

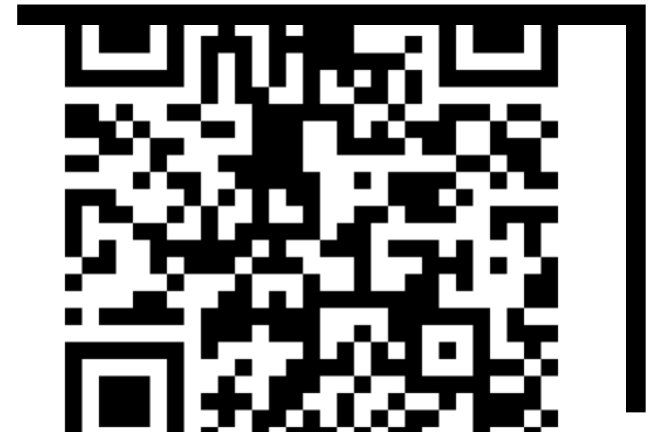
SHIFT YOUR  
MINDSET: A  
NEW WAY OF  
USING STUDENT  
RATINGS TO  
IMPROVE  
TEACHING AND  
LEARNING

**URSULA SORENSEN:  
CENTER FOR TEACHING  
AND LEARNING**



# WHY DO WE USE STUDENT FEEDBACK?

- Join at [menti.com](https://menti.com)
- Use code: 2260 8300



WHAT ARE SOME WAYS  
YOU ASSESS HOW WELL  
YOU ARE TEACHING?



Join at [menti.com](https://menti.com) use code 2260 8300



# TYPES OF STUDENT FEEDBACK

- Focus Groups
- Critical Incident Questionnaire and other CATs
- Midcourse Evaluations
- Qualtrics Surveys
- Student Ratings



# CRITICAL INCIDENT QUESTIONNAIRE

- At what moment in class this weekend did you feel most engaged with what was happening?
- At what moment in class this weekend were you most distanced from what was happening?
- What action that anyone (teacher or student) took this weekend did you find most affirming or helpful?
- What action that anyone took this weekend did you find most puzzling or confusing?
- What about the class this weekend surprised you the most? (This could be about your own reactions to what went on, something that someone did, or anything else that occurs.)

From Scholar Stephen Brookfield <http://www.stephenbrookfield.com/critical-incident-questionnaire>



# MYTHS VS RESEARCH EVIDENCE

- Are students qualified to rate instructors and the instruction they receive?
  - In most cases, yes, they can rate what they believe and how much time they have input into the course.
- Are ratings based solely on popularity?
  - There are no studies that have found this is the case. Several studies have shown that teachers who show concern for their students and their learning typically receive higher ratings.
- Are ratings related to learning?
  - Research has found correlations between how much students believe they have learned and high student ratings. In general, student ratings were higher for instructors whose students performed well in the course.
- Are ratings affected by situational variables?
  - Some research has shown that ratings are robust and not greatly impacted. However, some variations have been found, especially among gender and minority status. In addition, large enrollment classes and out-of-major courses in the physical sciences get lower ratings than elective and upper-level major courses.

Source: Theall, M. (Fall, 2002) *Focus on Faculty*



# HISTORY

- Informal student evaluations of teachers can be traced back to the fifteenth century when students at the University of Bologna paid their instructors based on “teaching abilities”.
- In 1924 there was mention of “Harvard’s Confidential Guide”, which was an informal student evaluation.
- There have been studies and scales devised on students rating teachers in the 1920s and 1930s.
- In the 1960s, the focus of ratings began to shift from the personal characteristics of teachers to teacher behavior and student achievement.
- Almost every higher education institution in the United States uses some form of a student rating system.





What feelings emerge for you when thinking about student ratings?

What is the most memorable comment from your past student ratings? Why?

What do you do with your student ratings each semester? Why?







# OVERVIEW OF BYU'S STUDENT RATINGS

WEBSITE

6/5/23

Sample Footer Text

9



## EXAMPLE

## BYU Student Rating Individual Section Report

## TEST 101 Introduction to Something - Fall 2019

Section 001

## Justin Time

**Historical Course Average**

## 4.5

### Composite Student Rating

Section 4.3 - 4.9

Course 4.7

Department 100-200 4.4 - 4.6

College 100-200	4.5
-----------------	-----

University 100-200	4.5
--------------------	-----

[illegible]

# A NEW WAY TO VIEW STUDENT RATINGS: SHIFT OUR THOUGHTS

- When considering student ratings:
  - Pick a good time to be able to digest the information (not Christmas or Mother's Day)
  - Track quantitative results in a spreadsheet
  - Look for themes/patterns in the qualitative responses
  - Reflect on strengths and reason out why there may be some weaknesses
  - Take biases and other factors into consideration- what was the response rate? Was I teaching a small or large class (smaller classes typically get better ratings than larger ones)? How did my students perform (ratings typically are higher in courses where students performed well)?
- When dealing with negative feedback
  - Take note that almost all faculty received negative feedback at some point.
  - Allow yourself to acknowledge it may be stressful to read, but there is always room for improvement.
- How to develop as a teacher
  - Use TILT
  - Use summative assessments
  - Use university resources





