methodologies for evaluating teaching and student learning are to be implemented, administrators and senior faculty must become more aware of emerging research on effective practices. Knowledge of this work is particularly important at the departmental level, where the evaluation of individual faculty members counts most. This chapter reviews what is known about how research findings can shape best practices in evaluating undergraduate teaching in science, technology, engineering, and mathematics (STEM). Chapter 5 builds on this research to highlight ways in which expectations and guidelines for evaluating teaching can be made clear to both faculty and administrators.

GENERAL PRINCIPLES AND OVERALL FINDINGS

The research literature suggests that for purposes of any formative or summative evaluation,¹ assessment that is based on a single teaching activity (e.g., classroom presentation) or depends on information from a single source (e.g., student evaluation forms) is less reliable, useful, and valid than an assessment of an instructor's strengths and weaknesses that is based on multiple sources (Centra, 1993). Comprehensive assessments of teaching are

¹Informal assessments of a faculty member's work that are used primarily to provide feedback and reinforcement to a colleague for purposes of ongoing professional development and improvement are characterized as *formative evaluations*. In contrast, evaluations that are used for purposes of rendering formal personnel decisions and that are based on a variety of data are often called *summative evaluations* (Scriven, 1990; review by Licata and Moreale, 1997).

Evaluating And Improving Undergraduate Teaching In Science Technology Engineering And Mathematics

**National Research Council, Division of
Behavioral and Social Sciences and
Education, Center for
Education, Committee on Recognizing,
Evaluating, Rewarding, and
Developing Excellence in Teaching of
Undergraduate Science, Mathematics,
Engineering, and Technology**

Evaluating And Improving Undergraduate Teaching In Science Technology Engineering And Mathematics:

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics

National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2002-12-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields

Evaluating and Improving Undergraduate Teaching in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Recognizing, Evaluating, Rewarding, and Developing Excellence in Teaching of Undergraduate Science, Mathematics, Engineering, and Technology, 2003-01-19 Economic academic and social forces are causing undergraduate schools to start a fresh examination of teaching effectiveness Administrators face the complex task of developing equitable predictable ways to evaluate encourage and reward good teaching in science math engineering and technology Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics offers a vision for systematic evaluation of teaching practices and academic programs with recommendations to the various stakeholders in higher education about how to achieve change What is good undergraduate teaching This book discusses how to evaluate undergraduate teaching of science mathematics engineering and technology and what characterizes effective teaching in these fields Why has it been difficult for colleges and universities to address the question of teaching effectiveness The committee explores the implications of differences between the research and teaching cultures and how practices in rewarding researchers could be transferred to the teaching enterprise How should administrators approach the evaluation of individual faculty members And how should evaluation

results be used The committee discusses methodologies offers practical guidelines and points out pitfalls Evaluating and Improving Undergraduate Teaching in Science Technology Engineering and Mathematics provides a blueprint for institutions ready to build effective evaluation programs for teaching in science fields Improving Undergraduate Instruction in Science, Technology, Engineering, and Mathematics National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Undergraduate Science Education, Steering Committee on Criteria and Benchmarks for Increased Learning from Undergraduate STEM Instruction, 2003-05-28 Participants in this workshop were asked to explore three related questions 1 how to create measures of undergraduate learning in STEM courses 2 how such measures might be organized into a framework of criteria and benchmarks to assess instruction and 3 how such a framework might be used at the institutional level to assess STEM courses and curricula to promote ongoing improvements The following issues were highlighted Effective science instruction identifies explicit measurable learning objectives Effective teaching assists students in reconciling their incomplete or erroneous preconceptions with new knowledge Instruction that is limited to passive delivery of information requiring memorization of lecture and text contents is likely to be unsuccessful in eliciting desired learning outcomes Models of effective instruction that promote conceptual understanding in students and the ability of the learner to apply knowledge in new situations are available Institutions need better assessment tools for evaluating course design and effective instruction Deans and department chairs often fail to recognize measures they have at their disposal to enhance incentives for improving education Much is still to be learned from research into how to improve instruction in ways that enhance student learning *Inquiry-Based Learning for Science, Technology, Engineering, and Math (STEM) Programs* Patrick Blessinger, John M. Carfora, 2015-10-20 This volume covers the many issues and concepts of how IBL can be applied to STEM programs and serves as a conceptual and practical resource and guide for educators and offers practical examples of IBL in action and diverse strategies on how to implement IBL in different contexts

