

CTE This Week
(Oct. 18 – 22, 2004)

"Continuous effort -- not strength or intelligence -- is the key to unlocking our potential."
~William Churchill

Teaching Tip of the Week "Mid Semester Evaluations"

Getting midterm student feedback is one of the best methods that faculty have for improving their instruction by discovering what students are experiencing now (rather than waiting until the end of semester SPOT evaluations). Many faculty have found that simple changes made during the semester can help to motivate students and actually enhance their learning. Students tend to appreciate the opportunity because it gives them a chance to voice their opinions on issues that are critical to them, and they know that the instructor wants to hear their thoughts.

Creating a mid semester course evaluation is easy. You can create any set of questions that you think will give you important information regarding your students' learning. Here are some examples:

1. List the major strengths in this course. (What is helping you learn in the course?). Please explain briefly or give an example for each strength.
2. List changes that could be made in the course to assist you in learning. Please explain how suggested changes could be made.

Another example can be found on the CTE Website (<http://www.cte.tcu.edu/teachingstrategies/midsemesterfeedbackform.htm>) that solicits both quantitative and qualitative data.

For more information about mid semester evaluations, contact CTE at cte@tcu.edu. Or call Catherine Wehlburg at ext. 7433.

Resources at CTE - Come by and take a look at some of the articles and books in our library. If you would like a copy of any of the articles abstracted below, contact the CTE (cte@tcu.edu). You might be interested in:

- **Using an Interactive Feedback Procedure to Improve College Teaching** by Peter A. Cohen (Dartmouth College) and Gregory Herr (RMC Research Corporation) *Recent research has shown that the usefulness of feedback from student ratings of instruction is greatly enhanced when such feedback is supplemented by some type of consultation. A study by McKeachie et al. (1980) demonstrated that instructors who received personal feedback of mid-term student ratings, along with consultation from an experienced teacher, were perceived to be more effective at the end of the term than either those instructors who received printed feedback or those who received no feedback at all. This study used 41 graduate student teaching fellows who took mid and end of term evaluations. Improvement in three of six rating dimensions of teaching was demonstrated by use of the feedback system in this controlled study.*
- **Faculty Views of Student Evaluation of College Teaching** by Fadia Nasser (Tel Aviv University and Beit Berl College, Israel) and Barbara Fresko (Beit Berl College, Israel). *The literature abounds with psychometric studies of course evaluation measures and articles debating the merits of student rating so f instruction, but little research has been focused on faculty perceptions of this procedure. In the present study, faculty perceptions are explored at a teachers' college where evaluation is carried out annually on a sample of courses. The sample includes 101 instructors who completed the research questionnaire. Faculty attitudes reflected a broad range of responses towards validity of*

student ratings, and their usefulness for improving instruction. Although overall attitudes were mildly positive, few instructors reported changing instruction as a result of student ratings. Moreover, few supported sending evaluation results directly to college administrators or publishing them for student consumption.

- **Student Perceptions on the Effectiveness of Midterm Feedback to Modify College Instruction** by Jack Friedlander (University of California, Los Angeles). *This study examined the extent to which students reported that the comments and suggestions made on a mid-quarter course evaluation (MQCE) form effected change in instruction. Students in 85 management classes were asked (a) whether their instructor administered the optional MQCE form, (b) if so, whether their instructor discussed the results of the MQCE with the class, and (c) whether the MQCE effected change in the course. Of the students, 54 percent indicated that the MQCE effected positive change in their course. A greater percentage of students who reported a meaningful and helpful discussion of the MQCE attributed change in their course to the MQCE (77%) than students who reported an inadequate discussion (50%) or no discussion of the MQCE, although such discussion was needed (13.6%)..*

Upcoming Events at CTE - Mark Your Calendars!

- **Conversations on Teaching: Leadership Curriculum Development Grants**
The TCU Leadership Center and the Center for Teaching Excellence are proud to announce the 2005 Leadership Curriculum Development Grants program to encourage research and the development of collaborative projects in course curriculum revolving around the issues of leadership, ethics, civic engagement, and community action. Through this program, we hope to identify innovative ways in which student affairs and academic affairs can actively and effectively work together to educate ethical leaders and responsible citizens for the global community. In the past year, the Leadership Center has funded 9 different projects in several different departments and schools including Psychology, History, English, Education, Nursing, Spanish, and Theater. November 1 from 12:00 - 1:00 in the Student Center 204. Register by going to <http://www.cte.tcu.edu/workshopsevents/index.htm#leadershipcurriculumdevelopment> .
- **eCollege Faculty Assessment Tutorial**
What are your initial thoughts when you think about assessing your online course? Do you see this as an opportunity to improve your course or as an unwelcome task in an already busy schedule? Hopefully, you will see this exercise as a welcome opportunity to revisit your course with the intent of building an already solid course content and structure to enhance both the online learning experience for your students and your own instructional satisfaction with your course. This Faculty Assessment Tutorial Workshop facilitates a comprehensive review of your course. It also provides hands-on access to the assessment shell and material on suggested Best Practices and How-To Instructions. November 12 from 3:00 - 5:00 pm. Register by going to <http://www.cte.tcu.edu/workshopsevents/index.htm#eCollegeFacultyAssessment> or calling Cathy Vahrenkamp at ext. 7434.
- **Faculty Enhancement Seminar - Critical Dimensions to Teaching in a Diverse Classroom** Presented by Christine A. Stanley, Ph.D., Assistant Dean of Faculties and Associate Professor of Higher Education Administration. Christine A. Stanley was appointed Assistant Dean of Faculties on September 1, 2003. She is an Associate Professor of Higher Education Administration in the College of Education and Human Development. Dr. Stanley's research interests include college teaching, faculty development, and multicultural organizational development. Dr. Stanley is primarily responsible for the design and evaluation of models, practices, and services in the area of faculty and administrator development. She holds professional memberships in AAHE, ASHE, and POD. Prior to her appointments at Texas A&M University, she was Associate Director of the Office of Faculty Development at The Ohio State University and Associate Director of the TAMU Center for Teaching Excellence. Dr. Stanley is a Past President of

the Professional and Organizational Development (POD) Network in Higher Education and the 2000-2001 recipient of the College of Education's Outstanding New Faculty Award. Dr. Stanley's academic background includes degrees in Biology, Human Physiology, and Higher Education Administration. This will be held January 11 from 10:00 - 2:00 including lunch. Register by going to <http://www.cte.tcu.edu/workshopsevents/index.htm#FacultyEnhancement> or by calling ext. 7434