

Class Demonstration

Amit Savkar, PhD, UConn Teaching Fellow, Associate Professor in Residence, Assistant Director of Faculty Development CETL, University of Connecticut [00:00:00] It's the week after your exam. Your results are out.

Rajiv Dalal, PT, ScD, Director of Clinical Education, Division of Physical Therapy, Florida A&M University [00:00:04] I would like to go over the case study assignment that I had you guys do last week. I want to give you a little bit of feedback.

Desmond Stephens, PhD, Associate Professor, Department of Mathematics, Florida A&M University [00:00:10] I want to show you some of the results. And what I'm doing with these results is I'm trying to improve my teaching so that I can be more effective for you.

Desmond Stephens, PhD [00:00:26] And so what I've plotted here for you from your results are the average responses. Remember I asked you to . . .

Desmond Stephens, PhD [00:00:35] So I think summarizing quantitative results from tests, quizzes, other types of assessments is very important because it gives me the opportunity to see specifically where my students are having trouble.

Amit Savkar, PhD [00:00:46] Look at the data here and you can see out of 900 students there are about 126 students who really got full points, 15 out of 15 on true or false, which tells me that a lot of people struggled.

Amit Savkar, PhD [00:00:59] When I look at an exam, I'm looking at what the students are struggling on. I teach in a 200- student classroom. If I don't give feedback, it will never encourage the individual who is sitting in that class thinking that he's invisible and that he's the only one who got it wrong.

Rajiv Dalal, PT, ScD [00:01:14] When I tallied the responses on this particular item, I found that 68% of you answered this correctly, but the other 32% did not.

Rajiv Dalal, PT, ScD [00:01:23] And I will translate it into a percentage that I can present to the students. Oftentimes, students respond better to numbers that help them gauge their performance compared to the class as a whole.

Rajiv Dalal, PT, ScD [00:01:38] So the data I summarize, I often am looking for patterns within that data. I'm not just looking at right and wrong, but I'm looking at the trends. And if there's a certain content area that I notice students are having more difficulty with, analysis of this helps me better modify or readdress areas of instruction that weren't clear.

Ashley Rhodes, PhD, Teaching Associate Professor, Department of Biology, Kansas State University [00:02:00] When I was looking at some of the questions that were missed frequently by students, I thought, well, we better go over that again because I don't want you to make the same mistake. You guys probably remember this question. You run out of ATP at the peak. Do you think a sodium flood within the sarcoplasm would remain until ATP levels are restored?

Ashley Rhodes, PhD [00:02:17] I'm not so much interested in, do we have a problem with ATP production. I'm interested in something larger, which is, do we have a problem in understanding how things work together?

Ashley Rhodes, PhD [00:02:25] You guys remember what we did in class? Exactly, you remember that. Yeah, that motion tells me all I need to know. So we're going to start with something that looks like this, right, for skeletal muscle.

Justin, Student, Kansas State University [00:02:38] Knowing that I wasn't the only one that missed a question, that doesn't really do much for me. But having her come back and explain what maybe we didn't catch, we didn't understand, that is beneficial. And that does make me feel better because now I do understand it.

Rajiv Dalal, PT, ScD [00:02:53] I'm going to pass out another handout and I want you to take the various joints of the body and I want you to break down the motions of that joint.

Ben, Student, Florida A&M University [00:03:01] He felt that, well, if I taught it this way, but 67% of the class missed this, I'm going to go back in class because it's important for them to know this. He made it a point to say, I want you all to understand this concept, so when we go on to the next concept, you can be confident in your skill and ability.

Desmond Stephens, PhD [00:03:20] Good morning, everybody. I'd like to thank you again for completing the mid-semester evaluation that I asked you to do online last night. It really gives me an opportunity to see how you all feel about the course and it helps me improve so that I can be more effective for you.

