

Academic Program: Master of Science in Educational Technology

College: College of Education

Institution: Dakota State University

Date of On-Site Visit: April 30, 2018

External Reviewer: Lynne McKnight Herr, Ph.D.

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Part 1: Executive Summary

On Monday, April 29 an external visit at Dakota State University was conducted by Lynne McKnight Herr. (Appendix I – Summary: Professional Background). The purpose of this visit was to review the Master of Science in Educational Technology (MSET) program. Prior to the on-site visit a collection of documents describing, explaining, reviewing, and assessing the various components of the MSET program were reviewed. These documents were also referenced during the visit, and following the visit as this report was written.

The report that follows is divided into four sections, preceded by this Executive Summary. There is some duplication of information between sections, but this makes the report more comprehensive. The four sections of the report are:

- Schedule of the On-Site Visit
- Program Evaluation
- Recommendations for Change
- Reviewer Recommendations – Six Recommendations

Generally, the MSET program at Dakota State University (DSU) is strong, has an adequate curriculum, a dedicated faculty, excellent students, and acceptable resources. The MSET program is central to the vision, mission, and goals of DSU. It is a program that can become a center of excellence for DSU and it supports the DSU focus on technology-rich, innovative programs.

This report concludes with two sections discussing recommendations. The first collection of observations and recommendations were required in the guidelines for preparing this report. The second set of six guidelines is offered for consideration by faculty and administration. It is hoped that the recommendations can become the foundation for the continuous improvement of the MSET program at DSU. The six are:

1. Articulate two or three clearly focused courses of study within the MSET program to help recruitment efforts. Suggested areas of consideration: technology-infused pedagogy (target: all classroom teachers), technology program support and leadership (target: technology coordinators and support staff), and coding and STEAM education (target: secondary CTE and elementary teachers).
2. Research existing credential and badging programs offered by Google, Apple, Microsoft and other ed tech companies used actively in schools to help gauge the relevancy of the curriculum in preparing educators to lead and teach in schools. Utilize these resources as part of your coursework when possible.
3. Plan and conduct yearly faculty retreats where the continuous improvement of the MSET program is the primary activity, and report the outcomes of this MSET retreat to students and administration. Include review of the Horizon Report and at least one similar educational forecasting model as you create one, three and five year program and enrollment goals.
4. Pursue funding to continue to offer summer programs with reduced tuition as a recruitment tool for the MSET program. Highlight connection to the South Dakota reduced tuition program (6 half-price credit hours per semester) as a cost-effective way for MSET students to earn their master's degree.

5. Research flexible learning space designs and technology tools to better equip MSET program classrooms. This is especially important in a program where graduates will potentially be designing new learning spaces and ways of teaching using current tools.
6. Consider becoming a center for teaching excellence for the DSU campus. If these recommendations are implemented, the MSET program and College of Education could easily use the resources to inform best teaching practices for the entire campus and improve the overall use of digital resources and innovative pedagogy for all faculty members. This approach might be a reasonable way to add an additional faculty member to the MSET program, and additional technical support as well.

Finally, MSET is a strong program, with the potential to positively shape teaching and learning at the local, state and national level.

Part 2: Schedule of On-Site Visit

Dakota State University
Master of Science of Education in Educational Technology
Institutional Program Review
Schedule for On-Site Visit
Monday, April 30, 2018

Sunday, April 29

Reservations at AmericInn (504 10th Street, SE) in Madison.
(Located east of the intersection of Hwy. 34 and Washington Ave., coming into Madison from I-29.)

Confirmation #13640471

Monday, April 30

- 7:45 Pick up at AmericInn (Crystal)
Breakfast @ Second Street Diner
- 9:00 Dr. Scott McKay, Provost and Academic Vice President
Presidents Conference Room
- 9:30 Dr. Crystal Pauli, Dean, College of Education
Presidents Conference Room
- 10:00 Dr. Jay Kahl, Director of Assessment
Presidents Conference Room
- 10:30 Tour of Campus
- 11:00 Conversation with MSET Coordinator & Faculty
(Kennedy Center 126)
- 11:45 Lunch @ El Vaquero (MSET Coordinator, Faculty, & Dean)
- 1:00 Conversations with MSET Students
(Kennedy Center 126)
- 2:00 Conversation with Graduate Dean
(Kennedy Center 126)
- 2:30 Prep for Exit Interview
(Kennedy Center 126)
- 4:00 Exit Interview with Dr. McKay and Dr. Pauli
(President's Conference Room)

