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Closing the loop: using course and teaching evaluation feedback to improve teaching

Lawrence Williams, MS; Amy Forester, MFA; Tawnya Peterson, PhD

Office of the Provost, Teaching and Learning Center, Oregon Health & Science University, Portland, OR., United States

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Abstract

There are many methods for encouraging students to complete their course and teaching evaluations, including offering incentives, offering more time in class to complete evaluations, and offering students to participate in focus groups (Goodman, Andson & Belcheir 2015; Brandl, Mandel & Winegarden 2017; Svinicki, 2001). But what happens after the evaluation period has ended? How can an instructor incorporate the feedback to improve their teaching practice? How can administrators work with instructors to incorporate feedback to improve courses and/or programs? Can instructors use mid-term (formative) evaluations to improve their courses?

This session will cover what to do when evaluation data are ready and you're ready to implement changes based on the feedback. We'll review best practices from the literature (Freeman & Dobbins, 2013) and review how members of the School of Public Health use student feedback to improve their teaching.

Learning Objectives

1. Identify ways faculty can work with administrators and the TLC on how to increase quality/quantity of evaluations
2. Identify the differences of summative and formative feedback
3. Develop methods in which instructors and/or administrators can encourage students to complete their evaluations
4. Develop methods to close the loop in evaluations, in other words, to incorporate feedback from students

