

## Take the Madness out of Methods: The <odesi> project

By Wendy Watkins, MacOdrum Library

Recently Carleton University has been working in close partnership with the University of Guelph on a \$1.04 million dollar project called the Ontario Data Documentation, Extraction Service and Infrastructure initiative <odesi>. The <odesi> project, which is funded by the Ontario Council of University Libraries (OCUL) and OntarioBuys, is an innovative new way for instructors and researchers to access large comprehensive datasets, like Statistics Canada's surveys and Canadian National Election Surveys. In addition, 55 years of Canadian Gallup Polls are also part of the project. Instructors can demonstrate research practices and easily bring real data into their classes and teaching activities. Students will also be able to examine and manipulate detailed, comprehensive survey and poll data easily and quickly.

Previously these types of large datasets were spread out across many different institutions, and were extremely time consuming to access, search and then find pertinent information. In comparison, <odesi> features an easy-to-use interface, as well as simple data interpretation and central information storage.

The research potential for this project is exciting because of the possibilities for collaboration. It will allow for unprecedented access to materials across academic institutions, using Scholar's Portal – an ideal scenario for research and collaboration.

The EDC will preview a prototype of the <odesi> project for all faculty members from 12pm–2pm on January 25, 2008. Please visit our website to register or contact Patrick Lyons at [plyons@connect.carleton.ca](mailto:plyons@connect.carleton.ca) or extension 2192 for details. ~

## Upcoming Teaching Conferences

### AAC&U 2008 Annual Conference: Intentional Learning, Unscripted Challenges

When: January 23 - 26, 2008  
Where: Washington, DC

Please visit [www.aacu.org/meetings/annualmeeting/](http://www.aacu.org/meetings/annualmeeting/) for more information.

### Carleton & McGraw-Hill Ryerson "Thinking Through First Year Success"

When: February 20 - 22, 2008  
Where: Tory Building, Carleton University

Please visit [www.mcgrawhill.ca/events/](http://www.mcgrawhill.ca/events/) for more information

### Learning, Education and Development Conference

When: March 17 - 19 2008  
Where: University of Glamorgan, Wales, UK

Please visit [www.lead2008.org.uk/](http://www.lead2008.org.uk/) for more information

### 2008 Dalhousie Conference on University Teaching and Learning

When: April 30 - May 1, 2008  
Where: Dalhousie University, Halifax, NS

Call for Proposals: Due February 22, 2008

Please visit [www.learningandteaching.dal.ca/dcutl/](http://www.learningandteaching.dal.ca/dcutl/) for more information.

### The Ninth Annual Midwest Conference on the Scholarship of Teaching and Learning

When: April 11, 2008  
Where: Indiana University South Bend

Please visit [www.iusb.edu/~ucetsortl\\_2008.shtml](http://www.iusb.edu/~ucetsortl_2008.shtml) for more information

### MADLaT 2008 International Conference 'E-Learning Comes Together'

When: May 8 - 9, 2008  
Where: Winnipeg, Manitoba

Call for Proposals: Due January 30, 2008

Please visit [www.madlat.ca/call\\_for\\_papers.htm](http://www.madlat.ca/call_for_papers.htm) for more information

### ICED Conference 2008

When: June 12-15, 2008  
Where: Salt Lake City, Utah

Please visit [www.iced2008.org/](http://www.iced2008.org/) for more information

### Society for Teaching and Learning in Higher Education: "A World of Learning"

When: June 18-21, 2008  
Where: University of Windsor

Please visit [www.mcmaster.ca/stlhe/welcome.html](http://www.mcmaster.ca/stlhe/welcome.html) for more information



## Teaching Tips

Take a moment to familiarize yourself with our Teaching Tips. These one-page tip sheets are filled with useful information on a variety of topics: from preparing for your first course to alternatives to term papers. The tips are available in hard copy and electronic form (Teaching Resources, under the Publication tab on the EDC website: [www.carleton.ca/edc](http://www.carleton.ca/edc)).

# Faculty Wave

The Newsletter on Teaching and Technology at Carleton University

## Winter Welcome 2008

Greetings everyone and Happy New Year! I'm sure that this issue of Faculty Wave will arrive at a time when all of Carleton's faculty members and instructors are looking forward to the fresh beginnings and opportunities that a new term presents, (albeit still a little breathless from the end of last term – we have a short holiday break indeed).

As always, we have a number of very exciting programs and events ongoing at the EDC this year. Our 3-2-1 Contact! Faculty Mentoring program, which takes a team approach to allowing our recently-arrived faculty members to draw up support from each other as well as from more experienced faculty is entering its second year, and the triads have already had the opportunity to meet both formally in a workshop setting and informally over dinner. Sessions for the groups on graduate student supervision, as well as on applying for research grants are planned for the winter term. If you have arrived at Carleton within the past five years and are interested in joining one of the groups, please be assured that for a very small and flexible time commitment you will benefit greatly from this opportunity to share experiences and advice with peers from your faculty. We are always happy to have new additions to the program regardless of the time of year that they wish to join.

Our Mid-Term Feedback initiative this year, headed up by our Faculty Associate, multi-teaching award winner, and generally fun guy, Bob Burk, was a great success. In this program, faculty members who wish to solicit informal feedback on their teaching and class strategies from their students are supported in this effort through either online surveys or in-class focus groups. Details of this program, which will be offered again in the winter 2008 term, are in this issue of Faculty Wave.

Many exciting things are happening on the technology side of the house, as you can see from the various articles in this issue. We have seen conceptions of technology in the classroom move from the use of PowerPoint and WebCT – standards over the past two years, to include exciting applications such as Wikis, Blogs, Podcasts, and the ever-present Facebook. As always, our innovation depends on your great ideas, and we are always happy to help you implement new teaching tools and strategies – come and talk to us, it's often easier that you think!

You will see a new face at the front desk of the EDC this term, as Oksana Rovnyanskaya leaves us to go and do the important work of motherhood on her maternity leave – we wish her and her family well at this exciting time! Oksana will be replaced at our mission control by Christina Riley, and I am sure that everyone will welcome her warmly. As our central point of direction and contact, Christina will be fulfilling a pivotal role in our faculty development and technology efforts this year.

Please enjoy this issue of Faculty Wave – if you have any ideas about content you would like to contribute or see in future issues, please don't hesitate to let us know. ~



Carol Miles, PhD

Director, Learning Technologies and Teaching Support

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Upcoming Conferences

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🌐 [carleton.ca/edc](http://carleton.ca/edc)



## WebCT 6 Focus: Using Group Manager

The Group Manager tool in WebCT 6 enables you to create and edit groups of students within WebCT. This functionality can save you lots of time by helping to manage large classes with TAs, group work, and enhance organization of course content.

Thanks to the Group Manager tool, you can send an email to a group with just one click instead of finding all of students' addresses individually. In the same manner you are able to easily release content tools such as a discussion group to the group.

There are three group types available, each having different functions and properties:

- **Custom Group** – A custom group allows you to create a single group and add selected students from the class list to it. This type could help you manage special students and make it easy to release special content or assignments to them. You can also make TA groups easily based on things such as student last names A to F.
- **Multiple Groups** – This type allows you to randomly divide students into groups for group work or for making randomly distributed marking groups for TAs.
- **Groups with sign-up sheets** – This type can replace any physical sign-up sheets that you already use in your class such as signing up for a student work group, a class presentation time slot, a consultation time, or even signing out equipment or content that has to be shared.~

### Technology Workshops

All Workshops held in 410 Dunton Tower

#### WebCT Intro

Dates: January 7 or 15  
Time: 10 am - 12 pm / 1 pm - 3 pm

#### WebCT Deployment

Dates: January 10, 17, 23 or 30  
Time: 10 am - 11am

#### Educational (We)Blogging

Date: January 16  
Time: 1 pm - 2:30 pm

#### Teaching with Technology RoundTable Discussion

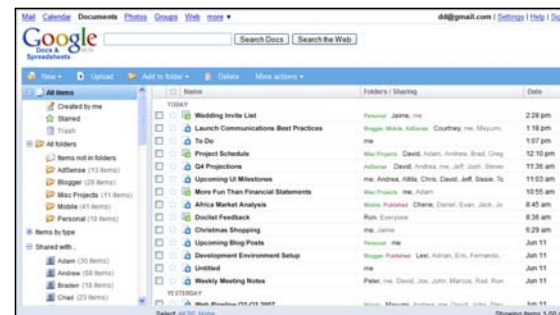
Date: January 25  
Time: 12 pm - 2 pm

Please visit <http://edc.carleton.ca/educationaltch.php> for additional workshops sessions

The EDC subscribes to a number of teaching newsletters, including *The Teaching Professor*. Each issue illustrates innovative, creative ways to reach, motivate, and inspire students while also providing a consistent theoretical research basis for sound pedagogical practice through scholarship on teaching. Interested faculty are invited to visit the EDC to peruse at their leisure or e-mail Joe Lipsett ([joe\\_lipsett@carleton.ca](mailto:joe_lipsett@carleton.ca)) to be added to our mailing list.



## Google Tools for Education Series: Google Docs



### Easy access:

- Documents can be edited—quickly and easily—from any computer with internet access.
- Files can be uploaded to Google Docs from different formats and can be exported as PDF or Word documents in a few simple clicks.

### Secure:

In recent years Google has expanded their services to offer a variety of office solutions. Google Docs provides an innovative, online word processor with many unique features. On their official Google for Educators site (<http://www.google.com/educators>), they describe the service as an:

*easy-to-use online word processor, spreadsheet and presentation editor that enables you and your students to create, store and share instantly and securely, and collaborate online in real time. You can create new documents from scratch or upload existing documents, spreadsheets and presentations. There's no software to download, and all your work is stored safely online and can be accessed from any computer.*

The key benefit to using Google Docs is real-time editing: a shared collaborative document can be accessed from any computer with an internet connection. At the EDC we have been using Google Documents for different projects. For example, several articles in this newsletter were created using a collaborative doc which we used to compile ideas and report on stages of the writing process. Google Docs also allows you to work on spreadsheets and presentations with collaborators. Let's look at the key selling features:

- The file is backed up by Google in multiple locations, and Google keeps an archive of every revision to a document. You also have access to a document history with all the revisions listed so that you can revert to an earlier version of your document at any time.
- Google Docs provides an online storage space for works in progress, so you don't have to use a USB key.
- Files are saved frequently and automatically (at least every 20 seconds).

### Real-time Collaboration:

- Multiple users can edit the same file at the same time – when you use the spreadsheet tool, a live chat window is available to discuss while you edit.
- Colour-coded live comments and changes can be inserted easily so it is apparent who has made which changes
- Through using Google Docs in your classroom, writing becomes about not just the final polished product of a paper but about *process*, shifting the focus towards the importance of peer review, editing, and the use of multiple drafts.

For more information on how to use Google tools for your classroom, please see Google Tools for Educators (<http://www.google.com/educators>).~

### EDUCATIONAL USES

- Students can use a shared document to create a comprehensive set of lecture notes in real time during class (if wireless access is available in the classroom). They can also collaborate outside of class to ensure their notes are complete.
- The collaborative elements can be applied to all types of projects: editing student drafts and papers; academic research articles; long distance collaboration between institutions; and even enhanced editing of thesis documents between student and advisor.
- Offers a sense of real-time community collaboration (a big draw for distance learners who may ordinarily feel isolated).
- Embed photos and html weblinks for effective research references.
- Use spreadsheets to keep track of things like grades, attendance, projects and assignments which are backed up automatically and accessible to you anywhere.
- Use presentations to communicate to other colleagues or students collaboratively and chat with them live through the incorporated discussion window. Students can also upload their group presentations.
- Act as a collaborator on student drafts in Google Docs in the case of regular class projects or thesis advising.

### Send Us Your TAs

- The EDC also has a number of training options for TAs. At the start of the new term, our TA training workshops will begin again with sessions on grading, discussion groups, lab tutorials, creating grading rubrics and more. There will also be additional workshops on professional development to supplement the usual TA duty related workshops. The schedule will be available on the EDC website ([carleton.ca/edc](http://carleton.ca/edc)) in early January.
- Once TAs complete 15 hours of TA training, they are eligible to receive the TA Certificate in Teaching Skills, which will be formally awarded in April 2008. For more information, please visit our website at <http://edc.carleton.ca/taprograms-teachingskillscert.php>

## Ad-ing Value to an Assignment Project Showcase: Visual Mapping of Coca-Cola Advertisements

At the EDC, we get really excited to help instructors with innovative ways to integrate technology into their courses. We recently had the opportunity to collaborate with Dr. José I. Rojas-Méndez, an Associate Professor of International Business and Marketing, on a course on International Buyer Behavior (BUSI 3705).

Rojas-Méndez was looking for help with an interactive exercise involving worldwide advertisements of Coke Zero. The commercials for the product are extremely diverse, and the students in the course were tasked with analyzing and exploring the cultural dimensions that were considered by Coke and its advertising agencies in order to ensure the advertisements were targeted at the appropriate demographic and local market.

After collecting over 30 Coke Zero commercials from around the world, Rojas-Méndez wanted an easy way for his students to access the materials as well as provide a visual reference to each ad's country of origin. Instead of just providing a simple list of links to the videos, the EDC collaborated with Professor Rojas-Méndez to help develop his learning activity into a user friendly online interactive exercise.

The first step was determining a visual aid to connect an ad with its country of origin. The solution was to geographically project Coke Zero bottles onto a world map that—when clicked—would play the corresponding video. Additionally, although the EDC could not help students with their assignments, we did ensure that the interactive exercise was easily accessible from any

### FOR THE TECHNICALLY INCLINED...

**The website uses basic Dynamic HTML (JavaScript, CSS) to display the lists of ads as the user hovers over each Coke bottle. When the desired ad is clicked on, an embedded YouTube video loads up in a Lightbox window (<http://particletree.com/features/lightbox-gone-wild>) that appears over the current page.**

**The biggest hurdle with any DHTML based project is getting it to work properly in Internet Explorer (IE) as it does not follow the same basic standards in use by other browsers (Firefox, Opera, Netscape, Safari) such as transparent PNG image support and certain JavaScript and CSS based commands.**

computer with an internet connection regardless of students' individual players and plug-ins. This eliminated the need for Rojas-Méndez to act as technical support for his students, while still incorporating technology that accents his teaching.

Check out Professor's Rojas-Méndez interactive exercise at: [edc.carleton.ca/coke/](http://edc.carleton.ca/coke/)

If you need help pulling together fun technology-based projects to enhance the learning experience for your students please contact the EDC for a one-on-one consultation. ➤

Nominations may consist of a single letter of nomination, but must include examples of nominees' achievements as a TA.

The awards will be given out at TA Day in early April.

**Nomination Deadline: Friday, March 14, 2008.**

**Please submit your nominations to Maggie Cusson at [margaret\\_cusson@carleton.ca](mailto:margaret_cusson@carleton.ca).**

## Congratulations to Simon Power & Bob Burk

In early 2007, the Ministry of Training, Colleges and Universities announced the creation of the Leadership in Faculty Teaching (LIFT) Award. The LIFT Award was developed to recognize and encourage teaching excellence at Ontario's colleges and universities. This award was given out to 100 faculty members who influence, motivate and inspire students and demonstrate leadership in teaching methods for the diverse student body in Ontario. Carleton University is proud to congratulate Simon Power, Department of Economics and Bob Burk, Department of Chemistry, for receiving this award.

