

Regular Course Development and Revision  
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During each year, I had several versions of the syllabus for each course. The first version was that syllabus that I inherited from former faculty members who taught the course previously. The second version I developed before the course actually started. This version was posted on D2L and discussed in class. It was the basis for informing students about policies and procedures and expectations in my classes. The third version included a revised course schedule, based on the adjustments necessary for field experience placements and other changes in the semester schedule as the semester proceeded. The fourth version incorporated the revisions necessary for program reviews, such as the Board of Teaching or NCATE.

I continuously refine and improve my teaching methods and strategies. These strategies are documented by course syllabi, CETL attendance records, projects and reports to the Minnesota Early Childhood Initiative facilitated through the Greater Mankato United Way, and course materials on Desire2Learn. Some of these materials are included in the previous Professional Development Reports. Here are some examples of active learning teaching methods that I incorporated into classes.

Two-minute paper: During the last few minutes of several class periods, I asked students to answer two questions such as these:

1. What is the most important point you learned today?
2. What point remains least clear to you?

This helped elicit data about students' comprehension of a particular class session. After class, I reviewed their responses and made notes about useful comments. During the next class period, I emphasized the issues that were mentioned by students as important and I clarified the issues that students though were unclear. This helped assess student ability to comprehend concepts.

Directed application: After teaching students about important or historical educational theories, I asked them to write their own definition of the theory in every-day language and to describe an example of that theory in action in contemporary early education. Then I read the cards quickly and chose several quality cards to read to the class. This helped assess student ability to comprehend and transfer concepts.

Review and comment on methods and content: Before making a presentation or watching a videotape about a course concept, I asked students to watch carefully for 2 or 3 specific things (e.g., list all the science methods that the teacher used in the videotape) or to evaluate 2 or 3 specific things (e.g., make suggestions for improving the PowerPoint presentation). After the presentation, students worked in groups to combine their comments and then shared them in class. This helped assess student ability to comprehend and think critically about concepts and methodology.

Poster illustrations: As a summative activity in EEC 455 Supervision and Leadership in ECE, I involved students in small groups to create a large poster to illustrate qualities and characteristics

of good leaders and supervisors. These illustrations helped me assess student ability to comprehend and to think critically about the concepts that were covered in class.

Ready. Set. Read! Designed a “real-life” project for a social marketing campaign to encourage parents to read to their young children (Minnesota Early Childhood Initiative facilitated through the Greater Mankato United Way).

Peer Review: Students are assigned to small groups, and the small groups regularly review each other’s drafts during the semester.

Cross-Cultural Experiences: Designed cross-cultural experiences for international graduate students and American speech students (with Dr. Rachel Droogsma, instructor for cross-cultural communication in the Speech Department). Coordinated the March, 2008 and April, 2009 visits and class presentations by Visiting Scholars from North-Eastern State University, Magadan, Russia.