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CENTER FOR EDUCATIONAL EFFECTIVENESS

Office of Undergraduate Education

Welcome! New Faculty Workshop

September 17, 2024

Michael Bradford, MFA
Vice Provost and Dean of Undergraduate Education
Professor of Dramatic Arts
Office of Undergraduate Education
mlbradford@ucdavis.edu

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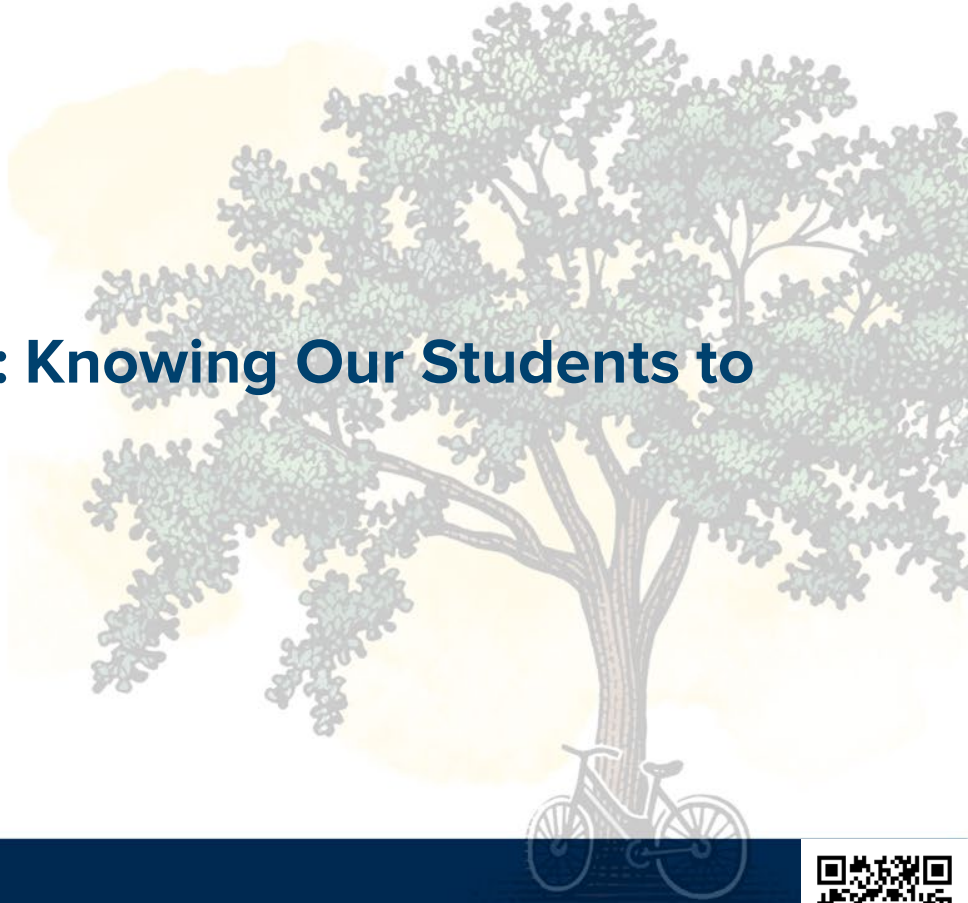
Teaching the UC Davis Student: Knowing Our Students to Support Their Success

September 17, 2024

Kem Saichaie, PhD
Executive Director
Center for Educational Effectiveness
Office of Undergraduate Education
kemsaichaie@ucdavis.edu



Overview

- Reflect on our learning experiences.
- Introduce the UC Davis Student Population.
- Introduce the Center for Educational Effectiveness.
- Preview resources and tools to support your teaching.
- Introduce the SparkSessions.

Image Creator: Prosymbols

Reflect

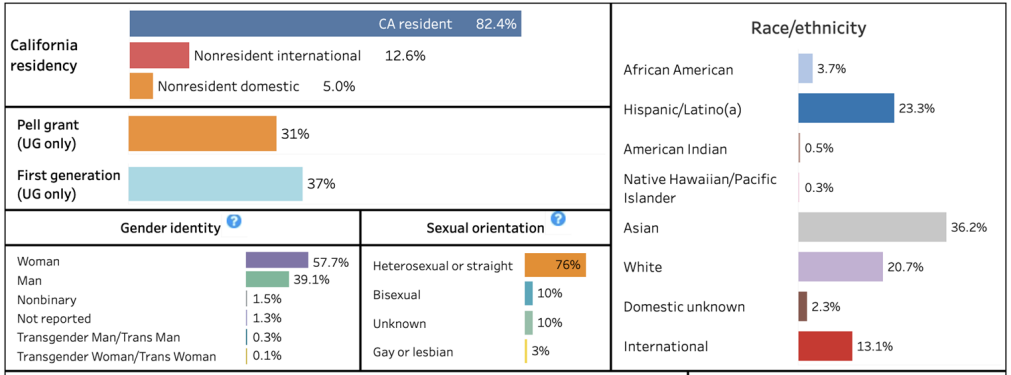
Who was an influential educator in your life?

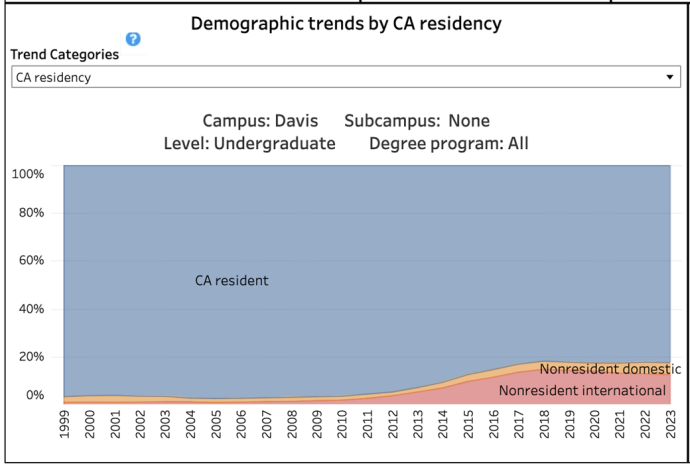
How did she/he/they make a difference in your learning experience?

Introduction: The UC Davis Student Population

Year: 2023 Campus: Davis Subcampus: None Level: Undergraduate Program: All

Enrollments: 31,797





International student countries of citizenship

Fall term: 2023
Campus: Davis
Level: Undergraduate
Degree program: All

	Studen..	Percent
China	3,044	76%
India	311	8%
South Korea	116	3%
Taiwan	106	3%
Indonesia	61	2%
Saudi Arabia	42	1%
Japan	41	1%
Vietnam	40	1%
Canada	37	1%
Singapore	15	0%
Thailand	14	0%

Source: https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance

Introduction: The UC Davis Student Population
(select data)

