VALENCIACOLLEGE

Analysis of My Practice - Year – 1

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Learning-centered Teaching – Reflection on Workshops (250 words)

What were your "take-aways" from the LCTS workshops you attended? How did those learning-centered teaching strategies inform your micro-teach lesson?

During the 2014-2015 academic year, I attended the following LCTS workshops: **Learning-Centered Teaching Strategies (LCTS 2111); Case-based Teaching (LCTS 2222); and Write To Learn (LCTS 2910).** An interesting side-effect of the LCTS workshops is that I was able to experience the workshops as a student. All of the workshops were very engaging and interesting, but I noticed that the sessions that primarily incorporated active learning techniques were the most interesting to me. The experiences from my LCTS workshops reinforced my belief that my class lessons should incorporate learning-centered teaching strategies as often as possible.

In my opinion, **LCTS 2111: Learning-Centered Teaching Strategies** was the most interesting LCTS workshop. In this session we were given many learning-centered teaching strategies that we could use in our classes to ensure that our students are actively learning. For most of the strategies given to us in the workshop, we participated in the activities as if we were students. By participating in the activity, I felt as if I was given the opportunity to understand the concept at a much deeper level than I would if we were only told how it works. Another take-away from participating in the active-learning activities as a student is that I noticed time to pass much more quickly than it would if I were passively absorbing the information.

The LCTS workshops inspired me to use the micro-teach activity as an opportunity to practice using learning-centered teaching methods that incorporate collaborative learning. Specifically, I decided to use a "jigsaw" collaborative learning strategy in the micro-teach to help my students learn how to calculate Financial Statement Ratios. The learning outcome for the lesson was to calculate 3 financial ratios to assess a company's profitability. I began the lesson by creating "master" groups of 3-4 students each. Within the master group, I assigned each member to be an expert in one of the three ratios (Net Profit Margin, Gross Profit Percentage, and Price-Earnings Ratio). Then, the Net Profit Margin Ratio experts gathered in a new "expert" group, the Gross Profit Percentage experts formed a group, and the Price-Earnings experts formed a group. The experts would learn their ratio and return to their master group to teach their ratio to the other master group members. Finally, each "master" group member was assigned a different company – Target, Walmart, Supervalu. Each group member then calculated all 3 ratios on their assigned company, followed by a discussion comparing the ratios for the 3 companies.

Write a brief summary of your Micro-teach lesson. Then use the following questions to guide your reflection of the Micro-teach experience:

What did you learn or gain from the Micro-teach experience? What went well? What could be improved? How is this lesson different from how you've previously taught it (or would have taught it), in light of the learning-centered teaching strategy workshops you attended?

My micro-teach experience led me to reflect on ways that I can improve my class lessons. I have never previously taught the financial ratios by using a collaborative learning strategy, as my financial ratio lessons usually involve a "traditional" introduction of the ratios to all students, followed by individual practice on the calculations. In the micro-teach, I noticed that the students were engaged throughout the session, and I did not sense any disinterest among the students. Since each student was ultimately responsible for their own assignment submission, each student was in turn motivated to learn the ratios in their "master" and "expert" groups. I believe that the individual responsibility component of the lesson is important to ensure that the activity is collaborative and not simply "group work".

Based upon my experience in the micro-teach, I am finding it worthwhile to update my lesson on financial ratios to include the "jigsaw" approach. However, in order to implement this approach, I learned a few lessons from the micro-teach. One very important take-away from the micro-teach is that incorporating a good collaborative learning strategy requires a lot of preparation and coordination to ensure that the students have the best experience. For example, I found that my directions could have been more clearly stated to my students for the jigsaw activity. Proper planning could prevent the confusion and allow the students to make the most of their time. Although I need to work through a few issues surrounding my preparation of the lesson, I still find it worthwhile to add collaborative learning strategies to not only the financial ratio lesson, but other lessons as well.

Needs Assessment
Every successful intervention starts with a need. Below you will identify and present evidence for one student learning need.

In a brief paragraph, identify and explain an area of concern for your students, using these questions as a guide.
- *Is there a concept or skill that your students struggle to understand? OR Is there a type of assignment or activity with which students have difficulty?*
- *Why is this concept/skill/assignment/activity important?*

Students experience difficulty understanding how to calculate Inventory Costing Methods (FIFO, LIFO, Weighted Average, and Specific Identification) in ACG2021C (Principles of Financial Accounting).

