Engaging in Thoughtful Reflection on Student Evaluations of Teaching (SEoT) to Improve Course Design & Teaching Practice

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How does this box represent our SEoT reports?!

University Module Questions

University Module Questions

Question
The instructor made it clear what students were expected to learn.
The instructor communicated the subject matter effectively.
The instructor helped inspire interest in learning the subject matter.
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.
The instructor showed concern for student learning.
UM6 Overall, the instructor was an effective teacher.

Faculty Questions

Course Questions

Question
I would recommend this course to other students.

Instructor Questions

Question
The course activities (e.g., lectures, labs, PBL, tutorials, field trips, on-line components, assignments) helped me achieve the learning objectives.
I was able to receive assistance from the instructor when needed.
Feedback given by the instructor helped me learn.

Open ended feedback

What I liked most about this course and/or instructor was …

I suggest that the course could be improved by …

Please comment on aspects of my teaching which you have found particularly effective as well as on those aspects which might be improved. You may wish to comment on areas such as classroom delivery, class discussions, interaction with students, availability outside class and overall interest in students.

How do you feel as you open your SEoT reports?

Dread and/or   Nervous   Excited
Panic

How useful do you typically find your SEoT reports?

Not at all useful   Very useful

Approaching SEoT feedback as a learner

What helps you design courses and teach effectively?

Vintage advertisement image by Oberholster Venita via Pixabay
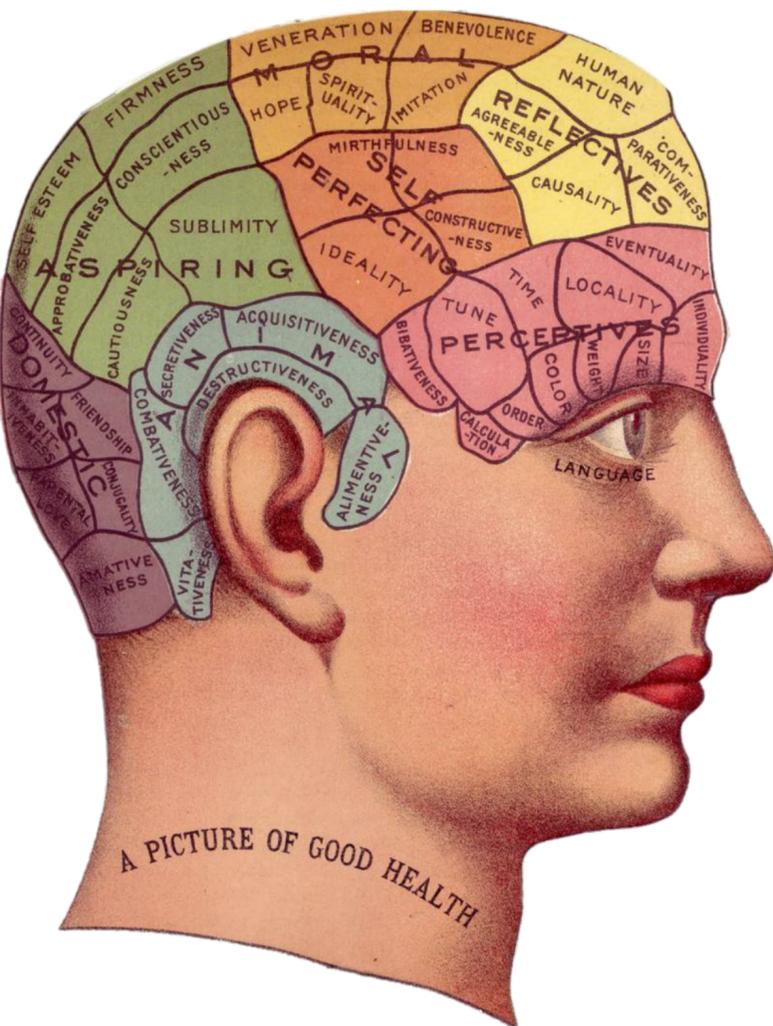
Feedback can help us learn

Different theories make different assertions regarding what constitutes effective feedback (and effective feedback processes)

Behaviourism

Social cultural theory

Cognitivism

Social constructivism

Metacognitivism

Review

Understanding feedback: A learning theory perspective

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ABSTRACT

This article aims to review literature on feedback to teachers. Because research has hardly focused on feedback among teachers, the review's scope also includes feedback in classrooms. The review proposes that the effectiveness of feedback and feedback processes depend on the learning theory adhered to. Findings show that regardless of the learning theory effective feedback is goal- or task-directed, specific, and neutral. In addition, four rules of thumb were formulated that reflect what a majority of learning theories suggested as effective for learning. Finally, some feedback characteristics were considered effective from only one learning theory. The article shows that feedback processes are complicated and many variables influence and mediate the processes. Most reviewed studies did not investigate the whole feedback processes, and therefore, we suggest that future research is needed to further understand feedback.

