

Part 1—Student Evaluation Feedback: How should we respond?

Reading our students' evaluations of our teaching can be very unnerving, especially when the comments don't reflect what we'd like them to. However, if we can get beyond our immediate emotional reaction, we can use them as an excellent resource to adjust our teaching to better meet our students needs.

When you receive student evaluation comments:

1. *Read through the comments. If there are comments that you react to emotionally, sit with them for a minute or two and allow yourself to react. It's okay to be upset. After all, no one likes to be told that they aren't meeting expectations. When there are positive comments, take pride in what you have accomplished.*
 2. *Now read through the comments again with a professional and objective eye. Putting your emotions aside, try to "read between the lines" and highlight the comments that give you feedback that you can address.*
 3. *Go back to the highlighted areas and determine what the feedback implies and how you can address the students' needs.*
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Read the following student evaluation comments and highlight the areas where the students suggest changes or actions that you can take to improve their learning experience.

The class would be easier to follow if students were given handouts each class about key commands being taught during that module.

We could benefit from more defined points for each lecture and a focus with each module to practice with the weekly assignment. We spend two thirds of each class critiquing others' assignments and due to lack of time, rush through the lecture. I would like more time in class to apply our lecture so homework is less of a 'shot in the dark'.

Maybe we should spend less time in presentation and actually learn more in class or maybe start on the homework during class so at least i know how to start.

Time management for class time.

Explain everything more slowly, more clearly, and more concisely. I feel lost most of the time during lecture and demos. It almost seems that the lesson plan or how it's delivered is done on the fly as there isn't a continuity in how we're being taught.

The assignments we have been given seem very scattered. We are not given instructions within the program we are to use before the assignment. The critiques are also scattered and become a major time-suck, wasting much of the class.

Part 2—Student Evaluation Feedback: What are they asking for?

Highlighting our students' comments about what we could do better helps us to pinpoint areas of our teaching that we can improve. The following students' comments have been highlighted by the teacher. Look back at Part 1 and compare and contrast what you highlighted. Notice how many of the comments you highlighted are the same ones that the teacher highlighted. These are all areas that the teacher can address and adjust to better meet the students' needs.

The class would be easier to follow if students were **(1)** given handouts each class about key commands being taught during that module.

We could benefit from **(2)** more defined points for each lecture and a focus with each module to **(3)** practice with the weekly assignment. We spend two thirds of each class critiquing others' assignments and due to lack of time, rush through the lecture. I would like more time in class to **(4)** apply our lecture so homework is less of a 'shot in the dark'.

Maybe we should spend less time in presentation and actually learn more in class or maybe **(5)** start on the homework during class so at least i know how to start

(6) Time management for class time.

(7) Explain everything more slowly, more clearly, and more concisely. I feel lost most of the time during lecture and demos. It almost seems that the **(8)** lesson plan or how it's delivered is done on the fly as there isn't a continuity in how we're being taught.

The assignments we have been given seem very scattered. We are not given **(9)** instructions within the program we are to use before the assignment. The **(10)** critiques are also scattered and become a major time-suck, wasting much of the class.

Part 3—Student Evaluation Feedback: What Does It Say and What Can I Do?

What does the feedback imply and what can I do to address their needs?

LEARNING OUTCOMES:

(2) *more defined points for each lecture and a focus with each module*

When preparing for a “class” (now called modules both onsite and online), ask yourself what are the learning outcomes—what will the students be able to do after you have done your lecture or demo? Once you determined the learning outcomes for the module and have defined points for lecture and focus with each class/module you are ready for the next “area of student feedback”—the lesson plan.

LESSON PLAN:

(6) *Time management for class time* **(7)** *Explain everything more slowly, more clearly, and more concisely* **(8)** *lesson plan—how it’s delivered.*

Just as you would prepare for a client presentation, creating a lesson plan helps you to prepare your lecture/demo presentation and manage class time effectively so you can give your lecture/demo, allow time for students to practice/apply the skills taught, plan for critiques, etc.

PRACTICE/APPLICATION:

(3) *practice with the weekly assignment* **(4)** *like more time in class to apply our lecture* **(5)** *start on the homework.*

Students need time to practice and/or apply what you have taught. They need an opportunity to figure out whether or not they understand, whether or not they can do what was taught. This is a time for the students to work independently and to ask questions if necessary. It is a time for you to walk around and to assess their progress, a time to make sure they are on the right

track, and a time give individual feedback. It also is encouraged by the Academy that you give the students time to begin their homework in class. Too many times a student will leave a class and think he/she knows what to do only to get back home or to the dorm and realize that he/she is not as clear on what to do as originally thought. Again, you can walk around the class to make sure they are on the right track and give individuals clarification when needed.

FEEDBACK:

(10) *critiques are also scattered*

Critiques give valuable feedback to students. If they focus on two or three select criteria and follow strict time limits, they can be valuable teaching tools for all the students. Factor a time slot in your lesson plan and do your best to adhere to it. Keep a record of what you allotted and the actual time spent on the critiques so you can better plan the next critique.

RESOURCES:

(1) *given handouts each class about key commands* **(9)** *instructions within the program*

Students find handouts/instructions helpful, especially for computer applications.



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