

## **Becoming a Better Teacher: Looking Back to Move Forward**

Melissa McAllister, Ph.D.

St. Petersburg College

“Reflection is a careful examination and bringing together of ideas to create new insight through ongoing cycles of expression and re/evaluation” (Marshall, 2019, p. 411)

### **Revising assignments**

When revising assignments, consider the following suggestions for each assignment.

- Explain the purpose of the assignment
  - within the context of the course
  - within the context of the discipline
- Connect the assignment to a major learning outcome in the course
- Use clear, simple language in the active voice
  - avoid acronyms or difficult vocabulary
  - avoid formal language
  - avoid large blocks of text
- List the steps students must complete to earn full credit
- Use headings, numbers, or formatting to indicate different steps
- Clearly describe how students will be evaluated
  - a rubric
  - a list of requirements
  - self/peer evaluation
- Include submission details, e.g., dropbox, email, etc.
- Include the due date

### **Revising assessments**

When revising assignments, consider the following suggestions for each assessment.

- Review assessments to ensure...
  - the questions align with the course MLOs
  - the questions actually assess what you want to measure
  - the test offers a variety of question difficulty
- Once the review is complete, revise the questions by...
  - Using Bloom’s (or another) taxonomy to help you write questions at different levels of difficulty
  - Asking for a critical friend to review your test for the above

### **Performance assessments**

An alternative to a traditional test, performance assessments can allow students to show their learning in a variety of interesting ways. Consider the following suggestions for performance assessments.

- Performance assessments can provide students an opportunity to show their learning in a different - perhaps more creative - way
- These assessments offer students an opportunity to choose how to show their learning
- Examples of performance assessments
  - Presentations
  - Performances
  - Visual representations of learning
- Two key requirements for these types of assignments: clear guidelines and a rubric

## Generative AI

No discussion of teaching today occurs without at least a mention of artificial intelligence. Below are some suggestions and a couple of resources to help you start to navigate the use of generative AI in your courses if you haven't started yet.

- Determine your stance on AI for your course(s)
- In class, discuss AI as it relates to your course/discipline
- Incorporate ways to use AI in your assignments or assessments
  - <https://ecampus.oregonstate.edu/faculty/artificial-intelligence-tools/>
  - <https://derekbruff.org/?p=4105>

## References

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