

Engaging Faculty and Students in Talking about Teaching and Learning (Informed by Assessment Data)

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Assessment Data

- **Knowledge Survey**
- Classroom Assessment (minute paper)
- Mid-Term Review
- Student Management Team
- SGID & Peer Review

Knowledge Survey

- Example from MOT 8221, Management of Technology (MS) Project and Knowledge Management
- What would you like to know about the students in your courses?

Participant Information

MOT 8221, Project and Knowledge Management, Spring 2007

Name _____

Current Title and Job Description: (Please append a recent resume)

Work Experience (describe briefly): (use additional space if necessary).

Previous Coursework/Experience in Project Management, Knowledge Management, Leadership, Engineering Systems, Industrial Engineering/Operations Research (IE/OR), Management Science, and Quality Management (Six Sigma/TQM):

For the following areas, please rank your level of understanding according to the following scale:

- 1 = Little or no coursework/self study/experience in this area.
- 2 = (Between 1 & 3).
- 3 = Moderate coursework/self study/experience in this area
- 4 = (Between 3 & 5).
- 5 = A great deal of coursework/self study/experience in this area.

Project Management	1	2	3	4	5
PMI-PMBOK	1	2	3	4	5
Knowledge Management	1	2	3	4	5
Leadership	1	2	3	4	5
Engineering Systems	1	2	3	4	5
IE/OR	1	2	3	4	5
Modeling/Simulation	1	2	3	4	5
Complex Adaptive Systems	1	2	3	4	5
Mgmt Science	1	2	3	4	5
Six Sigma/ TQM	1	2	3	4	5

Computing Experience:

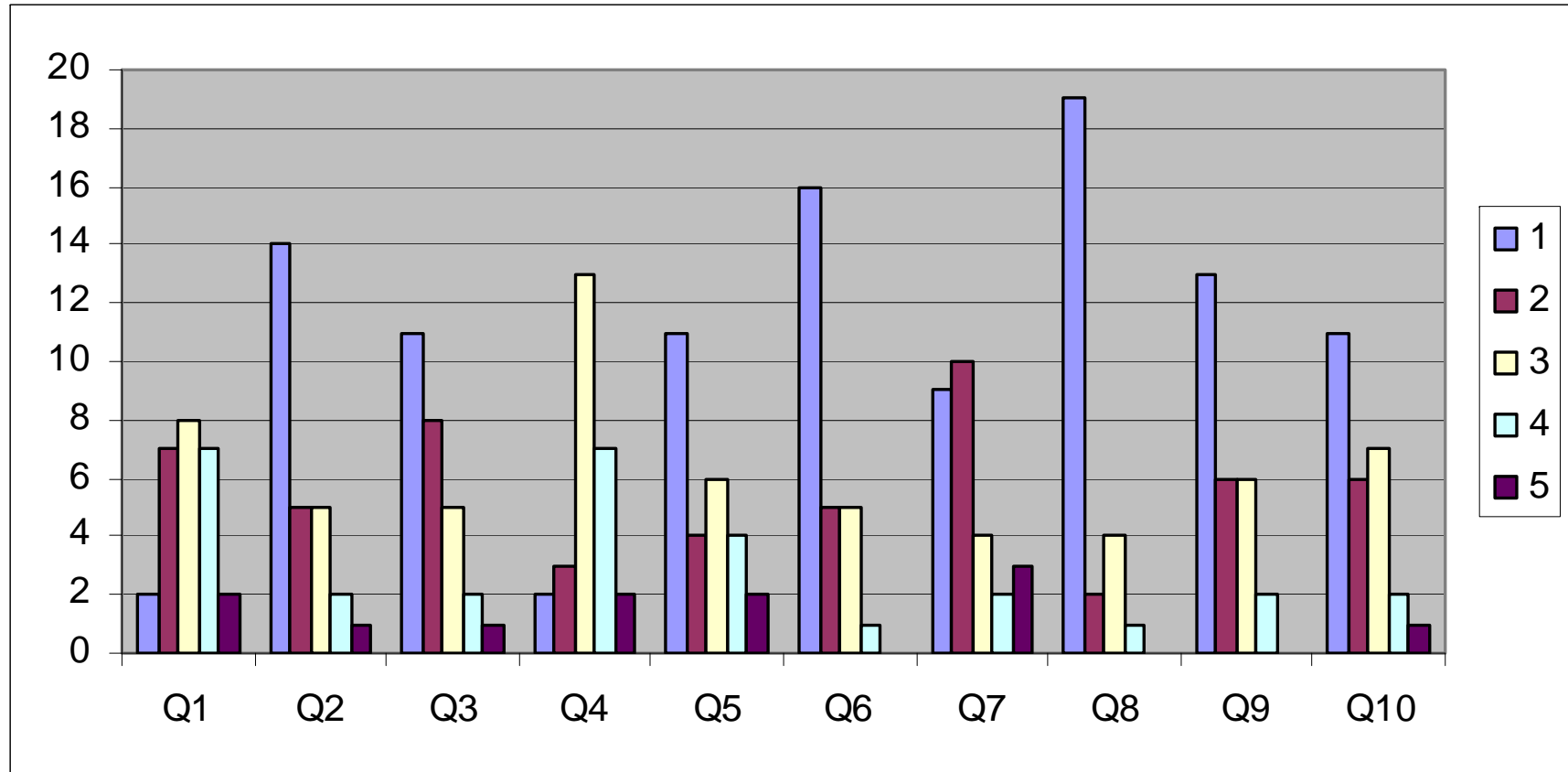
For each of the following, rate your proficiency and list any computer software:

