USING STUDENT OBSERVERS TO ENHANCE TEACHING EFFECTIVENESS AND EVALUATION

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Objective for Today

By the end of this session, you will be able to:

- Identify structure of the Student Observer Program.

2

Am I an Effective Teacher?

3

How do you know that you are an effective teacher?

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Sources for Assessment of Teaching

- 1-Self-reflection
- 2-Student feedback
- 3-Peer feedback
- 4- Teaching portfolio
- ?

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Sources?

A-Classroom informal assessment (CATs) (ongoing)

B-Mid-semester feedback (half-way)

C-End-of semester evaluation (at the end)

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Classroom Assessment Techniques (CATs)

- Think, pair, share
- One minute paper
- The muddiest point
- Concept maps
- Polling
- Focused listing
- Background knowledge probe

- Directed paraphrasing
- One sentence summary
- Categorizing Grid
- Questions and answer pairs /shuffled questions
- Approximate analogy
- Empty Outline
- Quote - 1
- Draw for understanding

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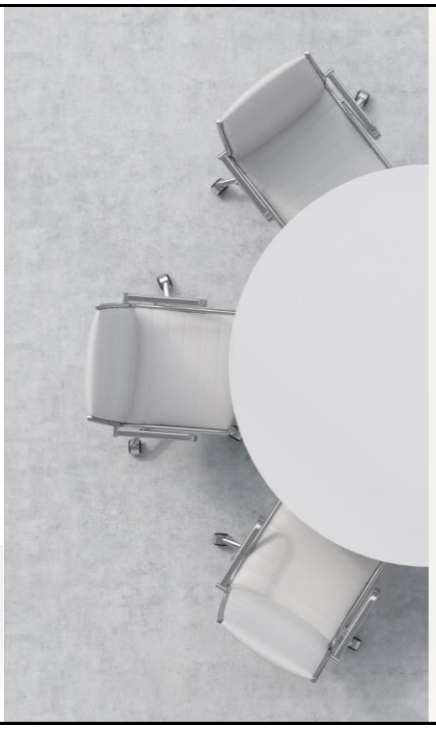
B-Mid-Semester Feedback

Online-In class



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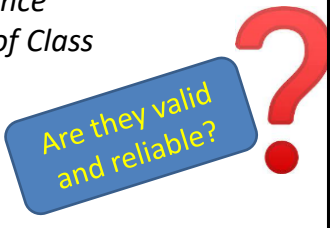
C-End of Semester Evaluation

(The Major/ONLY Source)

- *Description of Course Objectives and Assignments*
- *Communication of Ideas and Information*
- *Expression of Expectations for Performance*
- *Availability to Assist Students In or Out of Class*
- *Respect and Concern for Students*
- *Stimulation of Interest in the Course*
- *Facilitation of Learning*
- *Overall Rating of the Instructor*



- Please provide any additional comments with respect to
  - "*Instructor Name*."
  - "*Course Title*."

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"Until feasible, reliable and fair methods for evaluating teaching and learning are established, more caution should be taken in the use of SETs in hiring, tenure, and promotion decisions and alternative assessments of teaching should be further utilized."

Kreitzer and Sweet-Cushman (2021)

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Alternative/complementary

Students As Observers

NSF : Breaking Boundaries-An Organized Revolution for the Professional Formation of Electrical Engineers

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Students As Observers

- Both graduate and undergraduate students who have received training in teaching observation skills
- They attend classes to observe teaching practices and provide feedback on both the strengths and areas for improvement in the instructors' teaching.

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Steps

1-Recruitment of observed faculty

2 Recruitment student observers
(pre-survey)

3-Training of student observers -
week 4-5

4-Observation and evaluation
(signup- Google-email prof. before)

5-Submitting reports (post-survey)

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Training

enrolled in a learning module in canvas

a poll (2 dates)

a one-hour session + mock obs. + sign up-

MS Teams

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Example: Completed Observation Form

