1. Has participation in the Teaching Community impacted your teaching? If so, how? Please give examples. If not, why not? Please give suggestions for activities that would be more relevant to your interests.

Yes! Participation in the teaching community has impacted my teaching. I think discussing topics and concerns relative to course material always helps. This semester, we had a forum to do or discuss anything we wanted, which was great! I enjoyed sharing ideas with each other, as well as the sharing of exams. Letting each other know best methods is a very positive way to offer alternative ways to teach.

Yes, it has impacted my teaching in a number of ways. The group interaction has helped define what important math needs to be covered, how to align assessment to outcomes, when to review to minimize student misconceptions, and using assessments to drive teaching. The building exams discussions have been very helpful.

Yes, a little. The exams are pushing me to be more conceptual, but it will take me a few semesters to figure out how to really incorporate it into my class.

Participating in the teaching community has impacted my teaching style in many ways. For example, 1. every class lecture I know exactly what to focus on, 2. trying different ways to explain the lesson, 3. helping me with the way of looking at the exam and grading, 4. discussing lesson plans together to identify the areas that we need to stress the most in class.

The teaching community has impacted my teaching of Elementary Algebra in several ways. The group discussions of students’ typical areas of difficulty and common misconceptions helped me prepare lesson plans that met student needs better. The writing of exams helped me align the objectives with the assessments in a more meaningful way; instead of just putting a sampling of problem types on the exams, I think we did a good job of incorporating problems that tested problem-solving skills and conceptual understanding as well as procedural knowledge. I also benefited from the analysis of student performance on the exams. For the first time I consistently retaught material that the class missed and retested on those ideas.

Yes! What topics to emphasize, omit, etc. Great exam development. Just talking about teaching/learning, our classes, students, etc. is not only interesting but useful. I also prepare much earlier and better for class.

2. Rank the following activities on a scale of 1 to 5 with 1 = very helpful, 3 = neutral, 5 = a waste of time.

1 2 3 4 5 Discussion of scope and sequence of course content. (Identifying bold-faced content goals)
Mean: 1.375

1 2 3 4 5 Work on advising and placement (basic skills assessment, advising tips, etc.)
Mean: 1.75
Writing exams that are aligned with the major course objectives (discussing “reaction” exams and using common exam questions)
Mean: 1.125

Analyzing samples of student work
Mean: 1.875

Using samples of student work to write a rubric for assessing the problem-solving outcome
Mean: 2.125
Comments: 1. more next semester; 2. This is for me a very difficult topic, and I feel like I got an inch deep and *boom* we’re off to something else; 3. More! Plus ways to convert holistic assessments into grades.

Discussing sample lesson plans (from section 4.3 and 4.4)
Mean: 1.83 (only 6 responses)

Summarizing overall student performance on exams: identifying areas of strength and weakness
Mean: 1.25
Comments: 1. Deserves more time/organization than I have given it. I’m looking forward to PHIM 2 for this reason!

Sharing "best practice" and teaching tips for each chapter
Mean: 1.375
Comments: A little bit is good, but its easy to spend too much time on this.

Building a syllabus for the Effective Learner Outcome
(A’kilah’s interview project, strategies for exam review, student analysis and correction of exam, math anxiety, etc.)
Mean: 1.875
Comments: 1. This is for me a very difficult topic, and I feel like I got an inch deep and *boom* we’re off to something else; 2. The discussions on this have been helpful to me --- particularly everyone’s sense of humor.

3. Other comments and suggestions
• The group meetings this semester were great! I had fun. Good job leading the meetings!
• Next semester would it be reasonable for all of the Math 25 instructors to use the identical exam structure for each exam; i.e. perhaps using the same exams. I didn’t this semester.
• Next semester the reporting of student performance could easier and more useful if instructors were provided with a reporting form that listed the objectives. I might also be interesting to track the work a small random sample of students as they progress through the course.
• We need to do more work on an Effective Learner syllabus.