

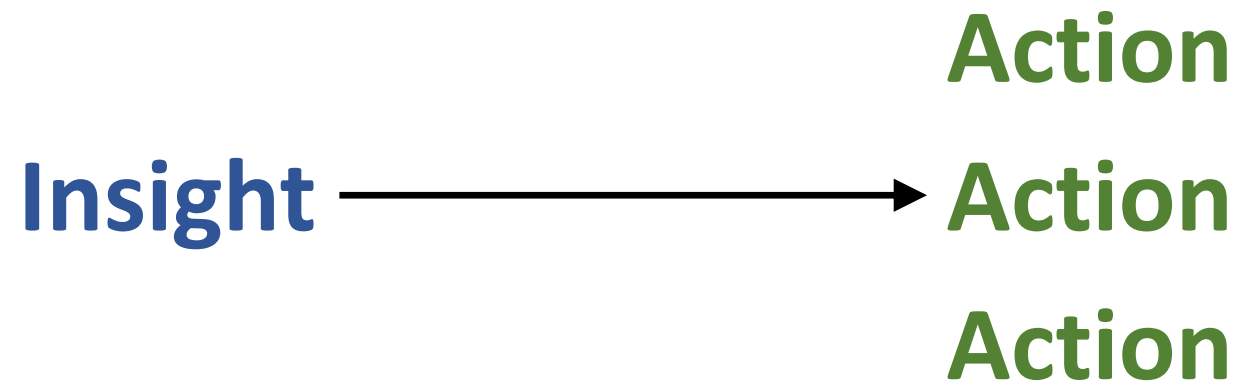
Revisiting Student Voice Shifting to Holistic Evaluation of Teaching and Supporting Change

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Bluenotes Global Conference 2023, Louisville KY

Insight → **Action**



Insight

Insight



Action

Insight

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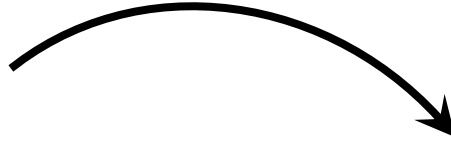
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Insight

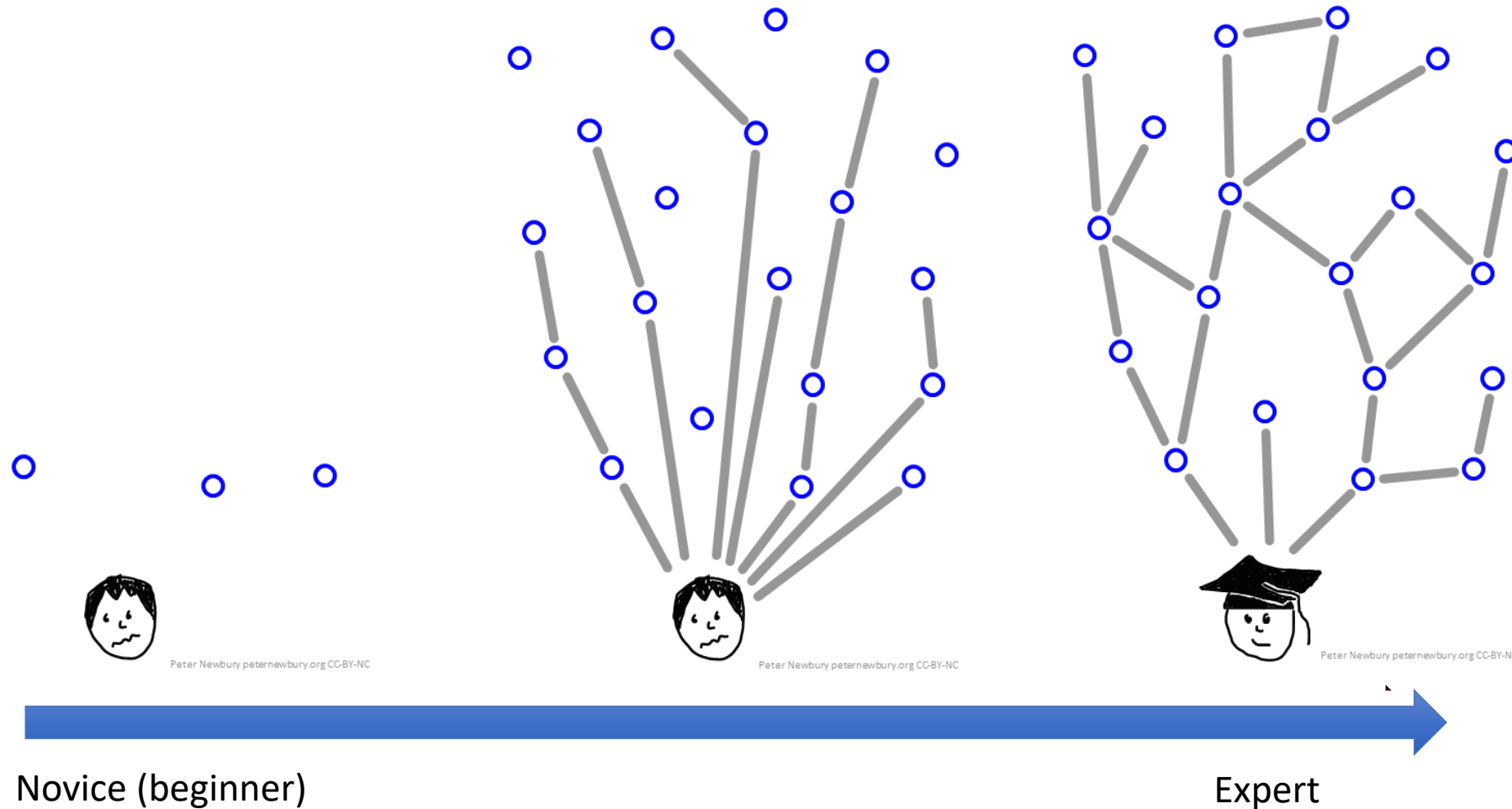
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Action

