

Using Student Evaluations to Improve Teaching

A PIE Coffee Hour & Teaching Workshop
November 7, 2022

Presented by Dr. Lisa Liseno, Mahdi Khadem, & Giancarlo Ortiz

Presenter Introductions



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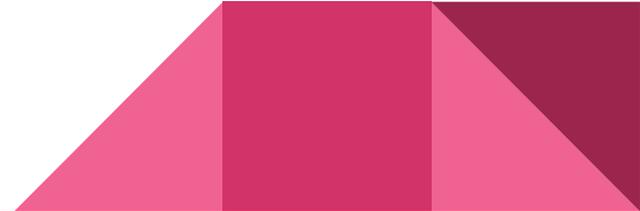
Mahdi Khadem
PhD Candidate,
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Cell and Molecular Biology
2022-23 PIE Teaching
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For our Zoom Audience

- Please mute your microphone when you are not speaking
- Be aware that other attendees can see you if your webcam is turned on
- If you are having trouble seeing our screenshare, try selecting the gallery view on Zoom
- Try not to talk over other attendees if you are making comments/asking questions; please use the hand raising function or inform us in the chat that you would like to speak
- Please silence your phone/email as other participants may be able to hear notifications



Workshop Objectives:

As a result of this workshop you will be able to:

1. use various strategies to collect student feedback
 2. identify student feedback that should be incorporated into instructional changes versus student feedback that may not be conducive to course improvement.
 3. apply student feedback in ways that will improve teaching methodologies
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Activity #1

Directions: Via Zoom breakout rooms and in-person small groups, brainstorm and discuss then enter ideas on *Padlet* for the following:

- ❖ What are various methods that could be used to collect student feedback throughout the semester?

Use this padlet link (or scan the code) to respond:
<https://padlet.com/cnkelly1/sezy49o985l2x80x>



Methods to Collect Student Feedback

➤ **Mahdi (Biology, large/STEM classes)**

- Course evaluation at the end of the semester (for all classes)
- Ask a question on the final exam.
 - A friend of yours is planning to take this class next semester. What would you tell that friend about the course? What do you know now that you wish you knew at the beginning of the semester? (Dr. Steven Marks, Cell structure and function, Sp22)
- Prepare a survey for the first day of class to evaluate student's knowledge on the topic.
- Set up a fun competition for collecting feedback (meme competition)
- Peer evaluation

BSC2010, Lab (Geoff Brown)

Peer Review Assessment 2

A portion of the participation grade for this course is based on how you work with your group-mates. Use the grid below to evaluate your group-mates' participation during the second half of the semester.

Fill in your information in the space provided to the right. In the grid below, write the names of your group-mates in the spaces provided. Write your score (0-4) of each criteria in the spaces under each of your group-mates' names.

Name: _____

Date: _____

Section: _____

TA Name: _____

Semester term and year: _____

Component	Levels and Scores			Group-mate Names			Comments
	Insufficient (0-1)	Adequate (2)	Excellent (3-4)				
In-class Participation	Sometimes unprepared or not engaged and/or hesitant to participate in class activities.	Engaged in class activities and responsive when prompted.	Highly interactive and an enthusiastic participant in all class activities.				
Independence and Responsibility	Frequently needs extra attention from TA or group to remain on task or to take responsibility.	Requires some extra instruction and/or encouragement to remain on task.	Works independently and consistently; takes full responsibility for independent activities.				
Attitude and Respect for Others	Often negative and/or resistant and/or disrespectful of TA or fellow students.	Sometimes less than positive or respectful, or somewhat resistant.	Consistently positive, open-minded, and respectful.				
TOTAL							



Methods to Collect Student Feedback

- **Giancarlo (Music, performance-based classes)**
 - **Surveys**
 - **Start of the first class with a pre-survey to have a general idea of what to plan for or adjust.**
 - **End the semester with a post-survey and consider their feedback.**
 - **Taking feedback in an instructional manner rather than personal**
 - **Focus on constructive criticism**
 - **A suggestion is only a suggestion**
 -



Methods to Collect Student Feedback

➤ Dr. Liseno (Philosophy, Humanities classes)

- **Before Collecting student feedback let students know...**
 - you take their comments seriously
 - You cannot promise to be able to make ALL suggested changes
 - It is very helpful to receive both positive and constructive feedback!
- **Exit Ticket: At end of any class, any time during semester, ask students to anonymously provide feedback about the class (in general, a particular topic's clarity, etc.)**
 - Use electronic and/or paper collection methods
- **Open Suggestion/Feedback Box: Open Qualtrics survey for student feedback at beginning of the semester and let students know they can anonymously provide feedback any time**
 - Set survey to automatically email you when a response is submitted
 - Qualtrics surveys are free at FSU. Sign in here to set up your account:

[Online Surveys \(Qualtrics\) | Information Technology Services \(fsu.edu\)](#)

Activity #2

Directions: Via Zoom breakout rooms and in-person small groups, brainstorm and discuss, *then enter ideas on Padlet* for the following:

- ❖ What are some examples of constructive student feedback, and how might it be used to improve the course?

