

**TIBBS TEACHING SERIES**  
**ASSIGNMENT SUBMISSION INSTRUCTIONS**

**Reminder: All of the assignments due on August 17, 2018.**

For the Basic Distinction you only need to submit the Teaching Philosophy/Statement. For the Advanced Distinction you need to submit the Teaching Philosophy/Statement **PLUS at least** one of the additional three assignments (assessment, syllabus, TAR plan - one chance to win each). **You are welcome to submit as many of the assignments as you want** for more feedback, and each submission counts toward an additional entry for the travel awards and book awards.

**Clarifications:**

*Clarification: Assignment #1 (Assessments)* can include anything ranging from an assignment (formative/summative) to assessment – the idea is to show the linkage to learning goals and measurements.

*Clarification: Assignment #2 (Syllabus)* can be an adaptation of a standard syllabus for a course to have taught or plan to teach, or may be newly developed – be sure to personalize it using thoughtful intent based on the pedagogical concepts covered in backward design. Exceeding 2 pages is allowable for this assignment, but if so, be sure to make it easy to skim (e.g., text highlights/formatting, color coding, formatting, etc.) – imagine the time it would take to fully read a 2-pg document and aim for skimmable in approximately a similar amount of time (perhaps consider appendices/detail at the end).

*Clarification: For Assignment #3 (Teaching Philosophy)* – please try to stick to 2 pages or less – on the job market you will need to keep it at this length, too.

*Clarification: For Assignment #4 (TAR Plan)* – you may choose to attach sample appendix items if relevant – but the description should remain 2 pages or less.

**Awards:**

***TIBBS Teaching Series Travel Awards (\$600) each*** - Top overall scores (2)

***Assessment Design Award*** - Top Assessment score (1)

Classroom Assessment for Student Learning (Chappuis et al., 2012)

***Syllabus Design Award*** - Top Syllabus score (1)

Higher Education by Design: Best Practices for Curricular Planning & Instruction (Mackh, 2018)

***Teaching Research Design Award*** - Top TAR Plan score (1)

Doing Research to Improve Teaching & Learning: A guide for college and university faculty (Williams, 2014)

**Assignments Due (all assignments): Friday, August 17**

**Reviews Due (all reviews): Friday, August 31**

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**PHASE 1 (SUBMISSION PHASE):** Email all of your final submissions attached (PDFs) in a single email to: [rlayton@unc.edu](mailto:rlayton@unc.edu) - submit by August 17<sup>th</sup> @2pm.

**Submission Instructions:** In general, please **submit all assignments as 1-2 page documents** on the topic/format instructed (see reminder assignment descriptions & clarifications below). Each assignment should be submitted in **PDF format** (best to preserve formatting). File name for each should be: **LASTNAME\_ASSIGNMENTNAME** (for example: Joe Schmo's Syllabus submission file would be titled: "**SCHMO\_SYLLABUS.PDF**"). **Please DO NOT include your name or any identifying information in the text of your submission!**

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**PHASE 2 (REVIEW PHASE):** You will then be sent 2 (each) anonymous files to review of the type(s) you submitted, to **review by August 31<sup>st</sup> @2p** - up to a total of 8 review (2 of each type) if you submitted all 4 documents.

**Review Instructions:** You will be assigned a *Rater Number (1 or 2)* and given 2 *Author ID Numbers* to rate for each assignment. First, be sure you are in the tab for the assignment indicated (Assessments, Syllabus, Teaching Philosophy, TAR Plan). Then please locate the *Author ID Number* and enter on that line (row), in the appropriate columns for *Rater 1* or *Rater 2*. Please **enter a score for each of the 5 rating categories for EACH ASSIGNMENT** plus any comments or suggestions you have for the author (see assignment details/grading instructions for each assignment). Please use the shared GoogleDoc at the link below to submit your ratings. If you have any questions, contact [rlayton@unc.edu](mailto:rlayton@unc.edu).

