

MTP Survey Results, Jan 2010

Five survey questions were asked of the MTP participants:

1. Please briefly describe what value you get from the MTP readings, reflections or discussions.
2. Are you satisfied with the reading topics so far? Are there topics you particularly did/did not enjoy reading (or learn from)?
3. How have the MTP activities helped you improve as a teacher?
4. Have you tried any new activities from MTP readings/ discussions in your classes? If so, do you believe that your cadet are learning better (or worse or neutral) as a result of your trying topics from MTP in your classes? Why do you think so?
5. Are there any changes to the MTP activities that you would recommend? How can we improve the program?
6. Is there anything else you would like to tell us regarding the MTP?

All replies are shown below, grouped by Year 1 and Year 2 participants

MTP Year 1 Responses:

Please briefly describe what value you get from the MTP readings, reflections or discussions.

- Most significant value is in the time I take to reflect on my own teaching practices. While it would be nice to say that I would do this even if I was not in the course, the reality is that it wouldn't happen. This course forces me to take time to reflect and that has improved my teaching.
- Even though the readings and discussions have focused on areas that I have thought a lot about before (honestly, not a lot of really new ideas), but for each of the weekly readings, there was always at least one thing or a couple new things to think about. And for all the other ideas that were not new, I think it was good reinforcement and assurance to me to continue those efforts.
- I get practical applications to try in my classroom to enhance the cadets learning experience.
- Introduces and reinforces concepts in teaching and presenting material that I either haven't considered or forgot about from the new instructor summer workshop. The discussions tend to help identify issues specific to West Point but I rarely see resolution to the issues.
- Readings - I think the readings have been really interesting thus far. I get a lot out of them - techniques for teaching, nuggets of info about learning, etc. Reflections - I don't get much out of this. I end up cramming it to get it done by class (just like a cadet!!). Discussions - I get a lot out of group discussions in class.
- The readings are reasonable in length, although I don't get that much out of the content. I do, however, enjoy the reflections and discussions.
- The readings got me further into the theories presented to us in CME ISW. They also pushed me to apply the concepts throughout the semester rather than just talking about them in the summer and not re-addressing them throughout the semester. I really appreciated having the readings.
- I enjoy getting other perspectives on teaching and student/teacher interaction through the readings and the discussions. Reflective papers are always useful with new material. I fear that as we see more material through the rest of the year and into the second that is similar to what we have read before, it will be more difficult to write meaningful reflective essays that don't simply re-state what has been stated before.

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- I find the discussions with faculty from other departments and professions most enlightening. They often have a significantly different perspective from mine, and can offer ideas for improving in the classroom that I've been unable to find.
- I like the readings and see them as value added. The readings have given me insights and best-practices that I feel has enhanced my teaching ability in the classroom. They also helped in maintaining focus throughout the semester.
- The readings are interesting, mostly from an anecdotal standpoint, about the way students learn and, coupled with the discussions in class, help me with improving my teaching techniques I think.
- Different points of view, different terminology. Reflections helped me remember what I read.
- Reading from the articles have been useful. I like the articles. To date, I have not found readings from the Lowman book very helpful. The reflections are good because it serves as forcing function to think about my own class and teaching. Discussion during MTP sessions have been redundant with our personal reflections. What would be more useful to me is taking time to apply things to my specific class. Instead of listing learning activities, design activities that you WILL use in class. Present ideas to the group and take advice from the group. I offer that as an example.
- I received tremendous value from the MTP readings. While the Lowman book is the foundation of the course, I actually found more value in the article readings that were provided this semester. I think that the reflection process is beneficial, and will help me shape my course next semester. The discussions are beneficial, but my particular group decreased in size over the course of the semester to a point where the last two meetings were a little disappointing. I really think more should be done to hold MTP participants accountable for attendance. This is only four meetings over the course of the semester, and the discussions are a vital element of this program...participants should make this a priority.
- It was helpful, to see some topic from different point of views. The readings sometimes were from different point of views or at least with a different accentuation. In the discussions it was good to hear about somebody else's thoughts and/or experiences.
- Taking the time to contemplate the practice of teaching and how students learn informs the way I go about my teaching practice. In many ways, it formalizes the thoughts and observations that I have during my day to day teaching activities.
- These readings offer a great reference for approaches which are new to me to implement in the classroom with my cadets. Reflecting upon these and discussing them allows me to effectively brainstorm as to the exact ways I can and will implement the techniques and approaches mentioned in the readings.
- I enjoy the readings and do take away many teaching points that I also try to modify and use in the classroom when I teach. I do not get a lot of value from the reflections; depending upon the topic and the group discussion, sometimes I get value from our discussions.
- They are an opportunity to step back from the daily grind of lesson preparation. They allow me to actually put some thought into HOW to deliver the best possible class.
- Think the discussions were the most valuable part of the program. The ability to get input and ideas from my peers benefited me greatly.
- Many of the MTP readings seem to uncover; such self-evident ideas as different students learn through different techniques and there are different levels of learning. However, the readings are

still useful because they force the reader to actually ponder these concepts instead of just taking them for granted and driving on with bad teaching habits. Self-reflection is a great result of most of the readings.