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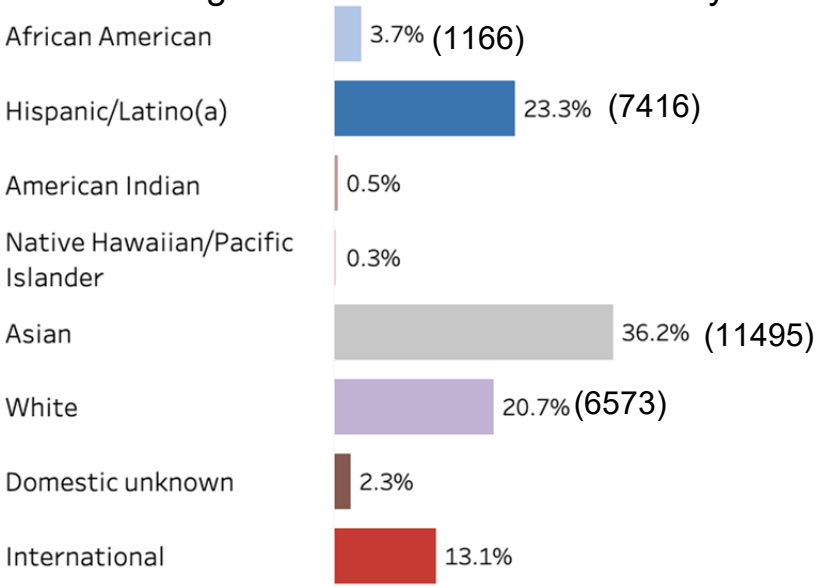
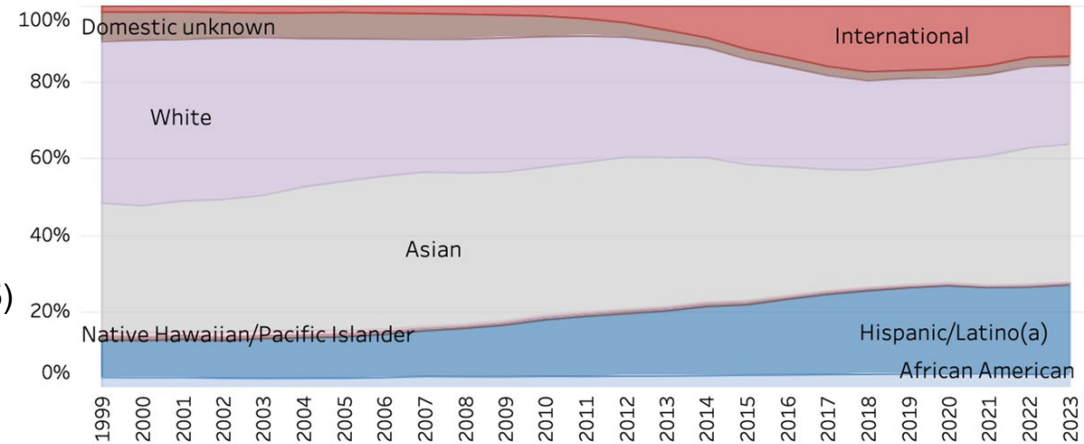
2023 Undergraduate Admits Race/Ethnicity



UCD Undergraduate Race/Ethnicity Trends



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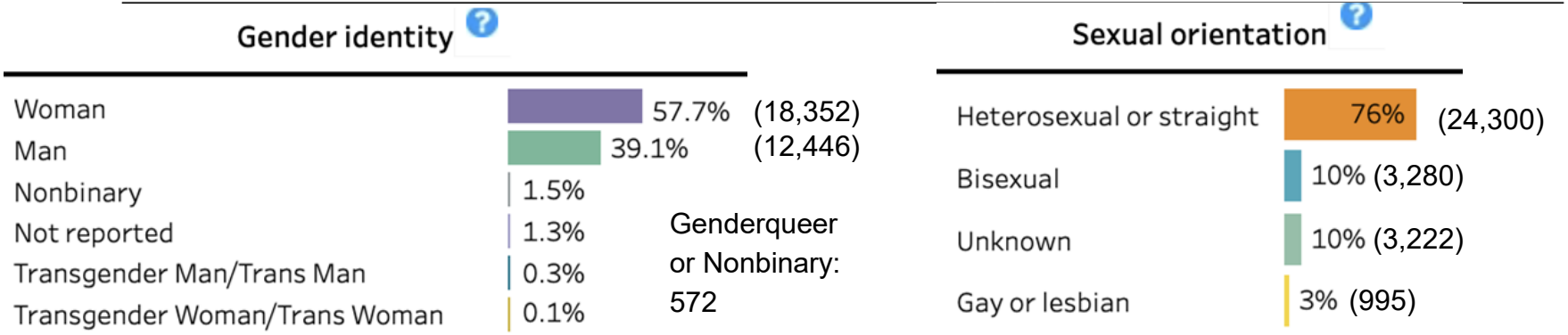

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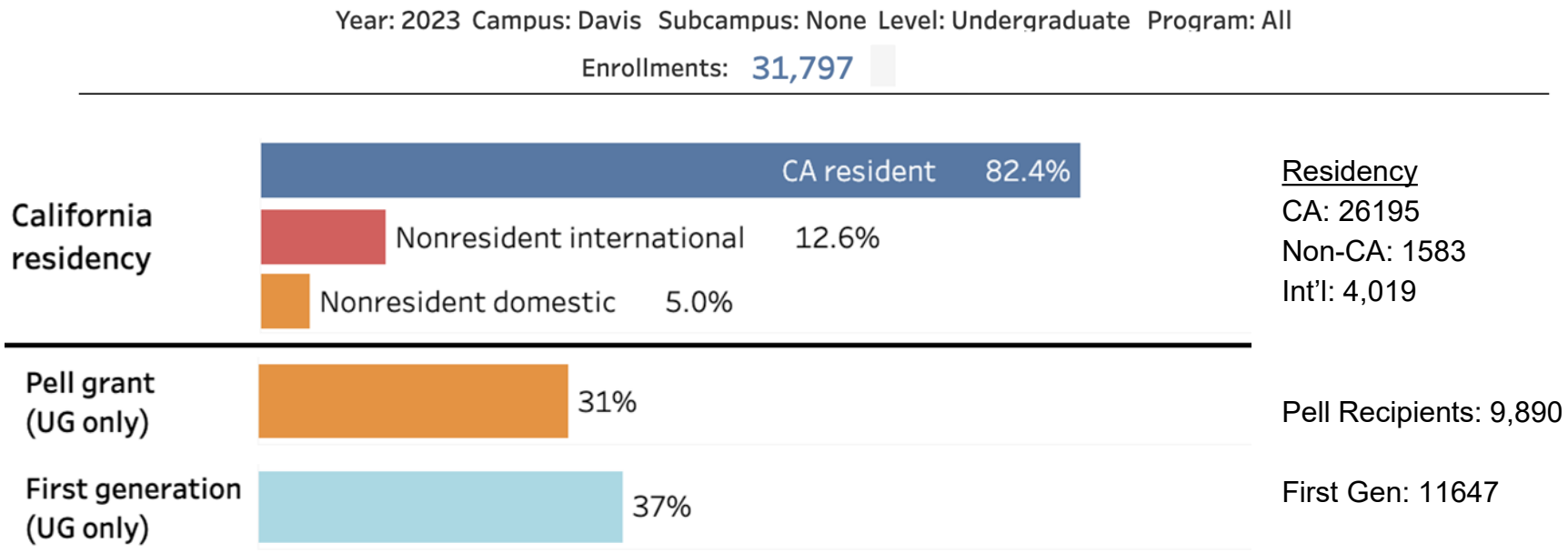
Introduction: The UC Davis Student Population
(select data)



