INSPIRED TEACHING
STUDENT EVALUATIONS

FEATURED VIDEO
HOW CAN TALKING THROUGH COURSE EVALUATIONS HELP MY TEACHING?

Dr. Maryellen Weimer, Editor of The Teaching Professor at Penn State Berks, explores three conversations faculty might have when discussing course evaluation results—the conversation with one’s self about negative feedback, the conversation with an academic leader about evaluations, and the conversation with students about course results. This video is available through Magna Campus on Canvas. Login with your GatorLink username and password and click on the “20 Minute Mentor Commons.” Use the search box to type “evaluations” and select the How Can Talking Through Course Evaluations Help My Teaching video.

STRATEGY OF THE MONTH
INCREASING EVALUATION RESPONSE RATES

GatorEvals is the university’s updated course evaluation system that is now campus-wide beginning this Fall 2019 term. GatorEvals has three main categories (course evaluation, instructor evaluation, and student self-evaluation) and three focused categories that can be used for specific purposes (supplemental questions, online/distance evaluation questions, and lab/clinical evaluation questions). GatorEvals also directly integrates with Canvas via a pop-up message when students login. Students will receive an announcement about their open evaluations, a calendar message, and a to-do task. One key concern from faculty is how to increase response rates.

We recommend several strategies in order to boost student engagement in this process:

1. Allow students class time to complete their evaluations. You can add this in your syllabus and calendar to ensure students set aside 10-15 minutes to complete.
2. Educate students about the importance of their feedback. Tell them what they are for, and why they matter to you.
3. Share examples of how you have used feedback from your prior students.
4. Opt-in to midterm evaluation.
5. Monitor Live Response Rates via the Response Rate Dashboard during the evaluation period for your course.

WHY WE LIKE IT
Student participation in GatorEvals course evaluation process is an important component of UF’s commitment to academic excellence. Student feedback can provide actionable insights connected with their learning experience in the course!

FEATURED WORKSHOP
COURSE EVALUATIONS: INCREASING RESPONSE RATES AND INTERPRETING RESULTS

In this workshop, we will discuss strategies to increase response rates for course evaluations. We will also delve into the new GatorEvals individual faculty reports, as well as ways in which you can use this data for course improvement. The workshop will be held on 11.12.19 at 10:30AM at 201 Bryant Space Science Center.

HELPFUL TIP
COMMON PRACTICE: Missing out on formative feedback.

Faculty are busy during the semester and often times miss out on the opportunity to make course adjustments midway through the term.

NEW IDEA: Use the new GatorEvals Midterm Evaluation tool to your advantage!

Formative feedback allows you to “check-in” with students and make any mid-course corrections prior to the end of the term. To participate, you can simply opt-in to the midterm through the email you receive from GatorEvals. Once students have completed the midterm evaluation, you will receive a report that you can view by logging in to the GatorEvals system with your GatorLink username and password. You can also view the midterm feedback questions on the GatorEvals website.
The Center for Teaching Excellence is available to consult with you and your TAs concerning course evaluations and provide suggestions on how to use learning analytics to support your teaching. You can request a consultation at any time in the semester and for any type of course. CTE can also assist with developing reports for instructors, chairs, or programs, and can provide strategies on improving response rates, as well as how to use student feedback for course improvement. Schedule a data analytics consultation!

**WORKSHOPS**

**NOVEMBER**

**USING ANALOGIES TO ENGAGE STUDENTS IN ACTIVE LEARNING**
**PRESENTED BY ZHIYONG “DREW” CHENG**
**WHEN: 11.4.19 2:00PM-3:00PM**
**WHERE: 201 BRYANT SPACE SCIENCE CENTER**

This interactive workshop will present a research-based rationale for the use of analogies in the classroom, provide guidance on how to effectively use analogies, illustrate specific examples of subject-focused analogies, and engage you in creating your own analogies and discussing the pros and cons of using analogies.

**MOTIVATION II – IDEAS TO STAY EXCITED ABOUT TEACHING**
**PRESENTED BY KIM MOORE**
**WHEN: 11.5.19 10:00AM-11:30AM**
**WHERE: ONLINE**

As instructors, we work to improve our courses and engage our students. But after a while, it can be hard to get excited about the new semester and the looming workload that comes with each class. This workshop will explore ideas on ways to get excited about teaching.

**PRESSBOOKS JAMBOREE!**
**PRESENTED BY JENNIFER SMITH & MICAH JENKINS**
**WHEN: 11.5.19 3:00PM-4:30PM**
**WHERE: 201 BRYANT SPACE SCIENCE CENTER**

Pressbooks is an ebook authoring and publication platform that can easily create professional-looking text and visual content as well as interactive elements. Learn the basics of authoring in Pressbooks!

