

Faculty-Peer Partnerships for Teaching Feedback

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Goal of this presentation

- 1) Start conversations about peer-review of teaching
- 2) Share what happened in my department
- 3) Brainstorm research directions for teaching reviews

Student evaluations of teaching (SET)

(or several thousand of my evaluations summarized in 4 sentences)

The professor is clear except when she is confusing

The professor talks too fast except when she's going too slowly

This class is too hard except when it's easy

The professor is insert odd inappropriate comment on personal appearance or personality

Non-pedagogical factors heavily influence evaluations

A 30-sec **soundless** video clip could predict end of semester student evaluations

Table 3

Correlations of Molar Nonverbal Behaviors With College Teacher Effectiveness Ratings (Student Ratings)

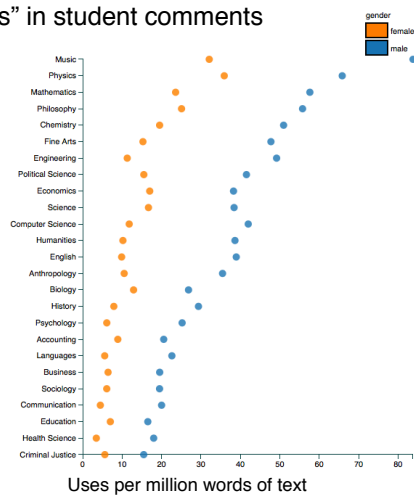
Variable	r
Accepting	.50
Active	.77***
Attentive	.48
Competent	.56*
Confident	.82***
Dominant	.79**
Empathic	.45
Enthusiastic	.76**
Honest	.32
Likable	.73**
(Not) anxious	.26
Optimistic	.84***
Professional	.53
Supportive	.55*
Warm	.67*
Global variable	.76**

* $p < .05$. ** $p < .01$. *** $p < .001$.

Ambady & Rosenthal (1993)

Students are biased

Frequency of “genius” in student comments



<http://benschmidt.org/profGender>

SETs have statistical issues

The course instructor shows enthusiasm for and is interested in the subject.

19	9 (Excellent)	Value: 9
2	8	Value: 8
2	7	Value: 7
1	6 (Good)	Value: 6
0	5	Value: 5
0	4	Value: 4
0	3 (Fair)	Value: 3
0	2	Value: 2
0	1 (Barely Satisfactory)	Value: 1
0	0 (Unsatisfactory)	Value: 0
0	Not Applicable	No Value
8.63	Mean	
9.00	Median	
0.81	Std Dev	

Categorical data

The course instructor shows enthusiasm for and is interested in the subject.

A	A-	B+	B	B-	
192	41	14	5	1	
Value: 4	Value: 3.7	Value: 3.3	Value: 3	Value: 2.7	
C+	C	C-	D	F	NA
0	0	0	0	0	2
Value: 2.3	Value: 2	Value: 1.7	Value: 1	Value: 0	No Value
Mean	Median	Std Dev			
3.89	4.00	0.24			

Which summary variables are most important?

Is there any value for SETs?

Think - Pair - Share

- 1) What are the benefits of SETs? Have you ever changed something in your teaching because student comments?
- 2) If you could re-write the SET for your campus, what would be the most useful question to include?

Who should evaluate faculty and how?

UC Berkeley Department of Statistics (2013)

Faculty provide a teaching statement, syllabi, notes, websites, assignments, exams, videos, statements on mentoring, or any other relevant materials

At least before every “milestone” review (mid-career, tenure, full, step VI), a faculty member attends at least one of the candidate’s lectures and comments on it, in writing. Distributions of SET scores are reported, along with response rates. Averages of scores are not reported.

