

Panther 180 Reporting & Written Narrative Example (Nursing)

Activity(ies) to collect evidence from **Students**:

- SPOTs results
- Conducted pre- and post-assessment in my Pathophysiologic Basis of Nursing course that yielded an overall average learning gain of 75%
 - Improvement was particularly noticeable in students' mastery of clinical terminology, whereas they struggled most to understand connections between neurological pathways
- Invited CAT to collect mid-semester feedback in my Foundations of Nursing I course
 - Students were particularly critical of the testing structure in the course (a midterm and final) so I plan on incorporating their feedback into the course design for the next academic year

Activity(ies) to collect evidence from **Peers**:

- Exchanged syllabus with faculty at another nursing benchmarked institution and received feedback on possibly increasing number of credit hours required for skills labs
- Jointly implemented skills check-offs with a fellow skills lab faculty
 - We both found it helped us more accurately identify what skills our students struggle most to acquire and where we need to focus additional class time

Activity(ies) to collect evidence from **Self**:

- I engaged in a weekly journaling process focused on contemplating my use of recorded lecture and dissemination Fundamentals of Nursing content.
- Post class/modules self-check
- Used lesson plans to chronicle important notes from each class period
 - This helped me identify problematic patterns of student engagement/participation that emerge during periods where we are covering topics students generally tend to have difficulty with
 - This also helped me reflect on the effectiveness of some of the new course elements I incorporated throughout the semester, such as a greater number of short quizzes over a midterm exam and iClickers for participation points over attendance

Annual Teaching Evaluation
Written Narrative (Self-Reflection)

This year, I engaged in evaluation activities that focused on assessing the extent to which I incorporate evidence-based pedagogy in my courses. The evidence I collected from myself, my students, and my peers this year helped me identify several strengths in my use of evidence-based instruction, as well as several ways in which I continue to improve in this area:

- Engaging in weekly journaling allowed me to reflect on my current use of evidence-based instruction, and strategize potential changes to my course design. It was through this activity that I decided to conduct student focus groups, which led to implementing a new assessment strategy.
- Conducting mid-semester focus groups with my students, which in and of itself is a form of evidence-based teaching, allowed me to successfully address several of their concerns (e.g., pace of the class was slightly too fast; students felt the final exam represented a disproportionate percentage of their final grade) moving forward, which reflected in my end-of-semester SPOTs results
- The initiation of the recorded lecture was brought about by class disruptions due to hurricane and federal holidays. One section missed 2 class sessions, in addition, the students across cohorts had the opportunity to review the material prior to exam. Furthermore, it has given the faculty the opportunity to implement other learner-centered teaching strategies such as case or patient reviews.
- Lastly, I also incorporated the feedback I received from the review of my Canvas module. For example, I reorganized the home page of my module to make it less cluttered and easier to navigate. I also moved the resources section from the home page to its own page on the module.