Metacognition

- Plan

- Monitor

- Evaluate/Reflect

- Adjust
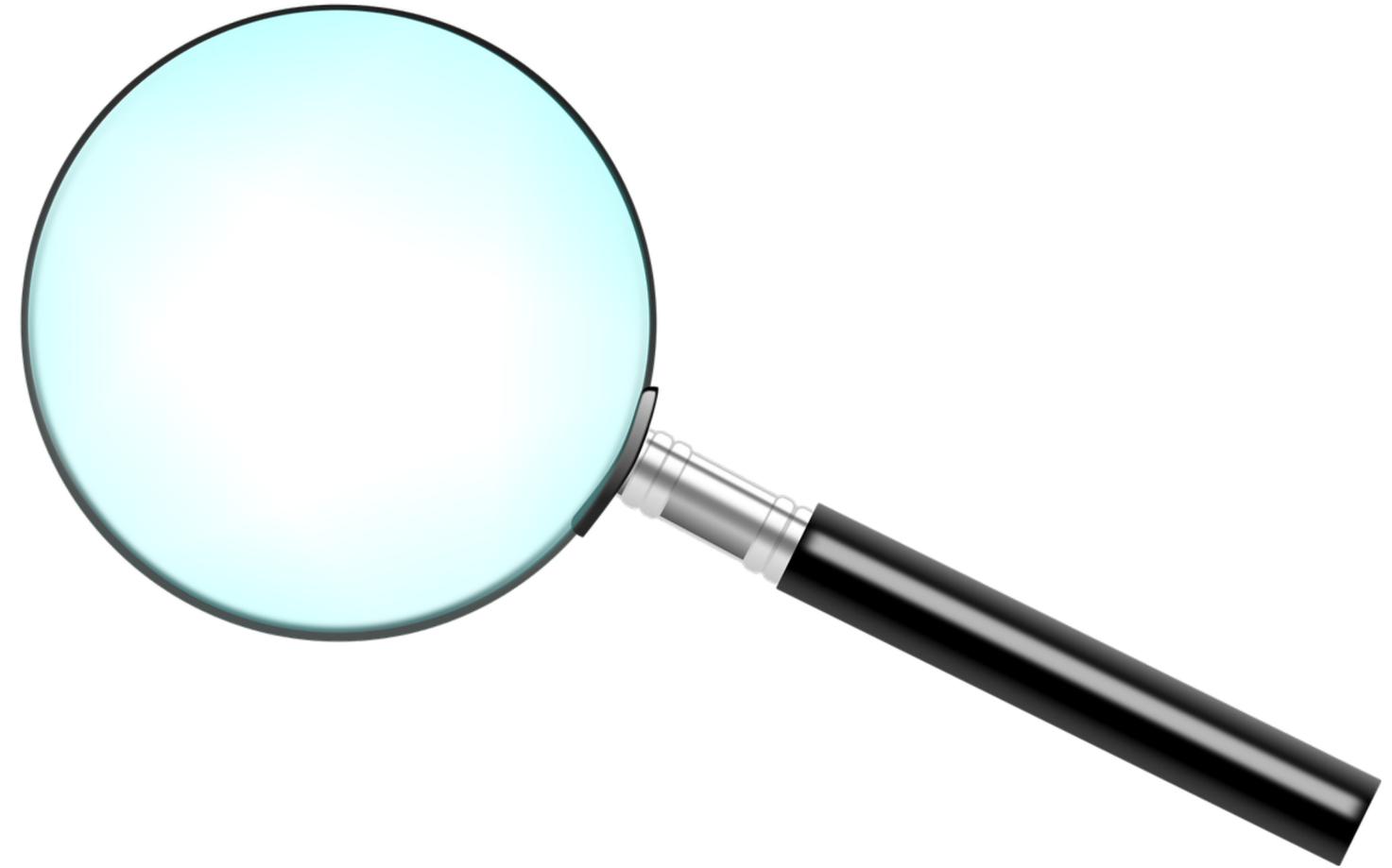
How do you judge your teaching effectiveness?
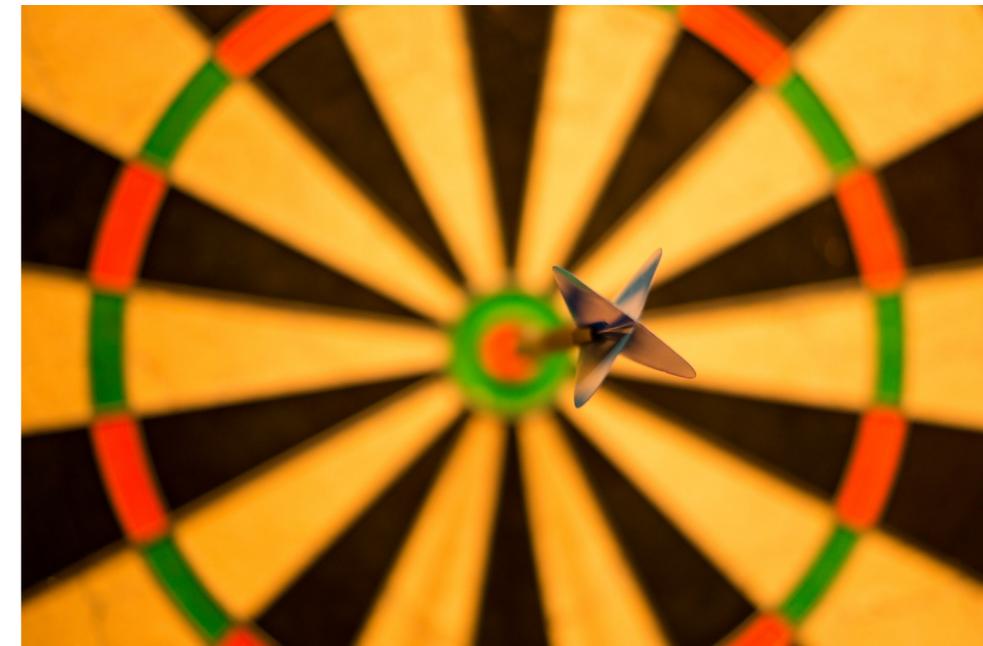
SEoT reports are <u>not</u> perfect or definitive evidence of teaching effectiveness

