Promoting Student Learning in My Course: A Checklist

The purpose of this checklist is to help you to reflect on your teaching. The checklist describes various types of teaching practices that find support in the scholarship on teaching and learning. Keep in mind that these practices are not applicable to every course and any particular course may only use a subset of these practices. You can click on the items on the list for links to relevant evidence and advice.

Your Name: Course: Semester and year that the course was taught:

1. I provided the following course information to students via hard copy or course webpage (check all that occurred in your course)
   - List of topics to be covered, readings, and assignments for the course
   - List of the specific competencies (skills, expertise, ...) students should achieve by the end of the course (what students should be able to do)
   - Affective goals – changing students’ attitudes and beliefs (interest, motivation, relevant beliefs about their competencies, how to master the material)
   - Other practices related to course information/syllabus that I use that promote learning:

2. I provided the following supporting materials to students
   - Examples of exemplary papers or projects
   - Grading rubrics for papers or large projects
   - Practice or previous year’s exams
   - Worked examples of assignments or problems
   - Other supporting materials that promote learning:

3. In-class features and activities
   - Students read/view material for upcoming class sessions and regularly complete assignments or quizzes on it shortly before class or at beginning of class
   - Students engage in reflective activity at end of class, e.g. “one-minute paper” or similar (students briefly answering questions, reflecting on their learning, etc.)
   - I typically spend less than two-thirds of class time lecturing to whole class (presenting content, presenting a problem solution, etc.)
   - When lecturing, I give concrete examples, demonstrations, or case studies to illustrate concepts
   - Students typically engage in small group discussions or problem solving at least once per class session
   - I often discuss why the material is useful and/or interesting from students' perspective
   - Other in-class practices that I use that support learning:
4. Assignments

☐ Homework/problem sets assigned that contributed to a course grade at intervals of 2 weeks or less
☐ A substantial paper or project (an assignment taking longer than two weeks and involving some degree of student control in choice of topic or design)
☐ Encouragement and facilitation for students to work collaboratively on their assignments
☐ Students complete a cumulative final exam
☐ Other relevant assignments that support learning:

5. Feedback and testing

A. Feedback from students to instructor during the term
☐ Midterm course evaluation
☐ Repeated online or paper feedback or via some other collection means
☐ Other sources of feedback from students:

B. Feedback to students
☐ Students are given feedback from the instructor or peer before grading
☐ Students have the opportunity to revise or redo work to improve their grade
☐ Students see graded assignments
☐ Students see assignment answer key and/or grading rubric
☐ Students are explicitly encouraged to meet with me
☐ Other kinds of feedback to students:

C. Other
☐ Assessment given at beginning of course to assess background knowledge
☐ Use of pretest and posttest to measure learning
☐ Use of a consistent measure of learning that is repeated in multiple offerings of the course to compare learning
☐ Opportunities for students’ self-evaluation of learning
☐ New teaching methods or materials tried along with measurements to determine their impact on student learning
☐ Students provided with opportunities to have some control over their learning, such as choice of topics for course, paper, or project, choice of assessment methods, etc.

D. Collaboration or sharing in teaching
☐ Used or adapted materials provided by colleague(s)
☐ Discussed how to teach the course with a colleague
☐ Read scholarship about teaching and learning relevant to my course
☐ Sat in on colleague’s class (any class) to get/share ideas for teaching
☐ Other collaborative teaching practices: