



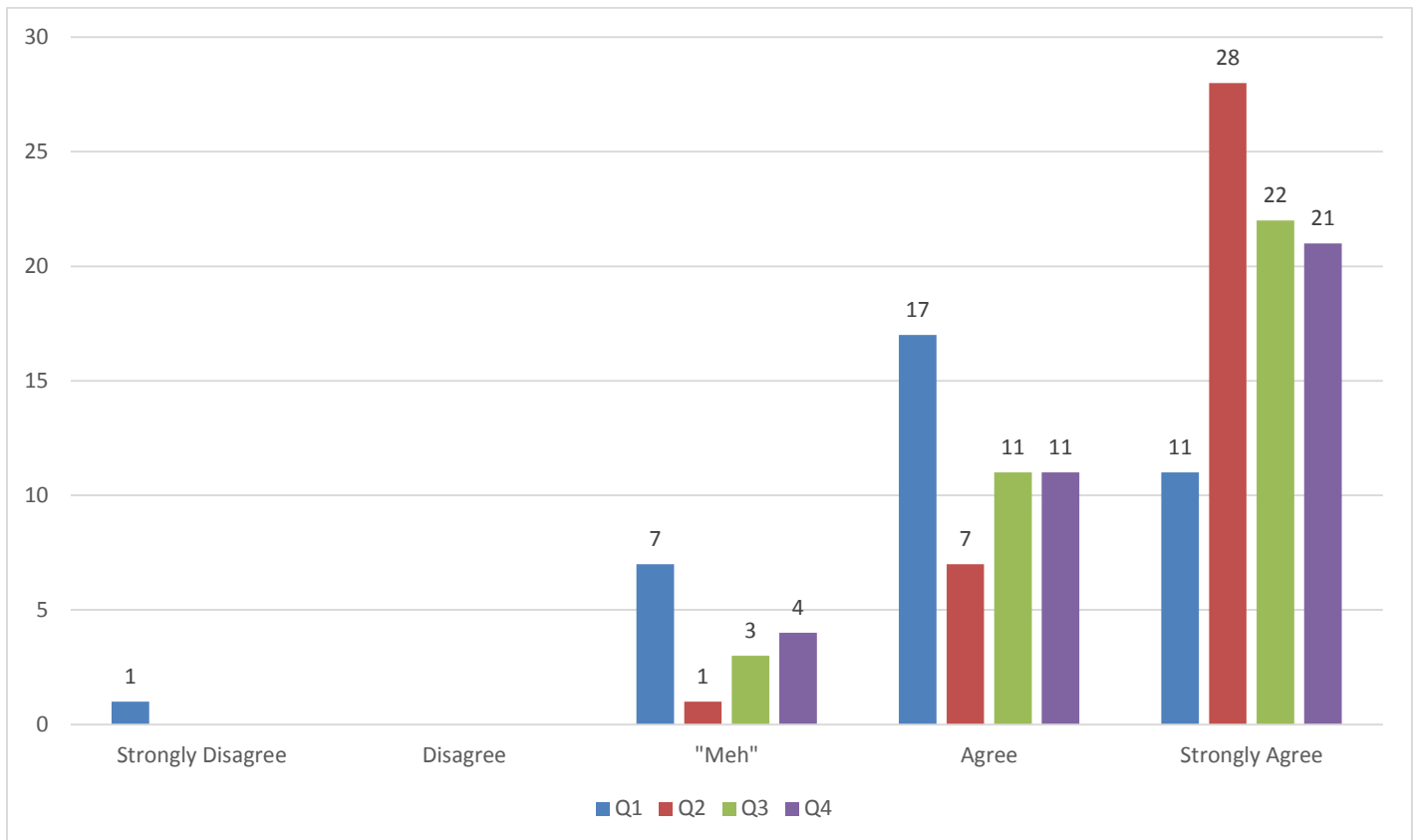
41st Annual POD Network Conference – Louisville, KY – November 11, 2016

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“Transforming Course Evaluations to Reshape Cultures of Learning & Teaching”
 Participant Evaluation Results

Attendance: 58

Respondents: 36

1. I participated actively and engaged with other participants.
2. The session was structured effectively in alignment with the description and goals.
3. The facilitators used effective and engaging methods.
4. Over all, I drew useful learning outcomes from this session.