...but they are very useful!

SEoT reports are <u>not</u> perfect or definitive evidence of teaching effectiveness *...What are some limitations of SEoTs?*

SEoT reports are **not** perfect or definitive evidence of teaching effectiveness

Respondents are more likely to be:

- Female
- Older
- Taking a course related to their discipline (e.g., in their major)
- Academic achievement

Responses more likely:

- In smaller classes
- In term 1

Individual characteristics make it more likely a person will submit their course evaluation

student participation in the SET process. This study aimed to address this deficit through the analysis of an SET respondent pool at a large Canadian research-intensive university. The findings were largely consistent with available research (showing influence of student gender, age, specialisation area and final grade on SET completion). However, the study also identified additional influential course-specific factors such as term of study, course year level and course type as statistically significant. Collectively, such findings point to substantively significant patterns of bias in the characteristics of the respondent pool. Further research is needed to specify and quantify the impact (if any) on SET scores. We conclude, however, by recommending that such bias does not invalidate SET implementation, but instead should be embraced and reported within standard institutional practice, allowing better understanding of feedback received, and driving future efforts at recruiting student respondents.

Keywords: student evaluation of teaching; course evaluation; response rate; response bias; multilevel analysis

JANUARY 2013

SUN	MON	TUE	WED	THU	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

I suggest that the course could be improved by …

- This course is much too short for what needs to be accomplished...

- There needs to be more structure...

- The lectures and project are not very cohesive...

- The course was really boring...

- Restructuring the course immensely or CHANGE THE NAME OF THE COURSE!

- Reduce the workload...

- Improving 'direction' for the lectures - it felt very arbitrary...

- Either making it a 6 credit course, or by giving everyone an A...

- The group component of the group was not well managed...

- Clear explanations of what is expected...

Before you review your SEoT reports:

- Remember the context in which the feedback is being offered; try not to take it personally
  - The feedback in these reports is just one part of a larger narrative... *Your choices and actions based on your interpretation of the feedback is what matters most*

- Consider identifying some of the things you are "looking for" in the feedback

As you review your SEoT reports:

- Be on the lookout for particular things; scan comments looking for those elements (or "search" in document)

- Keep track of ideas: write down very specific ideas for changes you could implement to improve

- Depending on the size of your report, it may be useful to review it in several sittings

What are your thoughts about / experiences with course evaluations?

Consider:

How have your CoursEvals affected you?

What have you learned from them?

What would you like to discuss further?