

# **Start. Stop. Continue.**

## **Formative Midterm Student Evaluations of Teaching**

Benjamin Norris

Frostburg State University

5<sup>th</sup> Annual Regional Conference on Teaching, Learning, & Scholarship

# Feedback from Students

---

## Goals:

- Formative – Feedback from students can be used to help us improve our teaching.
- Summative - Feedback from students is often part of our faculty evaluation process.

# The Way It Works @ FSU

---

- Student evaluation surveys are distributed online at the end of the semester.
- Data from quantitative questions and free-responses are returned to instructors after grades are submitted (and sometimes after the next semester starts).

# FSU's Ten Quantitative Questions

---

1. The instructor was well prepared for class.
2. The instructor challenged students to learn.
3. The instructor demonstrated a thorough knowledge of course content.
4. The instructor clearly specified course assignments.
5. The instructor demonstrated a genuine interest in the subject matter.
6. The instructor encouraged class participation.
7. The instructor displayed an interest in students and their learning.
8. The instructor treated students with respect.
9. The instructor clearly explained the grading process.
10. The instructor was available for out of class assistance.

# End-of-Semester Student Feedback

---

## Pros

- Anonymous
- Quantitative
- Summative

## Cons

- Deferred benefit

# Midterm Student Feedback

---

## Benefits:

- Immediate and actionable
- Empowers students
- Formative – targets specific behaviors

# Research!

---

Two studies indicate positive correlations between use of midterm evaluations and increase in scores on end-of-term evaluations.

- Cohen, P. A. (1980). Effectiveness of student-rating feedback for improving college instruction: A meta-analysis of findings. *Research in Higher Education*, 13(4), 321-341.
- Murray, H. G. (2007). Low-inference teaching behaviors and college teaching effectiveness: Recent developments and controversies. In R. P. Perry & J. C. Smart (Eds.), *The scholarship of teaching and learning in higher education: An evidence-based perspective* (pp. 145-200). Dordrecht, The Netherlands: Springer.

# Things I Want to Know

---

- What part of my course are you having the most trouble with?
- What am I doing to make it easy for you to learn the material?
- What things am I doing that make it harder for you to learn the material?
- Which assignment did you get the most out of?
- What is something I could change right now to improve your learning?
- Was the textbook helpful?



# What Do You Want to Know?

---

9 February 2016

start.stop.continue.

9



*One University. A World of Experiences.*

# Survey Your Students!

---

- Paper or Scantron
- BlackBoard has a survey tool that collects anonymous feedback (other LMSs do as well).
- SEEQ (Student Evaluation of Educational Quality)
- Lots of resources for example questions.

# SALG

## (Student Assessment of Learning Gains)

---

- Customizable online feedback survey
  - Use their questions or write your own
  - Question categories can be added (but not removed)
- Survey enrollment can be open, limited to specific email addresses, or require a passcode.
- Survey can either be anonymous (but instructor knows who took it) or blind.
- <http://www.salgsite.org/student>

# Quick Focused Feedback Activities

---

- PLUS/DELTA
  
- Start. Stop. Continue.

# PLUS/DELTA

	PLUS (Continue)	DELTA (Change)
The Course	What is helping me to learn in this class?	What changes are needed in this course to improve learning?
Me	What am I doing to improve my learning in the course?	What do I need to do to improve my learning in this course?

# Start. Stop. Continue.

---

## Start

What should I start doing to improve your learning in this course?

## Stop

What am I doing that is hindering your learning that I should stop doing?

## Continue

What am I currently doing that is helpful to your learning?

# What to Do Next

---

- Share and discuss with students
- Point out conflicting feedback
- Point out actions that you can take right now
- Point out things that you cannot or will not change and explain why
- Do it again before the semester is over

# Personal Example with Start. Stop. Continue.

---

- CHEM 321 Organic Chemistry II
- Spring 2015
- 3-credit lecture course
- 37 students
- Start. Stop. Continue. administered twice:
  - February 6 (end of second week)
  - April 13 (about a month from the end)



START		STOP		CONTINUE	
6	Using problems from the book ✓	9	Nothing / no response	6	Doing what you are doing
4	Going over more examples ✓	4	Quizzing on readings	4	Going over quizzes
4	Naming the concept/section before we go over it ✓	2	Going on tangents ✓	4	Using lots of examples
3	Doing more problems in class ✓	2	Going too fast	2	Having daily quizzes
2	Reminding us of reading for next class ✓	1	Deviating from syllabus	1	Using the document camera
2	Slowing down	1	Going too slow, doing too few examples	1	Showing and explaining mechanisms
2	Nothing / No response	1	Going over quiz	1	Using total points grading system
1	Explaining the difference between mechanisms ✓	1	Giving daily quizzes	1	Having low stress approach to class
1	Stating main ideas to focus reading/studying ✓	1	Not telling us what quizzes are on ✓	1	Being helpful
1	End class with example for next quiz	1	Giving hard quizzes	1	Going at the current pace
1	Varying structures used in examples ✓	1	Having homework due before we cover materials in class ✓	1	Following the syllabus
1	Using PowerPoint			1	Being humorous
1	More multiple choice and product/reactant questions	1	Hammer time!		
1	Giving more time for quizzes		✓ = a change I can make right now!		