Residency
CA: 26195
Non-CA: 1583
Int'l: 4,019

Pell Recipients: 9,890

First Gen: 11647

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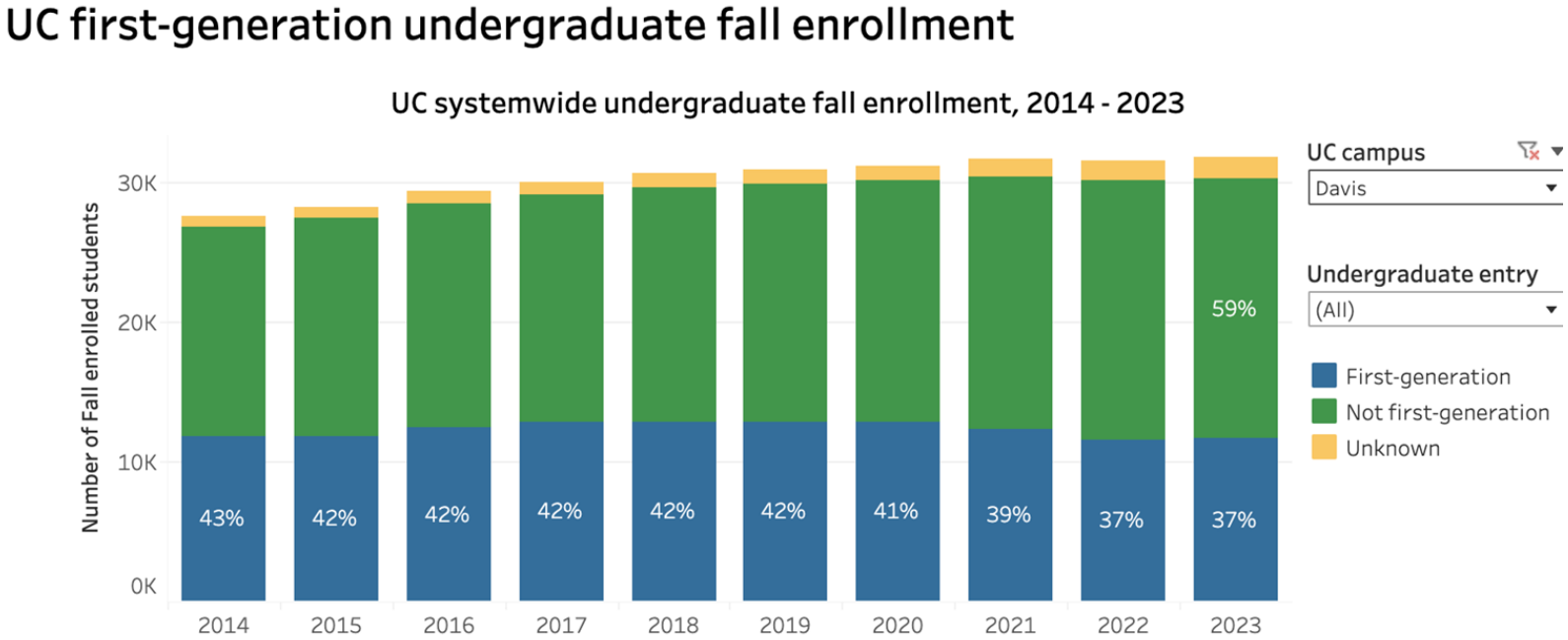
Source: https://www.universityofcalifornia.edu/about-us/information-center/fall-enrollment-glance

Introduction: The UC Davis Student Population
(Percentage of First Gen Students)



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Source: https://www.universityofcalifornia.edu/about-us/information-center/first-generation-college-students

Introduction: The UC Davis Student Population
(First Gen Success Story)

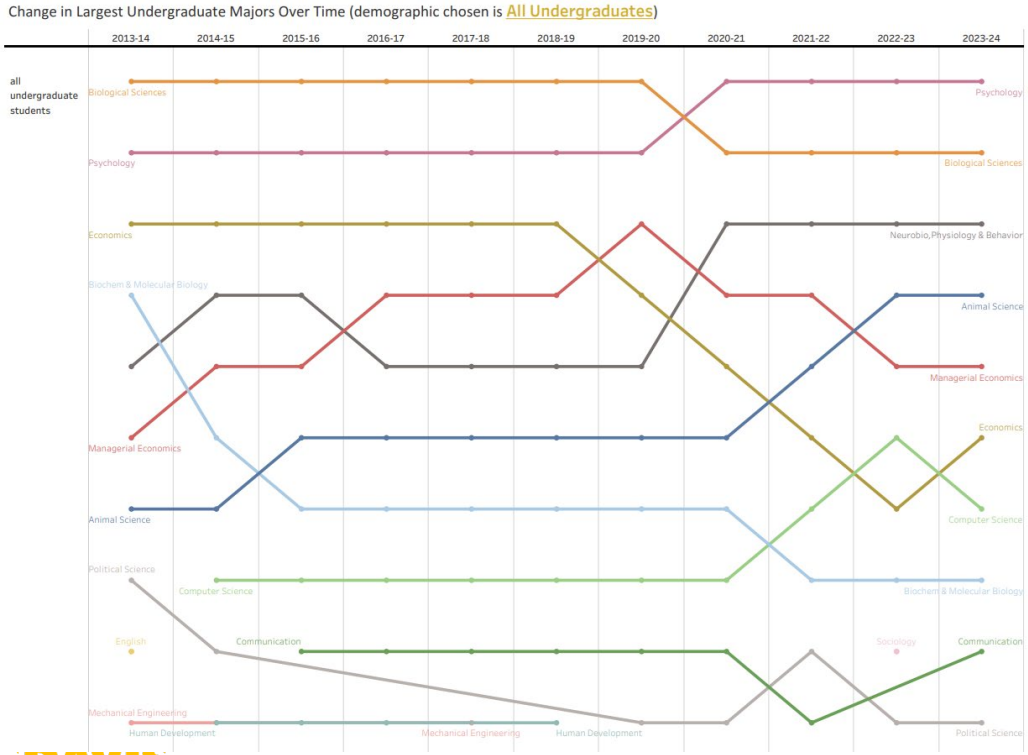
Paula Soto

Psychology and Chicanx Studies

I am the oldest and the **first to attend college** in hopes of **being a role model** for my younger siblings. I was **encouraged to go to college by my middle school teachers and my dad**, who told me to aim higher and never give up. Because of them, college was something I knew I wanted, and I got it. And **I never gave up on school**, even in those moments when it got tough and I was worried about failing.

Introduction: The UC Davis Student Population

(Top 10 Majors as of 2023-2024)



1. Psychology
2. Biological Sciences
3. Neurology, Physiology, & Behavior
4. Animal Sciences
5. Managerial Economics
6. Economics
7. Computer Sciences
8. Biochemistry & Molecular Biology
9. Communications
10. Political Science

Introduction: Center for Educational Effectiveness (CEE)

We promote and support
effective learning
for all students at UC Davis.

