

A RESOURCE GUIDE FOR BEGINNING COLLEGE INSTRUCTORS

by

Laura Shannon

A project submitted to the Faculty of Education  
in conformity with the requirements for  
the degree of Master of Education

Queen's University

Kingston, Ontario, Canada

April, 2017

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## ABSTRACT

The number of part-time instructors hired into the college sector is rapidly increasing (Landrum, 2009). In 2003, 43% of those teaching in the college sector were part-time employees (Landrum, 2009). In 2011, the number of part-time college instructors increased to 51% (Edmonds, 2015). Today, over half of the college student population are taught by part-time instructors (Basen, 2014).

Colleges across Canada rely heavily upon part-time instructors to fulfill the responsibilities of teaching and guiding students toward success. However, the credentials needed to teach at most colleges in Ontario require a minimum of a graduate degree at the master's level. Yet, unlike primary and secondary school teachers, there is no formal teacher training for higher education educators during their graduate studies education (Cahn, 2015). Consequently, beginning college instructors may not be fully prepared to enter into the college classroom without receiving prior foundational pedagogical content knowledge information.

Given the increase in part-time college instructors being hired to teach at the college sector, it is essential that students attending postsecondary institutions across Canada receive optimal learning experiences taught by instructors who have developed a reputation of excellence in teaching. These optimal experiences will not only further the development of our future learners, but also benefit society at large. The evidence-based resource guide in this project has been created for beginning college instructors to use as a tool to help foster their readiness prior to entering into the college classroom. The guide demonstrates suggestions to consider about practicing successful teaching strategies,

using Universal Design for Learning concepts, providing quality feedback, and engaging and motivating adult learners; with a resource section that includes additional readings, videos, and website links to explore for deeper understanding of higher education teaching pedagogies. In addition, a workshop presentation is provided as a further tool that can be used as a training session for beginning college instructors at any college. The guide is intended to be an easy-to-read resource of ideas upon which to reflect prior to beginning a position as a college instructor.

## ACKNOWLEDGEMENTS

I would like to first express my sincerest gratitude to my supervisor, Dr. John Freeman, for the immense support and encouragement you have given me through the two years of my graduate studies. You have offered immeasurable advice and guidance throughout my experience as a graduate student for which I will forever be grateful. You led me toward success in my career and in my studies. I would not be where I am today, teaching and completing my master's degree, without you. I want to especially thank you for redirecting me when I needed it the most.

I would also like to thank Dr. Azza Sharkawy for agreeing to be my second reader of the project. I greatly appreciate your time and feedback you have provided throughout the final phase of my graduate studies.

To my family who have supported me throughout my entire academic career and for supporting all of my decisions with grace and confidence. Thank you for teaching me that I am capable of achieving my goals, and helping me to persevere any time I doubted my abilities. I am so incredibly grateful that you have made this opportunity possible for me.

To my fiancé, Wes, who has been beside me through every step of this journey; to listen to me during the ebbs and flows of graduate school. Thank you for making the bad days good, and the good days that much better. I could not have done this without your love and ongoing support.

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## CHAPTER 1: INTRODUCTION

As I was completing my undergraduate degree in psychology, I often thought of what I wanted to do in moving forward to a career. I have always had an innate passion for teaching and learning and wanted to expend this passion to a career in higher education teaching, which is why I applied to the Master of Education program at Queen's University. The program was versatile in that I was able to connect my love for psychology, while learning new ideologies in adult learning and education. During my experience as an M.Ed. student, I was fortunate enough to meet a contact in the Faculty of Education who subsequently helped me secure a part-time teaching position at a college in Southern Ontario. While beginning my position as a part-time instructor, I struggled at first without any formal teaching background.

My experience was not unique. Although college teaching influences the lives of many people entering into their desired field of expertise, unlike primary and secondary teachers, most college instructors do not receive any type of formal teaching training during their graduate level education (Cahn, 2015). Although beginning college instructors tend to have substantial knowledge of the subject matter they are hired to teach (content knowledge), they generally have limited knowledge about how to teach about the subject (pedagogical content knowledge). With little instructional training in the field of teaching, beginning part-time college instructors may have limited knowledge on how to plan lessons; facilitate group work; deliver a quality lecture; create an inclusive learning environment through the implementation of the principles of Universal Design for Learning (UDL); provide effective assessment and feedback to students throughout

their studies; or engage and motivate students (Berschback, 2010). These deficits can be especially problematic given the increase in the number of part-time faculty teaching in the college sector.

Understanding that my success as a college instructor and the success of other individuals in similar circumstances depend on the acquisition of pedagogical content knowledge, I wanted to utilize every opportunity that I could through my M.Ed, to maximize my ability to teach and understanding of how adult learners learn best, as I am deeply passionate about college teaching and devoted to providing students with the best possible learning environment. By creating this project for beginning college instructors, I have now strengthened my understanding of adult learning principles and am looking forward to applying my skills in future courses that I teach, while assisting other instructors to do the same.

### **Purpose of the Project**

Most beginning college instructors enter into their teaching roles at the college sector without any formal higher education teaching training. Due to this lack, beginning college instructors may face challenges as they acclimate into their new teaching roles. The purpose of this project is to create a resource guide targeted toward beginning part-time college instructors to help them feel more prepared and competent before starting their entry-role teaching positions. The guide, *An Introductory Resource Guide for Beginning College Instructors*, may be used as a resource tool for beginning college instructors as they transition into their college teaching profession. The guide explores research-based methods used to create an inclusive learning environment through the implementation of the principles of Universal Design for Learning (UDL), planning of

lessons, facilitation of group work, delivery of quality lectures, provision of effective feedback, and motivation of adult learners. It may be used as one tool to further beginning college instructors' own teaching practices.

### **Definitions of Key Terms**

Eight key terms are used throughout this project: college, content knowledge, pedagogical content knowledge, formative feedback, full-time college instructors, part-time college instructors, cooperative learning, and individualistic learning.

#### **College**

A college is a higher education institution that offers certificate programs, diploma programs, and short-term degrees that are typically completed over 6 months to 3 years (Carusetta & Cranton, 2009).

#### **Content Knowledge**

Content knowledge refers to the knowledge instructors have about a specific subject matter they teach (McCaughtry, 2005).

#### **Pedagogical Content Knowledge**

Pedagogical content knowledge is knowledge unique to teachers. It is the combination of understanding a subject matter, teaching practices, and curriculum (McCaughtry, 2005).

#### **Formative Feedback**

Formative feedback is information that is communicated to learners with the intention to facilitate their academic growth and development to promote optimal learning and improvement. It includes comments that offer advice, praise, and evaluation of work (Wiggins, 2012).

### **Full-time College Instructors**

Full-time college instructors are hired into the college sector on a permanent basis of 35 hours a week. Full-time college instructors have a larger teaching load than part-time instructors. As such, full-time college instructors receive paid teaching hours, paid lesson preparation hours, paid office hours, and additional benefits from the college (Jacoby, 2005).

### **Part-time College Instructors**

Part-time college instructors are hired into the college sector to work between 6 and 12 teaching hours. Unlike full-time instructors, part-time instructors are hired on a contract basis and are paid only for the time allotted to teach. Part-time instructors do not receive payment for hours worked outside the allotted teaching hours. Part-time instructors generally include those who are entering the college sector from roles such as Graduate Teaching Assistants, professional practitioners with workplace experience, or experienced teachers (Beaton, 2017).

### **Cooperative Learning**

Cooperative learning is the process of learning together through small groups to achieve a common goal. It promotes peer-to-peer instruction and facilitates students' learning through working collaboratively, and maximizes their own learning and their peers' learning (Goodwin, 1999).

### **Individualistic Learning**

In contrast to cooperative learning, individualistic learning is learning completed on one's own. Students learn on their own rather than through peer or group interaction (Bower, 2005).

## **Rationale for the Project**

Within the academic domain, much discussion has been directed around the extent to which a graduate level degree, with limited teaching in regard to higher education pedagogical content knowledge, adequately prepares individuals for teaching at the college level (Berschback, 2010). This deficiency could be especially problematic since college student enrollment has increased significantly, adding 50,000 new students to the college sector each year. Due to this increase, there has been a growing number of faculty members hired into the college teaching profession to accommodate the higher number of college students (Kirk & Spector, 2009). Of the faculty members entering into the teaching profession, approximately 15% are hired as contracted, non-fulltime faculty members to stay within budgetary means of the college division (Dickinson, 1999; Gappa & Leslie, 1993; Jaeger & Eagan, 2011; Kirk & Spector, 2009; Lennon, Skolnik, & Glen, 2015; Spangler, 1990;).

Although a high number of part-time faculty members are entering into the profession, most faculty support and professional development resources are directed toward full-time faculty members, leaving limited support and teaching resources available to beginning part-time instructors to facilitate the development of their professional teaching practices (Morton, 2012). To help beginning part-time faculty members feel more prepared and competent during their entry role teaching experiences, colleges must devote more resources to support part-time faculty members' professional development by implementing means of teaching practices and theories as they relate to adult education teaching (Berschback, 2010).

## **Overview of the Project**

The present project is a research-based resource guide for beginning college instructors to use as a tool as they transition into their entry-role teaching positions in the college sector. The first chapter of the project addresses the need for the resource guide, as many beginning college instructors do not have higher education teaching training backgrounds. The guide resolves this lack of teacher education by delivering introductory level material to familiarize beginning college instructors with higher education pedagogical content knowledge to foster a smooth transition into the role of an instructor. Chapter 1 also contains a list of key terms as they are defined throughout the project, and includes the rationale and purpose of completing the project.

The second chapter of the project reveals evidence-based research relevant to higher education teaching practices. The literature includes examples of how to support students' learning and teach to meet the needs of all learners. The following topics are addressed: successful adult learning teaching strategies; Universal Design for Learning; delivering quality feedback; and motivating and engaging adult learners. Each topic is demonstrated through research-based evidence applicable to higher education classrooms, and provides examples on how to apply the topics in the college classroom.

Chapter 3 comprises five fact sheets addressing five essential keys to teaching: using Universal Design for Learning concepts, planning lessons, providing quality feedback, delivering a quality lecture, and engaging and motivating adult learners. The fact sheets are intended to be an easy-to-read resource of ideas upon which to reflect prior to beginning a position as a college instructor. In addition to the fact sheets, a workshop presentation has been created for any college institution to use as a part of an orientation

process to introduce teaching concepts to beginning college instructors with little teaching background.

The final chapter of the project (Chapter 4) discusses my personal experience writing the master's project, and includes reflections of my thoughts on looking back, moving forward, and final thoughts on what I have gained from completing this project.

## CHAPTER 2: LITERATURE REVIEW

Over the past decade, college sectors have begun to hire a high number of part-time college instructors to teach a majority of the course work provided to students. In 2008, 38% of the college student population was taught by part-time faculty members (Basen, 2014). Since then, the percentage has climbed significantly, with 52% of students taught by part-time faculty members in 2012 (Basen, 2014). Today, it is estimated that over half of the student population currently entering into the college sector are being taught by part-time faculty members. These percentages place great importance toward the necessity of beginning college instructors to receiving further support through pedagogical content knowledge training in regard to teaching strategies, implementation of Universal Design for Learning (UDL) concepts and principles, provision of effective feedback, and motivation of students throughout their learning.

### **Pedagogical Content Knowledge**

With limited pedagogical content knowledge, new faculty may face immense challenges preparing lesson plans and leading lectures (Mcalpine, Weston, Berthiaume, & Fairbank-Roch, 2006). Although these challenges generally become less as instructors become more comfortable in their roles, it is detrimental to the students' success and learning process that instructors begin their careers without foundational teaching knowledge that can be transferred through their lessons.

The stress and challenges faced by beginning part-time faculty can have a strong impact on student learning and success in the course (Stevenson & Harper, 2006). Students may suffer if, for example, new instructors are unaware of teaching techniques

that are practiced to keep students motivated and engaged. When beginning instructors are not aware of different teaching theories and how to effectively guide students in their learning, students may not learn the fundamental skills required within their degree.

