

Profile of a Successful CLS Instructor



- ❑ **Participates in professional development opportunities**
 - Faculty Learning Communities (FLC), CLS Workshops, Training videos, DBER publications, One-on-one consultations with OIA professionals, Observation of experienced instructors, Website resources: OIA, CLS & peer institutions
- ❑ **Develops quality course materials**
 - In-class small group activities that foster critical thinking and allow students to grapple with concepts
 - Frequent retrieval practice in and out of class such as low-stakes quizzes
 - Focused lecture segments that promote conceptual understanding of lesson's topics
- ❑ **Conducts classes using evidence-based teaching strategies**
 - Lesson goals consistently and clearly communicated
 - Students engaged throughout class in a variety of collaborative active-learning strategies
 - Ongoing evaluation of student learning with appropriate adjustments (formative assessment)
 - Classes taught exclusively by instructor(s) prepared to teach in a CLS
- ❑ **Uses effective classroom management techniques**
 - Assigned groups and/or remixed groups
 - All students expected to engage
 - Off-task behavior addressed
- ❑ **Links in-class and out-of-class activities**
 - Homework, quizzes and exams directly related to in-class activities
 - Tests that assess student ability to integrate knowledge and use critical thinking skills
- ❑ **Supports efforts of colleagues committed to high quality teaching and learning**
 - Scholarly approach to teaching
 - Team teaching opportunities
 - Dissemination of learnings
 - Guidance/advice for new CLS instructors

Collaborative Learning Spaces (CLS)

A better place to learn.

For more information, visit:
www.academicaffairs.arizona.edu/academic-resources

COPUS – A Classroom Observation Protocol *

These pie charts were created using COPUS data collected from a lecture-based class and a class which uses active learning strategies. As illustrated, the instructor in the second class spent less than 20% of the class time lecturing. Evidence shows that students perform better on formal assessments when active learning strategies are used.

* Smith, M. K., Jones, F. H., Gilbert, S. L., & Wieman, C. E., 2013.

