

V.F.

Instructional Development Service

University of Minnesota-Duluth

First Year Report

December 1, 1983 - November 30, 1984

The Instructional Development Service (IDS) has completed its first year of operation, having made progress towards meeting its goal of assisting faculty in examining and revitalizing their instructional techniques. During this initial year the program was guided by a number of objectives necessary for the long term success of this effort:

- To learn what other instructional development programs are doing - Letters requesting information were sent to approximately 80 colleges or centers. In addition, resource personnel were identified through the Professional and Organizational Development Network (POD).
- To develop the IDS organization - An advisory board with representation from each of the colleges and the student body was formed. The board has met four times to discuss IDS activities and to provide suggestions for future directions. An outside evaluator, Dr. Robert Blackburn, from the University of Michigan, Center for Higher Education, was hired. He has been in regular contact with us, made a site visit in October, and submitted a report.
- To make the UMD Community aware of the existence and services of IDS - Deans and Department Heads were introduced to the service of IDS at appropriate meetings. The consultants visited thirty-nine departmental meetings, explaining IDS and distributing surveys to ascertain areas of faculty interest. Over seventy surveys were returned. In addition, announcements concerning IDS appeared in the faculty newsletter, student

newsletter, regional weekly, and daily newspapers, radio stations, and at least one TV station.

- To have the IDS consultants improve their instructional development skills - A plan to provide training for Robert Flagler and Linda Hilsen in instructional development included sessions with each of the expert resource people brought to campus for workshops and a summer training program. Robert Flagler attended the Sagamore Conference on "Cooperative Learning: An Effective Model for Cognitive & Affective Growth" and a workshop "Institutional Racism" in Mankato, and Linda Hilsen attended both the POD Summer Institute and the 9th National POD Conference.

In addition to activities in these areas the ongoing functions were broken into five specific components: consultation, newsletter, library, workshops, and evaluation. A summary of activities in each of these areas follows.

Individualized Consultation

Individualized Consultation was initiated during the Spring '84 Quarter and is continuing on a regular basis. In response to the initial faculty survey, thirty-six faculty indicated an interest in participating as clients. Through November 30, thirteen have completed the individualized consultation process with six more participating during Winter Quarter '85. These faculty are drawn from all five collegiate units and include two professors, five associate professors, four assistant professors, and two instructors.

Evaluation responses indicate a high level of satisfaction with the Service. Eleven of the thirteen participants responded to the following items of evaluation by indicating "strongly agree":

- Overall, I found the teaching development process useful and worth my time and effort.

- I would recommend the teaching improvement process to my colleagues.
- I found the faculty development consultant competent and helpful. (One of the eleven indicated "agree".)

(Two participants did not respond to this portion of the questionnaire due to a design problem in the questionnaire).

In addition, 12 of the thirteen clients responded to requests for written comments and indicated strong satisfaction with the process.

Additional follow-up data, such as student course evaluations, are being collected and will be examined for indications of long term effects of the intervention.

In an attempt to make the consulting process more efficient, Teaching Analysis by Students (TABS), an instrument to collect data from students, was adopted. This provides the faculty with analysis of student responses in 24 areas of instructional style and can be utilized in a pre-post manner. IDS is exploring conducting group consultation with interested departments as an additional method to improve efficiency.

In order to make the consulting service available to faculty whom deans and/or department heads feel need assistance in teaching, IDS has agreed to reserve up to one-third of its client spots for "referred" faculty. This is intended to provide department heads with a specific alternative when concerned about the instructional skills of a particular faculty member.

There appears to be growing acceptance of this aspect of the program as a non-threatening, healthy procedure for UMD faculty.

Instructional Development Service Newsletter

As of November 30, 1984 two newsletters (Spring '84 and Fall '84) have been published and distributed to all UMD faculty, academic staff, and academic

administrators. The primary functions of the newsletters are to provide information, ideas, and opinions concerning the process of teaching and learning and to promote the Instructional Development Service.