Multiple challenges exist as new faculty members acclimate into the academic teaching culture without sufficient teaching training or resources that are made available to them (Berschback, 2010; Hill, 2004). Among beginning part-time college instructors, the most challenging areas of their role as beginning instructors stem from a lack of pedagogical content knowledge of effective teaching strategies including lesson planning (Mcalpine et al., 2006); facilitation of group work; lecture delivery; concepts encompassing UDL; feedback strategies for adult learners; and engagement and motivation of students (Su, 2015).

### **Successful Teaching Strategies**

It is important that beginning college instructors become familiar with successful teaching strategies to implement into their new classroom experiences to increase their teaching knowledge, as well as to ensure optimal success of each student. Specifically, proper lesson planning, facilitation of group work, and engaging lecture deliver are the key elements that tend to result in successful college teaching.

#### **Lesson Planning**

Lesson planning is one of the many essential components involved in teaching, yet, little direction is given to college instructors on how to do it (Cabe, 1996). In simple terms, a lesson plan is an instructor's description of how a class should unfold. It is a tool that structures the direction of a lecture and what the instructor intends to accomplish with the lesson. A lesson plan does not need to be an exhaustive document stating every

detail that will occur throughout the lesson. To be effective, the lesson plan should be direct, outlining only the necessary components needed to understand the expectations of the lesson. It should be delivered in simple terms, using language that students will understand. It is essential that beginning college instructors are exposed to methods of creating a lesson plan, as students tend to learn better when they are given an overview of what the lesson will offer. Lesson plans help to keep students on track (Frymier & Shulman, 2009). Typically, a lesson plan includes topics to be covered that day, the lesson goals and objectives, how the material meets the learning outcomes of the course, and the sequence and time constraints of in-class activities used to check student understanding (Cabe, 1996).

First, a lesson plan should begin with a list of topics that will be covered on that specific day. This list sends a message to the students about the overarching themes and content that is expected to be covered throughout the lesson (Frymier & Shulman, 2009). Stating the objective or purpose of the lesson is a second crucial component to include within a lesson plan. The objective states the overall goal of the class. It refers to the instructor's teaching goal, and what the students should gain from the lesson (Cabe, 1996).

Furthermore, a lesson plan should have a description of how the material meets the learning outcomes of the course. Students tend to be more engaged in their learning when they see a purpose in learning the material. When students are aware of how the material fits with the course, the program, and their career, they are more likely to stay engaged and motivated throughout the lesson (Frymier & Shulman, 2009).

Lastly, a list of in-class activities designed to facilitate learning and measure student understanding should be outlined in the lesson plan. This section of the lesson plan should include the time allotted for each activity and the sequence in which the activities are expected to occur. It is important to include in-class activities that are congruent with the material being taught, when applicable. Students' processes of consolidating newly learned material may be enhanced with the integration of relatable activities that enable students to practice and critically evaluate the material being learned (Biggs, 1996).

### **Facilitation of Group Work (Cooperative Learning)**

Facilitating group work is another key element necessary in providing successful college teaching and can be seen as another challenge that beginning college instructors face as they transition into their new college classroom experiences (Su, 2015). College instructors often use small groups to encourage peer-to-peer instruction (cooperative learning). Beginning college instructors should become acclimated with the benefits of and strategies to facilitate cooperative learning, as students tend to learn best when they are actively involved in the learning process (Hedeen, 2003). Cooperative learning can be used to enrich students' learning experiences, expand students' understanding of content, promote classroom inclusivity, and develop transferrable skills such as communication and teamwork. As well, collaboration maximizes learning, as it generally helps students to retain more information and learn more holistically than when working individually (Hedeen, 2003; Hsiung, 2012; O'Neal, McClellan, & Judith, 2016).

Cooperative learning is highly effective across all domains (Hsiung, 2012) and all ages from pre-school-aged children to university graduate students (Johnson & Johnson,

2009; O'Neal et al., 2016). It is especially beneficial to student learning outcomes, as it facilitates students in working together and increases learning in one another. Hsiung (2012) compared the different learning outcomes through a cooperative learning approach and an individualistic learning approach (learning on one's own) in college engineering students. A cooperative learning approach had a much stronger impact on overall learning than when students were learning individually. Furthermore, students were more engaged with the material, retained more information, and reported more enjoyment in learning through the cooperative learning approach in comparison to the individualistic learning approach; suggesting that cooperative learning promotes better learning outcomes than does individualistic learning (Hsiung, 2012).

Cooperative learning also increases students' positive attitudes toward life-long learning, subject matter, and the college itself, in comparison to individualistic learning (Johnson & Johnson, 1999). In a 2015 study, Essien surveyed students' views toward cooperative learning after experiencing it in the classroom. Not only were students' attitudes more positive toward learning in comparison to those who learned through traditional individualistic learning environments, but the majority of students perceived working in groups as being a more relaxed atmosphere for learning that promoted more participation and provided higher levels of autonomy in response to feeling more accountable for their learning.

To incorporate cooperative learning into the classroom, college instructors should begin by providing students with clear assignment expectations. These criteria include allotting the number of group members per group, setting time constraints and group members' task expectations, and describing the task at hand (Johnson, Johnson, & Smith,

1998). Second, instructors should clearly explain that, for the group to be successful, each group member must work together as a part of a collaborative team (Johnson et al., 1998). Third, instructors need to monitor student learning and group interaction by joining the conversation of each group (Johnson et al., 1998), helping ensure that students are completing the task correctly, discussing with students how the task is going, and adding to each individual group discussion to advise about additional concepts or clarify misunderstandings. Finally, instructors should evaluate students on how well they worked together on their group work and discuss key elements in which they did well and key elements to improve (Johnson et al., 1998).

### **Delivering a Quality Lecture at the College Level**

Delivering a quality lecture at the college level may be especially intimidating for a new instructor who has little to no teaching background. Beginning college instructors are encouraged to understand that teaching and learning are mutual concepts that complement each another. Good teaching is created through a reciprocal process that establishes a communicative environment and is most effective when delivered in a conversational tone. First, a lecture encompasses two fundamental components: content and delivery (Rhem, 2011). The key to delivering a quality lecture results from sufficient planning and preparation. Elements necessary to plan and prepare a quality lecture include identifying resources congruent with the material, organizing the lesson - typically using a PowerPoint presentation, planning activities to consolidate learning, and preparing and printing any handouts or other documents needed to facilitate the lesson (Rhem, 2011).

Second, a quality lesson depends on organization and structure. Organization is key in developing and delivering content. When delivering a quality lecture, the material must be organized in a chronological order that makes sense to those students new to the topic. Instructors can begin thinking about organizing the structure of the lecture to include a beginning, a middle, and an end (Rhem, 2011). The beginning of a lesson should include something to grab the learners' attention, such as a discussion. The middle of the lesson should include the bulk of the material, along with an activity to create an interactive learning environment. The end of the lecture represents the take-away message of the lesson. It is the conclusion of the material and should hold space for questions or discussion.

Not only should the lesson be organized, but also the instructor should be held accountable for being organized. One of the most common complaints from students is the instructor's lack of organization while teaching (Rhem, 2011). To prevent disorganized lectures from occurring, instructors may consider bringing lecture notes to class. Lecture notes help instructors to organize their thoughts and stay on track with the lesson; these notes have written pre-organized discussion questions or additional thoughts outside of the PowerPoint presentation.

Another important facet to delivering a quality lecture is for the instructor to stay enthusiastic about the topic. Instructors' enthusiasm and interest in the topic keeps students engaged and interested themselves (Blight, 2000; Rhem, 2011). In a typical lecture, students' attention is sustained for the first 10 minutes (McKeachie, 1999). Students' attention span continues to decrease in small intervals throughout the lecture, leading students to retain 70% of information in the first 10 minutes of the class, and only

20% of information near the end of the class (McKeachie, 1999). Instructors who are enthusiastic about the material may be more likely to keep student engagement for longer bursts of time than those who deliver a more mundane lesson.

Furthermore, instructors should plan in-class activities and classroom handouts prior to the lesson to consolidate student learning and continue to keep an active and engaged classroom (Freeman et al., 2014). In a recent survey, students were asked several questions regarding their preference of classroom learning. Ninety-eight percent of students' responses encouraged in-class and practical learning activities in conjunction with the material being taught. The same study additionally showed that the students preferred multiple means of learning such as video content, PowerPoint presentation, and group work, in comparison to lecture only. For example, Bipasha (2013) found that 93% of college students preferred learning through other methods such as Blackboard, in comparison to only learning through an overhead screen. As well, 44% of students preferred hand written notes to use as a reference in comparison to a lecture sheet or a book.

Each student has different needs and different preferences in their learning and in the means where they learn best. With the growing number of students entering into the college sector, every class represents a diverse group of students from various academic and cultural backgrounds. In turn, it has become increasingly important to structure lectures, assignments, and course materials to meet the needs of all learners. This element of teaching may be especially difficult for beginning college instructors who do not have teaching backgrounds. Universal Design of Learning is one means to accomplish these ends.

## Universal Design for Learning

Because college students come from multiple backgrounds, cultures, and learning environments, each one carries a multitude of varying skills into the classroom (Dean, Lee-Post, & Hapke, 2016; Rao & Meo, 2016). Universal Design for Learning (UDL) is one framework that has been developed to reach diverse learners. UDL is based on theories of how people learn. The framework describes how individuals vary vastly in the ways in which they learn, and gives insight to how each student can be reached and accommodated based on individual learning differences. The framework includes three key principles for curriculum development to ensure that all students receive equal opportunities to learn: the *what* of learning (multiple means of representation), the *how* of learning (action and expression), and the *why* of learning (engagement; Rao & Meo, 2016). The framework fosters a flexible learning environment to accommodate all learners with or without learning disabilities.

The *what* of learning represents multiple means of representation of material. Each student understands content in multiple ways; therefore, presenting materials in multiple forms provides all students with the opportunity to take in information the way they learn best. The *how* of learning represents action and expression of how students learn. Individuals perceive information and approach tasks differently. It is essential that college instructors provide multiple options for individuals to be able to express themselves. Lastly, the *why* of learning represents engagement. Students differ significantly in what motivates them to learn, and ways in which they are engaged. For example, some students engage deeply while they are working in groups, whereas others prefer to work individually (Rao & Meo, 2016).

## **How to Apply Universal Design for Learning (UDL) Concepts into the College Classroom**

The UDL framework may be used by beginning college instructors to structure lessons to meet the needs of every individual learner. To apply the framework within college classrooms, instructors should consider each of the key principles when designing their lessons to provide equal access to learning for every student.

Instructors may apply multiple means of representation (the *what* of learning) in the content used throughout the course. For example, when choosing a textbook congruent with the course materials, it is best for instructors to choose textbooks that are diverse, and tailor to more than one learning preference. Textbooks that offer multiple means of representation tend to include glossaries, additional resources, chapter reviews, and practice questions (Burgstahler, 2015). Instructors may also implement additional materials to help facilitate learning by providing students with extra materials such as study guides, scaffolding tools such as outlines, content summaries, and practice exercises, to give students additional materials and choices from which to learn (Burgstahler, 2015).

Additionally, instructors can help ensure they are meeting the needs of all learners through multiple means of representation by providing students with different learning environments. For example, college instructors might consider separating their lessons to comprise of a lecture, small group discussion, and large group discussion (Burgstahler, 2015). By incorporating multiple forms of learning environments, students receive equal opportunities to learn in a way that is most comfortable for them. Lastly, this principle can be used in the classroom by demonstrating material through examples that are

diverse. When providing students with diverse examples, students from different cultures, age groups, ethnicities, and race can all equally relate to the examples and content to form better learning.

