

Welcome to ACUE's Course in Effective Teaching Practices

Co-Endorsed by the American Council on Education (ACE)



Welcome

Welcome to the *ACUE Course in Effective Teaching Practices*, a unique collaborative offering between ACUE and your campus. Consider this a mini graduate course in which you will dedicate at least 2–3 hours per week engaging with the material, implementing teaching practices in your classes, and composing a written reflection. Each module provides you with various research-based practices to implement in your classroom. Among these, you will select and implement the practice(s) that best suits your goals and students. The ACUE course is also community-based, and you will have many opportunities to learn from and share ideas with your colleagues about the teaching practices you are learning. Your facilitator will guide you through the modules; help to create an environment where questions, conversation, and learning are valued; and provide you with ideas and feedback.



Course Overview

To become ACUE certified, you will complete 25 modules, which taken together address the core set of knowledge and skills needed to teach more effectively. As you engage with each module, you will view videos of effective teaching practices in authentic classrooms featuring faculty and students from a wide variety of colleges and universities, as well as experts in the field of teaching and learning. A set of resources designed to help you implement practices and deepen your learning is available, and you will have opportunities to participate in thought-provoking discussions to learn with and from your colleagues. Finally, you will reflect and write about your experiences implementing new teaching practices. Your reflections will be reviewed by an ACUE National Reader.

Complete the following to earn a badge for each module:

- Engage with module content.
- Implement a teaching practice.
- Write a reflection of the experience.
- Complete the Practice & Reflect II survey.

Facilitator Corner

Some of the ways your facilitator provides guidance and encouragement are by:

- sharing pedagogical insights
- leading and contributing to discussions
- posting announcements

Table of Contents

Module Components p. 2

Course Learning Outcomes p. 2

ACUE's Effective Practice Framework p. 3

The Power of Reflection p. 4

Assignment Types & Reflection Guide p. 5

Summary Discussion p. 6

Community Building p. 6

Set Your Goals p. 7

How to Be Successful in This Course p. 8

Course Resources p. 9



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Module Components

The following table provides a description of the module components. You will learn more about the components when you watch ACUE's Learning Design [video](#) in the Start Here module of your course.

Module component	Description
Introduction	Piques your interest and gets you thinking about and relating to the module topics
Opening Questionnaire	Connects module topics to your own knowledge, experience, and context
Learning Objectives	States what you will learn as well as the practices you can choose to implement
Course Demonstration	Shows the effective practices recommended in the module being implemented by instructors from across the country in the learning environment
Expert Insights	Delves deeper into some of the module's practices with further explanations, supporting research, and commentary by nationally recognized experts in the field
Implementation Resources	Provides step-by-step guidance, course resources, and examples designed to help you implement module practices; resources are downloadable
Common Challenges & Misconceptions	Provides research-based clarifications and suggestions for addressing common challenges and misconceptions
Observe & Analyze	Showcases practices with different levels of proficiency and provides an opportunity to discuss the module practices more deeply with your colleagues
Observe & Analyze Peer Review	Provides the opportunity to give and receive peer feedback. Peer Review is a component in four of the six modules in the <i>Designing Learner-Centered and Equitable Courses</i> block
Practice & Reflect I	Serves as the culminating activity where you implement a research-based practice that you learned in the module and then reflect upon it
Practice & Reflect II	Provides an opportunity to think about what you learned, what you implemented, and what you may implement in the future
Note to Future Self	Provides the opportunity for you to write a "note to your future self" that will appear on your <i>What's Next Report</i> after completing the course
References	Provides a list of faculty and experts featured in the module and a list of sources used for module content

Course Learning Outcomes

- Design more equitable and learner-centered courses.
- Apply research-based practices to establish a productive learning environment.
- Use active learning strategies that engage students in their learning.
- Use higher order thinking practices to help students think at higher levels and begin to use metacognitive skills for reflecting on their own learning processes.
- Use assessment to inform and improve teaching and develop equitable grading practices.
- Earn a Certificate in Effective College Instruction endorsed by ACE.