5. What are some of the key things you will take away from this session?

- A better process for student evaluations.
- A little too focused on pathologies—some places have great instruments, get good response rates, and use the data wisely.
- An evaluative trinity Δ .
- Careful inter-threading of student, faculty, and administrators. I also appreciate Amherst’s thoughtful approach.
- Changing the language on formative assessments to position students as learners as opposed to consumers.
- Educating students on how to provide feedback.
- Evaluations, when designed right, can be metacognitive exercises for students.
- Formulate evaluation questions more carefully. Not just changing but “transforming” the way we think about how to get and use evaluations as an entire institution.
- Great work is being done. I don’t know how it will impact me—yet.
- I appreciate the 3 level approach to a very complex issue.
- I rated the session all fives, as instructed!
- Ideas for changes to course evaluations to share with my institution.
- Ideas for developing better questions. Clarifying who can evaluate what aspects of teaching appropriately and effectively.

- Implicit bias training for evaluators.
- Importance of helping students learn how to give feedback. The structure of the presentation seemed like a great model. Descending effectiveness of successive reminders.
- Interplay btw students/faculty/administration as crucial to the success of evaluation endeavor.
- Learning circles. Hiring consultants for our campus to change our eval system.
- Metacognition (thinking about thinking) and giving constructive, non-biased feedback are such useful life skills that it's exciting to think that they could be taught through course evaluations.
- My focus was on changing student evaluations.
- Prepare students to do evaluation more effectively.
- Some better questions to include in student evals (I'd love to see them!)
- Student "reactions." Different people can evaluate different aspects of teaching—be strategic.
- Systematic approach—3 transformations advice at all 3 levels.
- The deconstruction model separating teaching behaviors from course design.
- The idea of transformations in thinking about course evaluations—education for all three stakeholders could be useful.
- The transformation, the role change for teachers, students, & administrators.
- Thinking about how to take Amherst ideas (semester-long conversations, help students learn about bias, & same for administrators & departments). Having students think about selves & own learning as well as better organization of narrative comments. Tighter window for evals (our evidence shows the opposite so I want to spend time w/that). We have almost no administrators observe teaching . . . so that's something, too.
- Transformations & goals. Model from Amherst relevant to my context.
- Useful framework for thinking about the goals of student ratings.
- We need to revise our institutional end-of-courses student survey.

6. What feedback do you have for the facilitators on how this session could be improved?

- Amplification (voice) for facilitators and audience (my ears are out of warranty).
- Asking tables after presenting didn't project the conversation.
- Check out that Teaching Excellence Framework (T.E.F.). Yowza!
- Excellent session.
- For me, the focus on admins was least engaging, but it was a) last, and b) the least applicable to my work, so . . .
- I agree with the comments we don't want to sell out students short. We as instructors should teach metacognitive skills. 1980s movie references are not inclusive of those born in the 80s! Makes us feel signed out as too young for this conversation.
- I think the session ended with a bit of a rejection of student perspectives which felt, to me, too sweeping.
- I would have liked to time to process more w/my table (good mix of experienced & new) but completely appreciated the chance to hear what you all did—such useful ideas & v. practical.
- I would love to see some sample questions from your revised (and old!) course eval. forms.
- I'm still a little @ a loss as to moving forward from an administrative standpoints. I can imagine the student/faculty thing better.
- Make this a 4-hour workshop next time.
- More concrete examples of "good" course evaluation questions.
- More hari!
- More time for discussion; maybe look at case studies and address good ways for faculty to use data from evals.
- More time for initial table discussion, microphones.
- More time to talk in groups w/clearer questions—but appreciated info that was presented.
- None—thank you!
- Please share the powerpoints made & transcribed.
- Structured well! We didn't sustain our interaction after first activity.
- The by-table exercises were interesting but difficult to bring up to speed.
- The thought questions weren't overly clear, then you asked some different questions during the plenary.
- There was not enough time for table/group discussions in the beginning. The prompts were also not perfectly clear to us.
- What specific Qs were asked in the evaluation system at Amherst? Can they be shared, please?
- Your workshop was excellently timed. I suggest leaving more time in the beginning for that first group discussion.