- I find different ways of looking at cadets and understanding that the learning process is a process. I am also able to find things to directly apply to the classroom and try.
- Right now the greatest value is to get me focused on the quality of my teaching again. I get stove piped into pushing material and not on the teaching itself. The reflections particularly force me to think, 'How can I apply this?'
- The MTP readings, reflections, and discussions gave me the opportunity to reflect on my teaching style and learn from others. I enjoyed discussing other approaches various instructors took in the classroom. After every meeting, I was more enthusiastic about teaching in general and was more excited about planning new, more engaging lessons.
- The readings help explain or put into perspective some behaviors and actions I see from cadets.

Are you satisfied with the reading topics so far? Are there topics you particularly did/did not enjoy reading (or learn from)?

- So far everything has been interesting.
- I thought the reading topics were good; seem to have a good variety so we were not always talking about the same thing.
- Yes, it has been a good balance so far.
- Very satisfied with the reading topics and article selection they are enjoyable to read and just the right length. Not too long but still have some meat etc.
- I am satisfied - I've enjoyed the readings thus far.
- I like the variety, and the topics- I think I'd just like different readings. One thing that also might be nice is a history of lessons learned from former USMA instructors, since the way we go about learning and teaching here is a bit different.
- I am satisfied with the reading topics so far. They are not an overwhelming amount of reading, but just enough to allow us to evaluate the dynamics of what is going on in the classroom. I particularly enjoyed the behavioral dynamics of teachers vs. students in lowman.
- Satisfied.
- I found motivation and learning styles to be the most informative of the reading topics. Much time was spent during FDW talking about student development and the nature of learning.
- I am satisfied with the reading topics.
- So far, so good. No major changes I would suggest at this point.
- Yes. Liked the motivation more than learning styles.
- Yes. I've enjoyed the topics and I think the progression of topics is logical.
- I am completely satisfied with the readings so far, particularly because they cover topics that I would otherwise not be exposed to while an instructor at West Point. I particularly enjoyed the readings

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on different types of learners, and actually wouldn't mind devoting multiple MTP sessions going deeper into this particular area.

- Choice of topics appeals to me, even their order.
- I'm not particularly impressed with the Lowman. However, the text is a good point of departure for thinking about teaching.
- Yes, I enjoyed the reading associated with breadth versus depth of course content since it allowed me to reflect upon if the course I teach needs to be modified. I was very satisfied with all other readings as well.
- I am satisfied so far. There is a good variety and they are not too long or boring.
- Out of all the articles, I thought the Beyond Lecturing reading was the best. That is the sort of topic I would really like to explore. I find that much more useful than topics like we covered in week 1, which sets a foundation but I didn't find particularly helpful in becoming a better teacher.
- Think the reading are good, and a good jump off point for the discussions.
- The reading topics are good, and the variety of sources helps keep things interesting. Some of the readings are obviously meant for a different audience from us, but they're still interesting.
- Yes. No.
- I guess I enjoyed the motivation topic the least because I had trouble seeing how to apply it, not because I saw anything wrong with the topic per se.
- The readings were interesting so far. I most enjoyed hearing the viewpoints from the other instructors during discussions. I think it greatly enhanced the meaning behind each of the topics.
- Yes, the topics are interesting.

How have the MTP activities helped you improve as a teacher?

- Again, reflection time has been a benefit.
- The best part of the sessions is the input I get from the other instructors that are going through the class just like me. From the discussions, I have picked up a couple of really good ideas that they talked about from their classes that have worked really well.
- Yes, they give me greater situational awareness.
- The activities have given me pause and helped motivate me to try new things and adjust my current presentation / teaching strategy.
- I don't know that they have yet....but without this class I wouldn't set any time aside each month to actually think about teaching. This class forces me to think about teaching for at least 2 hours a month....
- I think the interactions I've had with other instructors, particularly those in my own discipline, have given me new ideas and have also built my confidence in what I'm already doing.
- They've forced a lot more reflection on my performance. They've also made me make time to think about how I could be teaching better.