Challenges and Opportunities for Education About Dual Use Issues in the Life Sciences National Research Council, Division on Earth and Life Studies, Board on Life Sciences, Committee on Education on Dual Use Issues in the Life Sciences, 2011-01-16 The Challenges and Opportunities for Education About Dual Use Issues in the Life Sciences workshop was held to engage the life sciences community on the particular security issues related to research with dual use potential More than 60 participants from almost 30 countries took part and included practicing life scientists bioethics and biosecurity practitioners and experts in the design of educational programs The workshop sought to identify a baseline about 1 the extent to which dual use issues are currently being included in postsecondary education undergraduate and postgraduate in the life sciences 2 in what contexts that education is occurring e g in formal coursework informal settings as stand alone subjects or part of more general training and in what fields and 3 what online educational materials addressing research in the life sciences with dual use potential already exist *Process Engineering Renewal 1* Éric Schaer, Jean-Claude

André,2020-06-16 Process engineering emerged at the beginning of the 20th Century and has become an essential scientific discipline for the matter and energy processing industries Its success is incontrovertible with the exponential increase in techniques and innovations Rapid advances in new technologies such as artificial intelligence as well as current societal needs sustainable development climate change renewable energy the environment are developments that must be taken into account in industrial renewal Process Engineering Renewal 1 the first volume of three focuses on training demonstrating the need for innovation in order for the field to have a framework that is sustainable in a highly changeable world **Higher Education for Sustainability** Lucas F. Johnston,2013 This edited collection provides a glimpse at the ways colleges and universities have integrated sustainability across the curriculum *Governance and Management in Higher Education* Enakshi Sengupta,Patrick Blessinger,Nasiruddin Nezaami,2022-04-26 Autonomy in governance and management in education has become the prerogative of higher education institutions whilst optimum allocation and use of resources have become the aim of all higher education institutions This volume explores the creation of knowledge and its dissemination in a way that creates a significant impact in society Using the Engineering Literature Bonnie A. Osif,2006-08-23 The field of engineering is becoming increasingly interdisciplinary and there is an ever growing need for engineers to investigate engineering and scientific resources outside their own area of expertise However studies have shown that quality information finding skills often tend to be lacking in the engineering profession Using the Engineerin Field-Based Learning in Family Life Education Tara Newman,Ashley Schmitt,2016-12-14 This book provides successful models for field based learning experiences in Family Life Education Each chapter provides an overview of the implementation details including key points that others developing a plan could use to guide their thinking Each chapter is grounded in previous scholarship and identifies how the elements of high impact practices are addressed in the real world Contributors share their experiences implementing service learning internships and other educational platforms outside the classroom walls This book also addresses both specific content areas within family life education as well as general course management strategies **Tools for Teaching** Barbara Gross Davis,2009-07-17 This is the long awaited update on the bestselling book that offers a practical accessible reference manual for faculty in any discipline This new edition contains up to date information on technology as well as expanding on the ideas and strategies presented in the first edition It includes more than sixty one chapters designed to improve the teaching of beginning mid career or senior faculty members The topics cover both traditional tasks of teaching as well as broader concerns such as diversity and inclusion in the classroom and technology in educational settings Assessing for Learning Peggy L. Maki,2023-07-03 While there is consensus that institutions need to represent their educational effectiveness through documentation of student learning the higher education community is divided between those who support national standardized tests to compare institutions educational effectiveness and those who believe that valid assessment of student achievement is based on assessing the work that students produce along and at the end of their