cee.ucdavis.edu

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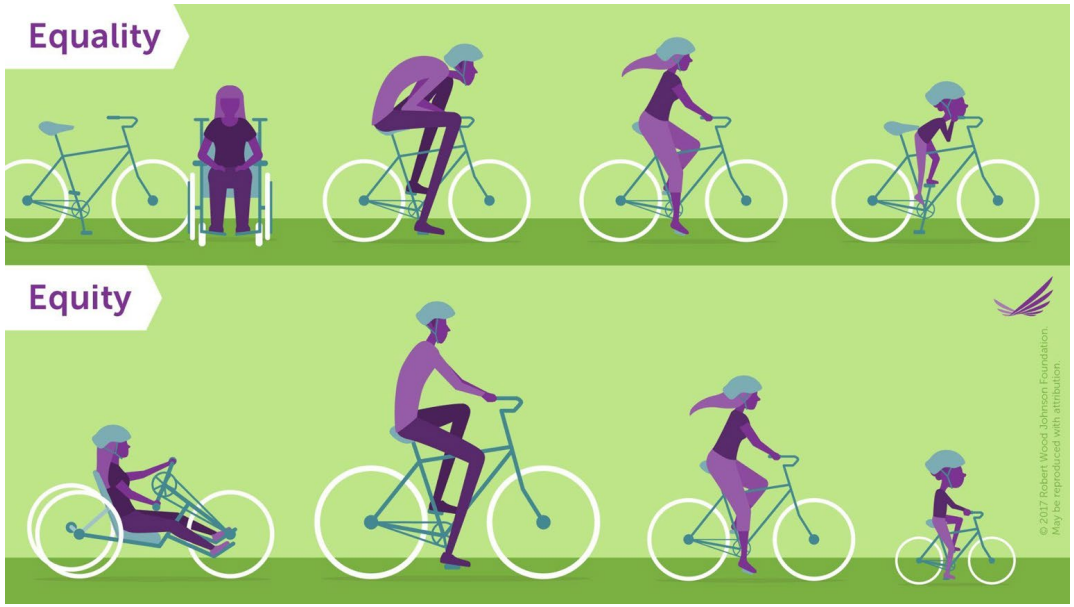
Introduction: Center for Educational Effectiveness (CEE)



CEE's Approach

- Research-based
- Equity-focused
- Asset-oriented
- Learner-centered

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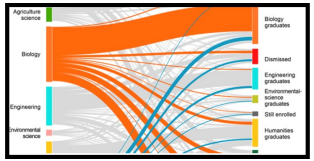
Source: https://www.rwjf.org/en/library/infographics/visualizing-health-equity.html

Engagement opportunities offered by CEE

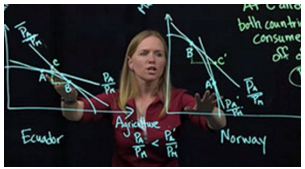
Learning + Teaching

Learner-centered, evidence-based, equity-focused instructional support for the UC Davis teaching community. Consultations on a range to teaching topics.



Educational Analytics

Data analysis and visualization to support educational effectiveness and development. Consultations on a range of learning analytics topics and tools.



Student Learning Outcomes Assessment

The process of learning outcomes assessment invites inquiry about our goals for student learning, and whether they are measurable, aspirational, and also achievable. Consultations on a range of assessment topics.

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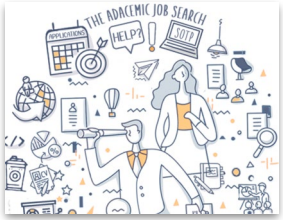
Teaching Resources for TAs & Postdocs



Teaching Assistant Consultation Program

Facilitates professional development programming for graduate student instructors and postdoctoral scholars. TACs provide consultations and workshops all year.

Graduate Teaching Community

The GTC is a collaborative, interdisciplinary group of graduate students and postdoctoral scholars who come together on a weekly basis to explore effective teaching practices. New topics are selected on a quarterly basis.

Self-Paced Courses and Modules

Provide an overview of what a teaching statement and diversity statement entail, strategies that candidates can use to write compelling statements, and criteria that can be used to assess these documents.

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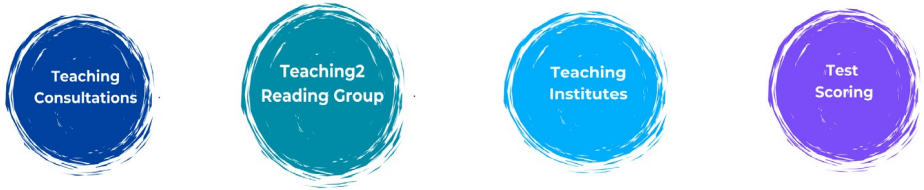
Introduction: Center for Educational Effectiveness (CEE)

Just Getting Started?

Ready to Jump Right In?



Looking to Take a Deeper Dive?

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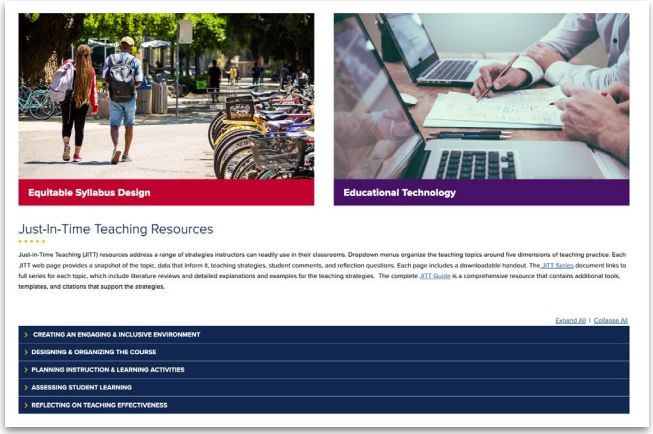
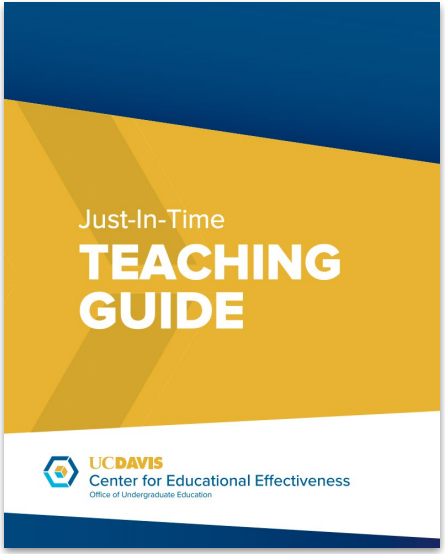
Just-In-Time Teaching (JITT) Resources



Topics Include:

- Anti-Racist Teaching
- Active Learning
- Equitable Syllabus Design
- Educational Technology
- First-Generation Students
- Grading & Assessment
- Implicit Bias
- Inclusive Practices
- Student Motivation
- Writing Assignments



https://cee.ucdavis.edu/JITT

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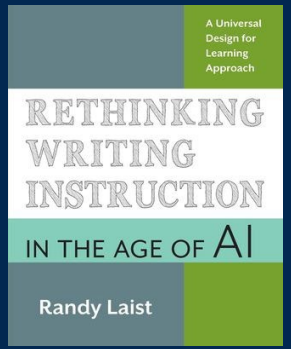
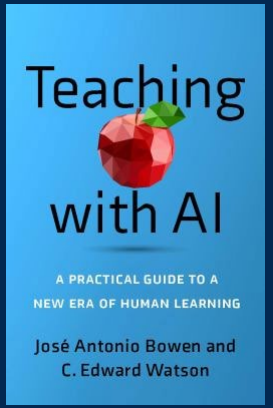
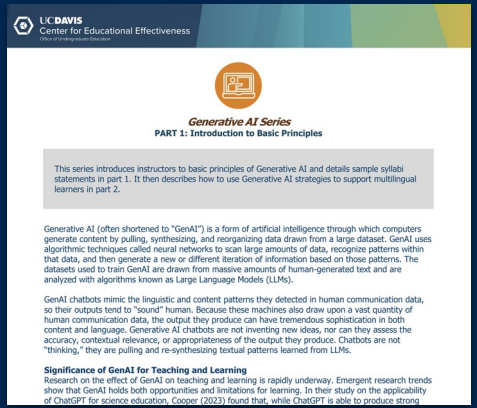
cee.ucdavis.edu/jitt