Part 3: Program Evaluation

I. Program Goals and Strategic Planning

Appropriateness of Goals and Goal Accomplishment

The Master of Science in Educational Technology (MSET) lists five goals in its self-study document:

1. Students will be leaders in educational technology.
2. Students will be current in teaching and learning processes and practices.
3. Students will be current in research technologies and designs.
4. Students will be knowledgeable of technologies and programming skills.
5. Students will be knowledgeable of current, technology-based educational tools and products.

These goals are appropriate and typical for a graduate program in Educational Technology. Additionally, each goal is correlated to the ISTE Standards for Educators, as well as the ISTE standards for Coaches, both of which are the leading standards of practice. The correlations, along with evidence provided in the self-study report and through conversational and observed evidence, indicate that MSET students are reaching the stated goals of the program.

Program Goals and the Institutional Mission

The vision of Dakota State University (DSU) states that the University “provides learning that integrates technology and innovation to develop graduates ready to contribute to local, national and global prosperity.”

In 2015, Dakota State University published new institutional goals that were developed through work with multiple stakeholder groups associated with accreditation in the Higher Learning Commission of the North Central Association. Dubbed “Excellence through Innovation: Vision 2020,” the four goals of the strategic plan focus on academic quality and excellence, improved student access and academic success, continuous improvement of campus facilities and resources and collaborative partnerships between internal and external stakeholders.

Appropriately, the mission for the MSET program states the program “is an instructional technology program designed to meet the rapidly increasing demand for educators who are trained to integrate computer technologies into the curriculum and instruction. As computers and technology have become a significant part of the teaching and learning process, addressing the information needs of teachers has become the key to integrating technology into the classroom and increasing student learning. *The primary emphasis of the master’s program is to prepare educators who can create learning environments that integrate computers into the teaching and learning process.*”

While the MSET program mission clearly targets classroom teachers, emphasis seems to have shifted to also preparing technology directors and support staff. Perhaps the mission of the MSET program should be revisited and clarified.

It is readily apparent that the MSET’s mission, goals, and objectives are based on, and directly related to, the vision, mission and goals of DSU. MSET is a program that is central to the future of DSU and important to quality K-12 education in South Dakota and beyond.

Program Goals Relative to National Trends and Forecasts for Educational Technology

The correlation of program goals to ISTE standards is an important indicator that the MSET program is in line with national trends.

Certainly, the goals of the MSET program reflect the traditional national trends for Educational Technology programs, and it is apparent that the faculty involved in the MSET program understand the significance of educational technology in the teaching and learning process. The language of the program mission and goals is a bit dated, eg. “computers” vs “mobile technologies” or “programming” vs “coding”, but the core of the mission and goals is solid. However, it is important to revisit the goals at least on an annual basis to be sure they remain in line with national trends and forecasting for digital technology use and evolving pedagogy.

Observations Related to Program Goals and Strategic Planning

The last MSET program review in 2009 advised:

“[T]here should not be an over-emphasis on a specific tool, the computer, since this may be perceived as the only reason the program exists. The use and integration of all appropriate educational technologies is at the foundation of most Master of Science programs in educational technology, and should be the basis for the MSET curriculum.”

While the MSET mission statement still includes dated language tied to computers, the program goals are slightly more updated. This reviewer suggests that annual reviews of the MSET program include a study of the most recent Horizon reports. The Horizon Report, prepared in partnership with the Consortium for School Networking, “examines emerging technologies for their potential impact on and use in teaching, learning, and creative inquiry in schools,” would help inform immediate, mid-range and long-range planning for the MSET program. See: 2017 Horizon report [K-12 Edition](#) and [Higher Education Edition](#). For example, rather than teaching the one or two most popular coding languages, expand the course to include pedagogical strategies to teach coding. This would support theme six of the most current Horizon report: “Fluency in the digital realm is more than just understanding how to use technology. Training must go beyond gaining isolated technology skills toward generating a deep understanding of digital environments, enabling intuitive adaptation to new contexts and co-creation of content with others.”