Use this Padlet link (or scan the code) to respond:
<https://padlet.com/cnkelly1/kd0nyjc6lyu2ohxl>



Examples/Types of Student Feedback & If and How to Apply It

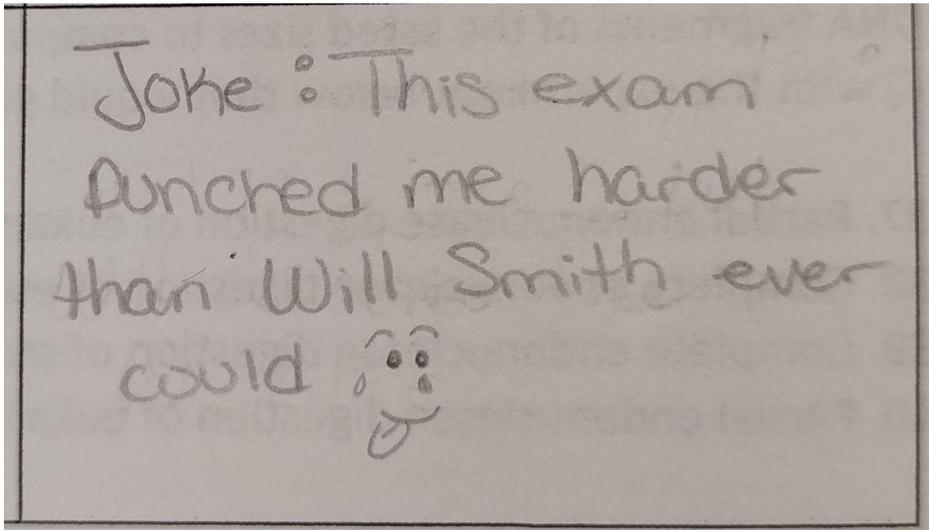
➤ Mahdi (Biology, large/STEM classes)

- Mahdi's **continuous interest** in the material made the labs more interesting and fun.
- While I believe the Biology Lab course is useless in itself, I think Mahdi tried his absolute best to make the best of the class. It was very easy to tell that Mahdi was intelligent and **willing to help whenever asked**. He reassured us when we were doing well, and showed us that he really cared about his students.

- why grade so strictly? You take it to **another level and exaggerate things more than they need to be**. I was so scared on the worksheets and quizzes because of your grading, you were always way too specific which I think is unfair.
- Maybe the use of some more videos for abstract concepts and in-person labs if possible over labster would help.
- He could have been a little bit more patient when we did not understand or tried to explain in simpler terms.

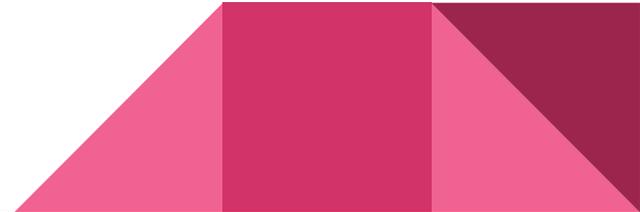
Examples/Types of Student Feedback & If and How to Apply It

➤ Mahdi (Biology, large/STEM classes)



Examples/Types of Student Feedback & If and How to Apply It

- **Giancarlo (Music, performance-based classes)**
 - **“This class moved too fast for me when we talked about phrasing”**
 - **Making a video breaking down the lesson. Simple is better.**
 - **“The way you explained that was confusing. It’s easier for me to think about it this way”**
 - **Consider the suggestion and try it their way.**



Examples/Types of Student Feedback & If and How to Apply It

➤ Dr. Liseno (Philosophy, Humanities classes)

- **Positive:** “I liked that she gave good examples to explain the topics, it helped to better understand”
- **Constructive:** “The pop-quizzes on the reading were too difficult. I couldn’t answer the questions even after I read.”

What about this feedback?

- “She always had a positive attitude, and seemed to really enjoy teaching us and cared.”
 - “My favorite part of this class was every day when it ended.”
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Ideas for Providing Student Feedback

➤ Characteristics of Effective Feedback

- **Targeted and Concise:** Too much feedback can be overwhelming.
- **Focused:** To help prioritize the main areas you identify, align your feedback with the goals of the assignment.
- **Action-Oriented:** Offer feedback that guides students through the revision process.
- **Timely:** Feedback is most useful when there is time to implement and learn from it.



Questions?

Connect With Us!

Find out more about all of PIE's resources @ pie.fsu.edu



PIE Newsletter @ pie.fsu.edu/newsletter



PIE's Facebook page @ facebook.com/fsupie



PIE's Twitter @FSU_PIE



Email pie-info@fsu.edu to ask a teaching question for our pie Q&A Hotline or nominate a TA for our Spotlight of the month

PIE TA Community Canvas Site, “Open House” Hours

The [PIE Program](#) has launched a [Canvas organizational site](#) that serves to provide teaching assistants (TAs) and instructional staff from across campus the opportunity to find peer community and support. Resources include virtual peer “Open House” hours where visitors can connect via Zoom to [PIE Teaching Associate TAs from a variety of different disciplines](#) to discuss challenges, brainstorm ideas, share tips, and receive referrals to additional resources to assist in the online teaching transition. Video tutorials, discipline specific teaching tips, and links to a variety of resources available at FSU and beyond, are also located on this site. Anyone can self-enroll in this Canvas site via this URL: <https://canvas.fsu.edu/enroll/JB4D8K>

Peer Teaching Observations

The PIE Program is now offering Peer Teaching Observations. If you would like constructive feedback from other teaching assistants on methods to use in the classroom, please reach out to us. Peer observations are a fantastic way to:

- Receive constructive feedback from experienced TAs
- Discuss your teaching strengths and areas for improvement in a low-stakes setting
- Add professional development experience to your CV

[PIE Peer-to-Peer Teaching Observation Request](#)

