

The background of the slide is a light gray gradient with several realistic water droplets of various sizes scattered across it. The droplets have highlights and shadows, giving them a three-dimensional appearance. The text is centered on the slide.

MID-TERM EVALUATIONS AND OTHER OPTIONS TO ASSESS CLASSROOM INSTRUCTION AND EFFECTIVENESS

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PURPOSE

- THIS PRESENTATION WILL DESCRIBE METHODS FACULTY CAN IMPLEMENT TO ELICIT FEEDBACK FROM THEIR STUDENTS DURING THE SEMESTER IN ORDER TO ASSESS THEIR EFFECTIVENESS AS A TEACHER AND HOW THEIR COURSE IS PROGRESSING.
- DIFFERENT METHODS/FORMATS WILL BE SHARED AND DISCUSSED WITH POSITIVES AND NEGATIVES OF EACH.
- PARTICIPANTS WILL LEAVE WITH MANY DIFFERENT IDEAS OF HOW TO ELICIT FEEDBACK FROM STUDENTS IN ORDER TO MAKE EDUCATIONAL DECISIONS AND IF CHANGES OR MODIFICATIONS NEED TO BE IMPLEMENTED.

ASSESSMENT

- 1. TEACHING IS VERY IMPORTANT, BUT ONLY PART OF THE PROCESS.**
- 2. WE NEED TO ASSESS. WHY?**
 - 1. MEASURE STUDENT PERFORMANCE**
 - 2. CHART PROGRESS**
 - 3. JUDGE WHAT STUDENTS HAVE LEARNED**
 - 4. ASSESS OBJECTIVES/STANDARDS**
 - 5. ASSIGN GRADES**
 - 6. ASSESS HOW WE ARE DOING AS INSTRUCTORS**

ASSESSMENT

TYPICALLY (TRADITIONAL)

1. STUDENT-FOCUSED
2. TEACHERS ARE EXPERTS
3. TEACHERS ARE DELIVERERS OF INFORMATION
4. TEACHERS GRADE STUDENTS WORK
5. TEACHERS ASSIGN GRADES

ASSESSMENT

TYPICALLY (TRANSACTIONAL)

1. STUDENT AND TEACHER PART OF PROCESS
2. TEACHERS AND STUDENTS ARE BOTH LEARNING, GROWING, AND DEVELOPING
3. TEACHERS ARE DELIVERERS AND RECEIVERS OF INFORMATION AS ARE STUDENTS
4. TEACHERS EVALUATE STUDENTS WORK
5. STUDENTS EARN GRADES FROM TEACHERS

ASSESSMENT

HOW IS TEACHER INVOLVED IN THIS PROCESS?

FORMATIVE VS. SUMMATIVE

- **SUMMATIVE:**
 - AT THE END OF UNITS OR SEMESTER
 - GRADES ARE FINAL
 - A REAL ASSESSMENT?
 - A GOOD MEASURE OF STUDENT LEARNING?
 - HOW DID TEACHER DO?

ASSESSMENT

HOW IS TEACHER INVOLVED IN THIS PROCESS?

FORMATIVE VS. SUMMATIVE

- **FORMATIVE:**
 - ON GOING, FREQUENT AND OFTEN
 - CAN INFORM CHANGE
 - ARE STUDENTS LEARNING WHAT THEY ARE SUPPOSED TO BE LEARNING?
 - HOW IS THE TEACHER DOING?
 - IS TEACHER EFFECTIVE AND EFFICIENT?

ASSESSMENT

FORMATIVE

- **CAN ALSO INFORM HOW TEACHER IS DOING?**
 - **CONTENT**
 - **ARE STUDENTS LEARNING IT?**
 - **DO THEY KNOW THE INSTRUCTED INFORMATION?**
 - **REPEAT IF NECESSARY?**
 - **ASSESSMENT**
 - **IS IT FAIR AND FIT WITH INSTRUCTION?**
 - **IS IT APPROPRIATE (I.E., FORMAT, LENGTH, ETC.)**
 - **IS IT A TRUE REFLECTION OF LEARNING?**

ASSESSMENT

CAN EVALUATE TEACHING:

- **TRADITIONALLY**
 - **STUDENT FEEDBACK**
 - **END OF THE YEAR COURSE RATINGS**
 - **WHAT IS DONE WITH THIS FEEDBACK?**
 - **CHAIR: I WOULD REVIEW ALL INSTRUCTOR FEEDBACK**
 - **MEET WITH INDIVIDUALS WHERE STUDENTS RATED POORLY**
 - **REVIEW CURRICULUM**
 - **REVIEW ASSIGNMENTS/ASSESSMENTS**
 - **DEVELOP A PLAN TO IMPROVE**

ASSESSMENT

OTHER WAYS TO EVALUATE TEACHING:

- **COLLEAGUE (INFORMAL)**
 - **OBSERVE AND GIVE FEEDBACK**
- **VIDEO OR TAPE RECORDER**
 - **WATCH YOURSELF OR LISTEN TO YOURSELF**
- **FORMAL EVALUATION FROM TEACHING CENTER**
 - **ELICIT STUDENT FEEDBACK, WRITE A REPORT, SHARE WITH FACULTY**
- **MID-TERM EVALUATION**
 - **INFORMAL WAY OF EVALUATING YOURSELF**

ASSESSMENT

OTHER WAYS TO EVALUATE TEACHING:

- **MID-TERM EVALUATION**
 - **ASK STUDENT TO ANSWER SOME QUESTIONS**
 - **WHAT DO YOU LIKE ABOUT MY CLASS?**
 - **WHAT DO YOU DISLIKE ABOUT MY CLASS?**
 - **WHAT SUGGESTIONS DO YOU HAVE?**
 - **HOW FAIR WAS THE EXAM?**
 - **WHAT IS ONE POSITIVE ASPECT OF MY TEACHING?**
 - **OBSERVE AND GIVE FEEDBACK**

ASSESSMENT

OTHER WAYS TO EVALUATE TEACHING:

- **MID-TERM EVALUATION**
 - **READ ALL OF THE CONTENTS**
 - **SUMMARIZE INTO CATEGORIES**
 - **CONTENT**
 - **INSTRUCTION**
 - **ACTIVITIES**
 - **ASSIGNMENTS**
 - **REPORT BACK TO STUDENTS**
 - **DISCUSS CHANGES TO BE MADE**

ASSESSMENT

MID-TERM EVALUATION

- **RESULT**

- **STUDENTS KNOW YOU CARE ABOUT YOURSELF AS A TEACHER (AND ALSO WANT TO LEARN)**
- **STUDENTS KNOW YOU VALUE AND RESPECT THEIR OPINIONS**
- **STUDENTS KNOW YOU CARE ABOUT THEM AS LEARNERS**
- **YOUR STUDENTS LEARN MORE**
- **YOU BECOME A BETTER TEACHER**

STUDENT ENGAGEMENT

- **ASSESSMENT FUELS STUDENT LEARNING**
- **WHY ARE YOU DOING WHAT YOU ARE DOING?**
- **PURPOSE OF ASSESSMENTS?**
 - **STANDARDS**
 - **CONTENT FOR STUDENTS**
 - **KNOWLEDGE**
 - **APPLICATIONS**
 - **REAL-WORLD SCENARIOS**
 - **PROJECTS**
 - **RESEARCH PAPERS**
 - **LABS**