# ACTIVITY

**WITH YOUR GROUP,  
ANALYZE THE COMMENTS  
ON THE STUDENT RATING  
COMMENTS GENERATED  
REPORT**

# MATRIX OF STUDENT COMMENTS

Rating	Opportunities to get help	Opportunities for student involvement	Explained concepts effectively	Responded to students respectfully	Well organized
Excellent/ Above Average					
Average					
Below Average					
Poor					

Reflect on strengths and improvements (Start, Stop, Continue)



# THE CTL IS HERE TO HELP

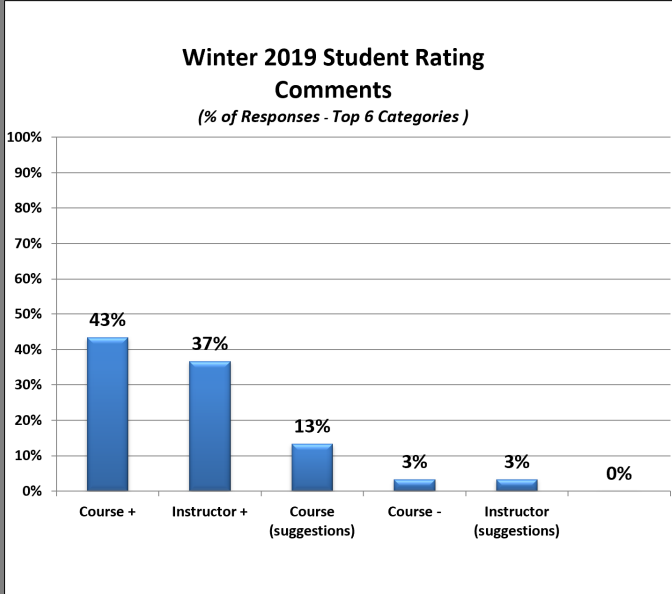
- Feedback Services:
  - [Teaching and Learning Consultants](#)
  - Comment Classification
    - Request from Student Ratings Report
    - Email [scot@byu.edu](mailto:scot@byu.edu)
    - Email [ursula\\_Sorensen@byu.edu](mailto:ursula_Sorensen@byu.edu)
    - Email your CTL Consultant
  - [Students Consulting on Teaching](#)



# COMMENT CLASSIFICATION EXAMPLE

[illegible]

**Click for Detailed Report**



Click for	Course +	Instructor +	Course (suggestions)	Course -	Instructor (suggestions)	Instructor -
1	Used various methods of teachings (PowerPoint, games, whiteboards, stories, etc.)	Always responds super quick!	I understood the organization of this class a little better than methods. I think more clarification at the beginning would still be helpful.	Not really opportunities for this in practicum.	I think it would help to explain how you want the assignments done more in class. I often thought that I was on the right track only to find out after I turned it in that I was a bit off. I think it would also be helpful to allow us to make corrections to assignments for points because we are not sure what you expect of us (due to the vague explanations of the assignments).	
2	With a mostly-open format for turning in work, it helps to simplify the process a little.	Asks if we have any questions, flexible, emails or gives in class extra resources that may be helpful	Showed "justice along with mercy". I know the class can learn the most from stories about misbehavior, but it'd also be good to share some more positive experiences you've had with students.			
3	Had some strict deadlines, but also allowed for flexibility when needed	Natalie is always very receptive to questions and responds very quickly. I appreciate it.	Checklist was awesome. The video assignment was a little confusing for me. There's a content page for almost every other assignment, but to get to the video assignment you have to go onto the "grades" tab, and click on the assignment there, and it took me a minute to find. Other than that, I thought this class was well organized and I appreciated the flexibility.			
4	The practicum experience was awesome! I got to actively learn every single day.	She was very respectful to each of us and always encouraged us to ask questions or express concerns!	I think it would help to explain how you want the assignments done more in class. I often thought that I was on the right track only to find out after I turned it in that I was a bit off. I think it would also be helpful to allow us to make corrections to assignments for points because we are not sure what you expect of us (due to the vague explanations of the assignments).			
5	I'm so glad we have the opportunity to get some experience with teaching. It is super helpful to get a baseline on where we are.	Very understanding and open to students' questions/thoughts/stories				
6	Discussions, not just lectures; activities; hands-on experience with practicum	Each day Natalie would share a spiritual thought and it really enhanced the experience.				
7	Learning hands on is what it takes to learn right for me, and this class exceeded those expectations.	Shared spiritual thought at the start of every class and started class with a prayer -- LOVED the spiritual thoughts. Also, sometimes incorporated this in her lessons.				
8	I think this class really is teaching me how to handle constructive criticism in a positive way.	Gave insights, personal experiences, resources/texts for us to read, hands-on assignments with practical purpose, etc.				
9	Loved this class! The practicum was hard but I learned so much from it.	She's a great example of truly listening and being there for her students. She's professional, understanding, works hard, and involved in the community.				
	Overall, I'm really glad we get to do this part of the course. 6/5/23	This was a great course. The Practicum experience was great and I feel like it really helped me to prepare for student teaching in the fall. Natalie was a great support through			Sample Footer Text	16



# HOW TO REQUEST COMMENT CLASSIFICATION

- On Student Ratings
- Email your Teaching and Learning Consultant
- Email [ursula\\_Sorensen@byu.edu](mailto:ursula_Sorensen@byu.edu)
- Email [scot@byu.edu](mailto:scot@byu.edu)





ANY  
QUESTIONS?