Note: reviewing one lecture is ~4hr time commitment for reviewer

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Evaluation Tools

Reformed Teaching Observation Protocol

Lesson design and implementation, Propositional Knowledge, Procedural Knowledge, Student-teacher classroom interaction, Student-student classroom interaction

Relies heavily on Likert scales

http://physicsed.buffalostate.edu/AZTEC/RTOP/RTOP_full/index.htm

Stark & Freishtat. 2014



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Evaluation tools

COPUS (Smith et al. 2013)

COPUS		1. Students doing										2. Instructor doing										3. Engagement		Comments: EG: explain difficult coding choices, flag key points for feedback for the instructor, identify good practices, etc.											
min	max	L	Ind	CG	WG	OG	AnQ	SQ	WC	Prd	SP	TQ	W	O	Lec	RW	FUP	PQ	CG	AnQ	MG	1o1	DW		Adm	W	O	L	M	H					
0	2																																		
4																																			
6																																			

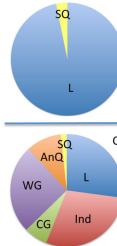
Observation codes

1. Students are Doing

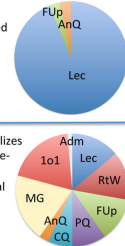
- L** Listening to instructor/taking
- Ind** Individual thinking/problem solving question or another question,
- CG** Discuss clicker question in group
- WG** Working in groups on worksheet
- OG** Other assigned group activity,
- AnQ** Student answering a question
- SQ** Student asks question
- WC** Engaged in whole class discussion by instructor
- Prd** Making a prediction about the
- SP** Presentation by student(s)
- TQ** Test or quiz
- W** Waiting (instructor late, work)
- O** Other – explain in comments

- Student codes used:
- L-Listening
 - Ind-Individual thinking
 - CG- Clicker question discussion
 - WG- Worksheet group work
 - AnQ- Answer instructor question
 - SQ- Student asks a question

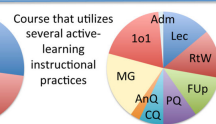
Students are doing:



Instructors are doing:



- Instructor codes used:
- Lec-Lecturing
 - RW- Real-time writing
 - FUP- Follow-up
 - PQ- Pose questions
 - CQ- Clicker questions
 - AnQ- Answer questions
 - MG- Moving through the classroom
 - 1o1- One on one discussions with students
 - Adm- Administration



Course that utilizes several active-learning instructional practices

Evaluation tools

FIRST-IV

Components	Needs Improvement	Progressing	Accomplished Well
Engagement of students Big Idea: Do students appear to be engaged? What is instructor doing to engage students?	<ul style="list-style-type: none"> ○ Interaction limited; students do not ask questions ○ Instructor lecture without regard to student participation ○ Students appear disengaged with instructor, the material and each other ○ Engagement not aligned with learning goals 	<ul style="list-style-type: none"> ○ Students attentive, listening, taking notes most of time, but do not appear to be interacting with the material ○ Students asking questions when prompted, but questions are clarifying, confirmatory or lower level ○ Students are engaged in activities but do not understand why or how they relate to learning goals ○ Students working in groups, but seem off task or involved in unproductive discussion 	<ul style="list-style-type: none"> ○ Interaction of instructor with students, between students, and with instructional material ○ Students contribute to flow of class meeting: maintaining students interest ○ Students discussing material entering into higher level problem solving and discourse ○ Students appear to see relevance of what they are doing ○ Instructor asks direct questions and speaks directly to students to actively engage in dialog



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Self-Assessment

TPI (Wieman and Gilbert, 2014)

To create the inventory we devised a list of the various types of teaching practices that are commonly mentioned in the literature. We recognize that these practices are not applicable to every course, and any particular course would likely use only a subset of these practices.

We have added places that you can make additions and comments and we welcome your feedback.

It should take only about 10 minutes to fill out this inventory.

Give approximate average number:

Average number of times per class: pause to ask for questions _____

Average number of times per class: have small group discussions or problem solving _____

Average number of times per class: show demonstrations, simulations, or video clips _____

Average number of times per class: show demonstrations, simulations, or video where students first record predicted behavior and then afterwards explicitly compare observations with predictions _____

Average number of discussions per term on why material useful and/or interesting from students' perspective _____

Comments on above (if any): _____



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What else should reviewers do?