The second principle of UDL considers action and expression (the *how* of learning) in the college classroom. Because students vary vastly in how they express their learning, it is important for college instructors to implement multiple forms of evaluation to create a flexible learning environment that provides equal opportunity for students to demonstrate their competence. For example, an instructor may create more than one assignment option that meets the same learning outcome (Rose et al., 2002). Providing multiple assignment options allows the students to choose the assignment that they feel will be the best representation of their learning (Rose et al., 2002). The second principle can also be implemented into the classroom by encouraging multiple means of assessment such as essays, projects, and reflections; rather than only using traditional forms of assessment such as tests.

The third principle, student engagement (the *why* of learning), is another component of the classroom that differs greatly among students. Because students differ in what motivates them and how they stay engaged, instructors play an important role in continuing to keep students interested in learning. Student engagement may fluctuate depending on the course content; therefore, it is essential that instructors teach material that is relevant to the students' careers or lives, and create relevant activities that are engaging for the class. Other ways to facilitate student engagement is to have class discussions and debates. Students tend to lose focus quickly during lectures. It is important to divide the lesson across lecture, discussion, group work, partner work,

individual work, and activities (Rose et al., 2002). Because there are a multitude of activities divided throughout a given lesson, instructors must develop proper tools to assess students in their learning and provide feedback to facilitate and nurture students' progress toward success in the course.

### **How to Provide Formative Feedback to Adult Learners**

Over the past decade, colleges have moved further away from traditional forms of assessment such as testing (assessment *of* learning) and have made a strong shift toward an academic system that assesses student learning through written assignments where students have the opportunity to advance in their learning based on feedback (assessment *for* learning; Goes, Gannaway, & Hughes, 2011). With this academic shift, much emphasis has been placed upon feedback given to students by instructors. Instructors are now responsible for providing students with meaningful, formative feedback that gives them a solid foundation for further learning and development (Goes et al., 2011). Therefore, as beginning college instructors transition into the field of teaching, providing effective feedback should be viewed as one of their essential skills.

Formative feedback is most widely defined as information that is communicated to learners with the intention to facilitate their academic growth and development to promote optimal learning and improvement (Crisp, 2007; Goes, 2011; Wiggins, 2012). The purpose of providing formative feedback to students is to increase their understanding of the content, improve their skills, and identify their strengths and weaknesses (Crisp, 2007). The feedback allows students the opportunity to advance in their learning through the process of editing and revising to improve their work. Although the act of supplying students with meaningful feedback can significantly enhance

learning and achievement (Narciss & Huth, 2004), not all feedback given to learners is effective (Crisp, 2007). For feedback to be effective, it must be constructive and specific, directive, and timely (Crisp, 2007).

Adult learners respond best to feedback that is constructive and given in specific terms. Phrases such as “*Nice work*” or “*Good job*” do not necessarily offer students any real value toward the work that they have done (Crisp, 2007). When feedback is vague and does not directly reference where students did well and where they can improve, students tend to feel as though their work is not valued, leading to a decrease in their motivation (Kluger & DeNisi, 1996). To add value to feedback, the feedback given must not only include praise of the work, but thoughtful critique as well. When feedback is comprised of both entities (praise and critique), students are clear about what they have achieved or mastered, and what they need to improve (Crisp, 2007).

A study that investigated the impact of formative feedback on academic performance found that students significantly valued and preferred when feedback was given in written form in comparison to oral or rubric-articulated feedback (Nordrum, Evans, & Gustafsson, 2013). Additionally, when both written feedback and rubric-articulated feedback were given at the same time, students found it to be overwhelming and difficult to navigate (Nordrum et al., 2013), suggesting that students respond best when they are given one form of feedback that highlights areas where they did well, and the areas where they should develop, rather than feedback given in the form of a standardized rubric.

A second fundamental component to providing effective feedback is that it must be directive, where applicable (Wiggins, 2012). Directive feedback involves correcting

students where they went wrong and offering redirection. For example, instructors may provide the students with suggestive examples and alternatives where they can redirect their thinking to improve their work (Black & William, 1998). This style of formative feedback has been found to be effective across multiple disciplines (Nicol & Macfarlane-Dick, 2006); however, it tends to align best when correcting grammatical and sentence structure errors to improve academic writing skills (Underwood & Tregido, 2006).

Underwood and Tregido (2006) investigated best practices to improve writing skills in adult learners. Students had an increase in performance and heightened preference for instructor feedback that corrected and redirected students' grammatical and spelling errors rather than feedback that included commentary about content and sentence structure errors. This research further suggests the notion that not all feedback given to students is effective, with one crucial part of enhancing the value of the feedback being the implementation of directive feedback.

Lastly, feedback is most impactful when it is given in a timely manner (immediate versus delayed; Goodwin & Miller, 2012; McTighe & O'Connor, 2009; Wiggins, 2012). When feedback is given to students shortly after their work has been submitted, the material is still fresh in their minds, increasing the likelihood that they will understand the revisions more clearly (Goodwin & Miller, 2012) and act upon their revisions in future assignments (Rowe, 2010).

Feedback given to students is one component of teaching that has the potential to either motivate or demotivate students in their learning (Ratten, Good, & Dweck, 2012). Other components of teaching also have the potential to motivate or demotivate students in their learning. Because of the strong impact instructors often have on student

motivation, it is important for them to know how to structure their teaching style to tend to students' internal motivation to continue to keep the students engaged and enthusiastic about learning.

### **How to Motivate Adult Learners**

Motivation is a profound desire that initiates individuals to satisfy their personal needs and goals (Bedel, 2015). To motivate students to learn, college instructors must conceptualize teaching and learning as a two-way process; for students to be able to learn from their instructors and succeed throughout their studies, they must be willing and motivated to do so (Gorges, Schwinger, & Kandler, 2013). The opposite is also true; for instructors to reach students and promote lifelong learning, instructors must centre their teaching upon students' individual motivators to encourage learning by cultivating motivation within the students (Young, 2015). Motivation, therefore, is both derived from within, through intrinsic contributors of the self, as well as externally, through extrinsic environmental motivators (Deci & Ryan, 2000). Both types of motivation fluctuate and do not necessarily need to be congruent at all times. Instructors can promote both intrinsic and extrinsic motivation to contribute to students' desire to learn and engage in the material being taught. Among theories of motivation that help to explain how intrinsic and extrinsic motivation occur in a classroom setting, Self-Determination Theory is prominent.

### **Self-Determination Theory**

Self-Determination Theory (SDT; Deci & Ryan, 1985) explains the processes that must take place within individuals for motivation to occur and for students to achieve their desired goals (Deci & Ryan, 2000). The theory describes motivation as fluctuating,

varying in intensity, and containing different types of motivation that may be initiated depending on the purpose or reason for the motivation. Within SDT, Deci and Ryan (2000) identify two primary types of motivation: intrinsic and extrinsic motivation.

Intrinsic motivation comes from within students. It is an intuitive spark or passion for something about which individuals are continuously curious and excited (Deci & Ryan, 1985; 2000; Niemiec & Ryan, 2009), whereas extrinsic motivation stems from environmental influences. It is motivation that is initiated by external contributors and driven by rewards that are outside of the individual (Deci & Ryan, 2000). Within extrinsic motivation, Deci and Ryan (2000) describe a continuum of autonomous motivation that is derived from four types of extrinsic motivation: external regulation, introjected regulation, identification regulation, and integrated regulation.

External regulation is the least autonomous type of extrinsic motivation, with very little motivation sourced from within the individual. This type of motivation is typically derived from an external reward, where the individual is interested in completing the goal for the reward. Introjected regulation is the second least autonomous type of extrinsic motivation. This type of motivation is derived from the internal need to complete something to avoid guilt from within if the task is not completed, or to maintain a sense of self-worth (Gillison, Osborn, Standage, & Skevington, 2009). Identification regulation is the third type of extrinsic motivation that lies on the spectrum of extrinsic motivation. This type of motivation is initiated when individuals complete a task based on the feeling that it is important to them on a personal level. Lastly, the most autonomous type of extrinsic motivation is integrated regulation. Integrated regulation is motivation that is

derived from the notion that the task is something the individual values or that it contributes to the individual's identity (Gillison et al., 2009).

Furthermore, the theory describes motivation as being uniquely reliant upon the satisfaction and fulfillment of three psychological needs for autonomy, competence, and relatedness (Cheon & Reeve, 2015; Ryan & Deci, 2000). According to SDT, the degree to which autonomy, competence, and relatedness are met determines the amount of engagement within the college classroom.

### ***Facilitating Autonomy***

For students to sense autonomy within their learning, they must feel that they have ownership and a selection of choice (Niemic & Ryan, 2009). College instructors can foster students' autonomy by offering them a multitude of choices throughout their learning (Yuksel, 2010). For example, instructors may generate student autonomy by offering different assignment options that all lead to the same learning outcome. By allowing students to choose from a selection of assignments, college instructors have shifted decision-making to students about how they wish to transfer their learning through the assignment they choose to complete (Skinner, Pappas, & Davis, 2005). Students therefore feel autonomous in their choices and a sense of ownership in their learning. Wurdinger and Paxton (2003) investigated the importance of student autonomy in college by examining the effects of experiential learning on student autonomy. By having their learner experiences nurtured through opportunistic experiential activities, students felt a heightened sense of autonomy over their learning in comparison to those in traditional learning environments.

College instructors can plan learning experiences that promote autonomous learning by tending to the students' wants and needs (Ryan & Deci, 2000). For example, at the beginning of the semester, instructors may ask students what they intend to gain from the course and what strategies might help them to reach their goals. When their instructors adopt a student-centred approach to teaching, students feel that their needs are being tended to and nurtured, which enhances autonomy.

A strong body of research also suggests that a fundamental contributor to formulating a classroom of autonomy is through the instructor's teaching style (Deci, Schwartz, Sheinman, & Ryan, 1981; Stefanou, Perencevich, DiCintio, & Turner, 2004). Because students must feel freedom in their learning experiences in the classroom, college instructors should find ways to behave in such a way to promote that feeling. Although college instructors must regulate the classroom, they can do so in a non-threatening, non-controlling manner that gives students independence (Reeve, 2011). Non-controlling classroom atmospheres help to nurture intrinsic motivation and autonomy, whereas, on the contrary, students who feel threatened, by the material, deadlines, or rigidity of an instructor, tend to have their self-determination and autonomy negatively impacted.

### ***Facilitating Competence***

Competence is defined as a feeling of improvement and mastery. Competent students see that their personal development is evolving, and they are improving and advancing forward (Kersh & Evans, 2005; Ward, Lundberg, Ellis, & Berrett, 2010). In learning experiences especially, individuals must feel that they are mastering the subject matter and becoming better at doing so (Niemi & Ryan 2009). College instructors can

facilitate competency-based learning by encouraging students throughout their learning and providing effective and timely feedback. Niemiec and Ryan (2009) found that competence is greatly increased when college instructors introduce assignments that are as equally challenging as they are manageable. Furthermore, students are more likely to feel a sense of competence when their capabilities are broadened and expanded, in comparison to those who find the assessment activity too easy or not challenging for their learning.

### ***Facilitating Relatedness***

Relatedness is the third psychological need within SDT essential to motivation and learning (Ward, Lundberg, Ellis, & Berrett, 2010). Students who feel a sense of relatedness are connected with others and with the community around them. College instructors can facilitate relatedness within a classroom by creating a communicative and safe learning environment. For example, instructors may initiate inclusive discussions to enable students to express themselves within the classroom, or through group work that initiates peer relationships where a community can be built. Furthermore, it is important that college instructors not only facilitate relationships among students and their peers, but also build strong foundational relationships with their students on an individual basis to support relatedness within the classroom. Klassen, Perry, and Frenzel (2012) examined the importance of student-teacher relationships and their impact on student engagement. Perceived relatedness between the teacher and student increased positive emotions toward learning and higher levels of engagement, more so than when students experienced feelings of relatedness with their peers.