Many of my students are experiencing difficulties understanding how to calculate the cost of Inventory. There are four inventory costing methods in this essential learning outcome of the financial accounting course: **First-In, First-Out (FIFO), Last-In, First-Out (LIFO), Weighted Average, Specific Identification**. These concepts are complex because they require analytical skills to identify the proper items sold. Also, the concepts require a significant amount of calculations in order to solve one problem. Students are initially taught the Inventory Costing methods in class via an introduction, followed by a sample problem. After the initial explanation by me, the students are then given opportunities to practice the methods via in-class and homework assignments. These particular assignments in this module traditionally generate significant confusion for my students. Assessment scores are relatively lower on this learning outcome, and survey results indicate that students do not clearly understand the concepts given to them from the class lessons and assignments. Based on the student confusion and lower assessment scores on this learning outcome, my initial impression is that my students might benefit from more collaborative learning activities and projects on this particular topic.

Evidence of Needs Assessment

Summarize the evidence that you collected related to this need by addressing each of the following bullet points:

- *What evidence alerted you to this student learning need (test/quiz scores, assignment results, observations, etc.)?*
- *In addition to test/quiz scores, assignment results, and/or your observations, what evidence (survey data, CATs, anecdotes, etc.) did you collect from students that has confirmed or failed to support the need that you identified?*
- *What strategies did you use to collect this evidence?*
- *What evidence did you collect from colleagues that has confirmed or failed to support the need that you identified?*

When I give an in-class activity immediately after a class lesson on a particular topic, I will walk around my entire classroom during the activity to try to gauge whether the learning properly occurred. I noticed, anecdotally, that students were struggling with the assignment on the inventory costing methods. They were asking me quite a few questions that were still unclear to them, even though the concepts were included in the initial lesson. At that point, I realized that there was a possibility that my lesson for this learning outcome was not as effective as I would have liked it to be.

In order to gather more evidence and support to my hypothesis regarding the effectiveness of my inventory costing lesson, I created a Qualtrics survey for two of my Financial Accounting sections. Although it is not a perfectly scientific survey, I gained quite a bit of insight when comparing the FIFO/LIFO/Weighted Average learning outcome (Item 5 in the survey shown below) to other learning outcomes in the module (Items 1 through 4 in the survey shown below). Following is the raw data from the Qualtrics survey.

ACG2021C TR 11:30AM section:

#	Question	I can teach it to someone else.	I understand most of it.	I sort of understand it	I know what it is but don't understand how it works
1	Net Sales	5	4	2	1
2	3/15 n30	9	1	3	1
3	Inventory Purchase Journal Entries	6	5	2	1
4	Journal Entries for Sales on Credit	6	5	3	0
5	FIFO/LIFO/Weighted Average Costing	2	3	6	2

ACG2021C TR 2:30PM Section:

#	Question	I can teach it to someone else.	I understand most of it.	I sort of understand it	I know what it is but don't understand how it works
1	Net Sales	3	6	3	2
2	3/15 n30	8	4	1	1
3	Inventory Purchase Journal Entries	2	8	2	2
4	Journal Entries for Sales on Credit	3	6	3	2
5	FIFO/LIFO/Weighted Average Costing	0	4	4	6

For both ACG2021C (Principles of Financial Accounting) courses, item 5 (FIFO/LIFO/Weighted Average Costing) was relatively the most difficult learning outcome to comprehend in the module, according to the students themselves.

One final evidence item that I collected to support this area of need is the assessment results for the learning outcome. "Problem 7-143", with score results shown below for each section, is an assessment item designed for students to demonstrate their understanding of the Inventory Costing Concepts. Although 10 students out of 43 scored higher than an 83.3% on this particular question, the overall average for the question was approximately 48%. These results seem to further support the need to develop an intervention to improve performance in Inventory Costing.

TR11:30:

⊕ Problem 7-143 [LO 7-2, LO 7-3, LO 7-6]	48.33%	48.33%	48.33%

TR2:30:

⊕ Problem 7-143 [LO 7-2, LO 7-3, LO 7-6]	47.62%	47.62%	47.62%

Professional Development Related to Needs Assessment

*Write an **annotated bibliography** containing 2-4 books or journal articles that you have reviewed to help you understand and/or address the need you identified. Click here to learn about writing an annotated bibliography.*

*Then list any other books, journal articles, conferences, workshops, courses, seminars, or other **intended professional development** activities that might aid in your understanding of how to address the need*

Annotated Bibliography

Note of Explanation: The annotated bibliography is a new requirement in this year's AMP. In previous AMPs, candidates fully fleshed out three needs and only listed intended professional development in this section. Now with only one need, more focus

is placed on reviewing the educational literature early in the process to identify the prevalence of the need and how others may have addressed a similar student need. The annotated bibliography section, therefore, is blank in this sample AMP.