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- The MTP has helped my teaching in a small way, since I have been exposed to these ideas for awhile. However, the MTP has helped me to round out my understanding of the theory and has exposed me to other methods of implementation from other depts.
- They have forced me to think more about how I teach, and less about what I teach. I've learned to shift some focus to how material is presented. It's also provided me with other perspectives on teaching. Other instructors have provided ideas on how to better teach certain lessons that I've been able to incorporate in my teaching.
- They have given me ideas for encouraging classroom participation and interaction within the classroom. I like the readings which focus on technique and practical applications as opposed to more theoretical readings on learning theory or education in general.
- To date not much, but it is because I had a great deal of this already in my incoming instructor training. We are getting into areas I have not covered now and it will become more helpful I think.
- I hope so.
- I don't think it has, yet. Perhaps I've gained some introspection, but I haven't solved any problems that I do have. I think we missed an opportunity with the teaching activities block. We're all getting into a monotonous routine by that point in the semester and I wish I had developed more creative classroom activities.
- The readings, reflection papers, and discussions have made me aware of things I am doing right, and highlighted things that will make my classroom environment and course structure that much better. There has not been one MTP meeting where I didn't take a bunch of nuggets of wisdom back with me and attempted to implement them into my course. I'm more aware of my actions, my words, the types of assignments I give, the type of instruction I'm giving, the types of learners in my class, and so many other things because of this program.
- As I'm not teaching this semester, this is not applicable. But I strongly hope, that it affects my teaching style.
- Probably. How much would be difficult to quantify, but taking the time to talk about what and how we do our job in itself has a way of improving teaching performance by simply demonstrating the importance of the task at hand.
- Being able to get feedback from the group has allowed me to gain ideas on the topics other than how I would employ the techniques discussed associated with that respective topic.
- I am focusing more on my personal relationships with each of my students. I try to vary activities and see what may work or what may not.
- Thinking about other ways to present material. MTP has helped me to focus on thinking about the most effective ways to engage students in class.
- Gave me options and ideas to use in my classroom.
- They cause me to think about how I run my classroom and how I interact with my students. I've actually discussed some of the things I learned in MTP with other, non-MTP participants, and they seem to realize the good ideas we get from our sessions.
- Just doing some personal reflections on my attitudes, how my cadets learn, and how I can change my style in order to reach more of them more often.

Have you tried any new activities from MTP readings/ discussions in your classes? If so, do you believe that your cadet are learning better (or worse or neutral) as a result of your trying topics from MTP in your classes? Why do you think so?

- I give more consideration to learning styles. I also have changed the way I praise my Cadets for hard work.
- I have tried a few new activities based on the MTP class and overall I think they have gone well, mainly from the standpoint that they have added variety to my class. From either the readings or discussions I remember hearing that keeping a routine in class can be a good thing, in that it makes the class predictable for the students, but what I really find is that makes it also way more boring. I believe having as much variety in the class as possible is a good thing, and if the cadets are coming to class not knowing what to expect, that's a good thing, most likely they will be more interested.
- Yes, I have tried several techniques to enhance and build my teaching style. It has allowed me to have a more engaging classroom setting and the cadets are more responsive. They are coming to class prepared and expanding the discussion beyond the text.
- I have not yet tried any new activities other than some course assessment survey's to try and gauge class motivation. Unfortunately the results were fairly inconclusive other than the students wanted more video and music multi-media segments etc. In terms of learning better I find that these really only serve as commercial breaks to keep attention in the class.
- I've tried to integrate some of the ideas/techniques in the readings/discussions. I can't tell if they are learning better/worse yet....too early...
- I gave the learning test to my students, with mixed results. As for the rest, I don't know if I've had enough breathing room yet to incorporate much of what I've learned.
- I've tried some of the assessment techniques - muddy points papers, and minute papers in particular. I wish though that I had a better grasp of what to do with the assessment once it's been gathered.
- Yes. I have been using some of the techniques for awhile. I have found that some of the discussions on interpersonal rapport were especially useful in reaching out to a couple of students who were less than enthralled with the course content in the beginning of the semester. These individuals have turned around to be at least average students in the class who pay attention and submit their assignments on time.
- Yes, and yes. The most recent is mixing up how I teach based on learning styles. I tried to follow MTP advice to split a lesson into several blocks, each focusing on a different learning style. It was interesting to see how the cadets reacted to each style. Some cadets were not at all interested in lecturing, while others were very interactive. When I moved on to working through problems on the board, a different group of cadets expressed interest. Lastly, we conducted in-class exercises, and still a different group of cadets participated more.
- I have made an effort to differentiate my instruction as much as possible in order to accommodate the varied learning styles. I believe that the MTP has enabled me to be a more effective teacher than if I had decided to not enroll in the program.