- 1 = Never have used it.
- 2 = Know a little about it.
- 3 = Have used it some.
- 4 = Am very comfortable using it.

	Rating				Specific Packages
Spreadsheet	1	2	3	4	
Project Management	1	2	3	4	
Statistical	1	2	3	4	
Modeling/simulation	1	2	3	4	
Data base	1	2	3	4	
Programming language	1	2	3	4	
Knowledge Map/Expert System	1	2	3	4	

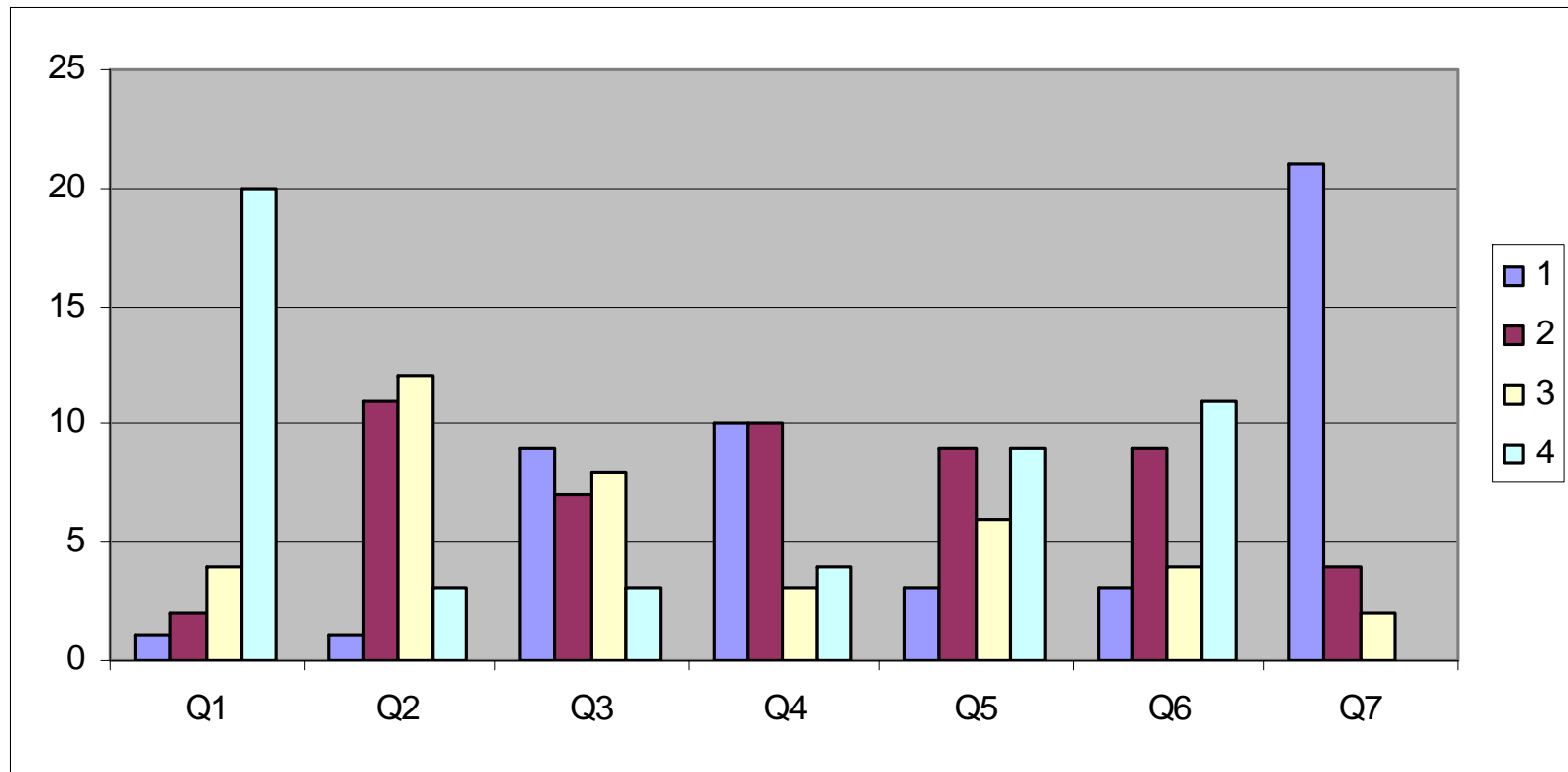
Expectations from the course (use additional space if necessary):

MOT 8221 – Spring 2007 – 27/30



PM	Q1	IE/OR	Q6
PMI-PMBOK	Q2	Mod/Sim	Q7
KM	Q3	CAS	Q8
Leadership	Q4	MgmtSci	Q9
EngSys	Q5	6 Sigma	Q10

MOT 8221 – Spring 2007 – 27/30



Spread	Q1	DB	Q5
PM	Q2	Prog	Q6
Stat	Q3	KM/ES	Q7
Mod/Sim	Q4		

Knowledge Survey

What would you like to know about the background knowledge of students in your courses?

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Minute Paper

- What was the most useful or meaningful thing you learned during this session?
- What question(s) remain uppermost in your mind as we end this session?
- What was the “muddiest” point in this session?
- Give an example or application
- Explain in your own words . . .