Intended Professional Development

Publications (to investigate collaborative learning strategies that can be used to improve the Inventory Costing lesson):
Bean, John C. Engaging Ideas. *The Professors's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom.* San Francisco: Jossey Bass 2011

Faculty Development Workshops (to investigate collaborative learning strategies that can be used to improve the Inventory Costing lesson):
LCTS 2111: Learning-Centered Teaching Strategies
LCTS 2213: Active Learning Techniques

Conferences (to learn best-practices for teaching the specific subject in Accounting):
Teachers of Accounting at Two-Year Colleges Annual Conference.
Florida Association of Accounting Educators Annual Conference.

Essential Competencies Reflection

The Essential Competencies section that follows is designed to help you reflect on the Essential Competencies introduced during the first year of pre-tenure work and connect them to your own practice. The Essential Competency descriptions and corresponding Performance Indicators are included for your reference.

Assessment

Valencia educators will develop student growth through consistent, timely formative and summative measures, and promote students' abilities to self-assess. Assessment practices will invite student feedback on the teaching and learning process as well as on student achievement.

Performance Indicators: Evidence of Learning
The faculty member will
- design and employ a variety of assessment measures and techniques, both formative and summative, to form a more complete picture of learning (e.g., classroom assessment techniques, authentic assessments, oral presentations, exams, student portfolios, journals, projects, etc.)
- design activities to help students refine their abilities to self-assess their learning
- employ formative feedback to assess the effectiveness of teaching, counseling, and librarianship practices
- employ formative feedback loops that assess student learning and inform students of their learning progress
- communicate assessment criteria to students and colleagues
- give timely feedback on learning activities and assessments
- evaluate effectiveness of assessment strategies and grading practices
- align formative and summative assessments with learning activities and outcomes

Assessment Reflection

*Write a reflection (100-150 words) about the **Assessment** competency. Your reflection should include answers to the following questions:*
- *What were your take-aways from the Assessment seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

Inclusion and Diversity

Valencia educators will design learning opportunities that acknowledge, draw upon and are enriched by student diversity. Diversity has many dimensions, including sex, gender identity, sexual orientation, race, ethnicity, socio-economic background, disability, cognitive style, skill level, age, religion, etc. An atmosphere of inclusion and understanding will be promoted in all learning environments.

Performance Indicators: Evidence of Learning

The faculty member will

- design and support learning experiences that address students' unique strengths and/or needs
- diversify the curricular and/or co-curricular activities to increase the presence of historically underrepresented groups
- use diverse perspectives to engage and deepen critical thinking
- create a learning atmosphere with respect, understanding, and appreciation of individual and group differences
- challenge students to identify and question their assumptions and consider how these affect, limit, and/or shape their viewpoints
- ensure accessibility of course content in alignment with federal law and Valencia standards

Inclusion and Diversity Reflection

*Write a reflection (100-150 words) about the **Inclusion and Diversity** competency. Your reflection should include answers to the following questions:*

- *What were your take-aways from the INDV seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

Learning-centered Teaching Practice

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career, and life plans.

> **Performance Indicators: Evidence of Learning**
> The faculty member will
> - establish student & faculty contact that contributes to students' academic, personal, and professional growth
> - employ digital tools to aid student contact (e.g., Atlas, MyPortfolio, Blackboard, Ask-A-Librarian, email, etc.)
> - seek out struggling students and identify options through dialog and appropriate referrals
> - help students assume responsibility for making informed academic decisions (e.g., degree requirements, transfer options, financial aid, etc.)
> - guide students in developing academic behaviors for college success (e.g., time management, study, test and note taking strategies, etc.)
> - help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific

Learning-centered Teaching Reflection

Write a reflection (100-150 words) about the **Learning-centered teaching** *competency. Your reflection should include answers to the following questions:*
- *What were your take-aways from the Learning-centered Teaching seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

LifeMap

Valencia educators will design learning opportunities that promote student life skills development while enhancing discipline learning. Through intentional inclusion of growth-promoting strategies, faculty will facilitate the students' gradual assumption of responsibility for making informed decisions and formulating and executing their educational, career, and life plans.

Performance Indicators: Evidence of Learning

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- help students identify academic behaviors that can be adapted as life skills (e.g., library search skills, decision-making, communication skills, scientific

LifeMap Reflection

*Write a reflection (100-150 words) about the **LifeMap** competency. Your reflection should include answers to the following questions:*

- *What were your take-aways from the LIfeMap seminar and/or roundtable?*
- *What do you already do that demonstrates this competency?*
- *How can you improve your practice in this competency?*

Example purposely not included.

You have already formally identified and collected evidence for one student need. Your tenure work will ultimately require 2-3 fully developed needs assessments and interventions. Every successful intervention starts with a need, so below is a space for you to informally think through other needs you and/or your students have.

Brainstorm a list of other needs that you might possibly explore during your pre-tenure time. For each item in your list, please include a brief explanation.

