Worksheet 1.1

**Identifying Options:   
Surveying a Menu of Evidence-Based Practices**

Chapter 1 has summarized the field of evidence-based pedagogies and practices. The list is not complete or comprehensive, but it can serve as a starting point for planning discussions. Based on your reading of the *Toolkit* and your own expertise, which of these practices could hold particular promise for your campus and your students?

To consider your options as a college, we suggest that you work as a team to discuss these questions.

1. Review the lists of evidence-based pedagogies and practices presented in the chapter and summarized in Sidebars 1.1, 1.2, and 1.3. Which of these practices is your team initially most interested in? Why?

2. Which of the evidence-based practices listed in Sidebars 1.1, 1.2, and 1.3 might help faculty address student learning and success challenges on your campus? Are there combinations of more than one practice that you think could be particularly productive?

3. Which of these evidence-based practices in Sidebars 1.1, 1.2, and 1.3 are you most familiar with? Which would you like to know more about? How could you collectively do some research and gather more information?

4. Are there significant evidence-based practices that are overlooked by this chapter? What are they? How are they similar or different from those listed in the chapter?

**Summarizing your conversation:** Based on your discussion, please use your answers (particularly to Question 2) to create a list of the top two to four evidence-based pedagogies and practices that your team feels could be most valuable on your campus. Your list will be particularly helpful if you note down some of the reasons behind each choice. Please hold onto your notes for future reference and review.

Worksheet 1.2

**Creating an Inventory of Evidence-Based Instructional Practices at Your College**

Some of your faculty colleagues are already using evidence-based instructional practices, and this can be a valuable resource for your project. This Worksheet offers your team a way to identify strengths and gaps in evidence-based instructional practice on your campus.

We suggest you start by reviewing the evidence-based pedagogies and practices identified in Sidebars 1.1, 1.2, and 1.3, as outlined in the prior Worksheet.

As a group, list your most promising pedagogies and practices in the left-hand column of this chart. Then, for each, do your best to answer the questions listed at the top of each of the other columns. (This is an estimate, necessarily imprecise.) When you’re done, consider the reflective questions, either as individuals or as a group. To add rows for additional promising evidence-based practices, please use the editable version of this worksheet from the ATD website.

|  |  |  |  |
| --- | --- | --- | --- |
| Promising evidence-based practice | Where is this practice common? (If possible, identify course number/name) | What % of full-time faculty and adjunct faculty use this instructional practice?  What percent of course sections? | What do we know about how well this practice is being used?  Have all faculty utilizing this practice come to agreement on what it means to use it well? |
| *Example:  Collaborative learning* | *Psychology 101  (Introduction to Psychology)* | *60% of full-time faculty*  *15% of adjunct faculty*  *35% of course sections* | *Full-time faculty worked together to create a standardized set of collaborative learning experiences for students in Psychology 101; there are eight collaborative in-class activities (one per week in an eight-week term) and two out-of-class collaborative projects.*  *Full-time faculty led a professional learning program to support adjunct faculty in the adoption of this set of standardized activities.* |
|  |  |  |  |
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**Questions for reflection and discussion:**

1. What were some of the reasons behind your list of chosen evidence-based instructional pedagogies and practices? How might they be particularly helpful for your students?

2. When you review this chart, what patterns emerge? What evidence-based instructional pedagogies and   
practices are widely used on your campus?

3. What do we know about the impact of faculty use of these practices on our students’ experience and learning?

4. What gaps do you see? What support do faculty need to expand their use of these practices?

Worksheet 1.3

**Where to Pilot Evidence-Based Instructional Practices?**

Adapted from the Digital Promise resource kits created by Every Learner Everywhere

One way to focus your initiative is to identify courses that could particularly benefit from teaching and learning innovation by examining disaggregated course outcome data.

Step 1 of this assessment will help to surface possible target courses with large equity gaps and barriers to student success. This sets the stage for Step 2: considering which evidence-based instructional practice could be helpful for this course.

**Step 1: Collect and Analyze Disaggregated Course-Level Data**

Work with your Institutional Research office to gather and review data on possible target courses.

A. List courses that are being considered (course name, code, and discipline).

B. With the help of your IR Office, collect course-level data (number of sections, instructors, students enrolled and overall course success and DFW rates).

C. Break down the number of students enrolled and success rates by different student groups (e.g., Pell eligible, African American, Latinx, female, part-time).

D. Calculate differences between the overall course success rate for each subgroup identified.

E. Based on the analysis, identify courses that have large equity gaps.

F. Think about the relationship between this data and the data you reviewed for the Introduction, based on ATD’s ICAT. What might the juxtaposition suggest?

**Step 2: Identifying Evidence-Based Practices to Address Campus Needs**

Review the results of Worksheet 1.2, through which your team considered strengths and gaps in terms of evidence- based instructional practices on your campus. Think about the implications of your findings in terms of possible interventions.

A. Which evidence-based instructional practice(s) could help faculty address the identified equity gaps? Are there combinations of pedagogies and practices that you think could be powerful?

B. What aspect of these practices would make them a good fit for the course(s)? In what ways would the innovation be used? What issue or barrier to student success will it impact? For whom?

C. What kinds of support would full-time and part-time faculty need to implement this practice well, at scale? What might faculty need to learn? What campus resources could help support their learning?

D. What implementation barriers within the team’s sphere of control and influence might you encounter when implementing this evidence-based instructional change? How might you address these barriers?

We encourage you to create and save notes summarizing your team’s thoughts related to these questions, as they will be useful at later stages of this process.

Worksheet 1.4

**Making the Case**

Imagine you are having a conversation with other leaders at your college who are not part of your working team. You want to make a case for the importance of advancing faculty use of evidence-based teaching and learning practices. Take a minute to think about it and make some notes, using the following reflective prompts as your guide.

1. What evidence or arguments presented in this chapter did you find particularly persuasive? Why? What are the implications of this evidence or argument? What ideas, references, or sources would you want to remember and be able to use in your work?

2. Sketch a two- to three-minute “elevator speech” arguing for the value of a college effort around this issue. What key points would you include?

3. What ideas or issues discussed in this chapter would you want to know more about? Are there references you’d like to explore in greater depth? How else might you deepen your knowledge base on the issue(s) you’ve identified?