II. Program Resources

Effective Use of Resources to Meet MSET goals

Educational technology programs are resource intensive. In order for programs such as the MSET to remain current, resources must be allocated new equipment, software, and materials for instruction, demonstrations, experimentation, and research. Support for ongoing professional development must also be supported and is best obtained by attending regional and national conferences where sessions and workshops are held. If the MSET program is to provide its students with critical skills and competencies in educational technology, then faculty must be aware of, skilled with, and knowledgeable about traditional, current, and emerging technologies.

Faculty – Levels and Credentials

Essential to a more personalized graduate program such as the MSET are dedicated faculty who are highly credentialed, innovative thinkers who build strong relationships with students and colleagues. The MSET faculty demonstrated all of these qualities. With the recent promotion of the MSET program founder to Dean of Graduate Students, the MSET program named a new director just this year.. This change in personnel offers renewed energy and vision for the program, and it's clear that the team of faculty who teach in the program have confidence in their leader and are dedicated to making the program successful.

The faculty teaching in the program reflect the interdisciplinary nature of the MSET. The current staffing of the program includes 5 full-time faculty members, all of whom have terminal degrees, and 4 highly qualified adjuncts. While the nature of this program naturally taps specialized expertise of adjuncts, it is important to continually assess the cadre of current faculty and seek to add full-time faculty as enrollment demand warrants.

Classroom Facilities

Observations and comments seem to support the statement that the classroom facilities available to MSET professors and students are excellent. The vision, mission, and goals of DSU mandate high-quality, modern classrooms, and these classrooms exist. However, classrooms observed in the Kennedy Center College of Education did not reflect many of the “modern classroom” tools expected in a program promoting the innovative use of technology for teaching and learning. Examples of modern classroom tools might include flexible seating to allow individualized learning and small group collaboration inside the classroom space. Multiple LCD panels to allow sharing of digital resources in large and small groups. Easy access to charging stations and digital meeting spaces. This reviewer has recently visited many new and renovated flexible learning spaces and would be happy to provide suggestions for models to consider.

Comments indicated that the campus library has undergone recent renovation to reflect the national trend where libraries house less paper-based resources and serve more as a student and learning hub with access to quality online digital resources. This serves as a great example of one way in which DSU is embracing new technology and digital resources to benefit the campus and community.

In addition, construction is currently underway for the new Madison Cyber Labs. While not directly tied to the MSET program, any high quality technology facility on campus offers access to cutting edge ideas and equipment for MSET students and faculty .

Classrooms and facilities visited were in good repair. Observations indicated relatively low-tech resources to support classroom instruction campus-wide, primarily an instructor work-station and projector in the classrooms observed.

Laboratory Facilities and Equipment

The availability of laboratories (other than computer labs) and production equipment and software for professors and students was not observed. Through library updates and the MadLabs, new opportunities for access to experimental equipment may be available.

Financial Support

Only a few budget lines impacting MSET were mentioned in the self-study. DSU currently offers seven master's degree programs and two doctoral programs, with a total marketing and recruitment budget of \$19,000. Comments indicated that undergraduate recruitment is supported much more than graduate recruitment, and it is strongly encouraged to continue to expand the resources devoted to ongoing graduate student recruitment.

Currently DSU funds 25 graduate assistantships, with 2-3 assigned to the MSET program each academic year. With most graduates working in schools with relatively low salaries, it is recommended to increase financial support to MSET graduate students.

Observations Related to Program Resources

Outstanding faculty are the core of the MSET program. It was indicated that faculty are sometimes required to teach low-enrollment course sections at reduced rates in order for students to complete MSET program requirements in a timely manner. To maintain high quality instruction, faculty members should be adequately and consistently compensated rather than provided pro-rated pay for lower student enrollment. If the program is a priority to the University, and a set course sequence is required for students to finish the program in a timely manner, faculty should be fully supported in their work.

Faculty interviewed indicated that they have support to attend relevant regional and national conferences to support their work with the MSET program. Increased support for faculty development is recommended.