ACUE's Effective Practice Framework

Competencies addressed in your ACUE course align with ACUE's Effective Practice Framework. This framework is a leading statement of the instructional skills that every college educator should possess. Each competency has a corresponding module, and modules are grouped in blocks. Each block of modules represents an ACUE microcredential course.



1. Designing Learner-Centered and Equitable Courses

- Ensuring Learner-Centered Course Outcomes
- Designing Aligned Assessments and Assignments
- Aligning Learning Experiences With Course Outcomes
- Preparing an Inclusive Syllabus



2. Establishing a Productive Learning Environment

- Leading a Productive First Day
- Promoting a Civil Learning Environment
- Motivating Your Students
- Ensuring Equitable Access to Learning
- Helping Students Persist in Their Studies
- Embracing Diversity in Your Learning Environment



3. Using Active Learning Strategies

- Using Groups to Ensure Active Learning
- Using the Active Learning Cycle
- Developing Effective Class Sessions and Lectures
- Planning Effective Discussions
- Facilitating Engaging Discussions



4. Promoting Higher Order Thinking

- Providing Clear Directions and Explanations
- Using Concept Maps and Other Visualization Tools
- Teaching Powerful Note-Taking Skills
- Using Advanced Questioning
- Developing Self-Directed Learners



5. Assessing to Inform Instruction and Promote Learning

- Developing Equitable Grading Practices
- Creating Equity With Checklists and Rubrics
- Providing Useful Feedback
- Checking for Student Understanding
- Using Student Data and Feedback to Improve Your Teaching



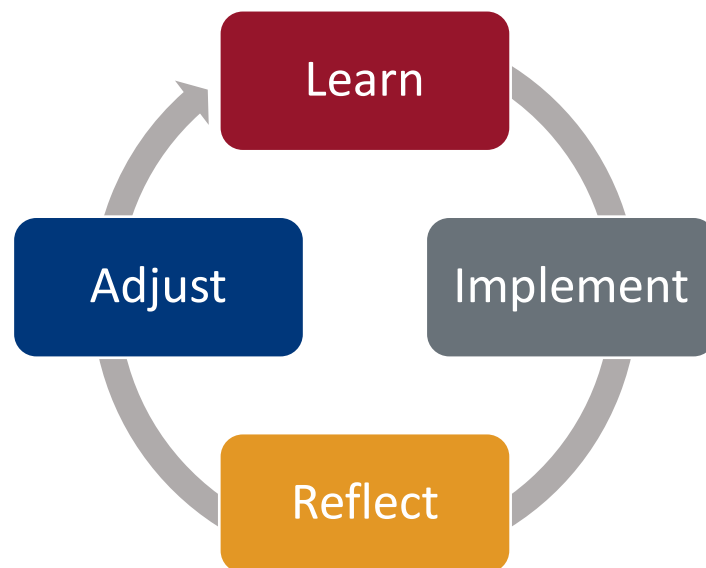


The Power of Reflection

ACUE's model is grounded in the evidence-based process of becoming reflective practitioners. At its core, it is a community-based faculty engagement process that involves learning about, applying, reflecting on, and adjusting the use of evidence-based teaching practices. Faculty who invest fully in the reflective process are most successful at transforming their teaching, thereby impacting student outcomes.

"The only way you're going to learn a new teaching practice is to do it. You have to apply what you've learned . . . then reflect on what worked well, what needs tweaking in the future, what [you've] missed, what students appreciate about it . . ."—Stephen Brookfield

This [video](#), featuring ACUE certified educators, reinforces ACUE's model and Brookfield's statement by addressing the importance of implementation.



