Instructional Redesign Program

Portfolio Track Template

# Getting Started

Participants in the **Portfolio Track** of the Instructional Redesign (IR) Program will complete and submit a report that describes implementation steps and assessment findings following the completion of a course in which new, evidence-based changes were integrated and their impacts were measured. This track is intended to support participants in fully implementing their IR project in the classroom and realizing the effects on student performance and/or experience. The IR portfolio, if shared, serves as a resource for other instructors as well as a formal, institute-reviewed document demonstrating excellence in teaching.

When ready, complete the following eight sections to create your own Portfolio of Instructional Redesign!

# Section 1: Basic Information

## Section 1 Instructions

Section 1 simply provides the context for your IR project. Please list your name and your course, as well as a few other requested pieces of information about the course.

## Section 1 Response:

* Name
  + *[enter name here]*
* Course designation (e.g. ABCD 1001)
  + *[enter course designation here]*
* Typical Enrollment
  + *[enter typical enrollment here]*
* Typical Delivery Format
  + *[enter typical delivery format (i.e. online, face to face, hybrid) here]*
* Experience in Teaching (e.g. times taught)
  + *[provide an estimate of the number of times you have taught the course here]*

# Section 2: Instructional Challenge Statement

## Section2 Instructions:

State the challenge or area of teaching that has been addressed, supported, or enhanced as a result of the new, evidence-based practice(s) that you used in your IR course. The purpose of this section is to establish a foundation upon which the IR project will be developed. The challenge should guide all other aspects of the effort (outcomes, strategies, assessments, etc.). To write this section of the portfolio, simply put into words your reasoning for introducing new, evidence-based instructional practices. Is it simply to improve student learning? Is it to help create a more positive learning environment? Is it to help address common student misconceptions about one or more particularly complex topics? The challenge can be anything that concerns you or interests you regarding your instruction. For this section of the portfolio, simply put that area or concern or interest into words. Example challenge statements are provided on the next page, as well as the related IR portfolio review criteria from the portfolio rubric.

## Section 2 Response:

*[enter your instructional challenge statement here]*

## Step 2 Section Resources

### Example IR Challenge Statements

1. *I targeted this course for redesign because I felt that while we were offering our students valuable learning activities and experiences with other health science students, the evaluation and assessment of the course was lacking.  The course is graded as a satisfactory/unsatisfactory course and much of the assessment related back to participation in activities.  It was difficult to tell if students were really learning and internalizing the value of interprofessional work.   
   - Alexa Valentino, PHR 7801*
2. *The “teaching problem” I identified during the summer of 2020, when I submitted my initial “getting started” application, was to encourage and promote more robust and sustained student participation in the course—specifically during class discussions, in class and online… Class discussions were, in general, rich and productive, based in part, I believe, on the incentives to come to class prepared, by studying and reflecting on the relevant topics each week prior to class. But there were still students who, though they may have submitted comments or questions and done well on the quiz, remained reticent during class discussions. My intent was to bring more of these students into the fold of in-class discussion.  
   - Ryan Skinner, AFAMAST 2285*
3. *The instructional goal for this IR project is to enhance the student's responsibility in designing their own learning plan using the study cycle, growth mindset, and grit. Since 2019 and through Summer 2021 this content has been presented to students using asynchronous learning pages/videos in Carmen with a paired class discussion board (graded) or assignment (graded) to foster reflection. However, the teaching problem is that the students' self-reflection responses are generated one-time and may or may not receive a peer comment. Students are required to comment on several peers’ posts, but it is not required, and unknown, if a student interacts with comments left for their work (if any). Additionally, the discussions & assignments are not revisited nor refined over time. Through individual discussion with current and former 1205 students, there is a disconnect from this learning resources content and using these learning strategies in a future class…I am realizing that these students understand what the study cycle is, and how growth mindset and grit are useful in learning. However, students are not thinking about, or planning how, these can be used to foster learning in 1205 or in the future in 1210.*    
   *Rebecca Ricciardo – CHEM 1205*

# Section 3: Desired Project Outcomes

## Section 3 Instructions

Here, please provide a list of one to three outcomes that you originally hoped to observe following the evidence-based changes that you planned to introduce in your IR project. As written, each outcome statement should be measurable and should align to the instructional challenge statement (i.e. area of interest or concern) described in section 2. Example outcomes from two successful IR projects are included on the next page as a resource to you, as well as a link to a Drake Institute webpage that provides tips and guidance for writing effective outcomes.