Information in the two newsletters has come in two forms—feature articles and regular items. Feature articles are 1000 to 3000 words long and are researched and written or edited by the IDS staff. Regular items are used to provide information concerning the Instructional Development Service and its staff.

Feature Articles

- A Summary: "The Classroom Climate: A Chilly One for Women?"

This was excerpted from the article, "The Classroom Climate: A Chilly One for Women?" by Roberta M. Hall, Assistant Director for Special Programs, with the assistance of Bernie Sandler, Executive Director, Project on the Status and Education of Women of the Association of American Colleges.

- Cooperative Learning at UMD

This article is a description of some of the cooperative learning efforts being made on the UMD campus and information on future workshops and services so that faculty can better use the cooperative learning strategies in their classrooms.

- Course Evaluations

University guidelines for course evaluations are given as well as suggestions for ensuring the validity of student opinion surveys.

- Instructional Development in Theory...In Practice

An explanation of the theory behind the Instructional Development Service and how that theory is practically applied.

Regular Items

- Instructional Development Service Advisory Board Members and the Board's function

- Instructional Development Service Staff
- Upcoming Workshops
- Instructional Development Service Library holdings and new acquisitions
- Book reviews

The newsletter is written and edited by the IDS staff and given to the UMD Print Shop for professional layout and printing.

For next year, we will attempt to involve more UMD faculty in writing articles, editorials and sharing ideas for the newsletter and will increase the number of feature articles. We will also publish short, supplementary newsletters advertising or promoting one specific idea or concern.

Library Materials

As of November 30th, 27 titles, many in multiple copies, had been purchased for a total of 69 books in the Instructional Development Service Library. In addition, 75 articles from several periodicals have been acquired and put into individual folders.

One copy of every title ordered remains in the Instructional Development Service Library and is available for loan. The library and its holdings are regularly advertised to faculty through the Instructional Development Service Newsletter. All other copies and all articles have been divided into mini-libraries which have been distributed to six departments. Faculty members in each department holding an "IDS Mini-Library" receive a listing and book summary of the holdings of their mini-library. These libraries will be rotated on a regular basis.

It is difficult, at this point, to gauge the effectiveness of the IDS Library and departmental mini-libraries. Although a check-out system exists

the faculty do not use it. Department heads claim the materials are being used, and when asked if they want to keep the library they respond positively. All have felt it to be an asset.

During the next year, we will increase the library holdings by 100 items, create at least six additional mini-libraries and most important, increase the number of articles on hand. The articles, coming from professional journals, deal with educational issues in specific disciplines. A greater effort will be made to obtain and deliver these articles to specific individuals and departments.

Workshops

During the Instructional Development Service's start-up quarter (Winter '84), a survey was sent to University of Minnesota-Duluth faculty inquiring about professional needs and interests from which a list of potential workshop topics was generated. All workshops presented were initiated due to faculty request. Time was spent gathering information about how similar centers run workshops, establishing connections with consultants in the Professional and Organizational Development Network, contacting other Bush-funded centers, and researching workshop presentation.

A three workshop series entitled "Students Working Cooperatively: A Powerful Way to Learn" was co-sponsored by IDS and the Northwest Area Program on Active Learning during Spring Quarter, 1984. Session I: "An Introduction to Cooperative Learning Groups" by Dr. Roger T. Johnson, Co-Director of the Center for Cooperative Learning and a Professor of Curriculum and Instruction at the University of Minnesota, was held April 18. Although thirty-two faculty signed up, twenty-six participated. Session II: "Cooperative Learning" by Dr. Karl A. Smith, an Assistant Professor of Mineral Engineering at the University of

Minnesota and a cooperative learning expert, was held April 24. Twenty-six faculty preregistered, and twelve took part. Session III: "Current Applications of Cooperative Learning at UMD" was presented on May 1 by Drs. Fleischman and Hamlin (Sociology, Anthropology, and Geography), Arbuthnot (Art), Falk (Psychology), and Huntley (Communication). Twenty-eight faculty preregistered, and 27 participated (10 of whom had not preregistered for this session).