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- Not yet. This was my first semester teaching and I was not yet comfortable enough to do a lot of this yet. I focused on covering the material in the allotted time. I plan to do some of this stuff in the coming semester.
- I don't think that I've tried new ideas. .but I have tried to implement them more carefully and for a reason. I think the core of the classes are learning the same, but maybe I have helped some outliers.
- No, I wish I had.
- I have really tried hard to make an effort to reach out to different types of learners in my class. That particular MTP session helped me acknowledge that I was focusing on teaching to students that learn exactly how I learn. Since that session, I have introduced more team assignments, framed my individual assignments in the context of the entire course and applicability in the real world, and encouraged more input from the cadets with less talking on my part. The increase in the energy level in my classroom has been extremely noticeable, and I attribute that to engaging more of the cadets by better understanding the way that they learn.
- n/a
- I have tried to implement practices in my class that were discussed in MTP, but for the most part those practices were introduced to me during our department's Arriving Faculty Workshop. MTP simply reinforced the concepts.
- I have tried them and I believe my cadets are learning better because there were improvements manifested by writ scores.
- I have tried to mix things up a bit. As I have small sections, I know all my students' names in English and Chinese. Some days we will listen to the sound files and repeat, other days we read as a group, other days I will pick someone to read. I have introduced writing characters on the boards before class so I can look at each person's characters and this helps with their review. During class I try to get everyone to read out loud/speak more and when someone gets stuck, come back to that person again later. Sometimes we do work/practice in pairs and sometimes in small groups. Other times I will just keep randomly calling on cadets to keep them on their toes and to keep them following along.
- I've tried two things. The first was a mid-semester survey to get a feel for how things were going. I think this gave cadets the opportunity to voice some concerns, get feedback, and feel like they had some ownership in the course. The second was inspired by the beyond lecturing article to use some different techniques like structuring class to be a highlights lecture followed by group application problems. While this doesn't work for every class, I think it has improved cadet learning.
- Think the MTP program has made me more aware of my students and the learning environment. I am able to tailor my teaching to the best ways that my students learn or at least understand that they may learn data differently.
- I have not tried anything different, but I have been more conscious of how I plan my lessons after taking the MTP.
- Yes, I have, and I think they are learning as well as before. I do think that there is some ability to change your presentation of material to help them understand, but I am beginning to understand how important their willingness to learn is. I really just thought they'd all come to class eager to learn and grow, when the reality is that happens for some cadets on some days, which means that in

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any given class, I need to be prepared for them not to have that internal motivation and to provide it for them.

- I haven't made any changes yet, but I plan to make some changes to the way I teach next semester.
- I have tried to incorporate some new ideas into my own teaching style. The response in the classroom was neutral. I think that some of these ideas would make a greater impact at the beginning of the course because it would set up a certain standard in the classroom.
- I have tried some new activities, but I think it was too late in the semester to really be effective.

Are there any changes to the MTP activities that you would recommend? How can we improve the program?

- Nothing at this point.
- My only concern is that for the second semester, we end up talking about much of what we did this semester. There was a great deal of variety this first semester and I hope we continue that.
- So far I like the format.
- Maybe reflect on previous years MTP session issues and introduce trends here at West Point regarding the specific topic or activity that have been noticed or addressed over the years.
- No - I think the conduct of the class is effective thus far. I wish I had a teaching mentor, though...
- I think I'd like more discipline-specific stuff, although I know that's hard to do.
- Better follow-ups on the reflections, and mentors for all the junior faculty. We've done a lot of discussion and reflection, but haven't had much of an opportunity to hear direct feedback focused on us as individuals. I think that might benefit my efforts greatly.
- I think it would be very useful if short video clips of successful teaching episodes from different depts. were shown periodically to illustrate different styles and techniques. I would have students in the second year do the study or paper in place of the reflective essays, not in addition to the essays. The feedback I have received from several in the second year is that the essays are no longer useful with so much similar material from the first year.
- I think the structure of the course is good. Possibly more discussion of the end state of the course at the beginning would be useful. I still don't fully understand where this course will take me, or what the ultimate end state will be.
- None come to mind.
- So far, no.
- I think we are already in fairly small groups . . . so I am not sure breaking into groups gains much at the beginning of class - other than getting to know people a little better. I think we might be able to cover more ground or visit a topic in more depth if we did not break out initially.
- See earlier comments. I would like to see the group sessions end with a better takeaway that we can immediately apply in the classroom. Let's apply it to our class. Make us bring our course syllabus and textbooks to the session and apply what we're talking about to our classes.
- The MTP mentor program seems to be a little too unstructured for me, as I've only interacted with my mentor a handful of times this semester. I think that it could be a good program, but I think that

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more prescribed events (class observations, updates, back briefs, etc.) would be helpful. I know that people are busy and do not want more meetings or events on their schedules, but I think this is a powerful program that we are not fully taking advantage of.