Insight



Knowledge Organization



Insight

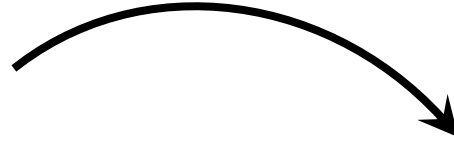
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Insight

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Action



Consider: What insight do you have that you might be willing to share? How might our experiences useful for your work?

Teaching Evaluation

- Individual/Course level
- Departmental/Faculty
- Institutional
- System/National

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- Student evaluation of teaching (SETs)
- Teaching Effectiveness for Reappointment, Tenure, Promotion (RTP)
- Formative, Developmental -> growth

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Holistic Evaluation of Teaching

01

STUDENTS



02

PEERS



03

SELF



**Documenting
Teaching**

**Assessing
Teaching**

**Improved
Practices**



How it
Works

The Policy

Faculties

How it Works

The Policy



- Implement SETs
- Support development, implementation, and review of Faculty procedures

Faculties



KATE CRANE
Educational
Developer



ELIZABETH
Educational
Developer

- Website Development
- Direct outreach
- Faculty-specific support
- Cross-Faculty discussion group



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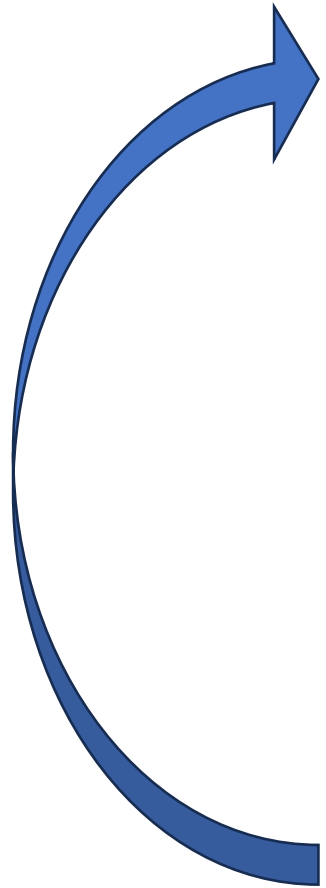
The Anticipated (SET specific)