Each workshop was separately evaluated. Twenty faculty indicated an interest in exploring implementation plans employing cooperative learning. In response, it was decided that an additional part-time consultant would be hired in the Fall of 1984 to address cooperative learning.

IDS learned a great deal from this workshop series:

1. Interest in teaching is campus-wide; the majority of departments and programs on campus were represented on the participant list.
2. Faculty appreciate receiving written materials to stimulate their interests before and to add to their knowledge after workshops.
3. Although external experts can draw an audience, interest is also high in having UMD faculty make presentations.

During the summer of 1984, time was used to establish additional contacts with experienced consultants/workshop presenters from across the U.S. and Canada, plan the Fall workshops, and continue researching "how to's." On October 11, in coordination with the UMD Computer Center, "Computer Generation of Tests and Test Scoring" was presented by four UMD faculty: Gordee Small, Computer Center; Dr. Roger Petry, Library; Dr. William Fleischman, Sociology, Anthropology, Geography; and Dr. Robert Williams, Music. Thirty-five faculty preregistered and participated. Because of time conflicts, twelve faculty requested the workshop be repeated. On October 18, Dr. Lynn Mortenson, Center for Curriculum and Instruction at the University of Nebraska-Lincoln, presented

"Asking Questions and Stimulating Thinking." Thirty-three faculty preregistered and twenty-three participated. The policy of having external consultants provide, at a minimum, half-day training sessions for the IDS consultants was implemented. Plans were also made for Winter Quarter Workshops: a repeat of "Computer Generation of Tests and Test Scoring," "Discussional Techniques," and a new venture—a two day presentation—"The Feedback Lecture."

Evaluation

The purposes of our evaluation efforts are: a) to measure the impact of IDS; b) to investigate the quality and magnitude of change in behaviors and attitudes of clients; c) to be able to concretely visualize effects of the Service; and d) to establish documented credibility for IDS. In order to attempt to achieve these purposes, data collection occurs in both components of IDS—Information Dissemination and Individualized Consultation.

In the workshop area of Information Dissemination, the number of faculty from each department and program who preregister, participate, receive written materials, and/or return individual workshop evaluations is counted. Records are kept of each use of IDS library materials. Newsletter circulation numbers on and off campus are tabulated as are all IDS contacts and requests for information from other programs and individuals.

For the Individualized Consultation component, a Faculty Survey constituted IDS's initial data collection.

At the beginning of each consultation, data collection requirements are explained to clients. Each client must:

- provide previous course evaluations and a historical profile.
- be willing to be "followed" for at least two quarters, preferably in the same course, via course evaluations, "Teaching Analysis by Students,"

student interviews, classroom observation, and/or video-taping.

- complete the survey "Instructor's Evaluation of the Teaching Improvement Process."
- evaluate the Service, process, and consultant in letter form.

External evaluator Dr. Robert Blackburn, University of Michigan-Ann Arbor, during a site visit October 14-16, 1984, interviewed UMD faculty who had had an IDS association through consultation, participation in workshops or who intended to use the Instructional Development Service in the future. Dr. Blackburn also talked to the chair of the IDS Advisory Board and union and administrative officials. He gathered positive comments about the consultation process, consultants, and workshops, aside from remarks about scheduling conflicts. Clients complained about the feedback delay on TABS which has been solved by programming the results. Dr. Blackburn also felt that some technique solutions had been suggested too frequently by consultants and that faculty needed to be encouraged to read more about instruction. He proposed concentrating efforts to enable faculty to view teaching conceptually and to make them more knowledgeable and aware of how students learn. IDS needs to continue its search for additional methods of collecting evidence to illustrate that change has occurred and to identify the specific impacts of those changes. The ultimate question which must be answered in a well-documented manner is: Are the changes and effects significant and lasting?