

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.

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.

NOVEMBER 2019

- *Talking Through Course Evaluations* Video
- Increasing Evaluation Response Rates
- Course Evaluations: Increasing Response Rates and Interpreting Results Workshop
- Data Analytics Consultations
- November Workshops

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](#).

SPOTLIGHT DATA ANALYTICS CONSULTATIONS

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.



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!

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.

WHY APPLY FOR A FULBRIGHT SCHOLAR AWARD

PRESENTED BY CLAIRE ANUMBA & SWAPNA KUMAR

WHEN: 11.14.19 11:00AM-12:30PM

WHERE: 201 BRYANT SPACE SCIENCE CENTER

What are the benefits of a Fulbright Scholar Award to faculty interested in international education? Session leaders will share experiences as Fulbright Scholars and hosting Fulbright Scholars. This session will also discuss the process of applying for a Fulbright Scholar Award.

ENABLING STUDENTS WITH LEARNING DISABILITIES/ADHD TO OUTPERFORM IN YOUR CLASS

PRESENTED BY SCOTT THOURSON

WHEN: 11.14.19 2:30PM-4:00PM

WHERE: 201 BRYANT SPACE SCIENCE CENTER

Individuals with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD) include some of the most talented thinkers in society. The opposite observation might be made when those individuals are undergraduate students in a classroom. In this workshop, you will learn how their classroom environment might affect the performance of students gifted with LD/ADHD.

SOCIAL LEARNING THROUGH PORTFOLIOS

PRESENTED BY GILLIAN LORD

WHEN: 11.18.19 10:00AM-11:30AM

WHERE: 201 BRYANT SPACE SCIENCE CENTER

Explore ways to develop course assignments that incorporate international perspectives and enhance the development of intercultural competence. You will also receive information about the Curriculum Internationalization grants available through the UF International Center.

INTERCULTURAL COMMUNICATION: IMPLICATIONS FOR GLOBALIZING YOUR TEACHING

PRESENTED BY GRADY ROBERTS

WHEN: 11.18.19 3:00PM-4:00PM

WHERE: 201 BRYANT SPACE SCIENCE CENTER

An important part of globalizing your teaching is the inclusion of intercultural communication. This session will focus on how you can introduce intercultural communication in your courses.

THE MIRAGE OF MULTITASKING - FIND YOUR FOCUS, FLOW, AND FINISH LINE

PRESENTED BY SCOTT BLADES

WHEN: 11.19.19 9:00AM-12:00PM

WHERE: 201 BRYANT SPACE SCIENCE CENTER

Learn how to recognize and squash your multitasking tendencies and recalibrate your approach to work!

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.