## Summary

There is a significant need for beginning college instructors to receive further resources and support to better prepare them for their entry-level positions as college instructors. The most notable challenges that beginning college instructors face as they transition into their new roles as college instructors include a lack of pedagogical content knowledge of effective teaching strategies, such as, lesson planning, facilitation of group work, lecture delivery and concepts of Universal Design for Learning. College instructors additionally struggle with assessment and the ability to provide meaningful feedback to students and with appropriate strategies to encourage and motivate students in their learning.

Given these difficulties, high importance should be placed on providing beginning college instructors with tools to help them develop foundational teaching skills before entering the college classroom. By providing instructors with resource support and knowledge, their transition should be smoother and successful. The next chapter provides such tools.

The following *Resource Guide for Beginning College Instructors* includes a workshop that covers foundational skills needed to teach at the college sector. The workshop introduces beginning college instructors to effective teaching strategies; Universal Design for Learning; how to provide effective feedback to adult learners; and how to engage and motivate students demonstrated through the Self-Determination theory of motivation. The guide also includes five innovative fact sheets that highlight key elements of teaching pedagogy and provide resources for each topic for instructors to further their understanding surrounding the topics. These resources are designed for

college instructors to maximize their teaching potential in the support of student learning. When beginning college instructors receive the proper tools and resources to provide foundational teaching background, students are more likely to reach their academic goals and have a successful experience in the classroom.

## **CHAPTER 3: RESOURCE GUIDE (FACT SHEETS AND WORKSHOP PRESENTATION)**

### **Preface**

The purpose of the following document is to provide beginning college instructors with a resource guide to use as one tool in preparation for their first college teaching experience. Because a large number of beginning college instructors tend not to have any formal higher education teaching training background, the document is intended to help facilitate new instructors' teaching practices and provide them with introductory pedagogical content knowledge necessary to excel during their entry-role positions as a college instructor.

The resource guide includes five fact sheets that demonstrate quick tips and hints to consider about using Universal Design for Learning concepts, planning lessons, delivering a quality lecture, providing quality feedback, and engaging and motivating adult learners. The fact sheets are intended to be an easy-to-read resource of ideas upon which to reflect prior to beginning a position as a college instructor. Following each fact sheet is a resource section that includes additional readings, videos, and website links to explore for deeper understanding of each of the five topics.

In addition to the fact sheets, a workshop presentation is provided as an additional tool that can be used as a training session for beginning college instructors at any college. The workshop includes an elaborated version of the above mentioned topics to provide further depth encompassing teaching practices and classroom tools. The workshop is intended to be interactive to consolidate and practice the newly learned information.

Through this resource guide, beginning college instructors should be able to enter into their teaching roles feeling comfortable and prepared for the semester, to provide students with the best possible learning environment that will lead them to the most academic success.

## Fact Sheets

### Universal Design for Learning (UDL)

#### **Rationale: Why is it important?**

College students come from multiple backgrounds, cultures, and learning environments; each carrying a multitude of skills into the classroom. Universal Design for Learning (UDL) is one framework that has been developed to reach diverse learners. UDL describes how individuals vary vastly in the ways in which they learn, and gives insight to how each student can be reached and accommodated based on individual learning differences. The framework fosters a flexible learning environment to accommodate all learners with or without learning disabilities.

#### **Important Facts about UDL**

- The framework includes three key principles for curriculum development to ensure that all students receive equal opportunities to learn: the *what* of learning (multiple means of representation), the *how* of learning (action and expression), and the *why* of learning (engagement)
- One way to facilitate student engagement using UDL is to have class discussions and debates
- Students tend to lose focus quickly during lectures. It is important to divide the lesson across lecture, discussion, group work, partner work, and individual work.

#### **Hints and steps to consider: Apply UDL when designing lessons to provide equal access to learning for every student**

- **Apply the first principle of UDL: Means of representation (the *what* of learning)**

##### **How?**

1. When choosing textbooks congruent with the course materials, it is best for instructors to choose textbooks that are diverse and are tailored to more than one learning preference
2. Textbooks that offer multiple means of representation tend to include glossaries, additional resources, chapter reviews, and practice questions

- **Apply the second principle of UDL: Action and expression (the *How* of learning)**

##### **How?**

1. Because students differ in how they express their learning, it is important for college instructors to implement multiple forms of evaluation to create a flexible learning environment that provides equal opportunity for students to demonstrate their competence
2. For example, an instructor might create more than one assignment option, each of which meets the same learning outcome

- **Apply the third principle: Student engagement (the *why* of learning),**

##### **How?**

1. Because students differ in what motivates them and how they stay engaged, instructors play an important role in continuing to keep students interested in learning. They should consider material that is relevant to the students' careers or lives, and create relevant activities that are engaging for the class

## Additional Resources

### Universal Design for Learning in Higher Education

**Web link:** <http://udloncampus.cast.org/home#.WOUB2xLyszZ>

**About:** This website further demonstrates the need for and relevance of UDL principles in higher education. The website includes several resources for beginning college instructors to use when implementing UDL principles into the classroom. Topics such as course design, UDL syllabus, UDL and assessment, and learning goals are addressed throughout the website. The web link also includes a short video summarizing UDL in higher education; includes tips on how to plan and design curriculum using UDL principles; provides several media options to use in the classroom to align with UDL principles; and further explores accessibility as a whole in the college classroom.

### Universal Design for Learning in Postsecondary Education

**Web link:** <http://www.udlcenter.org/sites/udlcenter.org/files/UDLinPostsecondary.pdf>

**About:** The above PDF booklet establishes an introductory foundation for the principles of UDL. The authors provide detailed descriptions reviewing each of the principles within UDL and offer ways to apply UDL principles into course lectures using examples to support understanding.

### Student perspectives about the implementation of UDL in the college classroom

**Article Citation:** Schelly, C. L., Favies, P. L., & Spooner, C. L. (2011). Student perceptions of faculty implementation of Universal Design for Learning, *Journal of Postsecondary Education and Disability*, 24, 17-30.

**Article link:**

<http://accessproject.colostate.edu/assets/PDFs/Schelly,%20Davies,%20Spooner%202011.pdf>

**About:** In this article, Schelly, Favies, and Spooner (2011) investigate the fundamental impact that UDL has on student learning and how the implementation of UDL principles improves learning. The authors discuss the results received from various student learning surveys that further demonstrate the benefits of UDL principles in the college classroom.

### Universal Design for Learning at a glance video

**Video link:** <https://www.youtube.com/watch?v=YhuvG0iwiao>

**About:** The above video link further provides a thorough explanation of UDL and how UDL can be exemplified through everyday life and can be seen in the world around us. Instructors could watch this video to further their understanding about UDL and factors to consider when teaching in the college sector.

## Planning Lessons

### ***Rationale: Why is it important?***

Lesson plans help to keep students on track! A lesson plan is important as students tend to learn better when they are given an overview of what the lesson offers. To be effective, the lesson plan should be direct, outlining only the components necessary to understand the expectations of the lesson. It should be delivered in simple terms, using language that students understand.

### ***Important Facts about Lesson Planning***

- Students learn best when they are given a lesson plan, overviewing the material that is to come
- Students engage more deeply in material when they see in a lesson plan how it relates to the learning outcomes of the course
- A lesson plan should be delivered in simple terms, using language that students understand.

### ***Hints and steps to consider:***

- **Start the lesson plan by providing students with a list of topics to be covered that day**

#### ***Why?***

1. A list sends a message to the students about the overarching themes and content that are covered throughout the lesson
2. It prepares the students for what is to come and helps students in their learning

- **State an objective**

#### ***How?***

1. At the beginning of the lesson plan, state the purpose of the lesson
2. The objective is the overall goal of the class and refers to the instructor's teaching objective, and what the students should gain from the lesson

- **Describe how the material meets the learning outcomes of the course**

#### ***Why?***

1. Students tend to be more engaged in their learning when they see a purpose in learning the material
2. When students are aware of how the material fits with the course, the program, and their career, they are more likely to stay engaged and motivated throughout the lesson

- **Include a list of in-class activities that are being used to facilitate learning and measure student understanding**

#### ***How?***

1. This section of the lesson plan should include the time allotted for each activity and the sequence in which the activities occur
2. It is important to include in-class activities that are congruent with the material being taught, when applicable
3. Students' process of consolidating newly learned material may be enhanced with the integration of relatable activities that enable students to practice and critically evaluate the material being learned

## Additional Resources

### Sample lesson plan template:

**Web link:**

<http://humber.ca/centreforteachingandlearning/assets/files/pdfs/lesson%20plan%20template1.pdf>

**About:** This link provides a sample lesson plan for instructors to use as a template when creating a lesson plan for the first time.

### What the best college teachers do:

**Book:** Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.

**About:** This book by Ken Bain is a resource for those who are looking to obtain knowledge on how to plan a college-level lesson plan, as well as advice pertaining to other elements of teaching, such as, how people learn, what to expect of students, how to evaluate students, and how to prepare to teach.

### Strategies for successful teaching:

**Link:** <https://successfulteaching.wordpress.com/2013/11/06/8-tips-for-lesson-planning/>

**About:** This link describes eight tips for developing effective college-level lesson plans. The web link provides a step-by-step guide to consider when developing a lesson plan.

### Top five tips for lesson planning:

**Link:** <https://www.ace.edu/blog/post/teacher-blog/2016/08/29/top-five-tips-for-lesson-planning>

**About:** This link provides insight into effective methods used to plan a lesson.

### Lesson planning tips for your first day of teaching:

**Link:** [http://www.trcc.comnet.edu/div\\_academics/idea/documents/first\\_day\\_of\\_class.pdf](http://www.trcc.comnet.edu/div_academics/idea/documents/first_day_of_class.pdf)

**About:** The above link demonstrates tips on how to create an impactful lesson plan for the first day of class. It includes valuable ideas for the first day of class, and a step-by-step breakdown of things instructors should consider discussing on the first day.

### Preparing lesson plans:

**Link:** [http://www.bcit.ca/files/ltc/pdf/ja\\_lessonplans.pdf](http://www.bcit.ca/files/ltc/pdf/ja_lessonplans.pdf)

**About:** The above link includes a detailed description about how to plan and structure a lesson, effective teaching strategies, and an explanation of how people learn.

## Delivering a Quality Lecture at the College Level

### **Rationale: Why is it important?**

Good teaching is created through a reciprocal process that establishes a communicative environment and is most effective when delivered in a conversational tone. A lecture encompasses two fundamental components: content and delivery. The key to delivering a quality lecture results from sufficient planning and preparation. Students learn best when the instructor has prepared an organized and thorough lecture that runs smoothly as the result of significant planning.

### **Important Facts about delivering a quality lecture**

- Organization is **key** in developing and delivering content.
- One of the most common complaints from students is the instructor's lack of organization while teaching!
- Structure your lesson to have a beginning, a middle, and an end. Come to class prepared with lecture notes, a map of what the lesson will entail, and in-class activities and discussions thoroughly planned.
- In a typical lecture, students' attention is heightened and sustained during the first 10 minutes of class. Attention span continues to decrease in small intervals throughout the lecture, leading students to retain 70% of information in the first 10 minutes of the class, and only 20% of information near the end of the class

### **Hints and steps to consider:**

- **Ensure that each lesson is thoughtfully planned out**

#### **How?**

1. Organize the lesson in a chronological order that makes sense to those students new to the topic. The lesson should include a beginning (something to grab the students' attention; for example, a discussion), a middle (the bulk of the material and an activity to create an interactive learning environment), and an end (the take-away message of the lesson, reminders for the upcoming week, and time for questions).

- **Ensure that you, as the instructor, are organized**

#### **How?**

1. Consider bringing lecture notes with you to class. Lecture notes help instructors to organize their thoughts ahead of time, and stay on track with the lesson. For example, within the lecture notes, include written pre-organized discussion questions or additional thoughts outside of the PowerPoint presentation.

- **Plan in-class activities and classroom handouts prior to the lesson**

#### **How?**

1. Prepare in-class activities as they align with the course materials covered that day
2. In-class activities help students to consolidate newly learned information and help the instructor to keep an active and engaged classroom

## Additional Resources

### Mastering the Techniques of Teaching

**Book citation:** Lowman, J. (1995). *Mastering the techniques of teaching* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.