- (some) pushback on SETs
- Efforts to serve DEI goals
- Positive outlook on a more balanced approach
- Q. How to integrate three voices together?
- Q. What other ways can we include student voice?
- Discussions about response rate, statistics, engagement, quality, questions

The Actual (SET specific)

- Impacts of prior evaluation are persistent
- Strong desire to “do the right thing”
- Thoughtful discussion around midterm feedback
- Watching for risk of eliminating student voice
- What can students speak to?
- What is missing for implementation and integration?
- (us) How can our programming support more effective use of SET data
- (us) Feeling of misalignment

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Challenges for Our Support

Legacy and
Trauma

Disconnect to
Training

Escape Hatch
Problem

Challenges for Our Support

Legacy and
Trauma

Our Approach

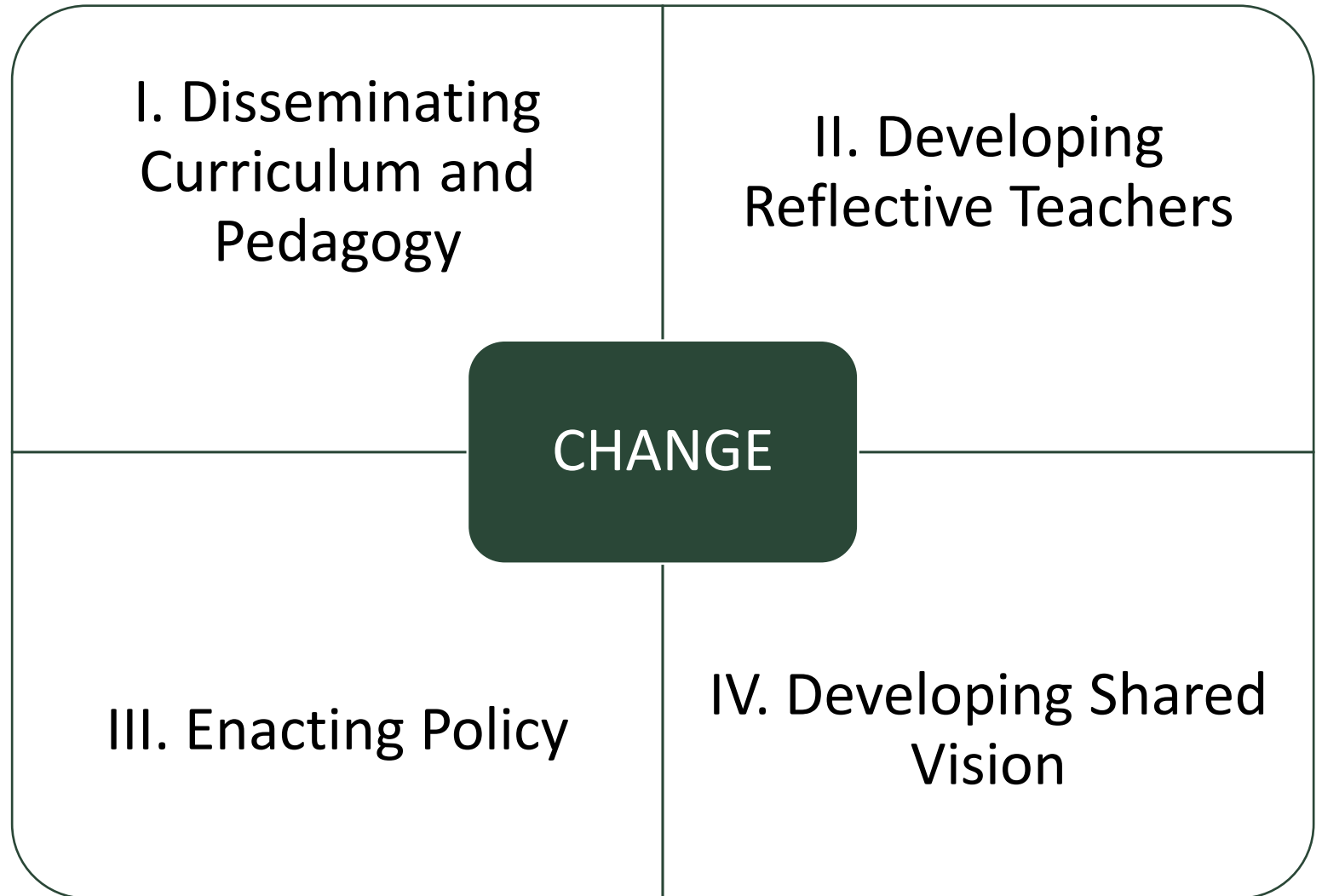
Escape Hatch
Problem

Actions/Approaches

What can we do with this insight?

