Instructional Alignment in College Teaching

Mike Metzler
Professor, Kinesiology and Health
GSU Faculty Teaching Fellow 2015-2016
mmetzler@gsu.edu

Student assistants:
Emily Diamond, Kari Hunt, Justina Jackson, Jenee Marquis, Margaret Trent
Instructional Alignment


- The degree to which each course component facilitates the achievement of stated student learning outcomes (SLOs)

- Some components are fixed (can’t be changed), but most are under the direct control of the instructor and can be changed/improved.
Course Components

- Syllabus (w/SLOs on it)
- Course format and delivery (lab, on-line [synch, a-synch], in-person, etc.)
- Teaching setting and environment (room, media, student prior knowledge, etc.)
- Instructional strategies (lecture [w/without PPT], case studies, flipped classroom, etc.)
- Student learning activities (listen, take notes, Q&A, group project, etc.)
- Student engagement in learning activities (active, passive, in/appropriate)
- Readings, viewings, assignments
- Assessments
- Other?
Analyzing Course Components

- A worksheet for each component
- Some completed by instructor
- Some completed by us from documents provided by the instructor
- Pre-observation interview
- Observation of one class
- Post-observation interview with summary analysis
Weak Instructional Alignment

Stated SLOs

- Syllabus: schedule, policies, etc.
- Setting: Students, room, media, etc.
- Instructional Strategies
- Learning Activities
- Student Engagement
- Readings & Assignments

SLOs Achieved

- Assessments
- Other?
Strong Instructional Alignment