**Find the book on Amazon here:** <https://www.amazon.com/Mastering-Techniques-Teaching-Joseph-Lowman/dp/078795568X>

**About:** Lowman's (1995) book is targeted toward beginning and current college instructors. Lowman discusses how to improve one's own practice as a college instructor, and how to teach effectively. Some of the chapters within his book cover topics such as: classroom dynamics, interpersonal skills and teaching style, improvement of classroom performance, organization of material for classroom presentations, and evaluation of student performance (Lowman, 1995).

### Seven principles for good practice in undergraduate education

**Article citation:** Chickering, A. W. & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *Washington Center News*. Retrieved from: <http://www.lonestar.edu/multimedia/sevenprinciples.pdf>

**About:** This article references seven teaching techniques to consider in any teaching role: encourage contact between students and faculty, develop reciprocity and cooperation among students, encourage active learning, give prompt feedback, emphasize time on task, communicates high expectations, and respect diverse talents and ways of learning (Chickering & Gamson, 1987). Each of the seven principles are discussed in detail throughout the article.

### Lecturing: A Practical Guide

**Book Citation:** Brown, S. & Race, P. (2002). *Lecturing: A practical guide*. London, UK: Kogan Page.

**About:** Throughout this book, Brown and Race (2002) further reveal teaching techniques shown to be effective in the college classroom. The authors discuss all facets of creating a quality lecture with tips for both students and instructors to consider.

### Checklist for Effective Teaching

**Web Link:** <https://teachingcommons.stanford.edu/resources/teaching-resources/teaching-strategies/checklist-effective-lecturing>

**About:** The above link includes a thorough checklist of tips to consider when teaching and planning a lecture. The link also includes additional resources that encompass, for example, student-teacher communication, small group discussions, evaluation of teaching, and evaluation of students.

## How to Provide Formative Feedback

### **Rationale: Why is it important?**

Over the past decade, colleges have moved further away from traditional forms of assessment, such as testing, and have made a strong shift toward an academic system that assesses student learning through written assignments where students have the opportunity to advance in their learning based on feedback. Instructors are now responsible for providing students with meaningful, formative feedback that gives them a solid foundation for further learning and development. Providing effective feedback should be viewed as one of the many essential skills of teaching.

### **Important Facts about Providing Formative Feedback**

- Feedback is information that is communicated to learners with the intention to facilitate their academic growth and development to promote optimal learning and improvement
- Providing formative feedback to students increases their understanding of the content, improves their skills, and identifies their strengths and weaknesses
- The feedback allows students the opportunity to advance in their learning through the process of editing and revising to improve their work. The act of supplying students with meaningful feedback can significantly enhance learning and achievement
- For feedback to be effective, it must be constructive and specific, directive, and timely

### **Hints and steps to consider:**

- **Be specific in your feedback**

#### **How?**

1. Adult learners respond best to feedback that is constructive and given in specific terms. Phrases such as “Nice work” or “Good job” do not necessarily offer students any real value toward the work that they have done
2. To add value to feedback, it must not only include praise of the work, but thoughtful critique as well. When feedback is comprised of both entities (praise and critique), students are clear about what they have achieved or mastered, and what they need to improve

- **Be directive in your feedback**

#### **How?**

1. Directive feedback involves correcting students where they went wrong and offering redirection
2. For example, instructors may provide students with suggestive examples and alternatives where they can redirect their thinking to improve their work

- **Be timely**

#### **Why?**

1. Immediate feedback is much more impactful versus delayed feedback
2. When feedback is given to students shortly after their work has been submitted, the material is still fresh in their minds, increasing the likelihood that they will understand the revisions more clearly and act upon their revisions in future assignments

## Additional Resources

### Giving student feedback: 20 tips to do it right:

**Web link:** <http://www.opencolleges.edu.au/informed/features/giving-student-feedback/>

**About:** This website provides 20 fast tips on how to provide thoughtful feedback to college students at any level.

### The top twenty tips on motivating students:

**Web link:** <http://esoe-werkplekieren.nl/bestanden/opdrachten/Feedback/Professional%20development%20-%20Manual%20Giving%20effective%20feedback.pdf>

**About:** This PDF document demonstrates how to provide feedback and provides interactive illustrations to practice giving feedback.

### Using feedback to enhance learning and teaching:

**Web link:** <http://cdae.usm.my/phocadownload/using%20feedback%20to%20enhance%20tl.pdf>

**About:** This PDF handbook explores how to enhance learning through feedback. It discusses how to promote learning in the classroom and describes multiple feedback models that are effective in enhancing learning.

### New York Times article on the dos and don'ts of feedback:

**Web link:** <http://www.nytimes.com/2013/04/06/your-money/how-to-give-effective-feedback-both-positive-and-negative.html>

**About:** The above link is a brief New York Times article that distinguishes between good and poor feedback and how students differ on how they prefer to receive feedback.

### Feedback: Why and when it matters:

**Web link:** <http://er.educause.edu/articles/2014/9/passnote-a-feedback-tool-for-improving-student-success>

**About:** For more about the impact written feedback has on students' learning, this article further demonstrates how to properly provide feedback to adult learners and how to structure the feedback so that it is meaningful to students.

## How to Motivate and Engage Adult Learners

### **Rationale: Why is it important?**

Students who are motivated to learn engage more deeply with the material and develop a growth mindset for learning. To motivate students to learn, college instructors must conceptualize teaching and learning as a two-way process; for students to be able to learn from their instructors and succeed throughout their studies, they must be willing and motivated to do so. The opposite is also true; for instructors to reach students and promote lifelong learning, instructors must centre their teaching upon students' individual motivators to encourage learning by cultivating motivation within the students.

### **Important Facts about Motivation of Learning**

- Students feel autonomous in their learning when they are given choices of how they want to transfer their knowledge. These choices give them a sense of ownership in their learning
- Because students must feel freedom in their learning experiences in the classroom, college instructors should find ways to behave in such a way to promote that feeling. Although college instructors must regulate the classroom, they can do so in a non-threatening, non-controlling manner that gives students independence
- Competent students see that their personal development is evolving, and they are improving and advancing forward

### **Hints and steps to consider:**

- **Create autonomy by offering a multitude of choices throughout student learning**

#### **How?**

1. One way is to provide different assignment options that all lead to the same learning outcome. By allowing students to choose from a selection of assignments, college instructors have shifted decision-making to students about how they wish to transfer their learning through the assignments they choose to complete.

- **Tend to the students' wants and needs**

#### **How?**

1. At the beginning of the semester, ask students what they intend to gain from the course and what strategies might help them to reach their goals.
2. When instructors adopt a student-centred approach to teaching, students feel that their needs are being tended to and nurtured, which enhances autonomy.

- **Facilitate competence**

#### **How?**

1. In learning experiences especially, individuals must feel that they are mastering the subject matter and becoming better at doing so. Facilitate competence by encouraging students throughout their learning and providing effective and timely feedback.

## Additional Resources

### Five key ingredients for improving student motivation

**Article link:** <http://www.aabri.com/manuscripts/11834.pdf>

**About:** *Five key ingredients for improving student motivation* is an article that further discusses the elements of motivation and how to improve motivation in the college classroom.

### The top twenty tips on motivating students:

**Web link:** <http://www.unl.edu/gradstudies/current/teaching/motivating>

**About:** This website provides a simple list of 20 insightful tips for college instructors on how to motivate students.

### Student perspectives on what motivates them:

**Web link:** <https://blog.cengage.com/student-voices-how-instructors-motivate-me/>

**About:** This link provides student opinions on what instructors can do to motivate them to learn, giving further insight into student motivation.

### Twelve strategies for motivation that work:

**Web link:** <http://sites.allegheny.edu/deanofstudents/wellness-education/todays-topic/12-strategies-for-motivation-that-work/>

**About:** This website demonstrates 12 different methods to continually keep students motivated and engaged throughout their learning.

### Strategies to help students motivate themselves:

**Web link:** <https://www.edutopia.org/blog/strategies-helping-students-motivate-themselves-larry-ferlazzo>

**About:** The above link further demonstrates ways instructors and students can structure learning to initiate motivation and enhance learning outcomes.

### Ways to cultivate intrinsic motivation:

**Web link:** <http://www.opencolleges.edu.au/informed/features/intrinsic-motivation/>

**About:** The link above includes a written and video discussion about intrinsic and extrinsic motivation, and further assesses ways to trigger intrinsic motivation within students.

## Workshop Presentation

### Slide 1

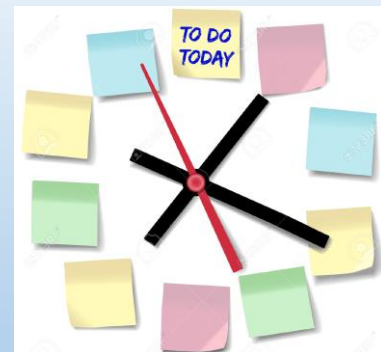
# A Workshop for Beginning College Instructors

Laura Shannon

### Slide 2

## Agenda:

- Small group discussion
- Universal Design for Learning
- Concepts surrounding successful teaching
  - Planning lessons
    - Activity #1 – Lesson Planning
  - Facilitating group work
  - Delivering a quality lecture
  - Providing quality feedback
    - Activity #2 – Practice providing feedback
- Motivating adult learners
- Additional resources



**Slide 3**

List the qualities of a great college instructor

**Slide 4**

What makes a great college instructor?



## Slide 5

## Let's Start With the Basics of Successful Teaching:

- Universal Design for Learning (UDL)
- Planning Lessons
- Facilitating Group Work
- Delivering a Quality Lecture
- Providing Quality Feedback

## Slide 6

## Topic 1: Universal Design for Learning



## Slide 7

## Diverse Learners

- In any classroom, you will find learners from multiple backgrounds with varying experiences and academic knowledge
- How can instructors help meet the needs of each individual learner?



## Slide 8

## Universal Design for Learning

### What is UDL?

Universal Design for Learning is one framework that has been developed to reach diverse learners

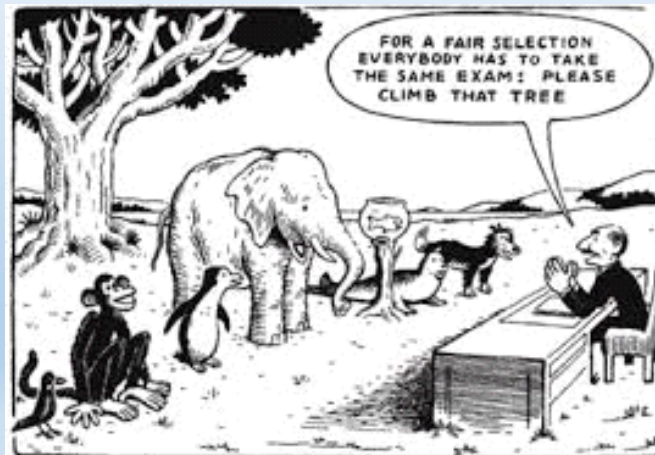
UDL is based on theories of how people learn

The framework describes how individuals **vary vastly** in the ways in which they **learn**, and gives insight to how **each** student can be **reached** and **accommodated** based on individual **learning differences**

The framework fosters a **flexible learning environment** to accommodate all learners with or without learning disabilities