1.

What can we draw upon?



Adapted from: Henderson, C., Beach, A., & Finkelstein, N. (2011). Facilitating change in undergraduate STEM instructional practices: An analytic review of the literature. *Journal of research in science teaching*, 48(8), 952-984.

Borrego, M., & Henderson, C. (2014). Increasing the use of evidence-based teaching in STEM higher education: A comparison of eight change strategies. *Journal of Engineering Education*, 103(2), 220-252.

What can we learn from Trauma-Informed Practices?

- Safety
- Trust
- Flexibility and Choice
- Collaboration
- Empowerment
- Relationship

2.

Transparency

- ‘critical and reflexive’ engagement and acknowledge the complexities involved in using SET as evidence (Ali et al., 2021)
- Examples from procedures out Faculties developed

“Several investigations have made clear that institutional student ratings of instruction are systematically biased against instructors from equity groups [...] The journey we are on carries this residue and therefore we tread with careful attention. There are unanticipated consequences of engaging in discussions about teaching and learning and we aim to uphold care for one another and acknowledge harms, as we continue on in the face of unanticipated consequences.”

“[...] numerous factors, especially personal characteristics – and this is just a partial list – such as race, gender, accent, age and “attractiveness” skew SET [student review of teaching] results [...] A further complication is the practice of reducing the FCS [Faculty Course Survey] results to averages and then comparing individuals with other individuals, the Department, Faculty and University. The evidence is clear, cogent and compelling that averages establish nothing relevant or useful about teaching effectiveness.”

“Candidates are required to provide data from the institutional Student Ratings of Instruction (SRIs) [...] However, we recognize their limitations. Current scholarship suggests that various biases compromise the value of SRIs as indicators of teaching effectiveness. Such biases include but are not limited to gender, race/ethnicity, and language, as well as the perceived difficulty, size, and required/elective status of the course. Low response rates further complicate their interpretation. **SRIs should be interpreted as a measure of students’ satisfaction with their experience in a course, not as a measure of a faculty member’s teaching effectiveness.**”

“Review committees should focus on how candidates interpret and respond to feedback.”

3.

