GSTTS - Fall 2013
Meeting 3 - September 24, 2013
Feedback and Evaluations

1) 10 minutes: Group discussion by course taught, has motivating students worked.
   a) What have you done differently?
   b) What is working?
   c) What are you still having trouble overcoming?

2) 10 minutes (FLEX TIME): CLASS discussion: Are there any issues with class participation
   a) Ask if anyone has done anything creative
   b) Suggestions for encouraging class participation

3) 10 minutes: Hand out our evaluations

4) 10 minutes: LECTURE Summative and Formative Assessment as a form of feedback:
   a) Summative: Exams and quizzes that check student knowledge
      i) Use summative assessments to look for prevalent issues within your class.
      ii) Don't want to write on their exam? Use post-it notes. Very useful.
      iii) General comments may be something you can address in class. If you circle everyone's similar mistake and then address it in class, this can prove to be a big time-saver and helpful for the students. Individual comments could be frustrating if they are misunderstood.
   b) Formative: Use homework, quizzes, and MID SEMSTER EVALS to evaluate your teaching
      i) Has a very broad definition which can actually encompass summative assessment. Tim and I will use this to refer to things that could be affected by your teaching methods, not so much the content.
         Example: On an exam a number of people make a variety of mistakes dividing fractions -> summative take away, people are having trouble with fractions
         On an exam a number of people (not sitting near each other) make the same mistake using the quotient rule. -> formative take away, something I did may have caused this common mistake.
      ii) This type of assessment allows you to address other issues, which are inhibiting learning.
         Examples: Your board work needs improvement, you go too fast through material, you do not review previous material, you do not catch your mistakes.
      iii) A proactive idea: at the end of every class have a "quiz" about what students think was most important that day and what they are still confused about. This is also a great way to take attendance and get to know your students better.

5) Briefly discuss the importance of the evaluation. Also mention that idea forms come late and you do not get feedback for a long time
   a) How does the idea form work
   b) Why is a mid semester evaluation more useful (proactive vs reactive)
c) When you get the idea form back

6) **10 min lecture: Guidelines for Mid-Semester Evaluations:**
   a) Do it in the middle of class, so no one rushes to get it done, but everyone is there.
   b) Step out of the room
   c) Do NOT have them put their names on it.
   d) Provide copies, do NOT write questions on the board and ask for responses.
   e) Tell students why you are handing them out and that it is important to you.
   f) Mention that no one else will read them and ask for honest feedback.
   g) 5-6 questions max, open ended (NOT mc), brief instructions.
   h) Leave a space at the end for comments.
   i) Ask specific questions that may be a concern for you: loudness, board work, pace of class.
   j) Make a very brief list of things you are not in control of, or interested in for this evaluation: examples: the book, format of the course (Calc, stats, other), homework problems selected.

7) **20 minutes: By GROUPS, prepare an evaluation to administer (You will be administering them)**
   a) Write common questions on the board, then take the surveys home and compile them.

8) **10 minutes: LECTURE Wrap-up: Evaluating your evaluations:**
   a) Non-numeric assessment
   b) Make a list of criticisms, use tally marks to determine which are most common.
   c) Decide which are most important/pressing
   d) Choose one or two to focus on
   e) Tell students the results and what you will be focusing on
   f) Thank your students
   g) Address any criticisms
   h) **KEEP THE EVALUATIONS to reflect on AND keep some of the best ones for your portfolio.**

Homework for next time:
Give the mid-semester evaluation you all came up with in groups, or a variation of it. Write a brief summary (1-2 paragraphs) of the results including any problems you may need to address and things you are doing well. If you are a grader, summarize (1-2 paragraphs) a homework set or exam during the next two weeks, use the ideas of formative and summative assessment to identify positive and negative elements you see in students work.