- I would be able to answer this question after completion of the MTP. For now, I see no need to change anything in the MTP.
- The mix of readings and meetings seems about right. Our busy teaching schedule does not lend itself to more robust MTP program.
- Consider more asynchronous coursework through Blackboard (i.e. discussion board, etc.) as a way to share ideas of the topics and then in class we can give feedback on the use of that topic in the classroom since the discussion on Blackboard.
- I would like to cut the reflection papers; understand the point, but it is more admin work for me.
- First semester worked well. I liked having the two MTP facilitator's alternate sessions.
- I think we benefit more from the big group interaction of the class. The small group break up at the beginning I believe is redundant and could be better served by jumping into the discussion with the MTP moderator leading the direction.
- I think it might be useful to have similar disciplines in the same MTP session. I am the only liberal arts or social science instructor in with a bunch of engineer and hard science instructors, and many of the ideas and teaching methods do not correspond between the disciplines. I would prefer to be in an MTP class with other social science instructors.
- No.
- I think it would be beneficial to require us to observe others teaching. We could observe each other once, or observe some other alumni of the program--those who have been identified as excellent teachers.
- No suggestions now on improvement. I'm looking forward to next semester.
- It may be of some value to put in some sort of historical context the studying of teaching and different theories of teaching.
- The interaction and discussions with other instructors provided new and alternative approaches to take during the classroom. I think it's the next best thing to sitting in and observing another instructor's lecture.
- I don't know yet. I'm a new instructor and probably spent most my time this semester just staying afloat. It probably won't be until next semester or possibly next year that the activities done this semester really help me improve.

Is there anything else you would like to tell us regarding the MTP?

- As a first Term member of the program I would like to know more about the research project such that I have lead time to consider what I might pursue.
- BEAT NAVY!
- No...keep up the good work...

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- I really think it's helping me stay focused on my teaching techniques, which is something I value a lot since I'll be teaching 4 different courses in my first 4 semesters here. It's easy to get lost in learning the material and forget about the importance of learning how to teach.
- No.
- No.
- Not really as of now. I am hoping we have more information about selecting the experiment/research to cover as that time draws closer.
- I am not a big fan of jumping around a book. I would not be opposed to being required to read the whole book (Lohman) if that is considered a primary reference in the field. It might also be interesting to have different people read different books and then share the main points and discuss the differences between authors and their philosophies.
- I entered the MTP with a lot of doubt about the value of the activities, encouraged by many cynical comments from fellow instructors who quit the program in years past after one or two meetings. After four sessions, I think that this program is amazing, and would recommend it to all incoming instructors at a minimum. Thanks for the effort you put into selecting the readings and structuring our discussions. Happy Holidays and I look forward to next semester in the MTP.
- Why isn't this mandatory for all new faculty without teaching experience? It could be part of the USMA policy for newly arrived faculty.
- My understanding of how to become a better instructor is growing much faster as a result of MTP. Thank you providing this program.
- I do like the flexibility of being able to attend a different group's session if I have a mandatory meeting or a visiting delegation on my normally scheduled day.
- If there were a way to schedule a 1.5-hour block for the classroom portion that would be great. Often it seems that just as we're getting into a good discussion, time is up and we've all got to go our separate ways.
- No.
- It may just be my shortsightedness, but it seems like some of the topics don't apply so much to where I am right now. I am teaching plebes in a technical core course. I certainly have leeway in how I present material, but there are certain things that I have to cover. Working through in-class exercises are a must, and that takes up a significant amount of time.
- I think it's a great program to be involved in. I would recommend that everyone sign up to attend the sessions.
- No.

MTP Year 2 Responses:

Please briefly describe what value you get from the MTP readings, reflections or discussions.

- I enjoy the readings. It forces me to reflect on what I am doing, how I interact with cadets in and out of the classroom, and how cadets learn. If I didn't have MTP, I would not be doing this.
- It forces me to pause and reflect on my teaching as I read the assignments--something that I want to do, but unless I am forced to do it externally, it won't happen as often or as completely. I also pick up new tips and techniques from the readings. I like the discussion because I get ideas from other faculty, and I also hear about their complaints about teaching cadets so I know that I am not alone in some of my struggles.
- Overall, new insights into different classroom teaching and assessment techniques. Most importantly, forced time to reflect on how I teach and how I can teach better.
- The reading assignments and subsequent discussions makes me think about using better teaching techniques in the classroom. I learned many of them during my instructor summer workshop, but it's good to reinforce them because I would certainly forget some of them or not apply them the way I should be. It's also good to see what other instructors are doing and how teaching techniques vary from department to department.
- Readings are somewhat informative. Reflections and discussions seems not as useful. Meeting once each month does not impact my routine, and correspondingly does not impact my development as a teacher. Nevertheless, meeting more often is not possible with the OPTEMPO at West Point.
- I get the most from the supplemental readings (as opposed to Lowman) and the classroom discussions. The great strength of this program is that it allows instructors from all disciplines to take a time out and listen to what other people are doing. Some of the TTPs you get from other courses would never work and some are pretty good. This interaction is healthy and helps me be a better instructor.
- I like that they make me think about my teaching style and new ideas. Without Master teacher I may not consider this as much.
- I enjoy the opportunity to discuss with other junior instructors as they struggle with the same topics - great exchange of ideas. Additionally, we are so busy and it's nice that at least once a month I am forced to think about teaching better, improving myself in order to enhance the classroom experience for my cadets.
- The readings help me reflect on my class in a focused way. The discussions give me ideas to try in my class as I listen to how other instructors deal with in class issues or handle the many dynamics of a classroom.
- In the middle of the day to day academic rush, MTP provides me with some time to stop and think about my Instructor condition and to reflect about my weaknesses as a teacher.
- The MTP program gives me an opportunity to step back once a month and reflect on good teaching practices and lets me evaluate my own teaching. It is a nice mechanism to get me out of the weeds of teaching day to day and look at the bigger picture.

