4.27 CUE Conference Planning Meeting

Practice session: Wednesday 5.3

Abstract for Presentation:

"Queens College has partnered with Queensborough Community College in a project designed to increase STEM majors among underrepresented students. A key element of the project is a redesign of STEM gateway courses driven by data collected during classroom observations. These observations make use of two protocols, one segmented, the other holistic. The first is a modified version of the Classroom Observation Protocol for Undergraduate STEM, run on the Generalized Observation and Reflection Platform, which categorizes discrete time periods according to instructor and student behavior. The second is a modification of the U Teach Observation Protocol that captures subjective assessments including evaluations of the class learning environment and instructor preparedness. Both observational tools are currently undergoing pretesting as part of the redesign phase of the project. During this interactive presentation, preliminary observational data will be summarized and participants will have the opportunity to learn how to use both protocols."

link to eventbrite for the conference

Conference
Fri, May 5, 2017
8:30 AM – 5:00 PM EDT

Borough of Manhattan Community College
199 Chambers Street

Our Slot
Fiterman Hall Building at 245 Greenwich St, New York, NY 10007
TIME: 3:00 – 3:45
Room: F-1303
Eva and Michelle suggest using this tool:  
[https://www.polleverywhere.com/](https://www.polleverywhere.com/)

**Link to GORP and MUTOP training session videos**

I. Overview of the DOE HSI-STEM project—Handout with website login information—Eva
II. Role of observation in terms of course redesign and determining general changes in student-faculty interaction patterns—Jenn
III. Introduction to Gorp—COPUS and how we’ve proceeded and progressed—inter-rater information and training manual - Christian
IV. Introduction to MUTOP--its development and use in the project to date--Pat Artz & Curcio book Initially too long so UTOP has a check off schedule but we wanted more explanation--turned into google doc and Steve had some suggestions--changed order of questions--developed a mini-manual for things that people might not be familiar with positive learning e and motivational strategies
V. Summary and questions—Sabrina

**Challenges:**

1. Coming into the classroom - questions about the observations being evaluative, disruptive with teaching - we can explain our situation but this may be
2. How is this going to inform Course Redesign? Prepared a response: baseline data collection - broader ongoings in the classroom - awareness of what’s going on in classroom - atmosphere
3. Struggles with GORP - tech; new categories; reliability and validity (based on outcomes) - will hopefully be streamlined
4. Scheduling observers - supervisor needed

**Responses to potential questions:**

Q: The “question” of “This doesn’t look like it would work:”

A: I would point out that GORP represents an equilibrium among several sometimes-competing interests: We want to have a protocol platform that can be learned quickly by non-specialists. We want something that captures elements aligned with NGSS goals. We want to have a quantitatively grounded baseline of what constitutes business-as-usual in order to be better able to conclude that the intervention sections differ from control sections. Also, this quantitative measure may be useful in overcoming institutional inertia precluding pedagogical changes that instructors already recognize as necessary. Finally, we hold out hope that GORP will also tell us things we don’t yet know about what predicts student success. Even if GORP fails on this final point, it can be worthwhile, however.

Now, to this last point, and to the critique that GORP is too crude an instrument, I would counter that this is why it is complemented by the holistic Modified UTeach Observation Protocol.