## Slide 9

## The Purpose of UDL is to Eliminate Barriers to Learning

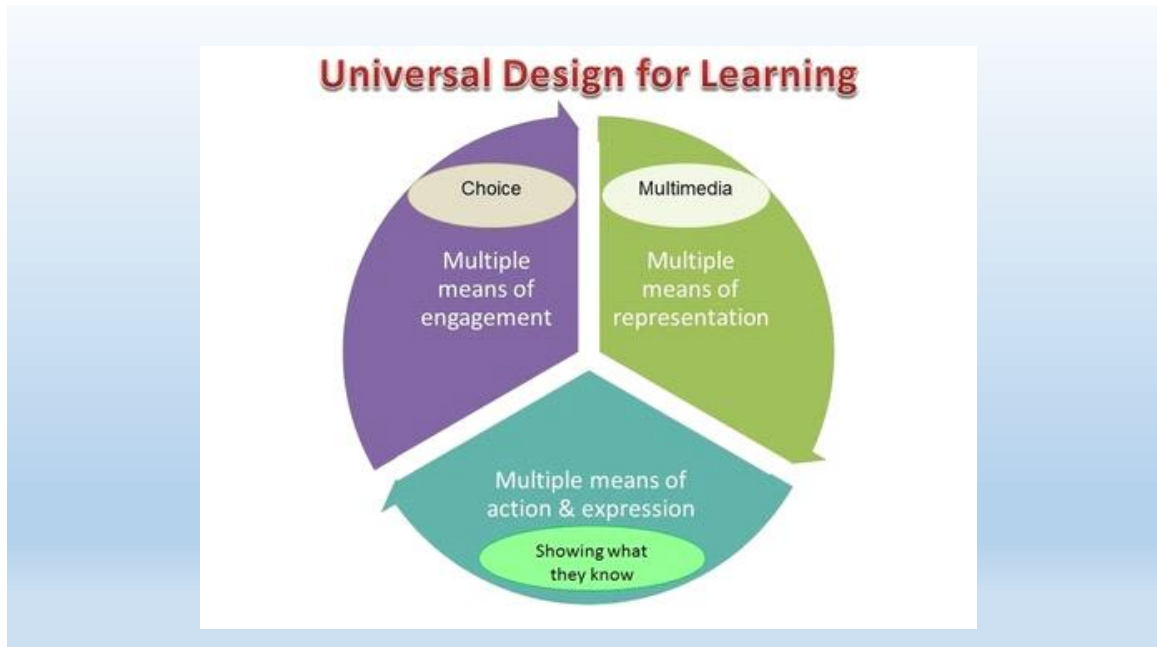


## Slide 10

## UDL Principles

- Multiple means of representation = The *what* of learning
- Action and Expression = The *how* of learning
- Engagement = The *why* of learning

## Slide 11



## Slide 12

## UDL Principle 1: Representation

Because students vary vastly in the way they take in and learn information, it is essential to deliver material using a multitude of varying forms of presentation for students to select from

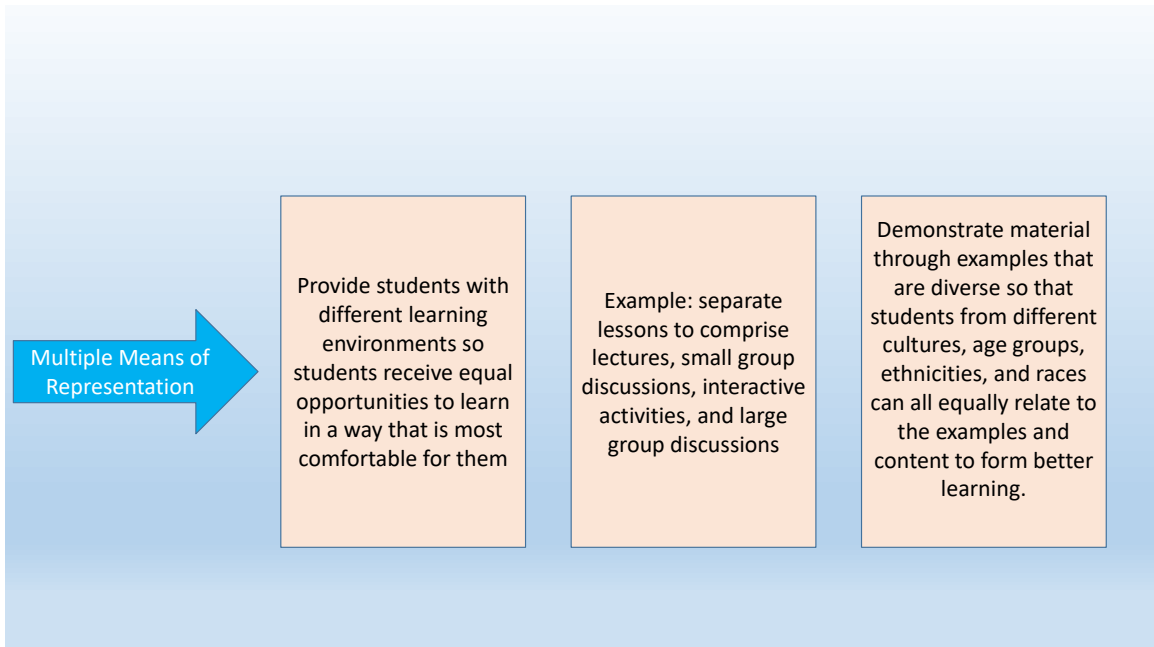
Multiple Means of Representation

Choose textbooks that are diverse and tailor to more than one learning preference

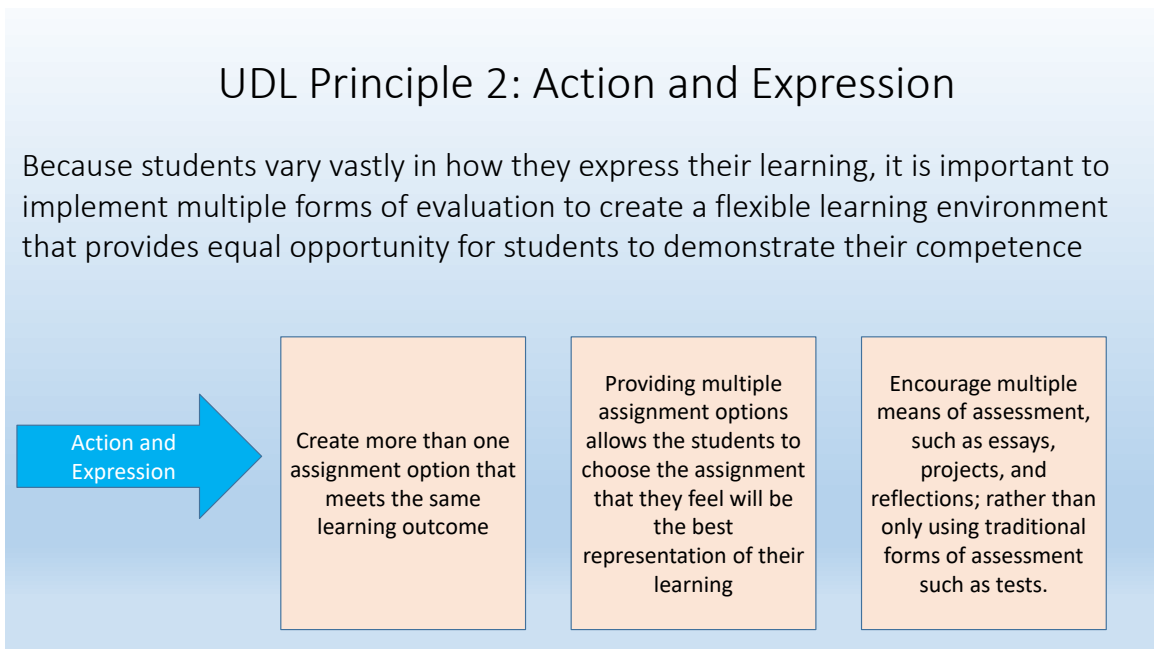
Example: Textbooks that include glossaries, additional resources, chapter reviews, and practice questions

Provide students with extra materials, such as study guides; scaffolding tools, such as outlines; content summaries; and practice exercises; to give students additional materials and choices from which to learn

### Slide 13



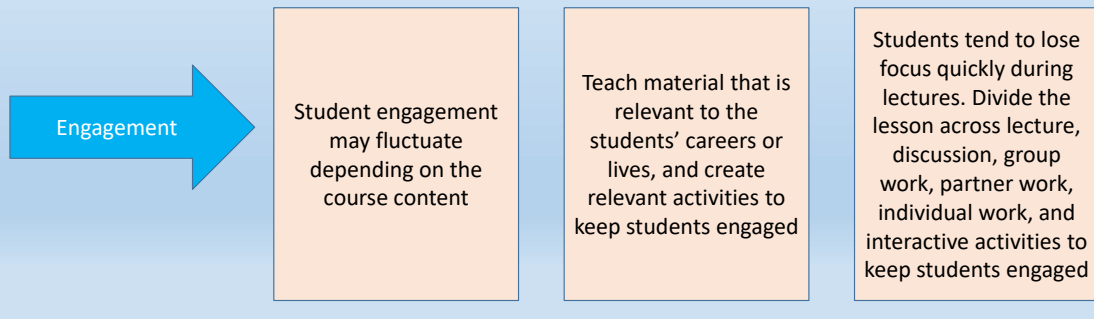
### Slide 14



**Slide 15**

## UDL Principle 3: Engagement

Because students differ in what motivates them and how they stay engaged, instructors play an important role in continuing to keep students interested in learning





**Slide 16**

## Topic 2: Concepts Surrounding Successful Teaching Strategies



**Slide 17**

## Planning Lessons

-  A lesson plan should begin by providing a **list of topics** that will be covered on that specific day
-  A lesson plan should state the **objective** of the lesson
-  A lesson plan should connect the material with the course learning outcomes by providing a **list of the learning outcomes** that are being addressed
-  A lesson plan should list the **in-class activities** designed to facilitate learning for that day

**Slide 18**

## Activity #1: An Exercise to Practice Creating a Lesson Plan

(practice activity template provided)

## Slide 19

## Facilitating Group Work

- ➔ **Provide** students with an assignment that includes clear expectations
  - Allot number of group members per group
  - Set time constraints
  - Assign each group member a task
  - Clearly describe the task at hand
  
- ➔ **Clearly state** that, for the group to be successful, each member must work together as part of a collaborate team.
  
- ➔ **Monitor** each group
  
- ➔ **Evaluate** students on how well they work together.

## Slide 20







## Delivering a Quality Lecture

What does a good lecture include?



**Slide 21**

## Plan and Organize Your Lecture Sufficiently

-  Identify resources ahead of time
-  Structure the lesson chronologically
-  Plan activities to consolidate learning
-  Print any handouts or other documents needed
-  Stay enthusiastic!
-  Use multiple forms of learning

**Slide 22**

## Providing Quality Feedback

What is feedback?

- Feedback is the information that is communicated to learners with the intention to facilitate their academic growth and development to promote optimal learning and improvement

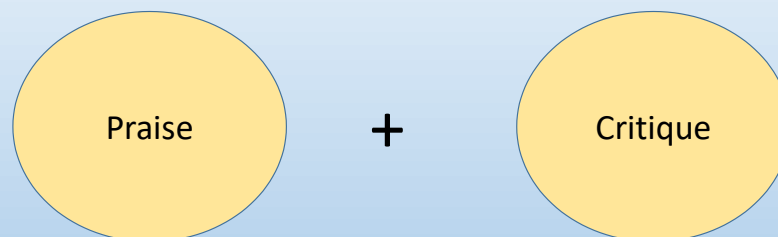


**Slide 23**

## Three Main Purposes of Feedback

**Slide 24**

## How to Provide Quality Feedback to Shape Impactful learning



When feedback is comprised of both entities (praise and critique), students are clear about what they have achieved or mastered, and what they need to improve

**Slide 25**

## Phrases such as...

✘ Way to go!

✘ Good job!

✘ Nice work!