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- The biggest value I gain are from the discussions prompted by our readings. Through these discussions, I am able to either hear, or generate, new ideas for implementation into the classroom. Often, the ideas I hear from others on things they do, allow me to come up with branches or deviations off of that which work well for me.
- MTP forces me to take several hours every month and reflect on what I'm doing well and poorly in the classroom. I'm afraid of what I would (or wouldn't) do if I didn't have that accountability. I gain something applicable from every session - something that I can take into the classroom tomorrow or next week and try to apply. The readings have given me a foundation in developing as an instructor that I might not otherwise get. I believe that MTP should be required for all rotating faculty if we as an Academy are serious about making teaching for learning; a real part of our culture.
- Lately the Lowman readings have been the best. They are helping me formulate a new course
- The readings provide me a pause in the action so to speak, causing me to reflect on my current practices in addition to introducing me to new methods. The reflections add little value, save to press me to complete the reading assignments. As to the discussions, candidly, it truly is hit or miss depending on a variety of factors to include the membership of the group. It might be better to place members from the same department in a group occasionally.
- Main value I get from the discussions is hearing the different techniques and procedures that other instructors employ in their classes. The most important thing I gain from the readings is seeing that many of the practices found in the readings are used on a regular basis here at the academy.
- The greatest benefit is the discussions on the reading from all the different perspectives.
- I get the most from discussion with the other faculty members. Their different perspectives help validate what you are doing and shed new light on things you might not have thought of before. The reading are interesting because they become the basis for discussion and offer another source to go to for how to teach well. I don't get anything out of the reflections and could accomplish the same from the readings and discussion.
- Great tool for ideas for altering lesson plans IAW class dynamics.
- The ability to hear ideas about how others teach and to read specific materials directly related to teaching and teaching techniques.

Are you satisfied with the reading topics so far? Are there topics you particularly did/did not enjoy reading (or learn from)?

- Yes.
- More or less. Sometimes the readings seem long (Lowman chapters in particular, although I get the most out of Lowman) and sometimes disjointed. I felt like Lesson 2 in the Spring 1 term (Teaching Assessment and Evaluation) is redundant with Lesson 3 in the Fall 2 term (Teaching Evaluation). If anything, I would simply replace the Lesson 3 in the Fall 2 term (Teaching Evaluation), although I don't have a recommendation for a substitute lesson.
- Most of the readings were relevant. I particularly like the readings that back their claims with psychologically data (e.g. the active learning readings. As an Army officer, some of the material I think is matter-of-fact (e.g. professor evaluations, course development), but I suppose it is good to bring into the context of teaching (vs. developing training plans, officer evaluations, etc.). I enjoy

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reading Lowman, but many of his ideas are backed more by his observations and sometimes difficult to see how they would apply to engineering courses. He targets liberal arts type courses. It would be nice if there were some Lowman-like; readings that discussed teaching in engineering courses.

- I am satisfied. They all had a purpose.
- I am very satisfied with the readings! The readings build on my graduate school experience and link with inter-departmental readings.
- All were good. There was parts of one or two which I didn't enjoy as much as others.
- Most reading are good. I like the ones that are more focused on teaching and not preparing courses or are more oriented toward civilian schools.
- Definitely.
- I don't particularly care for reading that focuses on statistics and lists. I prefer the readings that give more detailed information and/or advice for pedagogical application.
- Yes, although I think the reading assignments are too long. The contents of the assignments are very wisely selected and directed to topics that may have a direct impact in the way I teach.
- Good to go.
- The topics are fine. Some are boring and I just skim through them. I think it would be a little more interesting to get into actual present-day articles and practices, rather than just reading through theory.
- Yes. Lowman is a great base and the additional readings have been equally valuable. Personally, I have gained a lot from consideration of the learning styles, active learning approaches, and strategies for assessing learning discussions.
- Yes. As long as it's new, I'm interested. Some of the early topics were things I was familiar with so they were not that interesting.
- I am very satisfied with the readings, thus far. I have no favorites, as each one contributed to my learning in some fashion.
- The readings cover a variety of topics which is good because provides for a wide breath of knowledge but also keeps it interesting.
- Yes, I enjoy most of the readings and I believe that they will help me next semester as a course director and an instructor.
- Yes. Sometimes I thought we didn't use the readings in the discussion as much as we should have.
- Topics and discussion points overlapped in context. Example, active learning styles and teaching assessments were covered several times. Discussion points on these topics became less interesting. The group dynamics/ personalities also played a major role in the repetitiveness.
- I have been satisfied.

