OFFICE FOR THE ADVANCEMENT OF ENGINEERING TEACHING & LEARNING

Benefits of Mid-Quarter Course Assessment

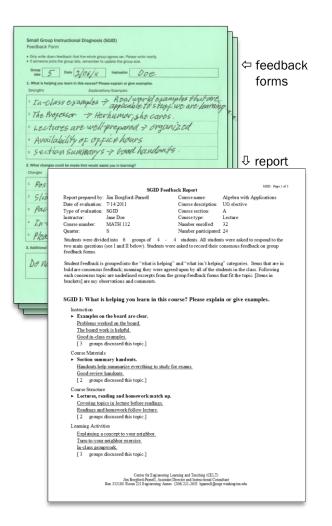
Want to improve your course? Teaching ratings need a boost? ET&L provides confidential mechanisms for formative course assessment designed to gather important data helpful for instructors to make targeted teaching and course improvements. Research shows that faculty who solicit mid-quarter feedback from their students achieve higher end-of-quarter ratings, especially when this feedback is coupled with expert consultation.^{1,2}

Small-Group Instructional Diagnosis (SGID) is

ET&L's primary mid-quarter assessment method.

- One-time, classroom-based focus-group
- Takes just 20–30 minutes of class time (depending on class size)
- Conducted by a ET&L consultant in the absence of the instructor (encouraging student openness by ensuring anonymity)
- Uses a consensus-based approach involving small groups of 4–6 students, followed by discussion with the entire class (feedback forms, right)
- Data are analyzed and transcribed into a report summarizing the findings (right).
- ET&L consultant then meets with the instructor one-on-one to discuss the report and to strategize appropriate responses.
- Confidential results shared only with instructor
- Provides an efficient, manageable mechanism for continuous improvement of teaching
- Optional augmentation by follow-up with students in a Last-Class Interview (LCI) (See other side of this page for details.)

For more information or to set up an instructional consultation, contact the ET&L staff listed below, and visit our web site at http://bit.ly/uwetl.



¹Cohen, P. (1980). Effectiveness of student-rating feedback for improving college instruction: A meta-analysis of findings. *Research in Higher Education*, *13*(4). ²Finelli, C. J. (2008). JEE Selects: A way to enhance teaching: Instructional consultants can help, especially if they elicit student feedback. *Prism Magazine*, *18*(3), 53.

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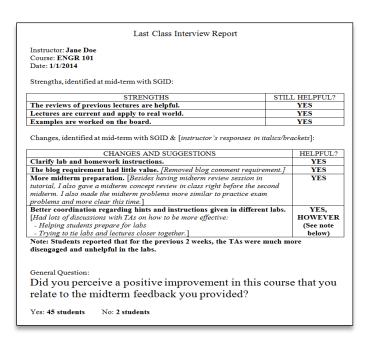
Follow-up to Mid-Quarter Course Assessment

To maximize the benefits of a Small Group Instructional Diagnosis (SGID, see reverse), ET&L provides a highly efficient and effective follow-up session known as a Last-Class Interview (LCI). Over 95% of students report seeing teaching improvement after ET&L's involvement, based on surveys of thousands of students in over 200 engineering courses in which LCIs have been conducted. Post-course consultation with ET&L is also highly beneficial.

Last-Class Interview (LCI)

- Occurs after SGID, during last week of quarter
- Takes just 5–10 minutes of class time
- Conducted by a ET&L consultant in the absence of the instructor (encouraging student openness by ensuring anonymity)
- Uses a consensus-based approach involving discussion with the entire class
- Shares select outcomes with the students from the SGID and subsequent instructor-consultant discussions (as appropriate)
- Obtains additional student feedback on strengths and changes, including topics to which the instructor has already responded
- Demonstrates to students that instructor is responsive and willing to make adjustments to benefit their learning
- Helps students take course ratings more seriously and provide better feedback
- After the LCI, the standard end-ofquarter course evaluation forms are distributed for students to fill out.

For more information or to set up an instructional consultation, contact the ET&L staff listed below, and visit our web site at http://bit.ly/uwetl.



Post-Course Consultant Meeting

- Discuss data collected during quarter: SGID, LCI, student course evaluations, any other data collected by instructor or consultant
- Data analysis (triangulation) creates a more comprehensive understanding of the instructor's teaching, the course design, and the students' learning.
- Strategies for addressing problems and improving the course are discussed, and plans are put in place for implementation.

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