U Tennessee (~15-20 hr commitment)

- Take the TENN TLC training session, if needed
- Meet with the department head or college/departamental Coordinator of Peer Teaching Reviews
- Gather and review:
 - o Teaching philosophy
 - o Course descriptions
 - o Syllabi
 - o Online sites (e.g., Blackboard)
 - o Teaching materials
 - o Assessment examples
 - o Formative feedback, if collected
- Meet with the faculty member, especially to understand his or her perspectives on teaching
- Understand the learning objectives for the course and for the classes to be observed, the pedagogy used, and the assessment of learning methods

Review during the semester or year:

- Observe 3-4 class settings or combinations of other outreach/teaching situations (e.g., Clinical Teaching, Service Learning)
 - o Completed Observation #1: Date _____
 - o Completed Observation #2: Date _____
 - o Completed Observation #3: Date _____
 - o Completed Observation #4: Date _____
- Conduct in-class student evaluation (without faculty member present), and meet with faculty member afterward.



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Should reviews be formative or summative? Can they be both?

Formative and Summative Evaluation in the Faculty Peer Review of Teaching

Ronald R. Cavanagh (1996)

- Link mission and reward structure
- Create mentoring communities
- Distinguish between summative and formative
- Situate evaluations in context (student outcomes & learning goals)

Peer Coaching: Professional Development for Experienced Faculty

Therese Huston · Carol L. Weaver (2008)

- Reciprocal peer coaching
 - set goals
 - voluntary participation
 - confidential
 - assessment
 - formative evaluation
 - institutional support



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Should reviews be formative or summative? Can they be both?

Think - Pair - Share

- 1) What is the most important category and criteria for **formative** assessment (e.g. type/frequency of active teaching, inclusive classroom)?
- 2) What is the most important category and criteria for **summative** assessment?



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- Multiple classroom visits
- Establish a rubric
- Observers should be trained
- Pre & Post-class meetings
- Voluntary
- Formative feedback is NOT part of promotion
- A summary statement is appropriate for P & T

Gormally et al, 2014



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Future directions?

- 1) Re-design of student evaluations. Can students be trained to give useful evaluations?
- 2) What kinds of research questions can be addressed in a multi-campus study. Self-assessments of teaching before & after coaching?
- 3) Can PULSE rubrics be used to assess change at the department, school and institution level?
- 4) How should we measure effective teaching (or should we)? Standardized assessments? Exam quality and scores? Samples of student work?



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- 1) Pre-quarter meeting
- 2) Observation #1: Week 2 with Pre & post class meeting
- 3) Optional Mid-quarter evaluation
- 4) Observation #2: Week 8 with Pre & post class meeting
- 5) Post-quarter meeting

UNC-AAU STEM Reform Project: Peer Observation Form

Adapted from the CCSS: "Classroom Observation Form" and FIRST IV Observation Rubric

Date: _____ Course/Section: _____ Length of class session: _____

Instructor: _____ Peer Observer: _____

Subject matter of lesson: _____

Directions: For each section below that is selected as a focus area for the observation, use the items as indicators to look for during the observation. Use the space next to each indicator to note specific instances you want to remember. Use the Comments space to summarize what you observed regarding the section in a more holistic manner. Then provide overall comments in the final section.

I. PEDAGOGICAL APPROACH. How does the instructor's approach to teaching support meaningful student learning?

- | | |
|--|--|
| a) Speaks clearly and audibly | |
| b) Writes clearly and legibly (whiteboard, notes, document camera, etc.) | |
| c) Shows enthusiasm for the subject matter and teaching | |
| d) Encourages student questions and student participation | |

Reward for mentor/coach: \$1500 towards research

Gormally et al, 2014



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Future directions

Think - Pair - Share

What kinds of research questions related to faculty peer-review can be addressed across UC campuses?



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