"Without reflection, how do I begin to know how well I am doing? Reflecting critically on what I do in the classroom slows the clock and allows me to carefully consider my current and future teaching actions and behaviors. Critical reflection is a tool for college faculty to use and alter their teaching practice in powerfully beneficial ways."—Catherine Haras

Assignment Types & Reflection Guide

Each module presents a variety of teaching practices and two reflection assignment types, **Implementation** or **Plan to Implement***. Prior to implementing a teaching practice, you should review the rubric and download the **Reflection Guide** for the selected assignment type, **Implementation** or **Plan to Implement**. The **Reflection Guide** is a Microsoft Word document that you will use to type your reflection assignment and upload as your Practice & Reflect I: Reflection Assignment submission. Using the **Reflection Guide** is the best way to ensure all rubric requirements are met.

Although most modules require implementation of an evidence-based practice with your students, in rare instances, we realize that you may not be able to implement a practice within the time frame of the course. With this in mind, you may submit **up to five Plan to Implement** reflection assignments for the duration of the course.

*Five of the six modules in the *Designing Learner-Centered and Equitable Courses (DC)* block do not have a **Plan to Implement** reflection assignment because you will engage in the creation of course documents, which is considered **Implementation**, so be sure to denote that you implemented the practices on the Practice & Reflect II: Reflection Survey.

Example: Implementation Reflection Guide

Criteria	Grading guide	Your reflection
What practice(s) did you implement?	Meets: Identify the practice(s) and either explain why you selected them or thoroughly describe the steps taken to implement them	
	Exceeds: Add both an explanation of why you selected the practice(s) and thoroughly describe the steps taken to implement the practice(s)	Optional
How did your use of the practice(s) impact your students?	Meets: Share how your use of the practice(s) impacted your students	
	Exceeds: Share why this impact took place	Optional
What other steps will you take to continue to refine your use of the practices shared in this module?	Meets: Specify how this or other practices from the module will be used or adjusted for the future	
	Exceeds: Explain why these steps will be taken	Optional



Summary Discussion

At the end of each block, your cohort will participate in a summary discussion, which allows you additional time to learn from your colleagues. This is the ideal time to share your teaching practices, discuss how your students responded to the teaching practices, and solicit feedback from your colleagues. The content in the course is enhanced greatly by the interactions you have with your cohort colleagues.

Depending on your institution, the summary discussions may take place in one of three ways:

- **as a live virtual event offered through a web-conferencing tool**
- **in your ACUE Canvas course on a discussion forum**
- **as a face-to-face event on your campus led by your facilitator**

Community Building

Although this course takes place online, community building is an important component for meeting our course outcomes. To ensure a productive and collegial learning experience for all course-takers, we need everyone to do their best to engage in the following behaviors:

- **Actively participate.** The course experience is more enriching when it includes a greater number of diverse voices and perspectives.
- **Submit and provide feedback for peer review.** The peer review exercise, in the *Designing Learner-Centered and Equitable Courses* block, allows course-takers to give and receive feedback on work to reinforce the topics from the modules and provide ideas for implementing with learners.
- **Read and respond to Observe & Analyze discussion threads.** Research shows that learning is enhanced when online discussion participants read each other's posts, engage in meaningful collaboration, offer encouragement, and share relevant resources.
- **Demonstrate respect for differences.** We all come to the table with different experiences and viewpoints. In order to get the most out of this learning opportunity, show respect for differences by seeking to understand, asking questions, clarifying understanding, and/or respectfully explaining your own perspective.
- **Be timely.** We ask that you do your best to stay on the same schedule as your cohort to maximize learning for all course-takers.
- **Be specific.** We encourage you to offer specific evidence from the videos or your own course experiences when posting to the discussion forums.
- **Use an appropriate tone and language.** In online environments without verbal or physical cues, humor and sarcasm can be mistaken as cold or insulting. Please pay special attention to your tone and language use before submitting discussion posts and contributing to the conversation.





Set Your Goals

Take a moment as you begin this journey to consider your goals for taking this course. The course is not graded, but there are minimum requirements for earning the certification. Like all endeavors, the levels of growth, personal satisfaction, and impact resulting from engaging in the course are tied directly to your level of effort. Instructors take this course for a variety of reasons. Here are some common reasons course-takers have shared:

"I'm taking the course in effective teaching because none of my graduate work included instruction in pedagogy."