CEE Gen AI Resources







https://cee.ucdavis.edu/GenAI

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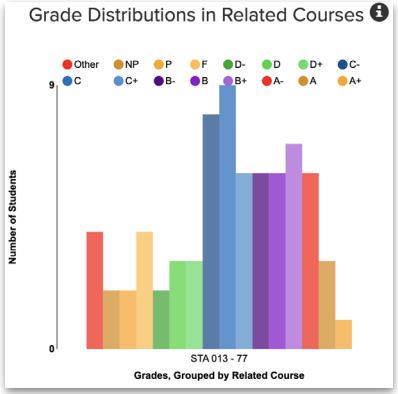
Select CEE Programs, Spaces, and Tools



Faculty Learning Communities

Teaching and Learning Lab in the Teaching and Learning Complex

Know Your Students Learning Analytics

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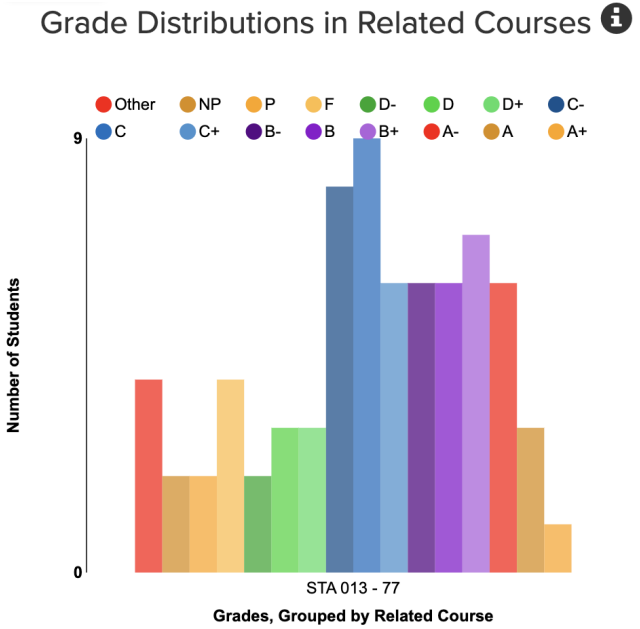
Know Your Students App

knowyourstudents.ucdavis.edu

A course-level dashboard for instructors to support course planning, raise awareness of inequities, and promote equitable teaching practices.



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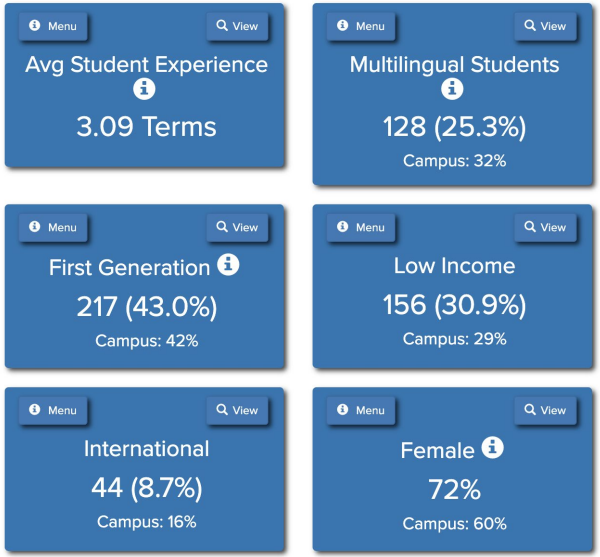
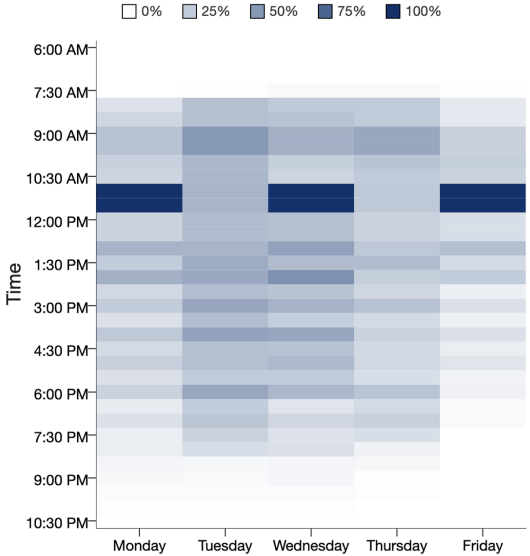
Know Your Students App

knowyourstudents.ucdavis.edu

Course Demographics



Office Hour Scheduling



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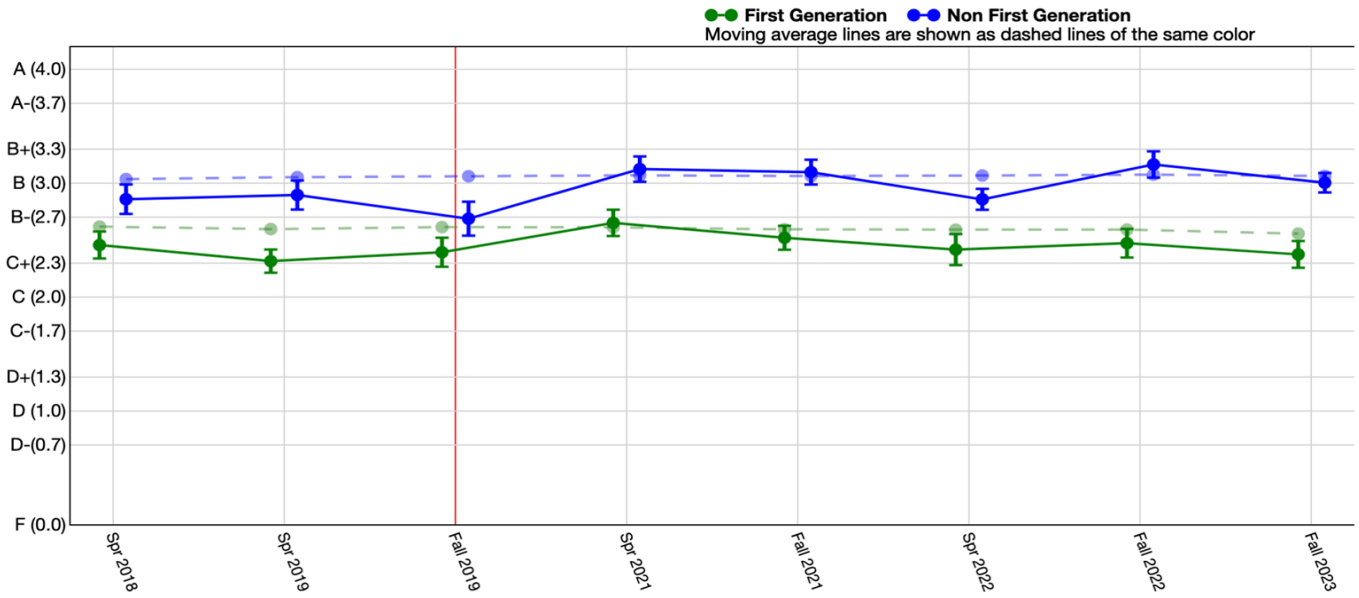
Know Your Students App

knowyourstudents.ucdavis.edu

Demographics and Grade Inequities

Available after consulting



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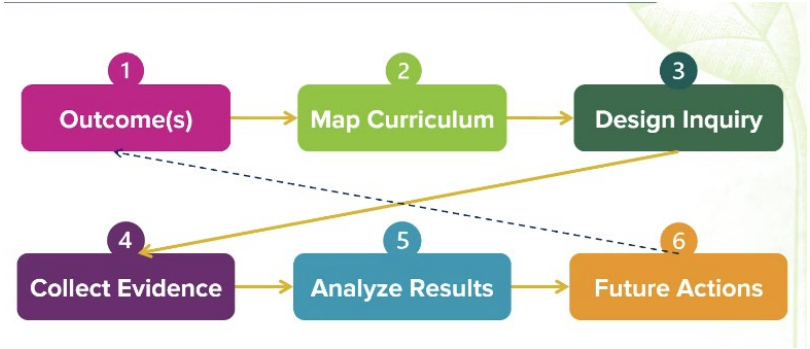
Equity in Assessment