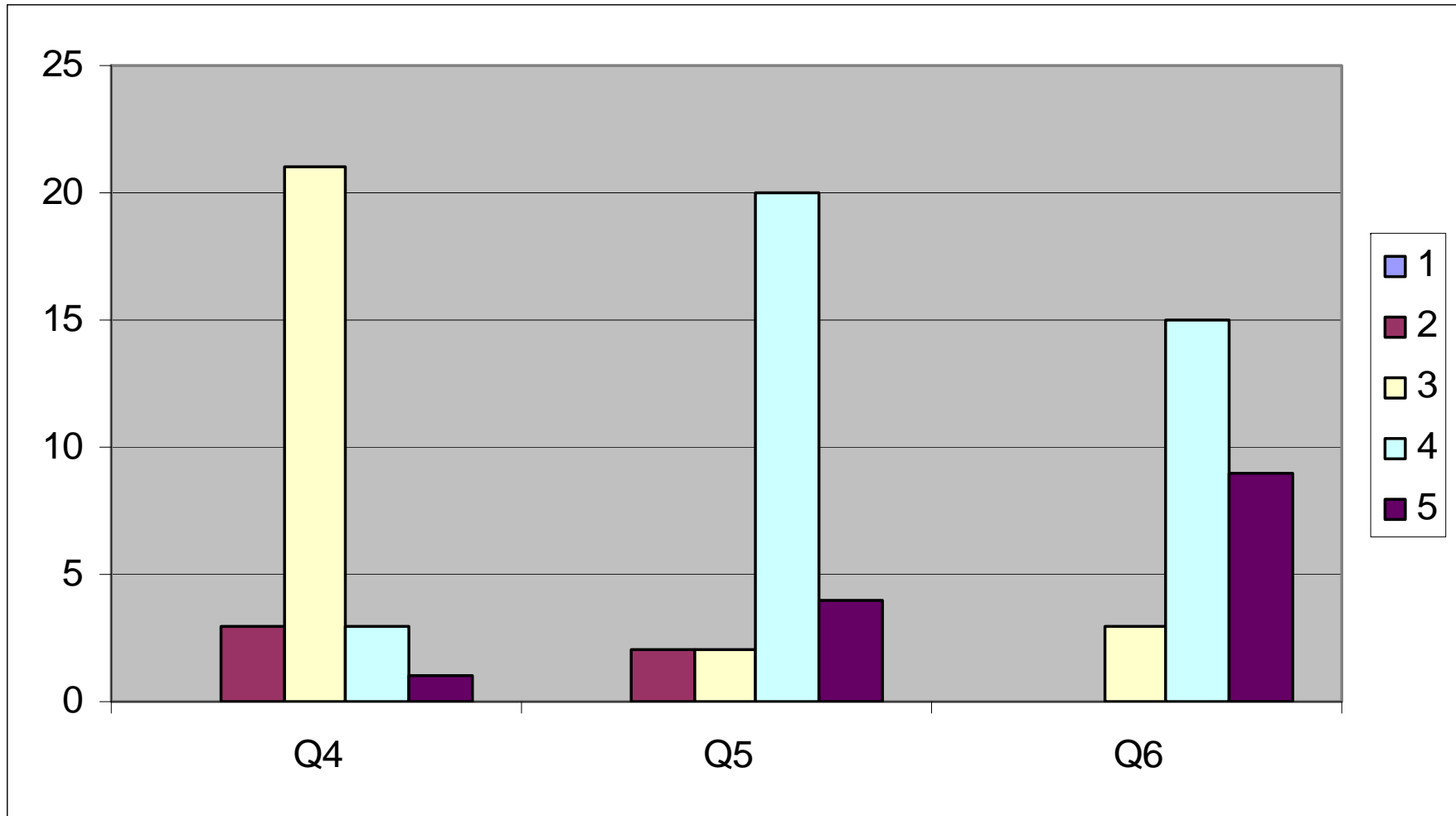
Angelo, T.A. & Cross, K.P. 1993. Classroom assessment techniques: A handbook for college teachers. San Francisco: Jossey Bass.

Session Summary (Minute Paper)

Reflect on the session:

1. Most interesting, valuable, useful thing you learned.
2. Things that helped you learn.
3. Comments, suggestions, etc
4. Pace: Too slow 1 5 Too fast
5. Relevance: Little 1 . . . 5 Lots
6. Instructional Format: Ugh 1 . . . 5 Ah

MOT 8221 – Spring 2008 – Session 1



Q4 – Pace: Too slow 1 5 Too fast (3.1)

Q5 – Relevance: Little 1 . . . 5 Lots (3.9)

Q6 – Format: Ugh 1 . . . 5 Ah (4.2)

