

**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 are still 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.