Program-level Assessment Capacity Enrichment for Equity (PACE4E)

Growing capacity for equity-centered program-level assessment of student learning outcomes



A.C.T.

Assessment Canvas Training

This Fall! A.C.T. is a fully-asynchronous and self-paced course, designed to teach participants how to define, design, and develop high-impact assessments for their undergraduate courses

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Scholarship of Teaching & Learning Conference

New Submission Deadline: 10/4

Registration Opens: 10/14

https://sotl.ucdavis.edu/

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Scholarship of Teaching & Learning Conference

New Submission Deadline: 10/6

Registration Opens: Week of 10/7

https://bit.ly/2025UCAC

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CEE Program Participant Feedback

The most useful aspect of this workshop was the specific examples provided throughout the presentation.

All of the examples and resources -- I can integrate these into my teaching immediately.

So much great content, but I especially appreciate examples of how to engage learners being shown through the teaching of the workshops as I could really see how they could work on-the-ground.

It has been valuable to meet like-minded people (in very different areas of the institution) who are thinking about the same issues.

Meeting people from other departments since it's usually hard to interact outside of our comfort zones.

Introduction: SparkSessions

Topic (4 x 15 mins)	Experts
Universal Design for Learning	**Katie Healey, PhD** CEE Education Specialist
Active Learning	**Patricia Turner, PhD** CEE Education Specialist
Equitable Assessments and Grading	**Erica Bender, PhD** CEE Assessment Specialist
Teaching with International and Multilingual Students	**Dawn Takaoglu, MA** Director of International & Academic English, Global Affairs

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Universal Design for Learning

Please take out your **light blue** handout with the brain icon in the corner →

Exploration: Quick Reflection

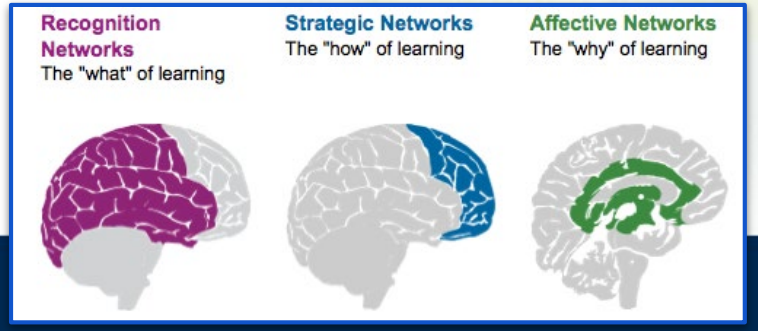
Reflect & Share: Briefly consider the following & share with a partner:

How do you engage best with your own learning?

A. Alone, by reading? Watching videos? Listening to lectures or podcasts?
B. With others, working through problem sets/case studies/experiments?
C. Through structured routines or spontaneous activities?
D. Some combination?

What is Universal Design for Learning?

- **Multiple Means of Representation** by sharing information and content in a variety of ways to support different learners
- **Multiple Means of Action & Expression** by offering options for students to demonstrate their learning
- **Multiple Means of Engagement** by stimulating motivation and sustained enthusiasm



Benefits of UDL

- **Promotes the curb-cut effect**: Just as curb cuts in sidewalks allow folks using wheelchairs–but also people pushing strollers, wheeling suitcases, or riding bicycles–to safely navigate curbs, UDL helps all students, including those with disabilities
- **Empowers autonomous learners** through choice and flexibility (Saborío-Taylor & Rojas-Ramírez, 2024)
- **Develops knowledgeable and resourceful learners** (Galkienė & Monkevičienė, 2021)
- **Fosters purposeful & reflective learners** (Meyer et al., 2014)

UDL Strategies: Plus-One

Add one modality: consider adding a video or podcast episode on a topic to supplement a reading. Look for media that include captions or transcripts for accessibility.

Add one choice: instead of assigning a single essay topic, offer two (or more) prompts from which to choose. Or if you assign a single topic, consider allowing multiple submission types (traditional papers, blog posts, short videos, webpages, etc.)

Add one support: demonstrate and encourage the use of tools like text-to-speech, speech-to-text, or Pomodoro timers for task management. Consider providing incomplete outlines or concept maps to guide student note taking.

Add an additional way to engage: if students typically work independently, try partner or small group work. Alternatively, if group work is the norm, consider opportunities for independent learning.

Activity: Anticipating Barriers

Choose **one learning activity** from the list below and discuss with a partner:

Who might struggle with this learning activity and why?
What adjustments or supports might you offer to reduce barriers to learning?

A. Read 75 pages of a novel by next class period two days from now
B. Complete an in-class quiz with multiple choice and short essay questions in 50 minutes
C. Conduct a biology experiment with micropipetting
D. Write a 5-page review of a silent film

Wrap-Up

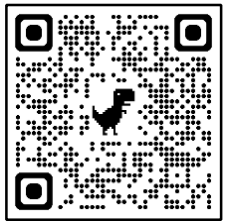
To sum up, reflect about what you've learned today.

Take one minute and note down on your post-it:

What's one UDL strategy you plan to implement in your teaching?

Thank you!

To learn more about accessibility and UDL, contact **Katie** at khhealey@ucdavis.edu and consider applying to a future Universal Design for Learning Institute (UDL-I)!



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Meyer, A., Rose, D. H., & Gordon, D. T. (2014). Universal design for learning : theory and practice. CAST Professional Publishing, an imprint of CAST, Inc.

Saborío-Taylor, S., & Rojas-Ramírez, F. (2024). Universal design for learning and artificial intelligence in the digital era: Fostering inclusion and autonomous learning. International Journal of Professional Development, Learners and Learning, 62), ep2408.

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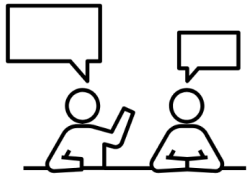
Strategies for active learning

Please take out your yellow handout with the conversation icon in the corner →



Exploration: Think-Pair

Think: On a post-it, write down your initial response to the question:

What strategies do you use, or have you observed others using, that support active learning in class?

Pair: Now, turn to a partner and briefly discuss your answers.

What is Active Learning?

Active learning refers to: **Instructional activities that engage students in doing things as well as thinking about what they are doing**.