## Section 3 Response

*As a result of the evidence-based instructional strategy or approach I describe in this plan, I anticipate the following:*

* *Insert intended or observed outcome #1*
* *Insert intended or observed outcome #2 (optional)*
* *Insert intended or observed outcome #3 (optional)*

## Step 3 Section Resources

### Example IR Outcomes

#### IR Outcomes Example 1:

*As a result of the evidence-based instructional strategy or approach I describe in this plan, I anticipate the following:*

1. *Students will have high overall satisfaction with the delivery of the course.*
2. *Students will demonstrate competence in the areas of (a) administering and interpreting assessments and (b) writing Individualized Education Program goals and benchmarks through tests and major assignments.*
3. *Students will perceive that I am making positive changes to the course in response to their feedback.*

* *Matthew Brock - ESSPED 5736*

#### IR Outcomes Example 2:

*As a result of the evidence-based instructional strategy or approach I describe in this plan, I anticipate the following:*

1. *We observed that most argumentative final research papers were superficial in their arguments and rarely ever provided counterarguments to common objections against their thesis. We sought to develop an assessment that would better engage students in counterargument writing.*

* *Nicholas Denton – PHR2367*

### Outcome Writing Guide

***Need support in writing measurable outcomes for your project?*** [***Click here for tips/guidance***](https://drakeinstitute.osu.edu/instructor-support/assessment-plan-development/articulate-course-goals-and-learning-objectives)***.***

# Section 4: Professional Learning and Evidence-Based Strategy Selection

## Section 4 Instructions

This section of the portfolio is focused on the new evidence-based instructional practice(s) that were adopted. The purpose of this section is to identify the new evidence-based practice(s), share how you learned about the new practice(s) and point readers to resources through which they could find more information. Appropriate/typical sources of information include primary literature references, book and book chapters, websites, workshops, trainings, and other sources of information that reflect the evidence-based nature of the new practice(s).

## Section 4 Response

### 4a. *Document* Relevant Professional Learning on Teaching

What programs, supports, or experiences helped you to learn about the evidence-based practice(s) that you are describing in this portfolio? (Please select all that apply)

☐Drake Institute Workshop(s)

☐Other OSU Workshop(s)

☐External Trainings/Workshops

☐Course Design Institute

☐Faculty FIT Program

☐Drake Institute Teaching Endorsement

☐Learning Community (Drake Institute Facilitated)

☐Learning Community (non-Drake Institute)☐Community of Practice (Drake Institute Facilitated)

☐Community of Practice (non-Drake Institute)

☐Consultation(s) with Drake Institute Staff

☐Consultation(s) with other OSU Offices/Centers/Institutes

☐Work/Meetings with Colleagues

☐Independent Reading (books, journal articles, etc.)

☐Other supports or experiences (explain)

*If applicable, please enter and explanation of the “Other supports or experiences” selection here.*

### 4b. *Describe* Relevant Professional Learning on Teaching

Consider the professional learning experience(s) that you marked in the previous section that were relevant to this IR project. Below, please provide a short narrative that identifies, among those, one to three that were most impactful and significant in terms of your own professional learning. Once you identify which were most impactful, please describe how those experience(s) worked to help you learn about how to effectively implement your new teaching practice(s).

* **Item 4b-1:** Please list up to three of your previously listed professional learning experiences (from section 4a), starting with that which was most important/impactful to the IR project.
  + *Enter most impactful professional learning experience here*
  + *(if needed) Enter second most impactful professional learning experience here*
  + *(if needed) Enter third most impactful professional learning experience here*
* **Item 4b-2:** Below, please describe, briefly, how each of the experiences you listed in the item above (4b-1) worked to help you learn about how to effectively implement your new teaching practice(s).