These phrases do not necessarily offer students any real value toward the work that they have done. When feedback is vague and does not directly reference where students did well and where they can improve, students tend to feel as though their work is not valued, leading to a decrease in their motivation. To add value to feedback, the feedback given must not only include praise of the work, but thoughtful critique as well

**Slide 26**

## Activity #2: An Exercise to Practice Delivering Quality Feedback

(practice activity template provided)

**Slide 27**

## Topic 3: Motivating Adult Learners

**Slide 28**

## What is motivation?

- **Motivation** is a profound desire that initiates individuals to satisfy their personal needs and goals (Bedel, 2015)



**Slide 29**

## Theoretical Perspective

How to engage and motivate learners looking through the lens of Self-determination Theory

### Self-Determination Theory

- Explains the processes that must take place within individuals for motivation to occur and for students to achieve their desired goals
- There are different types of motivation
- Motivation is fluctuating and varies in intensity

**Slide 30**

## Two Types of Motivation

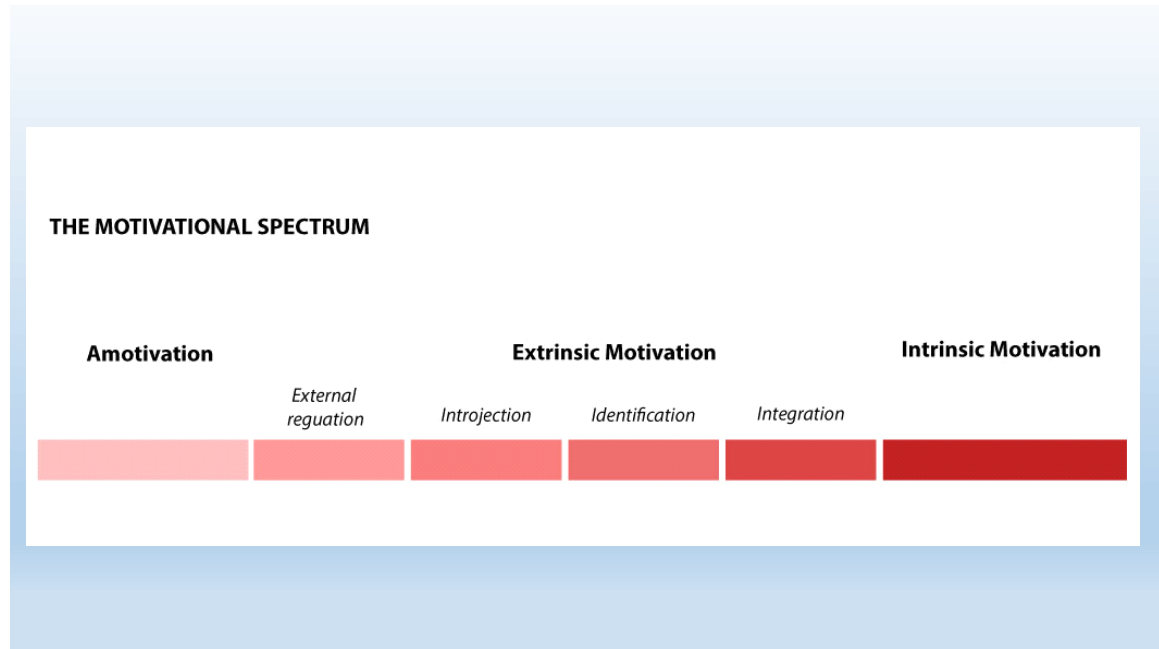
Intrinsic  
Motivation

Motivation derived from within, through internal contributors of the self

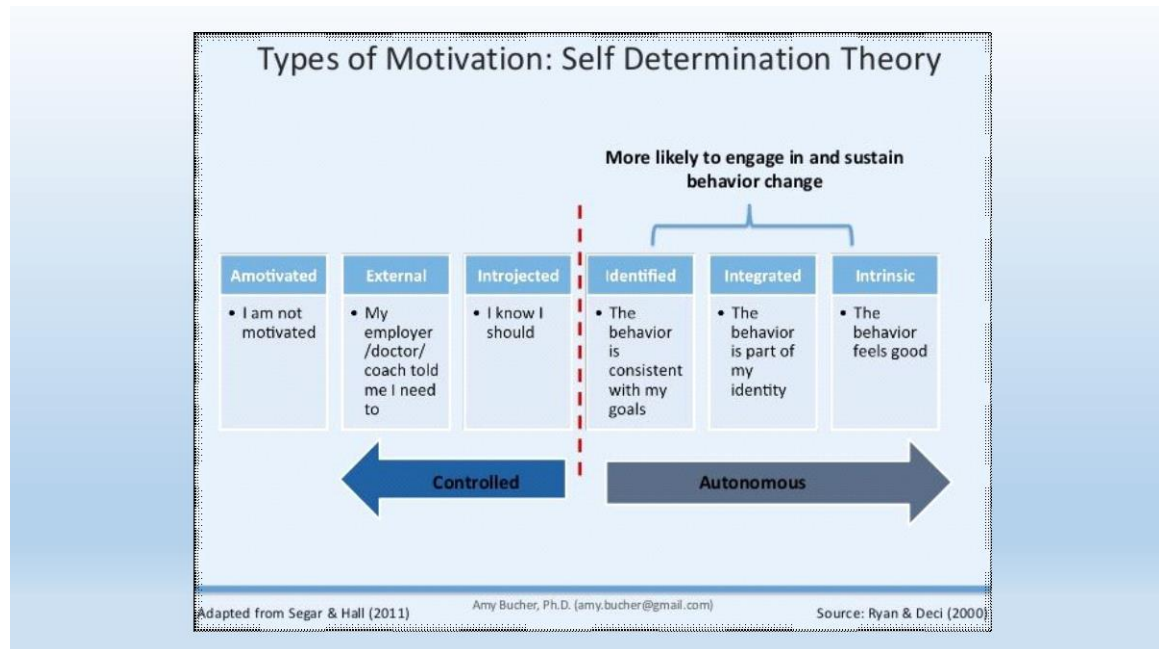
Extrinsic  
Motivation

Motivation derived from external environmental motivators

Slide 31



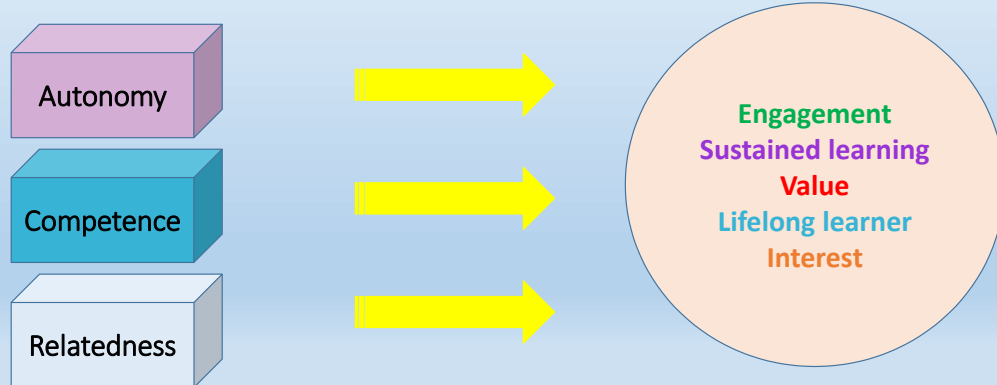
Slide 32



## Slide 33

## Self-Determination Theory

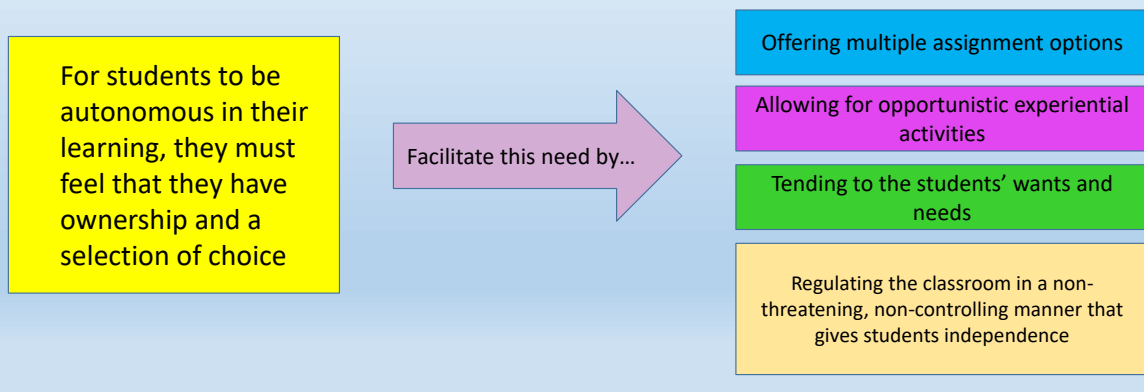
According to the Self-Determination Theory, the degree to which the satisfaction of the three basic psychological needs are met determines the amount of engagement in the classroom, leading to positive learning outcomes