Observation Item	Comments
There are clear objectives of the class	The professor implemented a structured agenda, beginning with a discussion of the assignment problem, followed by introducing a new concept, and concluding with a quiz.
Mix of lecture/activities is appropriate for this class	Professor provided an explanation of the concept, as well as demonstrated it in the software, and then administered a quiz on the topic to assess the student's comprehension.
Content is explained at a level appropriate for this audience	The professor made the content clear by conducting a practical demonstration using software, thereby enhancing their understanding.
Topics are sequenced logically	Professor has methodically arranged the topics in a logical sequence.
The right amount of content is delivered for the class period	Yes, the class period effectively covers an optimal amount of content.
The pace of the class is appropriate	Class maintains a suitable rhythm for the content being taught.
Instructor assesses student learning during class	Professor monitors student comprehension during the class.
Instructor speaks loudly and clearly enough	Professor effectively communicates with a clear and loud voice.
Instructor projects enthusiasm and interest	Professor consistently maintained a high level of energy throughout the class, actively engaging with the students.
Instructor engages students' active thought processes beyond content explanation, such as challenging them to make predictions	Professor prompts students to simulate the discussed solution by selecting different values and observing the outcomes.
Students practice the material and apply it during class time	Students had tried to implement the simulation simultaneously with the professor.
Students interact with each other	students had actively engaged in interactions with the professor and the peers.
Students respond to the instructor (e.g., verbally, clickers, etc.)	Students responded and asked questions while explaining the concept. The professor addresses their doubts and proceeds with the concept.
Students are on-task	Yes, students are either simulating the model or taking notes during the class
Students take notes, if appropriate for this class	Students were taking notes while the professor was explaining.

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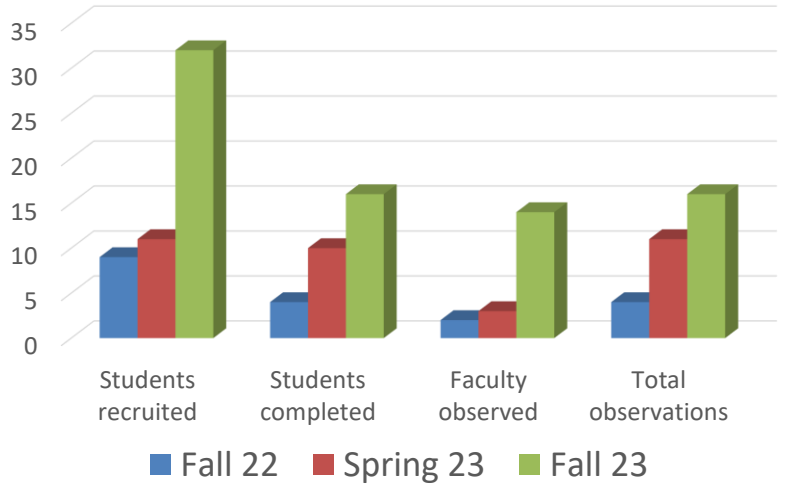
Results

Participation and Completed Observations



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Feedback from Students

- Greater appreciation for the work professors do to prepare to teach effectively and for professor's efforts
- Recognition of teaching as a skill to be developed over time.
- Learning concrete teaching methods and approaches through training and observation
- Gaining teaching experience and philosophy to apply in own future teaching roles.
- Motivation to pursue teaching careers.
- Applying objective observational skills learned through the program.

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Feedback from Faculty

Majority found it:

-Very useful process

-Very much on target

All said "Yes" to repeat it

- the importance of seeking feedback and encouraging student expression
- realizing that more feedback from students is necessary

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Challenges

Attrition rate before training

(scheduling issue)

Attrition rate after training

(not signing up)

Less ideas for improvement

Late submission of reports

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Always ask for ……, even when it may not be what you would like to hear. It may enable you to realize something you need to know.

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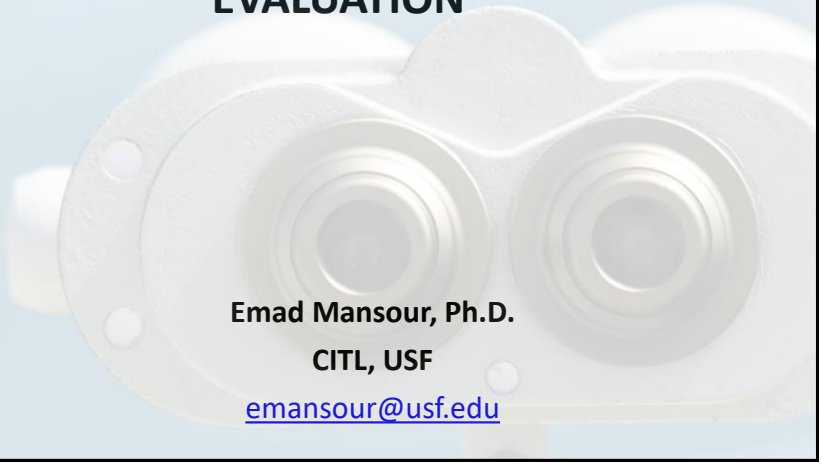

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