Desmond Stephens, PhD [00:03:34] Most of us get feedback on how we've done in a course from a student perspective at the end of the semester. It doesn't give us a chance to make changes for the students that are currently in front of us. I want to know what's effective and what's not.

Viji Sathy, PhD, Senior Lecturer, Department of Psychology & Neuroscience, University of North Carolina at Chapel Hill [00:03:47] It's very helpful to get this feedback in the middle of the semester when there is still time to make some changes and offer, I think, some things that will be helpful to you.

Viji Sathy, PhD [00:03:57] What's working, what's not working, what do our students need. It's really important for us to keep checking in to see if there's something that we need to provide to our students to help them understand.

Viji Sathy, PhD [00:04:06] Every one of you filled out a comment card. One thing that was really clear were the videos were a big hit. That is something that I saw over and over again in the comment cards. So I'm really happy that you like them and appreciate them because they certainly took a lot of work to put together.

Desmond Stephens, PhD [00:04:20] But when I look down at where you all were giving me some feedback on some things that I might improve, I saw that you all were really looking for the opportunity to do more problems in class. And specifically you asked me about additional help with trigonometric functions. So what I've done today is I've created an assignment that we can work on together to kind of help you with that. And so I'm going to pass this out and then we can get started on that.

Michael, Student, Florida A&M University [00:04:43] It's important for us to see the results from the feedback that we give him. It's obvious that he values that information, that he's actually looking over it and he's actually seeing where he should improve.

Viji Sathy, PhD [00:04:53] This is something that I saw over and over again. I really want more practice. So I would like to now offer you the chance to improve your scores by taking the quizzes as many times as you would like. So they will be reopened and you can take them as many times as you'd like and the highest score will be retained.

Shannon, Student, University of North Carolina at Chapel Hill [00:05:08] If you tell her you want more quizzes, and several students have said they need more quizzes to practice, she will release them to us. She absolutely uses this data to alter her teaching methods.

Desmond Stephens, PhD [00:05:21] I know you may have noticed my colleague and chairperson, Dr. Pierre Ngnepieba came in, and I just wanted to let you know why he was here.

Desmond Stephens, PhD [00:05:29] I've asked colleagues to come in and observe my class often throughout the semester to actually look at what I'm doing and give me some feedback.

Desmond Stephens, PhD [00:05:36] You know that I recently gave you all a mid-semester evaluation so that I can improve my teaching. And that's one way that I can get some feedback. But another way I can get some feedback is having one of my colleagues come in and watch what I do.

Desmond Stephens, PhD [00:05:48] The benefit of the external observer is another set of eyes. I may be missing something that I just don't see because I'm so busy trying to get through the task that I have set out for the students.

Ashley Rhodes, PhD [00:05:58] There's a lot of things that you do that you don't know that are probably irritating or confusing or not well spelled out. Sometimes you really do find out things that you didn't want to know. But wouldn't you rather find out sooner rather than later and fix it before your students have to put up with it for years and years.

Rajiv Dalal, PT, ScD [00:06:18] I keep a teaching journal to reflect on the courses that I teach to be able to determine, well, that worked well or that didn't work as well, maybe I need to get clarification on how to deliver that content or that, that method.

Viji Sathy, PhD [00:06:32] Taking notes about my teaching, either right after class or at the end of the week, does absolutely help. It's not just my comments about how that particular class went, but it might also include the email that I sent out to the group after an exam so that I don't actually have to rethink that email again. I've got it there and I can copy it out and put it in. And it's really a lesson-planning tool in addition to allowing me to make notes about what worked well and why I thought it worked well.

Desmond Stephens, PhD [00:06:57] What I typically write in my teaching journal is where are we at a particular time in a class? I like to write about how things went in class and how students were engaged. It's very important that we act on the data that we collect in terms of student performance. We have a finite amount of time in any particular semester. We need to focus on the things that our students are having trouble with so that their foundation for the next steps, the next learning objectives, is built and is strong.