- **Student-centered**
- **Co-construction** of knowledge, skills and values
- **Group and individual activities** related to subject
- **Higher-order thinking** skills
- **Timely feedback** from peers and instructors
- Helping **students think about their own learning** (Metacognition)
- **Learning by doing**

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Benefits of active learning

- The National Survey of Student Engagement (NSSE) has followed the engagement experiences of thousands of college students since 2000. Their consistent results show that hands-on, integrative, and collaborative **active learning experiences lead to high levels of student achievement and personal development** (Kuh et al., 2017).

- Owens et al. (2017) found that **active learning can positively impact student motivation.**

- Reimer et al. (2016) found active learning to be particularly **beneficial to first-generation college students in STEM courses**, boosting both **retention and passing rates.**

- Freeman et al. (2014) conducted a meta-analysis involving high enrollment lectures and found that active learning **increases student performance on exams** by an average of 6%,and **decreased failure rates** from 34% to 22%.

Active Learning Strategies

Simple/Less Time

Pause for Reflection

Minute Paper

Muddiest Point

Whole Class Discussion

Think-Pair-Share

Informal Groups

Simulations

Gallery Walk

Team-Based Learning

Buzz Groups

Role Play

Case Studies

Experiential Learning (site visits, labs)

Interactive Lecture

Jigsaw Discussion

Service Learning

Complex/More Time

This spectrum arranges active learning techniques by complexity and classroom time commitment.

Activity: Peer Teaching

First, **read one active learning strategy**.

Then, **turn to the person next to you and share** the strategy you read.

Then, **listen to your partner's strategy. How could you use it in your class?**

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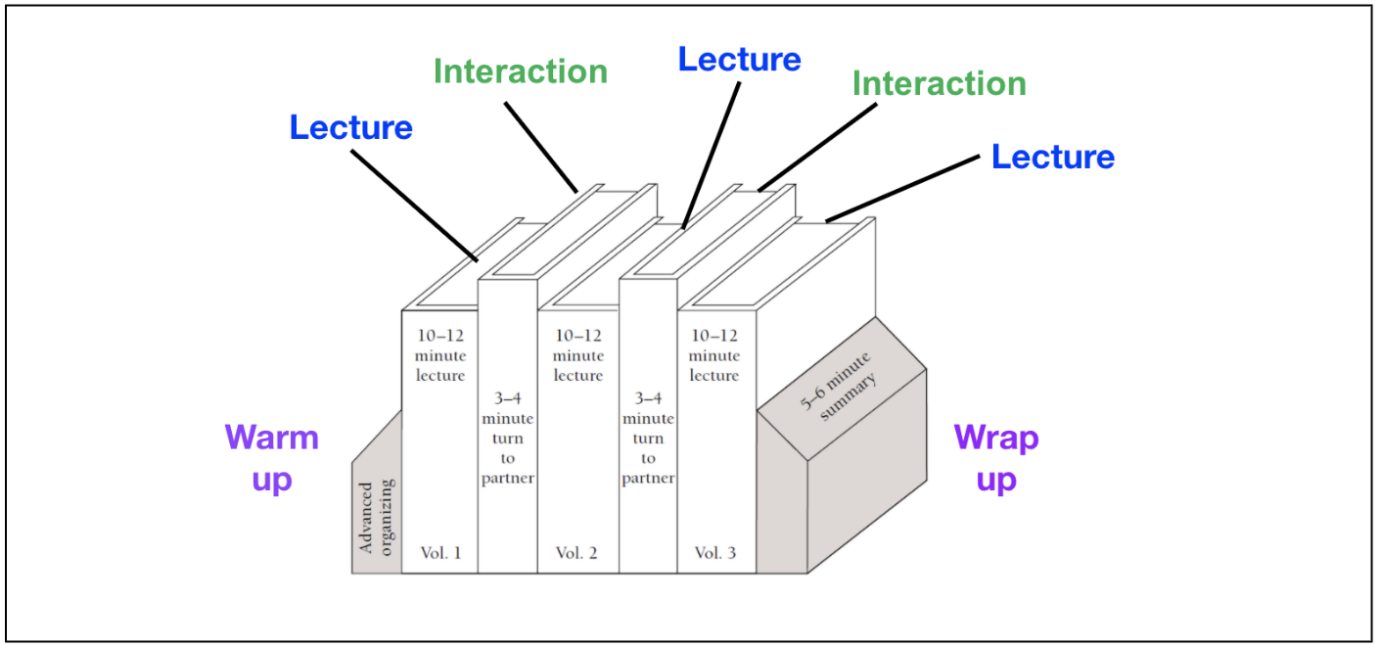
Activity: Peer Teaching on Active Learning Strategies Learning Strategies

Read **one active learning strategy** from the list below.
Then, turn to a partner and share the active learning technique that you read. Take turns.

1. **Pause for Reflection:** Throughout a lecture, particularly after presenting an important point or key concept, allow students to think about the information or check their notes. After waiting, encourage students to ask questions.
2. **Minute Paper:** Ask students to spend a few minutes writing short responses to questions meant to gauge their understanding of a class concept. This strategy also provides you with an opportunity to assess students' understanding in a more holistic way than quizzes.
3. **Muddiest Point:** Toward the end of class, ask students to write a short note explaining which point from that day's class is most unclear to them. This strategy helps you better assess student learning and helps students reflect on their learning process.
4. **Think/Write-Pair-Share:** In this activity, the instructor asks the class a question, and then gives students a few minutes to write down a response. Students then pair up and share their ideas. You can then ask students to report back to the whole class.
5. **Gallery Walk:** Set up stations or displays throughout the room. Ask students to visit each station individually or in groups, completing a task or responding to a specific prompt at each station.

The Interactive Lecture



Lecture interspersed with moments of interaction (active learning)

Examples:

Think-pair-share
Minute paper
Jigsaw discussion
Role play

Activity: Minute Paper

To sum up, reflect about what you've learned today.
Take one minute and note down on your post-it:

a) What did you learn today?

b) What questions do you still have about active learning?

Please add your name and e-mail to the post-it and give it to a member of CEE if you would like me to follow up with you.

Thank you!

Patricia Turner
pturner@ucdavis.edu

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UCDAVIS

CENTER FOR EDUCATIONAL EFFECTIVENESS

Office of Undergraduate Education

Equitable Assessment & Equitable Grading

Please take out your **purple** handout with the paper/pencil icon in the corner →

Exploration: Word Association

What are the first 3 words that come to mind when you hear the word **“assessment”**?

Any activity where students are expected or required to demonstrate their learning.

Formative Assessments: usually lower-stakes activities designed for students to self-assess their learning and/or get feedback on learning in progress.

Summative Assessments: more formal/higher stakes activities designed to audit/evaluate student learning (usually with a score/grade).