III. Program Curriculum

The MSET curriculum is appropriate for DSU and typical for the field of educational technology. Collaboration with the University of South Dakota is commendable, although challenging. Recent faculty turnover at USD provides both obstacle and opportunity for program coordination and growth. Both Universities are to be commended for their efforts toward sharing and cooperation. The dual-emphasis of the MSET program to prepare technology leaders for both the education and business arenas is a unique characteristic of the MSET program as compared to other Educational Technology programs might be useful during recruiting and helpful in the continuous improvement process. It is important to set clear program paths for students who want to pursue each option.

Several curriculum areas that might be examined during faculty meetings for future course revision include:

- Computational thinking
- Social network management
- Coding pedagogy
- Management and interpretation of student assessment data
- Administration of school domain systems such as G Suite for education, learning management systems (LMS) and student information systems (SIS)

- Emerging technologies (eg. artificial intelligence, virtual and augmented reality)

IV. Technology Integration

MSET professors are highly qualified in the production, use, integration, and evaluation of educational technology. The level of actual integration of educational technologies into the teaching, learning, and research process was difficult to determine. Most classrooms observed in the Kennedy Center College of Education building featured a projector and computer with little other technology to engage students or showcase flexible learning spaces. This topic should be discussed by faculty during regular and special meetings and through budget allocation.

V. Program Assessment

Appropriateness of assessment measures/activities for the discipline

Based on data and reports made available it appears that program assessment activities are appropriate and useful.

Currently, the MSET program has 3 assessment phases:

1. Entry - to assure all admission criteria are met
2. Mid-level - to monitor progress on coursework and portfolio requirements
3. Major Field Assessment - to ensure that graduates are proficient in areas identified by program goals.

Campus-wide efforts are underway to provide more timely formative assessments to graduate students as they progress through their programs, rather than rely solely on the current summative Exit Portfolio as evidence of proficiency. According to the Director of Assessment, it is hoped that early and frequent feedback will help all DSU graduate students master learning targets to help insure their success in completing the program.

Major-field assessment activities, relative to the program goals

The summative Exit Portfolio is used as the primary documentation of student proficiency. While the portfolios consistently score well by the 3-member faculty evaluation team, 2016-17 portfolio scores were significantly lower than the previous six years. It is important to monitor trending data on portfolio scores, analyze downward trends in scores and make programmatic adjustments as needed.

Program accreditation

There is no professional group accreditation that is necessary for MSET.

VI. Student Support/Student Enrollments

Student recruitment

According to self-study documents, faculty and staff have made “very modest” improvements in student recruitment since the last program evaluation.

- social media channels were created in 2017 to assist with student recruitment
- a plan is in place to utilize an email marketing campaign in 2018
- a brief program promotional video was created and posted online
- prizes were provided to local edcamps with info included about the MSET program

Faculty connections with undergraduate alumni are a primary source of recruitment for the MSET program. A more formal marketing campaign is needed to recruit outside the local radius and state borders. Faculty and former students noted the value of summer on-campus institutes that offer both needed professional development and reduced-rate graduate tuition. Continue to offer and expand these summer opportunities to help attract candidates to the program.

Faculty have increased involvement with local schools, supporting Hour of Code activities, for example. These outreach activities offer great opportunities to help build MSET program awareness.

Student enrollment numbers

Program enrollment peaked in 2006, and has steadily declined since then to a low of 12 students in 2014, and a current enrollment of 17 students in 2017. As previously reported, typical enrollment for similar programs at other institutions is 30-50 students. Faculty and staff interviewed believe that a short-term goal of 25 enrolled MSET students is realistic and attainable.

“Local saturation” was mentioned during review discussions as a reason for declining program enrollment. At the same time, a focus remains on local and in-state recruitment efforts. To expand the program enrollment, these two current, competing ideas must be reconciled.

Academic support services

Academic support services are adequate.

Academic advising

Advising of students in the MSET program seemed to be appropriate. During faculty meetings the needs of enrolled students should be a topic of discussion and advising should be shared by all.

VII. Program Strengths and Areas for Improvement

A number of strengths have been mentioned in this report, as have recommendations for change. In summary, the MSET program at DSU has the following areas of strength:

- A strong, collegial, committed faculty and support staff.
- Intelligent and energetic students who are loyal to the program well past their graduation.
- A supportive administration.
- Loyal and supportive alumni who contribute to the local educational community

The following areas should be reviewed for possible change:

- The curriculum - to reflect current trends in the field of Educational Technology.