How have the MTP activities helped you improve as a teacher?

- One of the biggest reliefs is that I have learned that cadets are cadets no matter what the subject is...It is really nice to interact with teachers from other disciplines and to hear their ideas and experiences.
- I have incorporated numerous techniques that I learned in MTP into my classroom. They also expose me to concepts and ideas that I would not otherwise have run into, which help to round out my situational awareness of teaching, learning, and some of the things that go on in a learning community.
- I think the discussion has been very good in giving me some ideas to try out in the classroom.
- I think I covered some of this in the first answer, but mainly, I have been reminded to use certain techniques. Just having to focus on teaching techniques at least once a month helps make me a better teacher I think.
- MTP has helped me by giving me more ways to see and understand my students and the teacher-student dynamic.
- Yes, in general.
- Yes, without a doubt.
- Based on the readings and the discussions, I try new things in my classroom. Sometimes just mixing up the routine adds to the classroom experience - more tools in my own toolkit.
- As mentioned in response to question 1, I have reflected on my own teaching in a more precise and focused way. I try new activities in class and do my best to promote active learning.
- The activities are mainly helping me to recognize the different sensibilities among my students and to prepare the contents of my lessons.
- See question 1.
- Absolutely.
- I pause and reflect more after every lesson to assess how things went. I also have been better equipped to prep my classes.
- Given me ideas to implement in focusing on critical knowledge and course development
- The MTP activities force me to ascertain the purpose behind what I am doing each and every minute of my teaching. In that vein, they have made me more purposeful, more deliberate.
- It has showed me multiple ways to instruct the material in my classes. It also has provided confidence in my teaching because I include many of the topics addressed in my classes.
- The greatest improvement comes from the diverse perspective and the number of teaching techniques I use in the classroom.
- Sometime it gives me new ideas to try out in class.
- Facilitating class time more effectively. Discussing statistics on students' attention and motivators allowed me to alter my lesson plan down to the minute of class time.
- Gives me ideas to reflect upon and possibly try in the classroom; I have tried a few!

Have you tried any new activities from MTP readings/ discussions in your classes? If so, do you believe that your cadet are learning better (or worse or neutral) as a result of your trying topics from MTP in your classes? Why do you think so?

- I've tried muddiest point and minute papers. I think the cadets have benefitted from the muddiest point papers. If there is a common trend among my three classes, I am able to go back and address that certain topic.
- I am 90% certain that I am a better teacher as a result of my MTP attendance. And I hope that they are learning better as a result, but I must say that I feel that cadets become immune many of the things we do here--they don't appreciate or receive all that we transmit, both in terms of quantity (content) and quality (style or method of delivery). For example, I don't think that a lot of visual learners realize that we are trying to appeal to their learning style when we do things that we hope are visual. As such, I don't think that they get quite as much out of it.
- I use surveys a lot more than I did the last time I taught here (where I only surveyed at the end of the semester). I cannot really assess whether the cadets are learning better or worse as a result, but I do know it helps me adjust my teaching techniques. I also have tried different techniques for evaluation.
- Yes. That's how the course has helped. I often go back and try some of the techniques discussed in class or mentioned in the reading. Also, it's good to try some of the techniques used by others. If we didn't have this forum dedicated to teaching, it would be unlikely for me to learn some of the techniques used by other people in different departments.
- I have quite possibly altered my approach to teaching as well as in-class performance and awareness. I can only guess whether my students are learning better at this point in time. I also wonder how many instructors have integrated substantial MTP material into their courses.
- It is so hard to judge my cadets and whether a new technique is working or not. Some cadets are so unmotivated that if I stood on one leg and danced around the room they wouldn't notice. This semester in particular, my cadets were dragging more days a week than in past semesters. Not sure why.
- Yes. I am not sure if it is helping because it is difficult to assess. Student may like what I am doing but that does not mean it is helping them learn (vs. get good grades). With no control group it is hard to assess anything.
- Both - Some of the new activities that I try, I stick with and have continued to include in my teaching. Others have fizzled and I know that they are something either to take out or something that I have to refine to make work. Overall, I know that I am a better teacher for them just by exposing myself to techniques and tips for better teaching even if I don't implement everything from the program.
- Yes, I have tried some new activities to promote active learning, and I think they help because any activity that promotes active learning and gets students involved creates a more learning friendly classroom.
- I think the techniques I import from MTP have a, generally speaking, a good impact on my Cadets. For example I have increased the motivation of my Cadets about their reading assignments by means of making those assignments more attractive to them or even presenting them with different out of the class activities.