Start		Stop		Continue	
Plan better for class content	3	Surprises on quizzes✓	4	Going over quizzes	4
Giving more time to do examples in class✓	2	Rushing at end of class✓	2	What you are doing	4
Have more points	2	Quizzing on future material	1	Telling us where we are and where we're going	2
Make the practice final "optional"	2	Giving too much detail	1	Giving lots of points / grading this way	2
Slow down	1	Going too fast	1	Teaching well	1
Do some end-of-chapter problems	1	Apologizing✓	1	Using the document camera	1
Give us some "old" questions for final exam prep✓	1			Using papers with headings	1
				Level of communication with class	1
				Going over examples	1
✓ = something I can change right now!				Positive attitude	1

# My Outcomes

## Selected Student Response Questions for CHEM 321:

Question	Spring 2013	Spring 2014	Spring 2015
Challenged students to learn	4.64	4.63	4.97
Encouraged class participation.	3.77	3.76	4.68
Displayed interest in students and student learning.	4.02	3.83	4.91
Treated students with respect.	4.17	4.30	4.91
Overall	4.44	4.40	4.84

# Questions?

---

- See the handout for resources, references, and urls.

## References

### Strategies for and Research about Midterm Evaluations

---

- Michigan State University Office of Faculty & Organizational Development  
<http://fod.msu.edu/oir/mid-term-student-feedback>
- USING MIDTERM EVALUATIONS AND OTHER SOURCES OF STUDENT FEEDBACK ON TEACHING  
MICHELE MARINCOVICH, Tomorrow's Professor Digest #313  
<http://cgi.stanford.edu/~dept-ctl/tomprof/posting.php?ID=313>
- Duquesne University Center for Teaching Excellence  
<http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/benefits-of-early-course-evaluations>
- Carnegie Mellon University Eberly Center for Teaching Excellence & Educational Innovation  
<https://www.cmu.edu/teaching/designteach/teach/early-course-feedback.html>
- The Value of Midterm Student Feedback in Cross-Disciplinary Graduate Programs  
G. L. A. Harris and Dannelle D. Stevens in *Journal of Public Affairs Education*  
[http://www.naspaa.org/jpaemessenger/Article/VOL19-3/11\\_Harris-Stevens.pdf](http://www.naspaa.org/jpaemessenger/Article/VOL19-3/11_Harris-Stevens.pdf)

# References

## Sample Formative Questions

---

- Duquesne University Center for Teaching Excellence  
<http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/feedback-on-teaching/early-course-evaluation>
- The McGraw Center for Teaching & Learning at Princeton  
<http://www.princeton.edu/mcgraw/library/for-faculty/midcourseevals/index.xml>
- UC Berkeley Center for Teaching and Learning  
[https://teaching.berkeley.edu/sites/teaching.berkeley.edu/files/Sample midterm evals.pdf](https://teaching.berkeley.edu/sites/teaching.berkeley.edu/files/Sample%20midterm%20evals.pdf)

# References

## Specific activities

---

- PLUS/DELTA  
Iowa State University Center for Excellence in Learning & Teaching  
<http://www.celt.iastate.edu/teaching/assessment-and-evaluation/mid-term-formative-evaluation-using-a-plusdelta-assessment-technique>
- Start-Stop-Continue  
Boston University Center for Excellence & Innovation in Teaching  
<http://www.bu.edu/ceit/teaching-resources/start-stop-continue/>
- SEEQ (Student Evaluation of Educational Quality)  
**Penn State Schreyer Institute for Teaching Excellence**  
<http://www.schreyerinstitute.psu.edu/MidsemesterFeedback>
- **SALG (Student Assessment of Their Learning Gains)**  
<http://www.salgsite.org/>  
Set up your own SALG: [www.salsite.org/wizard](http://www.salsite.org/wizard)  
Access the SALG I made:
  - Go to <http://www.salgsite.org/student>
  - Fill in your email address
  - Enter the instrument number: 73139
  - Provide the instrument password: ctenorris

## **Start**

What should I start doing to improve your learning in this course?

## **Stop**

What am I doing that is hindering your learning that I should stop doing?

## **Continue**

What am I currently doing that is helpful to your learning?



	<b>PLUS (Continue)</b>	<b>DELTA (Change)</b>
<b>The Course</b>	What is helping me to learn in this class?	What changes are needed in this course to improve learning?
<b>Me</b>	What am I doing to improve my learning in the course?	What do I need to do to improve my learning in this course?