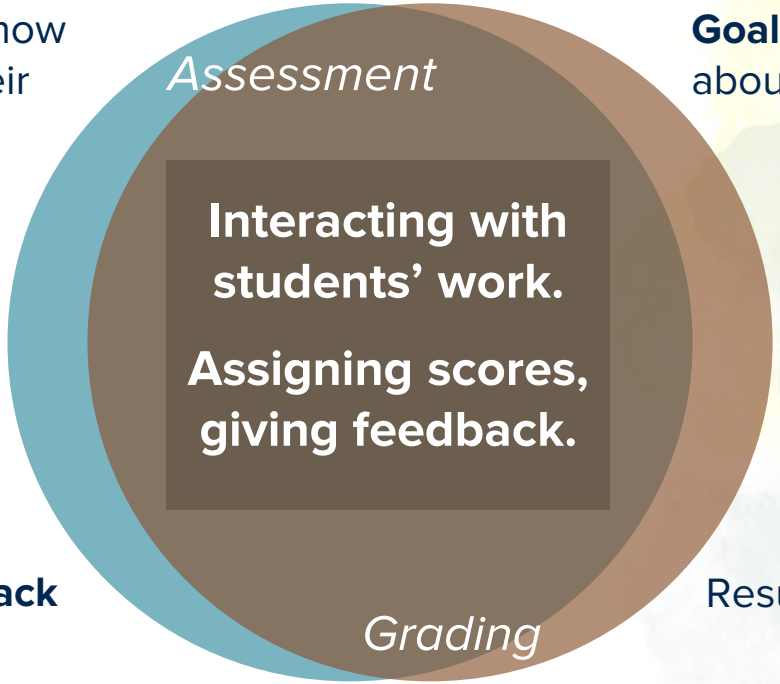
Assessment Vs. Grading

Goal = observe learning/how student demonstrates their learning.

Observation considers learning outcomes above all else.

Feedback provides suggestions for deepening learning.

Result: **actionable feedback**



Goal = make a judgement about student's performance.

Judgement also considers conformity to rules/constraints.

Feedback provides rationale for the judgement.

Result: **score**

Equity, Assessment, & Grading

Equitable Assessment: Assignments/activities that:

1. Give all students equitable chances to demonstrate learning.
2. Do not inadvertently privilege some students over others.
3. Promote transparency (disrupt the hidden curriculum).

Equitable Grading: Grading/scoring practices that:

1. Mitigate potential biases.
2. Promote transparency (holds all students to the same, shared standards).
3. Are flexible / allow for diverse demonstrations of learning within common guidelines.

Strategies for Equitable Assessment (1)

Inclusive Content

The content of the activity is equally familiar to all students (e.g., application scenarios).

Taught content only, empowering students to select material aligned with their own experiences.

Multiple options, collaborative examples, student choice, etc.

Utility Value

The extent to which students perceive the work to have worth beyond generating a score/grade.

High-utility-value assignments can reduce equity gaps in student performance.

Applied learning, authentic projects, real-world/"sticky" problems, etc.

Strategies for Equitable Assessment (2)

Transparent Assessment

Purpose of the activity.

- What learning outcomes are being assessed/developed?
- How will the activity support learning (toward the outcomes)?

Task(s) required by the activity.

- Sub-tasks and steps that students will need to follow.

Criteria that will be used to assess/evaluate students' work.

- Checklist/rubric so that students can self-assess and direct their study/preparation accordingly.

Strategies for Equitable Grading

Revising assignments that privilege certain kinds of cultural knowledge, grounding in inclusive content.

Using **“blind” scoring**, using a **rubric that has been shared** with students in advance, and **norming** across multiple TAs/readers.

Engaging principles of **Universal Design for Learning** to allow for a range of options to complete assessment tasks.

Eliminating downward curve grading (setting arbitrary limits on the number of students who can get an A).

Activity: Mini Assignment “Charrette”

What is an assignment “charrette”?

Today: A micro version!

Think/reflect on your own:

- What is the context of the assignment? How does it “fit” into the rest of the course?
- What should students learn from the process of completing the assignment?

Discuss with a neighbor:

- Describe your assignment and what students learn from engaging with it.
- Self-assess the assignment’s **utility value** for students. How might you increase the utility value of the assignment in the future?

Additional strategies included in your handout!

Why Invest in Equitable Assessment & Grading?

For You:

- **More interesting assignments** because they connect to what you really value.
- **Enhanced opportunities to learn from your students**,.
- **Fewer grade disputes** because expectations are transparent and fair.

For Your Students:

- **Increased academic performance.**
- **Greater engagement in the class and with you/TAs.**
- **Reduced equity gaps and disrupting educational inequities.**

Closing: Exit Ticket

Choose one:

1. What equitable assessment and/or grading practices are you interested in exploring?
2. What questions do you have about equitable assessment and/or grading?
3. How prepared do you feel to assess students' learning at UC Davis?

Please add your name and hand the post-it to one of my colleagues if you'd like me to follow up with you.

Thank you!

If you'd like to discuss assignments, assessment or grading, please feel free to contact me at ecbender@ucdavis.edu.

Scan the QR code to the right to sign up for the CEE newsletter and receive information about our future **assignment (re-)design workshops**!

CEE Newsletter!

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Teaching International and Multilingual Students

September 17, 2024

UCDAVIS Global Affairs

Our Students:

Math 21a – Summer Session 2 2024

Name (click to view profile) Last	First	Level	Units	Class	Majo
Garcia	Diego	UG	4.000	JR	LPOL
Jimenez	Vanessa	UG	4.000	JR	BBIS
Gumma	Sanjana	UG	4.000	SO	BMMN
Chen	Linhan	UG	4.000	FR	BCBI
Na	Rongyao	UG	4.000	FR	LAHI
Umlas	Randolph	UG	4.000	SO	EMEC
Garcia	Pedro	UG	4.000	SR	BBIS
Wondolleck	Dylan	UG	4.000	FR	AHYD
Omar	Faris	UG	4.000	FR	EMEC
Imran	Fatima	UG	4.000	JR	LUHU
Si	Yicheng	UG	4.000	SO	LUSS
Zeng	Zimo	UG	4.000	FR	LUSS
Zhang	Ronghan	UG	4.000	FR	LACH
Li	Ruochen	UG	4.000	FR	LSTA
Roden	Lara	UG	4.000	FR	EBIM
Ahmed	Muhammed	UG	4.000	JR	AHDE
Tian	Tiffany	UG	4.000	FR	LMCO
Camarena	Vanessa	UG	4.000	SR	AAEE
Chen	Yuheng	UG	4.000	FR	AFSC
Hsu	Robert	UG	4.000	FR	LPHY
Xiao	Muchen	UG	4.000	FR	BBMB
Chen	Yuheng	UG	4.000	FR	LUSS
Jiang	Ruby	UG	4.000	FR	AANS
Mok	Caitlin	UG	4.000	FR	ECMI

Over 50% Multilingual

Unfamiliar Names

Discuss Strategies you've used or considered.

Just two rules:

1. Verbs x 2
2. No articles (*a*, *an* or *the*)

UCDAVIS Global Affairs

International Numbers

Total Admitted AND Enrolled	
Admit Term	Count
Fall Quarter 2020	884
Fall Quarter 2021	1163
Fall Quarter 2022	933
Fall Quarter 2023	850
Fall Quarter 2024	969
Grand Total	4799

	Top 10 Majors
	2024
1	Undeclared-Social Sciences
2	Economics
3	Biological Sciences
4	Undeclared-Physical Sciences
5	Sociology
6	Mathematics
7	Data Science
8	Communication
9	Psychology
10	Managerial Economics

Top 10 Countries Fall 2024	
1	China
2	India
3	Taiwan
4	Indonesia
5	South Korea
6	Brazil
7	Hong Kong
8	Canada
9	Vietnam
10	Saudi Arabia

Approx 16% of UG are International

UCDAVIS Global Affairs

Strategies for Supporting International and Multilingual Students

- Tell the students directly how to address you.
- Learn students' names, even the ***difficult***, foreign sounding one like Takaoglu.
- Avoid jargon or teach it.
- Make expectations clear and consequences explicit.
- Reconsider high-stakes, timed exams.

Pal Program
&
Language and Culture Coaching

UCDAVIS Global Affairs

We Value Your Feedback!

Thank You!

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