**GoogleDoc Link:**

<https://docs.google.com/spreadsheets/d/17UHdpXJmVCKJyN2guGLt6CJoisX2zaH9sC8fc4k1Mpo/edit?usp=sharing>

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TIBBS Teaching Series Assignment: **Assessment**

The goal of this assignment is to develop an **assessment** that you could use in a class you are teaching or would like to teach in the future. Identify: 1) Learning Objective(s); 2) Assessment Plan; 3) Measured Outcome(s). Peer-reviewers (including you!) should be looking for the following in your **assessment** (rated from 1= poor, 2= needs improvement, 3= good, 4= very good, 5= excellent):

1. **Organization** - Is your assessment arranged in a way that flows and makes sense?
2. **Content** - Does your plan include all of the relevant content talked about in the workshop: learning objectives; assessment plan (instructions); and measured outcomes (grading rubric, etc.).
3. **Clarity** - Can the reader understand what the objectives of the assessment are without confusion?
4. **Inclusivity** - Does your assessment promote inclusivity in the classroom? (Explanation could be included in assessment plan, instructions, or outcomes.)
5. **\*Measurement/Rubric** - Are the designations of your measurement/rubric clear and match the assessment activity?

TIBBS Teaching Series Assignment: **Syllabus**

The goal of this assignment is to generate a **syllabus** for a class that you will be teaching or one that you would like to teach in the future. Peer-reviewers (including you!) should be looking for the following in your **syllabus** (rated from 1= poor, 2= needs improvement, 3= good, 4= very good, 5= excellent):

1. **Organization** - Is your syllabus laid out in a way that makes sense and flows from one topic to the next?
2. **Content** - Does your syllabus cover all the necessary topics as discussed in the workshop (Ex. Instructor info, Course Goals, Assignment and Grading Policies, General Outline/Timeline of Topics, Honor code, Email etiquette/policy, etc.)
3. **Clarity** - From what's written in the syllabus, could a student glean all the important information easily? This section also includes grammar and spelling.
4. **Inclusivity** - Is it clear how you plan to promote inclusivity in your classroom using a diverse set of teaching strategies?
5. **\*Visual Appeal/Format** - Have you designed your syllabus in a way that it is easy to read through/look at? Can students easily find answers to common questions they might have when skimming through your syllabus?

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TIBBS Teaching Assignment: **Teaching Philosophy/Statement**

The goal of this assignment is to generate a **teaching philosophy** that you would include in a teaching portfolio while applying for jobs. Peer-reviewers (including you!) should be looking for the following in your **teaching philosophy/statement** (rated from 1= poor, 2= needs improvement, 3= good, 4= very good, 5= excellent):

1. **Organization** - Are the topics in your statement arranged in a way that flows and the reader can easily follow along?
2. **Content** - Does your statement cover all the necessary pieces as discussed in the workshop (Your teaching strategies, how you will facilitate learning, Your goals for students, etc.)? Do you present yourself in a unique and engaging way?
3. **Clarity** - From what's written in the statement, is it clear to the reader what your main ideas are? Is your thought process easy to follow? This section also includes grammar and spelling.
4. **Inclusivity** - Have you included ideas about how inclusivity relates to the ideas in your statement?
5. **\*Evidence-Based Examples** - For each of your topics/ideas, have you provided strong, explicit examples of how you have or will apply these ideas to a classroom?

TIBBS Teaching Series Assignment: **Teaching as Research (TAR) Plan**

The goal of this assignment is to generate a **TAR plan** that you could use to assess your teaching method(s) in a class you will be teaching or would like to teach in the future. Peer-reviewers (including you!) should be looking for the following in your **TAR plan** (rated from 1= poor, 2= needs improvement, 3= good, 4= very good, 5= excellent):

1. **Organization** - Are the sections of your plan arranged in a way that makes sense? Is there a flow of ideas from one section to the next?
2. **Content** - Does your plan include all of the relevant content talked about in the workshop (Goals/Objective(s), Proposed methods, ideas about evaluation, etc.)?
3. **Clarity** - Can the reader understand the objective and execution of your plan without confusion? This section also includes grammar and spelling.
4. **Inclusivity** - Does your plan explain how this will affect inclusivity in your classroom?
5. **\*Research Design** - Does your plan's design align with the goal/objective you set out to answer?