Support Best Practices

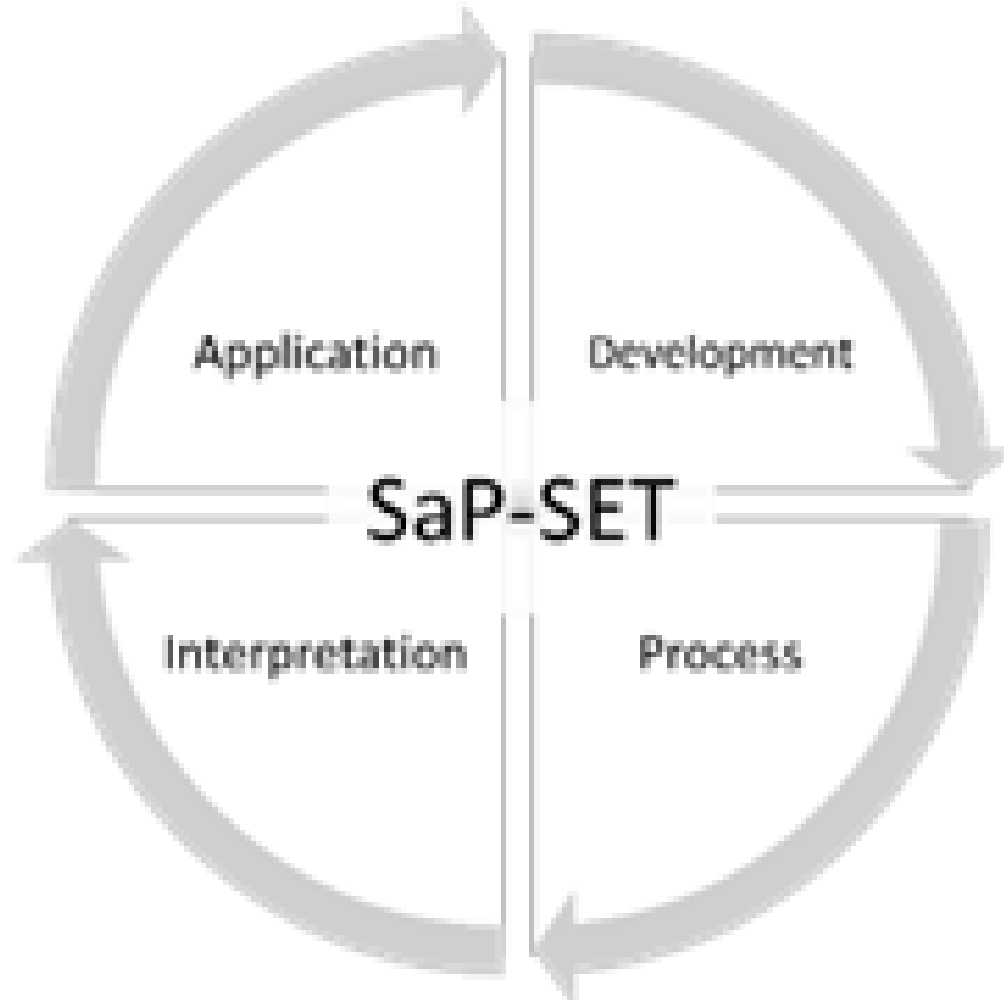
- Triangulation/Integration
- How do you present the data? Evidence from self...
- Are we using the appropriate tools to analyze the data?

4.

Embrace new ways of doing

- From Consultants to Partners
- Students as Partners
 - Engagement in *enhancing* teaching and learning
 - “opportunity to **contribute equally, although not necessarily in the same ways**, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis” (Cook-Sather, 2014)
 - reciprocity, respect and responsibility
 - Carries principles of equity and social inclusion that push against traditional hierarchies

Students as Partners – Student Evaluations of Teaching (SAP-SET)



5.

Holistic Approach to Supporting Policy

- Educational developer support for implementation
- Working directly with instructors (professional development, programming, teaching dossiers, workshops specific to SETs, support for peer review)
- Collaboration is key
- Institutional Task Force on SETs

SLEQ/SET Task Force

Guiding Principles

- Survey should center on course delivery rather than individuals and their characteristics
- Survey should be precise to remove room for interpretation of terms
- Survey should lead to *actionable* feedback
- Survey should focus on the respondent's *learning experience*.
- Survey should *not attempt to quantify qualitative information* such as pedagogical strategies.

SLEQ/SET Task Force

- **An incomplete instrument that is seen as valuable to faculty is better than a thorough instrument that is not trusted.**

Activities

- New and/or revised questions
- Examine evidence around SETs including bias to optimize use
- Review need for midterm feedback and TA SETs
- Develop process to support enhanced feedback literacy (students and faculty)

Examples

FAIRNESS

Old: The instructor used fair evaluation methods to determine grades.

New: I perceive that my course work was fairly assessed.

CONCERN FOR LEARNING

Old: The instructor showed genuine concern for my learning.

New: Course materials and activities created a respectful learning experience

Insight —————→ **Action**

Have any of the above approaches been helpful in your work? In which ways? In which ways haven't they been useful?

- Applying evidence from other areas of research
- Transparency
- Supporting/highlighting best practices
- New ideas
- Holistic Approaches to Support

What should
we evaluate?

What are we
evaluating?

What
approaches
will improve
our
evaluation?



Thank you

- Centre for Learning and Teaching, Dalhousie
- Kate Crane
- Jill McSweeney and Robyn Moore (SAP-SET)
- Faculties engaging in procedure development
- Faculties of Health and Arts and Social Sciences
- Explorance Bluenotes Global 2023