educational journeys This book espouses the latter philosophy what Peggy Maki sees as an integrated and authentic approach to providing evidence of student learning based on the work that students produce along the chronology of their learning She believes that assessment needs to be humanized as opposed to standardized to take into account the demographics of institutions as students do not all start at the same place in their learning Students also need the tools to assess their own progress In addition to updating and expanding the contents of her first edition to reflect changes in assessment practices and developments over the last seven years such as the development of technology enabled assessment methods and the national need for institutions to demonstrate that they are using results to improve student learning Maki focuses on ways to deepen program and institution level assessment within the context of collective inquiry about student learning Recognizing that assessment is not initially a linear start up process or even necessarily sequential and recognizing that institutions develop processes appropriate for their mission and culture this book does not take a prescriptive or formulaic approach to building this commitment What it does present is a framework with examples of processes and strategies to assist faculty staff administrators and campus leaders to develop a sustainable and shared core institutional process that deepens inquiry into what and how students learn to identify and improve patterns of weakness that inhibit learning This book is designed to assist colleges and universities build a sustainable commitment to assessing student learning at both the institution and program levels It provides the tools for collective inquiry among faculty staff administrators and students to develop evidence of students abilities to integrate apply and transfer learning as well as to construct their own meaning Each chapter also concludes with 1 an Additional Resources section that includes references to meta sites with further resources so users can pursue particular issues in greater depth and detail and 2 worksheets guides and exercises designed to build collaborative ownership of assessment The second edition now covers Strategies to connect students to an institution s or a program s assessment commitment Description of the components of a comprehensive institutional commitment that engages the institution educators and students all as learners Expanded coverage of direct and indirect assessment methods including technology enabled methods that engage students in the process New case studies and campus examples covering undergraduate graduate education and the co curriculum New chapter with case studies that presents a framework for a backward designed problem based assessment process anchored in answering open ended research or study questions that lead to improving pedagogy and educational practices Integration of developments across professional scholarly and accrediting bodies and disciplinary organizations Descriptions and illustrations of assessment management systems Additional examples exercises guides and worksheets that align with new content [Transforming Academic Culture and Curriculum](#) Mitchell R. Malachowski, Elizabeth L. Ambos, Kerry K. Karukstis, Jillian L. Kinzie, Jeffrey M. Osborn, 2024-02-29 Institutions across the higher education landscape vary and each navigates change in its own way This volume describes how institutions and departments influence the success of structural and cultural transformations to

advance curricular reform A product of the Council on Undergraduate Research Transformations project a six year longitudinal research study funded by the United States National Science Foundation this text features the goals strategies and outcomes that evolved from the experiences at 12 diverse colleges and universities in creating innovative undergraduate curricula and campus cultures that maximize student success With the goal of achieving departmental transformations in both student learning and academic culture by backward designing and scaffolding research into and across undergraduate curricula editors include scholarly findings step by step guides and a toolkit section with plentiful online resources to help readers develop and execute personalized change processes on their own campuses Designed to span both theory and practice for departments and institutions to transform undergraduate education to increase student success this book is vital for all higher education scholars practitioners faculty staff and leaders interested in creating research rich curricula and change more broadly Visit the Council on Undergraduate Research website here <https://www.cur.org> **Educating**

Scientists and Engineers for Academic and Non-Academic Career Success James Speight,2014-12-10 In an increasingly technological world the education of scientists and engineers has become an activity of growing importance **Educating Scientists and Engineers for Academic and Non Academic Career Success** focuses on the structure of the current educational system and describes the transformations needed to ensure the adequate education of future **Culturally**

Responsive Mathematics Education Brian Greer,Swapna Mukhopadhyay,Arthur B. Powell,Sharon Nelson-Barber,2009-05-20 At a time of rapid demographic change and amidst the many educational challenges facing the US this critical new collection presents mathematics education from a culturally responsive perspective It tackles the most crucial issues of teaching mathematics to an ethnically diverse school population including the political dimension of mathematics education within the context of governmental efforts to improve achievement in school mathematics **Culturally Responsive Mathematics Education** moves beyond a point of view that is internal to mathematics education as a discipline and instead offers a broad perspective of mathematics as a significant liberating intellectual force in our society The editors of this volume bring together contributions from many of the leading teachers teacher educators researchers scholars and activists who have been working to reorient mathematics education in ways that reflect mathematics education as accomplished first and foremost through human interactions **Transforming Insitutions** Gabriela C. Weaver,Wilella D.