**THE STUDENT PERSPECTIVE ON AFFORDABILITY**
**PRESENTED BY A STUDENT PANEL**
**WHEN: 11.6.19 2:00PM-3:30PM**
**WHERE: 201 BRYANT SPACE SCIENCE CENTER**

Textbook costs are one of the many demands on students’ budgets as they begin each semester. Moderated by UF e-Texts Coordinator Micah Jenkins, this panel will feature a range of perspectives from students across the UF campus.

**MAKE IT GLOBAL: CURRICULUM INTERNATIONALIZATION**
**PRESENTED BY PALOMA RODRIGUEZ**
**WHEN: 11.7.19 10:00AM-11:00AM**
**WHERE: 201 BRYANT SPACE SCIENCE CENTER**

Explore ways to develop course assignments that incorporate international perspectives and enhance the development of intercultural competence.

**COURSE EVALUATIONS: INCREASING RESPONSE RATES AND INTERPRETING RESULTS**
**PRESENTED BY JOHN JORDI**
**WHEN: 11.12.19 10:30AM-12:00PM**
**WHERE: 201 BRYANT SPACE SCIENCE CENTER**

Discuss strategies to increase response rates for course evaluations and delve into the new GatorEvals individual faculty reports. Learn ways in which you can use this data for course improvement!

**HARNESSING THE POWER OF MENTORING TO EARN T&P**
**PRESENTED BY LINDA SEARBY**
**WHEN: 11.13.19 10:00AM-11:30AM**
**WHERE: ONLINE**

The tenure and promotion process in higher education can be daunting and stressful. Learn how to advocate for yourself in the process, how to choose mentors, and how to be a great protégé-colleague in order to prepare yourself to earn T&P.

**TEACHING WITH EPORTFOLIOS**
**PRESENTED BY PALOMA RODRIGUEZ**
**WHEN: 11.13.19 12:00PM-1:30PM**
**WHERE: 201 BRYANT SPACE SCIENCE CENTER**

Learn about the impact of eportfolio practice on student learning. You will gain an understanding of how eportfolios can support integrative learning and will get guidance and advice on how to implement eportfolio projects.

**DID YOU KNOW?**

**YOU CAN VIEW LIVE RESPONSE RATES!**

GatorEvals allows you to monitor live response rates for your course during the evaluation period. Please visit the GatorEvals Response Rater Monitor and log in with your GatorLink username and password to view live response rates!
INCLUSIVE TEACHING STRATEGIES: EMBRACING STUDENT DIVERSITY IN ALL FORMS (PART 1)
PRESENTED BY SINDIA RIVERA JIMENEZ
WHEN: 11.19.19 10:00AM-11:30AM
WHERE: ONLINE

Become familiar with the concepts of diversity equity and inclusion, and the role of teaching methods in embracing student diversity in all forms. Also, discuss practical strategies of inclusive teaching that can be incorporated into everyday student interactions and during course design and assessment.

EVERYDAY UDL: SIMPLE STRATEGIES FOR INFUSING PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING INTO TEACHING AND MENTORSHIP
PRESENTED BY CONSUELO KREIDER & LESLIE KOLLAR
WHEN: 11.19.19 3:00PM-4:30PM
WHERE: 201 BRYANT SPACE SCIENCE CENTER

Review principles of universal design for learning (UDL), identify challenges to its implementation, share simple and data-driven strategies for engaging students and mentees with diverse learning and communication abilities, and share strategies for recognizing when implementation is needed.

PODCASTING FOR FUN AND LEARNING
PRESENTED BY SAMUEL PUTNAM
WHEN: 11.20.19 3:00PM-4:30PM
WHERE: 201 BRYANT SPACE SCIENCE CENTER

Define “what is podcasting” and explore the history and context of the medium. Discuss using podcasts as a pedagogical tool to create instructional content and learning assessments, and talk about the podcasting tools & resources on campus. You will also have the opportunity to try out the library’s new podcasting kits!

INCLUSIVE TEACHING STRATEGIES: EMBRACING STUDENT DIVERSITY IN ALL FORMS (PART 2)
PRESENTED BY SINDIA RIVERA JIMENEZ
WHEN: 11.21.19 10:00AM-11:30AM
WHERE: ONLINE

Become familiar with the concepts of diversity equity and inclusion, and the role of teaching methods in embracing student diversity in all forms. Also, discuss practical strategies of inclusive teaching that can be incorporated into everyday student interactions and during course design and assessment.