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Mid-Term Review

Address <https://eval.umn.edu/showTemplates.pl?templateid=1060>



University Course Evaluations

Sample Form

Student Evaluation of Teaching (SET) - Early Semester Form B

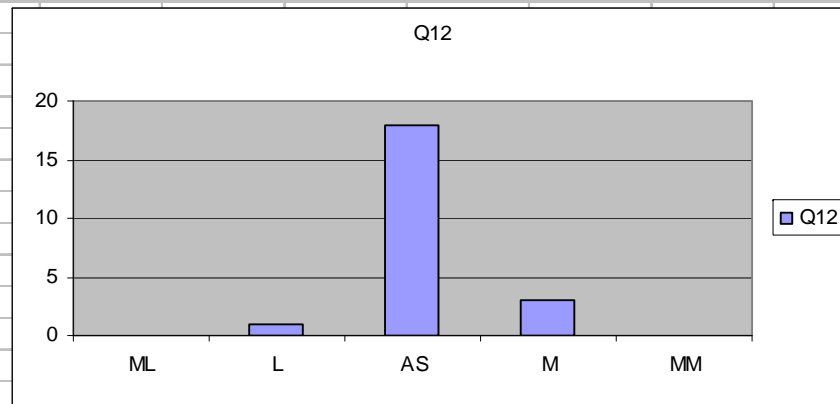
The purpose of this survey is to provide the instructor with information that may help to improve this class. The results will be reported only to the instructor: they will not be used in tenure, promotion, and salary decisions. Your thoughtful written comments are especially requested.

Unsatisfactory	Marginal	Fairly Good	Very Good	Excellent	
↓	↓	↓	↓	↓	
(1)	(2)	(3)	(4)	(5)	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Your understanding of what is expected of you in this course.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's clarity in presenting or discussing course material.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's use of examples or illustrations.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's encouragement of students to think about course material.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's ability to speak clearly and audibly.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's success in getting you interested or involved.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's availability to answer questions or provide help.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	The instructor's respect and concern for students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Your comfort in asking questions or expressing an opinion in class.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Helpfulness of feedback on assignments or class work.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Degree to which evaluation procedures (e.g. exams, quizzes) measure your knowledge and understanding.

Much less	Less	About the same	More	Much more	
↓	↓	↓	↓	↓	
(1)	(2)	(3)	(4)	(5)	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	How much does the amount of work required in this class compare with that in similar classes you have taken?

<http://eval.umn.edu>

	Workload	
	Q12	%
ML	0	
L	1	4
AS	18	72
M	3	12
MM	0	0
NR	3	12
	25	



		1	2	3	4	5	Avg
		U	M	FG	VG	E	
Expect	Q1	0	0	1	15	9	4.3
Speak	Q5	0	0	1	6	18	4.7
Interest	Q6	0	0	2	11	12	4.4
Availability	Q7	0	0	1	11	13	4.5
Feedback	Q10	0	0	6	9	10	4.2
Eval	Q11	0	0	4	12	8	4.2

Q1 Your understanding of what is expected of you in this course

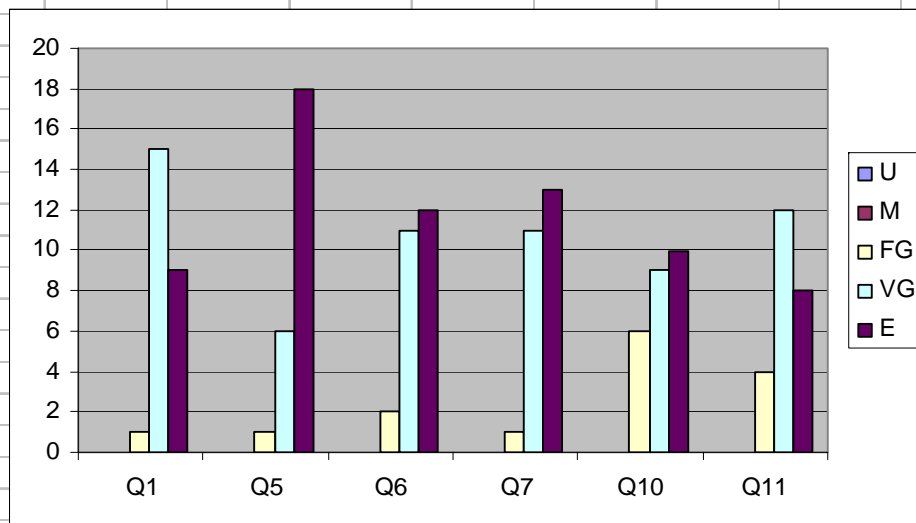
Q5 The instructor's ability to speak clearly and audibly