- The professional responsibilities of faculty - to insure that faculty are adequately prepared for the curriculum and not penalized for the current enrollment of the program.
- The existing curriculum - to incorporate certification and badging programs for ed tech tools that are currently embedded in K-12 schools.
- Facilities - Consider visiting campuses where flexible learning spaces and technology tools have been built into classrooms. Many of these tools could be incorporated into existing space, but would be more engaging to students and give them experience teaching in more technology-rich environments. This reviewer recommends the new Central Community College campus in Kearney, Nebraska and Henzlik Hall at the University of Nebraska - Lincoln where a one button recording studio for professors as well as flexible learning environments were installed as possible models to visit.

VIII. Other Issues—curriculum, assessment, program enrollments

Curriculum – faculty should continue to identify peer institutions and compare course offerings and program outcomes, but they should also continue to stay informed about current K-12 school practices and planning. The majority of students and later graduates of the MSET program are practicing educators who need practical skills combined with theoretical grounding to work effectively in schools. Understanding current and anticipated practice in K-12 schools might make the program more relevant to *all* practicing educators.

Assessment – program assessment seems appropriate, and will be strengthened by the campus-wide effort to incorporate more formative assessment into graduate programs.

Enrollments – enrollments have significantly declined since the last program review.

It is recommended that these issues and others mentioned in this report be discussed during a faculty retreat and that as a consequence of this retreat there be a report on the plan for continuous improvement of the MSET program. Faculty from USD should be included in the retreat.

Part 4: Recommendations for Change

General Comments: The MSET program at DSU is functioning satisfactorily and is serving a need within the university and community. The program has a dedicated and qualified faculty and presents a curriculum that is standard for Educational Technology programs. Students are knowledgeable and are employable. Alumni are supportive. Few changes are needed for the MSET program to maintain its current status within the university and the field.

However, decreasing enrollment coupled with the dynamic nature of Educational Technology mandate a review of current practice and student recruitment efforts.

Specific Recommendations:

Program Goals and Strategic Planning

The vision, mission, and goals of the MSET program are directly related to and supportive of the vision, mission, and goals of Dakota State University. The program does have a bit of a perceived identity issue. While the MSET program's mission is targeted at classroom teachers, current and former students included in the review process indicated that they did not enter the program to become better skilled classroom teachers. The MSET program can certainly meet needs of multiple constituent groups, but work needs to be done to clarify the vision and mission to be sure the students entering the program are well matched to the program's goals. Faculty, alumni and current students all struggled to identify the intended outcome of the program in terms of employment when asked by the reviewer.

Program Resources

The educational technology resources needed by students and faculty in MSET are adequate but consistent refreshing of equipment and resources is needed. A faculty-developed continuous improvement plan should identify resources needed to bring the MSET program to a level of increased excellence. For example, if a particular hardware (Chromebooks, ipad, android tablets) or software (G Suite, Powerschool, Scratch) are the dominant tools in schools, students in the program should have access to these tools and develop solid skills in using them.

In addition, improved classroom technology is needed so that program faculty model how to use flexible learning technologies and spaces, and students experience them as the learner as well. Consider expanding the use of VALE (Virtual Avatar Learning Experience) or similar programs to include students in the MSET program so that they experience how to use simulations to improve educator effectiveness.

Program Curriculum

The program staff and faculty have a clear understanding of the unique challenges of creating and adapting courses to reflect current digital tools and resources available to schools and businesses while maintaining an emphasis on proven pedagogical practices. The option to offer special topics courses that later evolve into regularly offered electives or are discontinued based on needs, allows the curriculum to adapt and change quickly as needed. Continue to review the curriculum to implement these changes as needed.

While it's important to have an adaptable program, it's also important for all faculty, current students and graduates to be able to clearly articulate the intended outcomes of the MSET program. Recent alumni expressed a need for more advanced, specific coursework in topics of interest such as online learning or advanced hardware network implementation skills.

Technology Integration

Instructional technologies are available but ongoing investment is necessary to reflect tools used in current practice by MSET students. This need seems especially apparent related to teaching technology tools used by program faculty.

Program Assessment

Program assessment activities are strong, and proposed revisions to include more formative program measures will elevate program assessment to an even higher level.

