Teaching Squares

School of Interdisciplinary Arts and Sciences
Pilot program 2017-2018
Jacob Martens, Jutta Heller, and SIAS Faculty
Introductions

• Who are we and what brings us here?
  • Jacob Martens and Jutta Heller
  • "Improving Teaching Evaluations at UWT"  May 9th, 2017
    By Teaching Evaluation Campus Fellows- Kim Davenport, Ehsan Feroz, Linda Ishem, Tom Koontz, and Sushil Oswal

• Who are you and what brings you here?
Why?

• Re-energize one's teaching
• Reflect on one's own teaching practices
• Share cross-disciplinary pedagogical perspectives
• Build a community
• Create collaborative connections with faculty members in other disciplines
• Nurture and support ideas for scholarship in teaching and learning
### Fall 2017

- **From CAC**
  - LeAnne Laux-Bachand
  - Jacob Martens
  - Andrea Modarres
  - Ellen Moore

- **From SAM**
  - Karen Cowgill
  - Jeremy Davis
  - Jutta Heller
  - Meg Henderson
  - Marc Nahmani
  - Jenny Quinn
  - Haley Skipper
  - Jack Vincent
  - Lauren Wugalter

- **From SBHS and SHS**
  - Leighann Chaffee
  - Will Burghart
  - Cynthia Howson

### Winter 2018

- **From CAC**
  - LeAnne Laux-Bachand
  - Jacob Martens

- **From SAM**
  - Emily Cilli-Turner
  - Brian Heaven
  - Jutta Heller
  - Heather Heinz
  - Meg Henderson
  - Shubha Rajopadhye

- **From SHS**
  - Danica Miller

### Spring 2018

- **From SAM**
  - Joan Bleecker
  - Heather Heinz
  - Kimberly McClure
  - Olga Shatunova
  - Haley Skipper
  - Duong(Rita) Than
  - Jeffrey Zirul

- **From SBHS**
  - Rose Njoroge

- **From SHS**
  - Cynthia Howson

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Thanks to all!
How do Teaching Squares typically work?

• 4 members in the square
• 3 observations, ideally for the entire period, all completed within a 2-3 week period
• 2 meetings with larger group (pre and post observations)
• 1 meeting with the square
• 0 judgments or evaluation letters
Our Pilot Adaptations:

• 3-4 members in the square
• 2-3 observations, at least an hour each, all completed between the 3rd and 9th weeks of the term
• 1 meeting with the larger group
• 1 meeting with the square or individual meetings with observation partners as available
• 0 judgments or evaluation letters (unless you make separate arrangements)
• The Kudos
How we can improve:

• 4 members in the square
• 3 observations, ideally for the entire period, all completed within a 2-3 week period
• 2 meetings with larger group (pre and post observations)
• 1 meeting with the square
• 0 judgments or evaluation letters
• Keep and expand the Kudos collection
What people had to say about Teaching Squares

• "I came away with a newfound respect for the varied fields and disciplines our students navigate every day." A. Modarres
• "I was reminded of all the different ways students can look and be engaged with course material" L. Laux-Bachand
• "While teaching squares is not an evaluative process it does encourage me to self-evaluate, and improve." H. Heinz
• "The realities of group dynamics are crucial and having time to just observe them (without other obligations) helps me think about managing them better." C. Howson
• "I really experienced group dynamics as a student, which is insanely powerful." C. Howson
What people wrote about in the Kudos as examples of effective pedagogies

• Effective use of technology
• Metacognition and study skills
• Active learning and engagement
• Effective group work
• Building trust and community
• Teaching information literacy and citing sources
How Teaching Squares improved our teaching

• Jeremy Davis: I implemented random call for low-stakes questions like reading and interpreting a graph, to help students acclimate to talking in the class.

• Rita Than: I learned that after asking a question, I should wait a little longer for students to respond.

• Jutta Heller: I started implementing LeAnne Laux-Bachand’s practice of having students read out loud from slides as a low-stakes method of getting them to speak up in class. That has worked really well.

• Jacob Martens: Teaching Squares helps me calibrate my teaching and think about how to best prepare my first-year students to succeed. It is also a helpful tool to focus on all the good work we strive to do together.
Moving forward...for discussion

- Should Teaching Squares connect to our formal peer evaluations?
- What should people look for in a cross-disciplinary observation?
- Should we incentivize Teaching Squares?
- Time to look at kudos and ask...
- Should we continue to curate Kudos? Are they evaluations?

- Comments/questions from you
Interested? What to do next

• Join us: Teaching Squares celebration on June 7, 12:30-2 pm (GWP 320)

• Sign up for the fall quarter online today or by the first week of classes in September and get ready for...
  • 4 members in the square
  • 3 observations, ideally for the entire period, all completed within a two to three week period
  • 2 meetings with larger group (pre and post observations)
  • 1 meeting with the square
  • 0 judgments or evaluation letters
  • And lots of Kudos

https://tinyurl.com/y763eyem