Q6 The instructor's success in getting you interested or involved

Q7 The instructor's availability to answer questions or provide help

Q10 Helpfulness of feedback on assignments or class work

Q11 Degree to which evaluation procedures (e.g., exams, quizzes) measure your knowledge and understanding



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- Peer Review

Student Management Team

A student management team will be used in this course to operationalize Total Quality Management principles. The attributes of student management teams are described below, and the operation of the team is based on shared responsibility:

Students, in conjunction with their instructor, are responsible for the success of any course. As student managers, your special responsibility is to monitor this course through your own experience, to receive comments from other students, to work as a team with your instructor on a regular basis, and to make recommendations to the instructor about how this course can be improved. (Nuhfer, 1990-1995).

Attributes of Student Management Teams

- 3 - 4 students plus teaching team.
- Students have a managerial role and assume responsibility for the success of the class.
- Students meet weekly; professor attends every other week. Meetings generally last about one hour.
- Meet away from classroom and professor's office.
- Maintain log or journal of suggestions, actions and progress.
- May focus on the professor or on the content.
- Utilize group dynamics approach of TQM.

Chapter 8: Student
Management Teams: The
Heretic's Path to Teaching
Success by Edward B.
Nuhfer

Wm. Campbell & Karl
Smith. *New Paradigms for
College Teaching*.
Interaction Books, 1997.

*New Paradigms
For College
Teaching*

edited by

*Wm. E. Campbell
& Karl A. Smith*

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Students as Co-Designers

- Graduate TAs participating as members of the teaching team
- Undergraduate TAs (near peers) as members of the teaching team

WebCT Peer Review & Feedback

- Students work in Base Groups
- WebCT provides private message areas for each group
- Opportunity to use the Model-Practice Feedback Loop
- Feedback to whole group rather than individuals
 - More information
 - More models and feedback to help students



Model-Practice-Feedback Loop

- Cooper and Robinson [18] surveyed the literature in higher education and found that **“...the model-practice-feedback loop is among the most powerful instructional strategies available to teachers at all levels.”**
 - teacher modeling
 - student practice with multiple opportunities
 - descriptive feedback on the quality of their performance



Successes & Challenges

- Incorporating formal cooperative groups with the peer review process offered the students:
 - access to more examples of writing
 - access to comments on both their own papers and those of their group members
- Students need more explicit connections between the writing for class and the writing they will be doing in the workplace.
 - Summer 2004 we incorporated an interview assignment to help students make this connection



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Services

- [Ask a Quick Teaching Question](#)
- [Assessment of Learning \(SGIDs\)](#)
- [Teaching Consultations](#)
- [Thank A Teacher](#)

Workshops

- [Teaching Enrichment Series](#)
- [Online Workshops](#)
- [Customized Workshops](#)

Programs

For Graduate Students

- [Preparing Future Faculty](#)
- [International TA Program](#)

For Faculty

- [Early Career Teaching Program](#)
- [Mid-Career Teaching Program](#)
- [Senior Teaching Fellows Program](#)
- [Making Meaning of a Life in Teaching](#)
- [Multi-Cultural Teaching Program](#)
- [Bush Internationalizing the Curriculum](#)
- [Bush Innovative Teaching w / Tech.](#)