Student Support and Enrollments

A faculty-developed continuous improvement plan should be developed and this plan should attempt to identify an optimum student-body size that can be managed. The program is currently in need of more students due to a trend of declining enrollment over the past 12 years.

Reviewer Recommendations

Six recommendations are included next for consideration by the faculty involved with the MSET program with a strong focus on program improvements to appeal more strongly to local and regional applicants:

1. Articulate two or three clearly focused courses of study within the MSET program to help recruitment efforts. Suggested areas of consideration: technology-infused pedagogy (target: all classroom teachers), technology program support and leadership (target: technology coordinators and support staff), and coding and STEAM education (target: secondary CTE and elementary teachers) .
2. Research existing credential and badging programs offered by Google, Apple, Microsoft and other ed tech companies used actively in schools to help gauge the relevancy of the curriculum in preparing educators to lead and teach in schools. Utilize these resources as part of your coursework when possible.
3. Plan and conduct yearly faculty retreats where the continuous improvement of the MSET program is the primary activity, and report the outcomes of this MSET retreat to students and administration. Include review of the Horizon Report and at least one similar educational forecasting model as you create one, three and five year program and enrollment goals. Note that this was also recommended in the 2009 review but has not yet been implemented. The need still exists and is even more important now to seriously consider how to take the program to the next level of excellence.
4. Pursue funding to continue to offer summer programs with reduced tuition as a recruitment tool for the MSET program. Highlight connection to the South Dakota reduced tuition program (6 half-price credit hours per semester) as a cost-effective way for MSET students to earn their master's degree.

5. Research and implement flexible learning space designs and technology tools. This is especially important in a program where graduates will potentially be designing new learning spaces and ways of teaching using current tools.
6. Consider becoming a center for teaching excellence for the DSU campus. If these recommendations are implemented, the MSET program and College of Education could easily use the resources to inform best teaching practices for the entire campus and improve the overall use of digital resources and innovative pedagogy for all faculty members. This approach might be a reasonable way to add an additional faculty member to the MSET program, and additional technical support as well.

These six recommendations are offered to the MSET faculty and University administration for their consideration. “Good is the enemy of great. And that is one of the key reasons why we have so little that becomes great. We don't have great schools, principally because we have good schools.” James C Collins, *Good to Great*.

Dakota State University's MSET program has already surpassed “good,” and with attention, investment and care will also achieve and surpass “great” to become one of the region's outstanding programs.

Appendix 1

External Reviewer's Biographical Statement

Lynne McKnight Herr, Ph.D., is in her 12th year as a technology-focused professional development specialist at Educational Service Unit 6 in Milford, Nebraska and is a Google Certified Educator and Trainer. She has taught online graduate courses in technology leadership and skill development for the University of Nebraska - Lincoln for 15 years and taught in Lesley University's national Masters in Educational Technology program for 10 years. Dr. Herr also served as K-12 school Technology Director in Waverly, NE for 10 years.

In 2011, Dr. Herr co-founded the Great Plains Google Summit. She also co-founded and led successful statewide technology boot camps for K-12 school administrators for five years. She has been awarded multiple state and federal grants to incorporate technology tools into content areas ranging from science to physical fitness. Dr. Herr has served as an invited reviewer for federal technology challenge grants, HP Technology for Teaching Grants, International Society for Technology in Education professional development proposals, and Florida Educational Technology Conference proposals. She is co-chair of the 2018 ISTE Conference workshops. She co-lead a national pilot of Google's Certified Educator program at the University of Nebraska during the 2017-18 academic year.

Dr. Herr is a member of the Nebraska Council of School Administrators and a 17-year Board member (and former president) of the Nebraska Educational Technology Association, where she oversees regional contests to showcase model classroom technology projects, and she also chairs federal advocacy efforts on behalf of NETA members. She has served as elected co-chair of the Nebraska Educational Service Units Professional Development organization.

Dr. Herr earned a BA in English from Nebraska Wesleyan University, an MA in English (business and technical communication) from Iowa State University, and a PhD in teaching and learning (instructional technology) from the University of Nebraska-Lincoln. She is co-author of *The Unified Learning Model: How Motivational, Cognitive and Neurobiological Sciences Inform Best Teaching Practice* (2010).