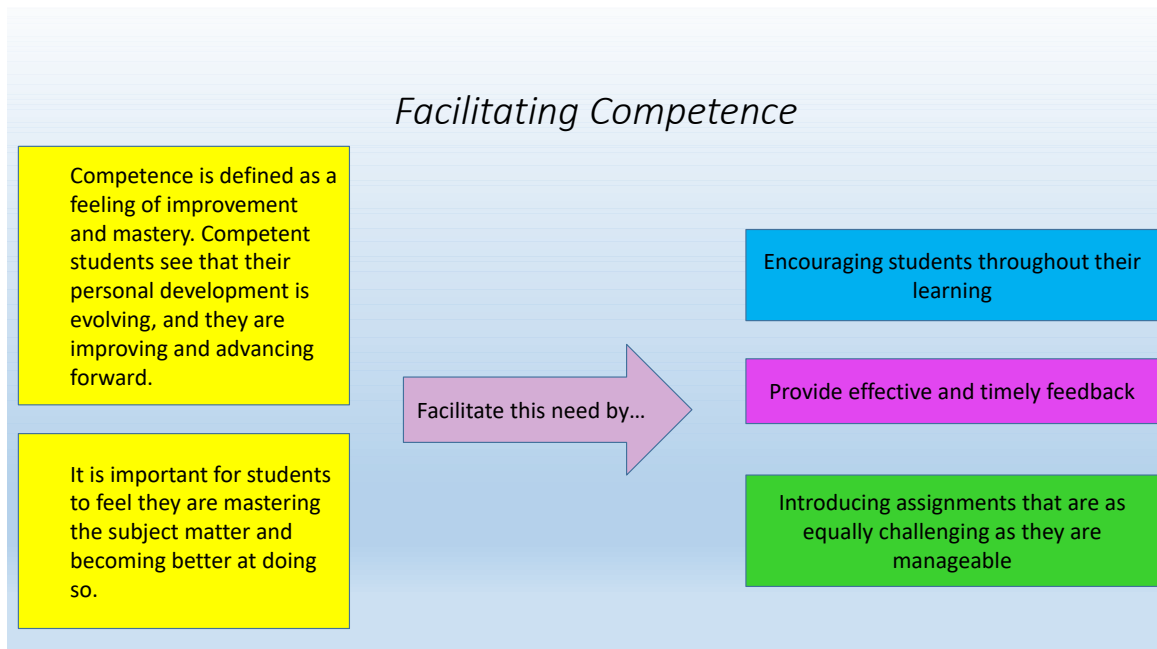
## Slide 34

## How to Apply SDT in the College Classroom

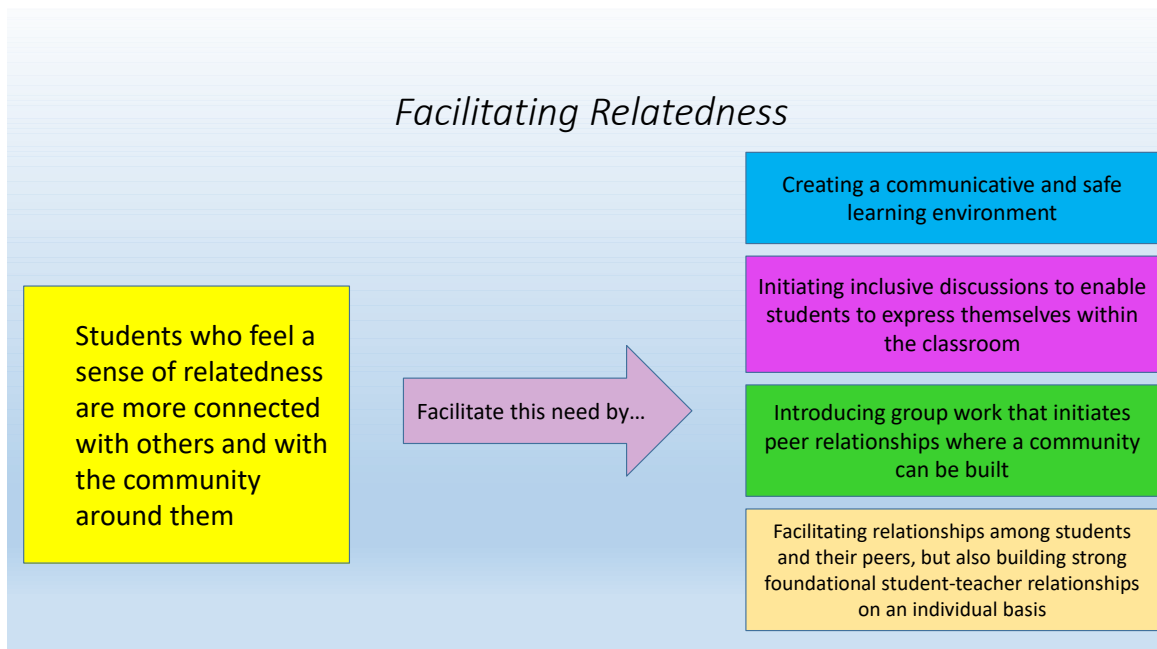
### *Facilitating Autonomy*



## Slide 35

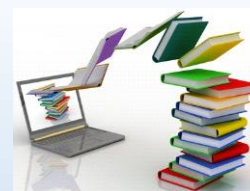


## Slide 36



## Slide 37

## Additional Resources



- Postsecondary Universal Design for Learning
  - [Http://www.udlcenter.org/implementation/postsecondary](http://www.udlcenter.org/implementation/postsecondary)
- A Video Summarizing Concepts of UDL
  - <https://www.youtube.com/watch?v=YhuvG0iwiaw>
- National Center on Universal Design for Learning
  - <http://www.udlcenter.org/>
- Strategies for Successful Teaching
  - <https://successfulteaching.wordpress.com/2013/11/06/8-tips-for-lesson-planning/>
- Five Key Ingredients for Improving Student Motivation
  - <http://www.aabri.com/manuscripts/11834.pdf>

## Slide 38

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## Slide Details for PowerPoint

There are no additional notes for the slides without details.

### Slide 3

Provide the workshop participants with a piece of paper to jot down their ideas.

Next ask them to list the qualities of a great college instructor.

Once everyone has completed her or his notes, continue the discussion through a Think, Pair, and Share class discussion.

### Slide 4

Ask the workshop participants what they believe makes a good college instructor.

While the participants brainstorm ideas, jot as many responses down on the board as possible.

Keep these notes on the board to reflect upon at the end of the workshop.

### Slide 9

Discuss the photo with the participants. Show how the photo exemplifies UDL concepts in that it is impossible for all the animals to pass the exam since only one can climb. This concept is also true for learning in the college classroom. It is impossible to expect that one type of learning suits every individual learner in the same fashion. The photo emphasizes a visual representation of diversity and meeting the needs of all learners.

### Slide 11

Use this slide to describe UDL.

The framework includes three key principles for curriculum development to help all students receive equal opportunities to learn:

- the *what* of learning (multiple means of representation) – provides choice and diversity
- the *how* of learning (action and expression) – transforms student knowledge through multiple means of assessment
- the *why* of learning (engagement) – uses multiple forms of motivation to present information to learners

**Slide 17**

Elaborate on each step.

1. The list of topics sends a message to the students about the overarching themes and content that is expected to be covered throughout the lesson.
2. The objectives state the overall goals of the class. It refers to the instructor's teaching goals, and what students should gain from the lesson.
3. Describe how the material presented meets the learning outcomes of the course. Creating this connection helps students to see a purpose in learning the material, which, in turn, tends to create stronger student engagement. When students are aware of how the material fits with the course, the program, and their career, they are more likely to stay engaged and motivated throughout the lesson because they see relevance in their learning.
4. A list of the in-class activities designed to facilitate learning and measure student understanding should be outlined in the lesson plan. In this section, include the time allotted for each activity and the sequence in which the activities are expected to occur. It is important to include in-class activities that are congruent with the material being taught because matching these two elements helps students to consolidate newly learned material.

**Slide 18**

Hand out the printed version of a lesson plan provided to use as a template for instructors to practice with during this activity.

**Slide 19**

Introduce this slide by explaining the importance of group work. Group work encourages peer-to-peer instruction (also known as cooperative learning). Cooperative learning is beneficial to students because students tend to learn best when they are actively involved in the learning process. This type of learning can enrich students' learning experiences, expand students' understanding of content, promote inclusivity, and help to develop communication skills and the ability to work as a team.

Elaborate on Steps 3-4.

3. Instructors should monitor student learning and group interaction by joining the conversation of each group, helping to ensure that students are completing the task correctly, discussing with students how the task is going, and adding to each individual group discussion by advising about additional concepts or clarifying misunderstandings.

4. Instructors should evaluate students on how well they worked together, and discuss key elements that they did well and key elements to improve for the future.

### **Slide 20**

Begin this slide by explaining that good teaching is created through a reciprocal process that establishes a communicative environment. Teaching is most effective when delivered in a conversational tone.

Two key elements of a quality lecture are the content and the delivery of the content.

Content must be planned sufficiently and highly organized. Lecture delivery is most effective when it is delivered in a conversational tone, promoting discussion, openness, and reciprocal questions and answers throughout the lesson.

### **Slide 21**

Elaborate on each step and ask participants what they think might be important in regard to planning and preparing a quality lecture.

1. Be sure to identify resources that are congruent with the material.
2. Organization is **key** in developing and delivering content. When delivering a quality lecture, the material must be organized in a chronological order that makes sense to those students new to the topic. Think of the lesson as having a beginning, a middle, and an end. The beginning of a lesson should include something to grab the learners' attention, such as a discussion. The middle of the lesson should include the bulk of the material, along with an activity to create an interactive learning environment. The end of the lecture represents the take-away message of the lesson, and time for questions and discussion. The instructor **must** be organized as well! The instructor should bring lecture notes to stay on track, create pre-organized discussion questions and thoughtful thinking regarding any videos or readings, and prepare any additional thoughts beyond the PowerPoint.

3. It is important for instructors to stay enthusiastic throughout the lesson to keep the energy levels up in the room and to continue to engage students throughout the lesson.
4. Ninety-three per cent (93%) of students prefer learning through multiple means of representation such as video, PowerPoint, group work, handouts, and games.

**Slide 24**

Explain that a combination of praise and critique leads to successful feedback. It is important that instructors comment on what students have done correctly so that they know what they should continue doing. It is equally as important to comment on what students need to improve so they can focus on that element the next time. Note that feedback must be directive and redirective. Directive feedback is efficient for common spelling or grammatical errors. Redirective feedback is generally given when a student has not quite mastered the idea. Provide a redirection for students to reconsider and critically think.

**Slide 26**

During this workshop activity, participants will be given assignment directions, along with an example three-paragraph essay.

Instructors will be asked to provide feedback to this student using the information just discussed.

A think, pair, share discussion concludes this activity.

**Slide 30**

Define the two types of motivation and clearly identify some examples. The following examples are appropriate to exemplify:

- external motivation - rewards, grades, money
- internal motivation – anything that about which a person is continuously curious and excited

**Slides 31 and 32**

Describe the motivation spectrum in detail.

Describe that the continuum of autonomous motivation is derived from four types of extrinsic motivation: external regulation, introjected regulation, identification regulation, and integrated regulation.

**External regulation** is the least autonomous type of extrinsic motivation, with very little motivation sourced from within the individual. This type of motivation is typically derived from an external reward, where the individual is interested in completing the goal for the reward.

**Introjected regulation** is the second least autonomous type of extrinsic motivation. This type of motivation is derived from the internal need to complete a task to avoid guilt from within if the task is not completed, or to maintain a sense of self-worth.

**Identification regulation** is the third type of extrinsic motivation that lies on the spectrum of extrinsic motivation. This type of motivation is initiated when individuals complete a task based on the feeling that it is important to them on a personal level.

**Integrated regulation** is the most autonomous type of extrinsic motivation. Integrated regulation is motivation that is derived from the notion that the individual values the task or that it contributes to the individual's identity.

## CHAPTER 4: REFLECTIONS

*Desire is the key to motivation, but it's the determination and commitment to an unrelenting pursuit of your goal – a commitment to excellence that will enable you to attain the success you seek. – Mario Andretti*

I would like to take this opportunity to look backward to the journey where I have been while leading me to the completion of my master's degree; look forward to possibilities that lie ahead; and provide final thoughts on the master's project experience.

### **Looking Back**

Looking back at my entire academic career, I have come to realize that my path leading me to where I am today was far from linear. I began as a psychology student where I completed two degrees in the area of social and behavioural sciences. Shifting from a program in psychology to an education program was challenging for me at first. I had spent many years looking at life and academics through a psychological lens, and found it difficult at the beginning of my M.Ed. to transfer my thinking to a different perspective; an education perspective. However, I soon realized that my psychology background had provided me with the foundational groundwork needed to deeply understand the psychological processes surrounding adult learning development. Combining my psychology background with education eventually fostered my ability to excel to my highest potential and discover a career about which I am so deeply passionate – college teaching.

As a college instructor, I am highly devoted to fostering students' growth and empowering them to discover the value of education and achieve their academic goals.

Beginning my journey as a college instructor during my master's program helped me to realize my desire to develop the skills needed to provide students with the best possible learning environment, by demonstrating excellence in my own teaching practice. In creating this guide, I have adopted new teaching skills and key concepts necessary to lead to successful teaching.

The project has facilitated me in furthering my understanding of how to effectively teach in higher education. I have now developed a strong background, that I can now apply in my own college classroom, and help adult learners thrive in the best possible learning environment for them.

### **Moving Forward**

As I progress forward to the completion of my master's degree, I am excited about the opportunities that lie ahead. In moving forward, I would like to apply this resource guide in a practical setting. In doing so, I would like to implement the workshop as a part of the orientation process in colleges across Ontario. It is my belief that, through such a workshop, beginning college instructors would be better prepared for their teaching roles, and adult learners would receive the educational experiences that they all deserve. I would like to begin this process by approaching the college where I am currently working to discuss the possibility of giving a workshop to beginning college instructors during the orientation process.

As well, to raise awareness using an easy-to-read resource, I plan to upload the five higher education pedagogy fact sheets online to be accessible to all beginning college instructors to use as a resource. The fact sheets will be user-friendly and available to any person looking to learn more about higher education teaching.

### **Final Thoughts**

My experience as a M.Ed. student has taught me to step outside a perspective through which I was used to looking and explore other perspectives to broaden my knowledge and background. When I first began the master's program, I was on a thesis track toward a topic in which I was heavily invested at the time. I did not explore outside of this topic for the entire first year of my program. During my first semester, I made a large jump to a topic and a supervisor before I had enough information about myself and ways of working. I did so by completing an independent study focused on my thesis topic. Without realizing the flexibility of the program, I decided on a direction and did not leave other options open.

Once I began to explore my options to look forward to a direction that would benefit me as a person and my future career, I reevaluated my master's route. After much thought, I decided to go with my instinct and change my direction to a project-based master's degree in higher education teaching, as this topic was where my passion truly rested. I felt that a project route was much more practical and in line with my career goals. Despite all of these detours, I have navigated the program with much success and have found myself in a position where I know I am exactly where I need to be.

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