Burgess,Amy L. Childress,Linda Slakey,2016 Higher education is coming under increasing scrutiny both publically and within academia with respect to its ability to appropriately prepare students for the careers that will make them competitive in the 21st century workplace At the same time there is a growing awareness that many global issues will require creative and critical thinking deeply rooted in the technical STEM science technology engineering and mathematics disciplines **Transforming Institutions** brings together chapters from the scholars and leaders who were part of the 2011 and 2014 conferences It provides an overview of the context and challenges in STEM higher education contributed chapters describing

programs and research in this area and a reflection and summary of the lessons from the many authors viewpoints leading to suggested next steps in the path toward transformation

Research in Collegiate Mathematics Education VII

Fernando Hitt, Derek Allan Holton, Patrick W. Thompson, 2010-03-05 The present volume of Research in Collegiate Mathematics Education like previous volumes in this series reflects the importance of research in mathematics education at the collegiate level The editors in this series encourage communication between mathematicians and mathematics educators and as pointed out by the International Commission of Mathematics Instruction ICMI much more work is needed in concert with these two groups Indeed editors of RCME are aware of this need and the articles published in this series are in line with that goal Nine papers constitute this volume The first two examine problems students experience when converting a representation from one particular system of representations to another The next three papers investigate students learning about proofs In the next two papers the focus is instructor knowledge for teaching calculus The final two papers in the volume address the nature of conception in mathematics Whether they are specialists in education or mathematicians interested in finding out about the field readers will obtain new insights about teaching and learning and will take away ideas that they can use

Higher Education: Handbook of Theory and Research J.C. Smart, 2006-01-18 Published annually since 1985 the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities Each chapter provides a comprehensive review of research findings on a selected topic critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community Each annual volume contains manuscripts on such diverse topics as research on college students and faculty governance and planning advances in research methodology economics and finance and curriculum and instruction The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world It encompasses Comprehensive reviews of contemporary and emerging issues in postsecondary education Hundreds of citations in a wide range of scholarly journals including all leading journals of higher education and many other social science and professional journals An indispensable resource for administrators researchers and policymakers Published annually since 1985

Practical Steps to Digital Research Deborah B. Stanley, 2018-07-11 This hands on approach to teaching digital research skills breaks down each research skill into simple targeted steps that enable students to research more deeply and to accomplish real world tasks Today s rapidly diversifying digital world provides easy access to information making it increasingly important that students know how to conduct research online In this book you ll learn how to transition your instruction of the research process from a print context to a digital one and to expand your own knowledge of how to best assist students at all stages of their research Using six well defined steps that she developed in her 26 years of

experience as a school librarian Deb Stanley provides practical strategies for each of the six steps of the research process accompanied by easily used and replicated lessons and handouts that are applicable and adaptable to all grade levels K 12 Step by step instruction links to Common Core state standards and ideas to help students succeed at each stage of the research process makes this title a must have for any school librarian

Handbook of University and Professional Careers in School Psychology Randy G. Floyd, Tanya L. Eckert, 2020-12-29 The Handbook of University and Professional Careers in School Psychology is a comprehensive resource for school psychologists in doctoral training or currently appointed to positions in universities and other clinical professional settings Across 30 unique chapters experts in the field offer diverse experienced perspectives on accessing resources building skills navigating difficult experiences and flourishing in all major facets of the profession The book places special emphasis on development throughout the career lifespan and the empowerment of women people of color and scholars from outside of the United States

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