- Through MTP I got interested in emphasizing Interactive Lecture Demonstrations. My stats show that the Cadets were neither helped nor hindered by this technique. This year I took to heart the putting dramatic flair into my teaching after one of the readings and it helped me capture interest in my subject. Whether they learned more or not I am not sure.
- I have implemented ideas I've received from MTP, as well as introducing them to my other instructors now that I'm a course director. Cadets learn better as a result, because I only chose to utilize the activities/techniques that I know will work for me or best augment my teaching style.
- Yes. Yes. Based off of cadet comments (mid-course and post course feedback), as well as the post class discussions that reflect real engagement with the material.
- Use of clickers to administer minute paper type questions and guide AI .
- I have tried several new methods. I found some effective, presumably because it gave the students a belief and a true stake in their learner. The students felt more involved.
- I am not teaching this year, so the material covered this semester I was unable to apply to the classroom. However, I will attempt to do so next year.
- I haven't really deviated too much from my teaching model since starting the program. I based my teaching style on what I liked best and helped me learn the best as a cadet and while at Grad school.
- Absolutely. I increased the use of current events and facilitated more active learning techniques.
- I have tried some of the techniques for soliciting feedback and spurring discussion. I believe that my cadets are learning better because I am using a variety of methods, but have no measurable proof.

Are there any changes to the MTP activities that you would recommend? How can we improve the program?

- I recommend maintaining the smaller group discussions during the monthly sessions. This allowed everyone to participate instead of the same individuals providing feedback.
- Maybe try to streamline or reduce some of the readings.
- Only what I recommended for the readings (see if you can inject one or two articles that discuss engineering style teaching techniques). I wish MTP would have been offered during my first tour here. With the Academy's interest in teaching critical thinking skills, we might want to have a discussion focusing on how you teach it (or if it is even possible). Perhaps mentoring cadets to be critical thinkers is more appropriate.
- No. I think it works well. The time commitment isn't large. Having to write a reflection encourages doing the reading, so I would definitely keep that.
- I suppose the course serves its purpose. It is difficult to be more specific than theory when each department implements distinct methods of instruction.
- I cannot think of any off hand.

MTP 2010 Survey Results – Year 2 Responses

- I would like to see readings that are more oriented to new instructors teaching core courses because that is what the majority of teachers in the program are teaching.
- I would have liked a senior faculty mentor that would maybe sit in maybe 1-2 classes per semester and then have a conversation with them on the points of improvement or ideas to try. Outside perspectives are always beneficial.
- I like the system introduced this year in which a small group discussion serves as the trigger for the bigger class discussion. I have definitely learned a lot from my peers.
- Coffee and Snacks (i.e. donuts) would make me more excited about coming to meetings
- No changes.
- Something for 3rd year instructors - brown bags - every other month - focused on advanced techniques or discussions.
- I would like some type of feedback on our reflections.
- I remain unconvinced in the benefit of the discussions. I have noted improvement in them, particularly with respect to structure. During our meetings, I'd like to see some activities mentioned in the readings used on us, so that we might experience the techniques from the students' perspective.
- I believe the program is ran pretty well. Once a semester replacing one class session with a guest lecturer in the topic area would be great.
- Make more time in the day somehow.
- Open an online forum; listserv to engage in more discussion. Although the group dynamics are evenly diverse, there is always one person who always talks about their experiences more so than the rest of the group. I think an online forum will allow everyone in a group to contribute to discussion as well as read the input from others.
- No recommendations.

Is there anything else you would like to tell us regarding the MTP?

- No.
- No.
- Keep up the good work!
- Great course! I am certainly learning and reinforcing good teaching techniques due to this course.
- The MTP is likely making me a better, more effective teacher. Thank you!
- None.
- I would like to get a list or information about education and teaching resources.
- No
- Keep up the good work.

MTP 2010 Survey Results – Year 2 Responses

- Thank you for the time you put in preparing for the sessions and how you run the sessions. Truly appreciate the mentorship this program and CTE provides.
- No
- By and large, I enjoy the program. I, however, believe it comes too late. In my opinion, new professors should have to undergo at least part of it before ever walking into a classroom. An abridged form of the program should be part of every department's New Faculty Development Workshop.
- No issues to report at this point.
- Maybe carve out more time to set up classroom experiments during the first semester of the first year so each person has time to thorough plan out the experiment.
- Well worth the time and effort. I have become more inclined to make the necessary changes to my lesson plan and motivated to understand my students learning styles IOT become a more effective teacher.
- I am enjoying the second year!