Resources

- [Connect with A Colleague](#)
- [Critical Thinking Source](#)
- [Diversity Toolkit](#)
- [English Proficiency Exam \(SPEAK\)](#)
- [Faculty & TA Handbook](#)
- [Journals & Resources](#)
- [Non-Native Eng. Speaker Resources](#)
- [Peer Review Resources](#)
- [Syllabus Tutorial](#)
- [TA & TA Supervisor Resources](#)
- [Teaching Guides](#)

Newsletters & Essays

- [The Teaching Professor](#)
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SGID: Small Group Instructional Diagnosis

A consensus approach to student feedback

What is an SGID?

Small Group Instructional Diagnosis, SGID, is a technique that uses guided discussion and consensus to generate clear, prioritized, and confidential student feedback on classroom instruction or curriculum. When you request an SGID, a consultant from the Center for Teaching and Learning Services guides your students through a two-step consensus-generating process.

First, students work in small groups to agree upon answers to the questions:

"What are the strengths of this course that help you learn?"
"What changes would improve your learning?"
How should these changes be implemented?"

Next, as groups share their ideas with the class, the consultant clarifies and facilitates group discussion on each point before conducting a class-wide vote to determine extent of agreement. When changes are suggested, the consultant probes for specifics on how the changes could best be implemented.

Why request an SGID?

For course improvement, request an SGID in the third or fourth week of the semester

By finding out early in the semester what helps students

"The SGID helps me identify issues and concerns which are common to the entire class without having to run statistics on the feedback I get from individual students or worrying that I might be being unduly influenced by a vocal minority."

"Students have commented to me that they thought the process was useful because it enabled them to voice their concerns and also to hear other students' reactions to the class."

"The consensus

CTLS

Center for Teaching and Learning Services

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PEER REVIEW OF TEACHING

- [Peer Observation Guidelines and Recommendations](#)
- [Links to Peer Review Resources](#)
- [Classroom Observation Instruments](#)

Introduction

Peer review of teaching is a form of evaluation designed to provide feedback to instructors about teaching and learning in their courses. Peer review may be used either as a way to help instructors improve teaching and learning in their courses, known as a **formative review**, or it may be part of a formal reward system used in tenure and pay decisions, known as a **summative review**.

In general, peer review is a collaborative process in which the instructor under review works closely with a colleague or group of colleagues to discuss his or her teaching. The format of a peer review will vary depending on its purpose. In some cases, colleagues may evaluate and discuss teaching materials and curricula; in other cases, they may visit a class session to observe the teacher in action.

The peer review process yields important information that can be combined with other sources to provide a comprehensive view of an individual's teaching. Other materials that can be used in consort with peer review are student evaluations, administrator assessment, feedback on student work, or self-assessment documentation such as a teaching portfolio.

The University of Minnesota has adopted a formal policy on peer review. To read the senate policy, visit [Protocols for Student Evaluation and Peer Review of Faculty Teaching Contributions](#).

The Purpose of This Site

This Web site is intended to:

- help departments establish and implement a peer review process;
- help departments improve their current peer review process;
- prepare individuals to participate in the peer review process by helping them document their teaching, gather appropriate materials, etc.
- prepare individuals to carry out a peer review of their colleagues;
- provide examples of peer review systems currently in use at the University of Minnesota (forthcoming).

CTLS Can Help

The Center for Teaching and Learning Services is committed to improving the quality of teaching at the University of Minnesota. Staff members are available to assist individuals, departments, or programs in developing and implementing a peer review process. The Center offers consultation services, specialized workshops, forms for peer observation and review, and a variety of online resources. For more information, or to speak with a consultant, contact the Center at (612) 625-3041.

The biggest and most long-lasting reforms of undergraduate education will come when individual faculty or small groups of instructors adopt the view of themselves as reformers within their immediate sphere of influence, the classes they teach every day.

K. Patricia Cross ²⁶