"As an educator, I strive to deliver an exceptional educational experience to all my students. In order to fulfill this goal, I am determined to grow professionally through educational courses and credentials, such as the Effective Teaching Practices course."

"I am taking this course to enhance my instructional strategies and fulfill requirements needed for promotion."

"I believe it will help me in my teaching practice and benefit my students in their academic studies."

"I want to learn more innovative ways to improve my teaching to engage my student learners."

"There is always room to grow."

"I am not a teacher, but an awakener."—Robert Frost

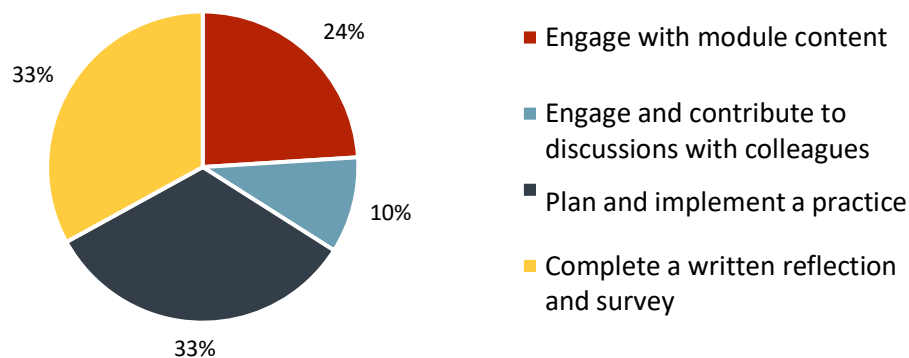


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How to Be Successful in This Course

Consider the goals you have for engaging in this course as you determine how to allocate time to complete course requirements. Faculty surveyed who have earned ACUE's *Certificate in Effective College Instruction* indicated it takes on average 2–3 hours to successfully complete each module. The Module Time chart below provides a visual representation of the typical time spent completing a module, followed by an example weekly schedule.

Module Time



Example Weekly Schedule

Day	Task
Monday–Tuesday (or get a jump start over the weekend)	<ul style="list-style-type: none">Engage in module content and begin thinking and planning where you can implement a practice from the module
Tuesday–Thursday	<ul style="list-style-type: none">Contribute to and engage in Observe & Analyze discussion or Observe & Analyze peer review (when applicable)Return to the Observe & Analyze discussion to more deeply engage in the conversation
Wednesday–Friday	<ul style="list-style-type: none">Implement a new teaching practice
Friday–Sunday	<ul style="list-style-type: none">Submit reflection (P&R I) and complete survey (P&R II)

Life Happens

Due dates for every module are provided on the course schedule and posted in Canvas. However, we recognize that sometimes things come up, such as conferences, new committee assignments, and personal events. Or sometimes it is necessary to wait an extra week to implement a strategy effectively. In these instances, we recommend you contact your course facilitator to let them know that you will submit module work after the due date.



Course Resources

Resource	Description
Course Guide	Provides a comprehensive list of answers to frequently asked questions, implementation planning guides, and information about ACUE; located in your ACUE Canvas as part of the course's navigation menu
Course Facilitator	Serves as the guide and mentor, assisting course-takers as they learn about, implement, and reflect on teaching practices
ACUE Technical Support	Provides technical support at support@acue.org
ACUE Reader	Scores Practice & Reflect I written reflections using a scoring guide; scores reflection within three business days after module due date
ACUE Academic Director	Collaborates with course facilitator to encourage implementation and ensure course-taker success
ACUE Content Feedback	Provides opportunity to send content-related suggestions and concerns to the team responsible for creating ACUE courses at coursecontent@acue.org
Community of Professional Practice	Serves to sustain the development and application of research-based teaching practices during the course and after its completion

“What we learn with pleasure we never forget.”—Alfred Mercier

Course Schedule

The course schedule that provides each module's start date and due date is located on the Syllabus page in Canvas.



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