# Section 5: Implementation Story

## Section 5 Instructions

The purpose of this section is to describe, in detail, how the new evidence-based teaching practice(s) was/were implemented in the course. This will help readers to both understand the changes you made and, also, will help others to implement similar changes should they find your approach of interest for their own teaching. Please describe the changes you made to your instruction in sufficient detail that a reader could reasonably replicate your effort in their own course. This section can take the form of a narrative, a bullet list, a table, or a combination of those options. Relevant materials that you would like to share may be referenced here and included as appendices.

## Section 5 Response

*Please enter response for Section 5 here.*

# Section 6: Assessment and Evaluation of New Evidence-Based Practice(s)

## Section 6 Instructions

The purpose of this section of the portfolio is threefold. First, this section is intended *to list and briefly describe* the tools and approaches used to measure the impact of the new instructional practice(s). Second, this section works to document alignment of the selected tools/approaches to assessment and the outcomes defined and expected for the IR project. Third, this section is intended to serve as an opportunity to share findings following collection of data and analysis of those data on student performance and/or experience in the course.

## Section 6 Response

### 6a. *List and Describe* Tools and Approaches used for Assessment of the New Instruction

Please provide a bullet list of data sources and tools (exams, activities, surveys, etc.) used to measure impact of the IR-related changes to instruction along with brief descriptions of each.

* **Item 6a-1:** List and briefly describe the tools/approaches used for assessment (e.g. series of exam questions, survey or survey item, etc.). Add additional bullets as needed.
  + *Enter 1st response here.*
  + *(if applicable) Enter 2nd response here.*
  + *(if applicable) Enter 3rd response here.*
* **Item 6a-2:** *For the assessment tools/items listed in Item 6a-1 above, please include citations and/or links to information on those tools/items if applicable/available. If a reference is not applicable/available, simply enter NA.*
  + *enter reference for 1st assessment too/item listed*
  + *(if applicable) Enter reference for 2ndassessment tool/item listed*
  + *(if applicable) enter reference for 3rd assessment tool/item listed*

### 6b. Alignment of Assessment Tools/Items to IR Outcomes

Below, please explain how the assessment tool/items listed above align to, and serve to measure achievement of, the outcome(s) listed earlier (Section 3).

*Enter response to 6b here.*

### 6c. Data Analysis and Results

Below, provide a narrative that addresses the following three items:

* Explain how your aligned assessment data were collected and analyzed.
* Share the results of your analysis. If qualitative, you might include trends that were observed in student comments or qualitative responses. If fully quantitative, you might share calculated metrics (averages or medians of performance, Likert-scale values recorded, etc.) Be sure to clarify numbers in a manner that is appropriate (e.g. how many students responded in particular ways, average performance values, variance observed in data, etc.).
* Discuss what was observed in your data, and any impacts (positive or negative) realized on student learning and/or experience in the course.
* State, in a short paragraph, your final conclusions about the impact and effectiveness of the new, evidence-based changes made to instruction in the course.

*Enter response to 6c here.*

# Section 7: Reflection

## Section 7 Instructions

The purpose of this section is to provide you an opportunity to think back on your experience in undertaking this instructional redesign project and reflect on how it has impacted you, personally, as an instructor in higher education. Please respond to each prompt.

## Section 7 Response

### Reflection Prompt 1: In light of your IR work, how has your view of the teaching question/issue you chose to address changed?

*Enter response to Reflection Prompt 1 here.*

### Reflection Prompt 2: What did you learn about yourself as a teacher from going through this process?

*Enter response to Reflection Prompt 2 here.*

### Reflection Prompt 3: What aspects of the IR process will help you approach future teaching questions?

*Enter response to Reflection Prompt 3 here.*

### Reflection Prompt 4: What aspects of the IR process were most useful and least useful to your development as a teacher and why?

*Enter response to Reflection Prompt 4 here.*

### Reflection Prompt 5: What teaching support services are you most likely to make use of in the future and why?

*Enter response to Reflection Prompt 5 here.*

### Reflection Prompt 6: How confident do you feel in continuing to use instructional redesign in future courses or curricula?

*Enter response to Reflection Prompt 6 here.*

# Section 8: Appendices (Optional)

### Section 8 Instructions

The purpose of this section is to provide a space to share resources and materials that are relevant to your IR project and that could help readers and or reviewers of this portfolio to better understand the effort. Please paste materials or links to materials that you would like to share below.

### Section 8 Response