IDEA ONE – Hybrid Course
When I teach a hybrid course, I am very conscious of my responsibility to provide my students with online lessons that replace the missed class time. As a result, my students are given many online "pre-work" resources for each module. They are given graded reading assignments, graded "Interactive Presentations", and screencast video lessons created by me. All of these assignments are designed to give students a base foundation of knowledge on each module prior to the class meeting on the module. However, even though these resources are made available to students to replace the 75 minutes of lost face-to-face time, my students expressed dissatisfaction towards the "lack of time" available in the hybrid class.

Although I design learning activities outside of class to meet the online requirement of my hybrid courses, students reported a desire for more face-to-face class time. This suggests that the course design of the online lessons could be improved, perhaps surrounding motivation, accountability, and grading of the online portion of the class.

IDEA TWO – Note Taking

In addition to ensuring that my students are successfully mastering learning outcomes, I believe that part of my role as professor is to help my students develop strong study skills. One such study skill is note-taking, and I have observed in my classes that a significant number of my students could improve their learning by better developing their note-taking skills.

I recognize today that students are becoming more digital learners, and thus may not believe that they need to take paper notes. However, I firmly believe that proper note-taking should be part of the learning process. As we have more advanced tools and technology available to us, I envision at some point in the future a process where students can have a choice to create digital notes (for example, by

using Microsoft OneNote or some other electronic means) if they do not wish to write notes on paper. Regardless of whether the note-taking is digital or on traditional pen and paper, I find it important for students to develop this critical study skill in my classes.

Professional Development

Below is a list of professional development opportunities organized by Essential Competency to help you plan your development. You may have included several of these activities in the individual professional development plans above for your needs assessment 1, 2, or 3.

Year-1 Professional Development

Place a check or "X" next to the activities you participated in during Year-1.

X   Faculty Orientation: LCTS2224: Interactive Lecture

X   Roundtable: Launching into the TLA

X   LCTS 2111: Cooperative Learning in the College Classroom

___LCTS3160: 101 Strategies for Demonstrating the Essential Competencies

X   Roundtable: Learning-centered Teaching

___INDV 7311: Creating a Safe Space for Dialogue

X   LCTS 2222: Case-Based Teaching

X   CTS 2910: Write to Learn

___LCTS2214 Problem-based Learning

___LCTS 2910: Asking the Right Questions

X   INDV 2151: Inclusion and Diversity

___Roundtable: Inclusion and Diversity

X   ASSMT 2121: Assessment as a Tool for Learning

X   Roundtable: Assessment

X   Roundtable: Micro-teach Prep

X   Roundtable: Micro-teach

X   Analysis of My Practice: Peer Review

X   LFMP 2141: LifeMap

Future Professional Development

Candidates are strongly encouraged to attend the following professional development activities in Years-2 and 3. *Select the activities below that you plan to participate in before the end of Year-3*

X   LOBP 2131: Learning Outcomes-based Practice

X   PRFC 2264: Understanding Professional Commitment

X   PRFC 2161: Creating an Individualized Learning Plan

X   SOTL 2171: Scholarship of Teaching & Learning

X   PRFC 2263: Creating an Evidence-based Portfolio

X   PRFC 2910: Portfolio Planning Workshop

X   SOTL 2272: Developing Effective Surveys

X   SOTL 2271: Action Research Builder

X   SOTL 2910: Data Planning Tutorial

Future Professional Development

Candidates are encouraged to select additional professional development activities related to the Essential Competencies. *Select those you plan to participate in for Years-2 and 3.*

Assessment

X   ASMT 2122: Classroom Assessment Techniques

___ASMT 2227: Understanding and Designing Rubrics

___ (Other)_____

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Inclusion and Diversity

___INDV 2253: Personality and Learning Styles

X   INDV 2254: The Art and Science of Learning and the Brain

___ (Other)_____

Learning-Centered Teaching Strategies

___LCTS 2222: Case-Based Teaching

___LCTS 2910: Write to Learn

X   LCTS 2910: Asking the Right Questions

X   LCTS 2212: Engaging Lectures

X   LCTS 2213: Active Learning Techniques

___ (Other)_____

LifeMap

X   LFMP 3347 Engaging Students through Mentorship

X   LFMP 3348 CARE Strategies

___ (Other)_____

Outcomes-Based Practice

X   LOBP 2230: Core Competencies: Think, Value, Communicate, Act (TVCA)

___LOBP 3230: Thinking Things Through: Critical Thinking Theory and Practice

___ (Other)_____

Professional Commitment

X   PRFC 3364: Peer Observation of Teaching Orientation

X   PRFC 3365: Peer Observation of Teaching

___ (Other)_____

Scholarship of Teaching and Learning (SoTL)

___SOTL 2273: IR and You: How IR Can Help Faculty Research

X   SOTL 3271: Principles of Good Practice

___SOTL 2274 ARP Data Planning Tutorial

___ (Other)_____