For more information on this award, visit the following website: <http://www.edu.gov.on.ca/facultyawards/>

## Internet Teachnology.com

By Joe Lipsett, Educational Development Centre

After learning about the website [www.teachnology.com](http://www.teachnology.com), I decided to check out its potential for university instructors. On the front page there's a promise of 6,500 worksheets and lesson plans (there's even hall passes and memos to parents filed under the "time savers" tab). Unfortunately after some rudimentary surfing, I discovered the site caters primarily to K-12. Despite this, the idea of the Internet as a teaching resource was appealing, especially as a tool for instructors to share their best practices and tips. As a result I decided to do some searching to see what I could uncover.

What I learned was that despite its academic stigma, the Internet can be a valuable tool for both students and educators. The options for using technology in the classroom and for educational purposes have dramatically increased as the amount of information available electronically has risen. The decision to use the Internet as an educational tool is a personal one, but members of the teaching community should explore the possibilities the world wide web can offer (For additional internet educational teaching suggestions, see page 7's article on Google Docs).

### Learning Styles

(For a list of free learning style quizzes, see the box above)

Recent discussions on the STLHE (Society for Teaching and Learning in Higher Education) listserv have debated the merits of incorporating a variety of learning styles into the classroom. Although the topic is controversial, instructors have a variety of options at their disposal online. The most readily accessible materials available are websites that allow users to self-test their learning and teaching styles.

One of the most comprehensive is a website called [www.learning-styles-online.com](http://www.learning-styles-online.com): it offers an overview of each type of learning style, as well as preferred study guide for each. The most useful function for instructors is the ability to manage a group of individuals. After creating an account to validate their role, this free service allows instructors to

manage the results of their students so that the learning style results of the class can be determined.

Another option for instructors is VARK, which references the primary learning styles (visual, aural,

read/write and kinesthetic). This site offers a free twelve question test that identifies the learning style of its users. Once the results have been obtained there are specialized help-sheets that offer specific study strategies for each learning styles ([www.vark-learn.com/english/index.asp](http://www.vark-learn.com/english/index.asp)).

Taking a different approach, the Grasha Inventories ([www.iats.com](http://www.iats.com)) offer separate tests for students and professors to determine their educational priorities. The test automatically tallies the responses, which allows instructors to determine their preferred teaching style. Using that information, instructors can then match their teaching style to the students' learning style if they so choose.

### Collaborative Learning

The techniques and activities are certainly not new; collaborative learning as an educational tool has been around for a long time. Collaborative learning allows students to learn from each other as well as the instructor. It also accommodates a broad range of learning styles because collaborative learning includes a variety of activities that involve visual, auditory and kinesthetic elements.

What is difficult is finding the right marriage of course materials and collaborative learning techniques. This is where the Internet can play a valuable role: articles, tips and innovations by faculty members across the globe are available at the click of a mouse.

Obviously one of the best resources are university and college websites. Some of the most useful include:

- Reknowned educator Barbara Gross

### FREE LEARNING STYLE QUIZZES

Internet searches reveal a series of comprehensive questionnaires, although few are free to users. Arguably the best free and most complete self-testing learning style quizzes can be found on the following websites:

- 30 Questions: [www.metamath.com/multiple/multiple\\_choice\\_questions.html](http://www.metamath.com/multiple/multiple_choice_questions.html)
- 36 Questions: [www.acceleratedlearning.com/method/test\\_flash.html](http://www.acceleratedlearning.com/method/test_flash.html)
- 70 Questions: [www.learning-styles-online.com/inventory/questions.asp](http://www.learning-styles-online.com/inventory/questions.asp)

Davies

(<http://teaching.berkeley.edu/bgd/collaborative.html>)

- Ryerson's Learning and Teaching Office (<http://www.ryerson.ca/lt/resources/collaborativelearning/CLResources.html>)
- Alice Macpherson's (completely downloadable) e-book developed at Kwantlen University College (<http://www.kwantlen.ca/academicgrowth/coopact2007.doc>)

Some of the best websites are link resources. Schools such as the Sheridan College Institute of Technology and Advanced Learning have put together *The Tickle Guide* (which focuses on technology and cooperative learning—<http://www.acad.sheridanc.on.ca/scls/coop/TCL.htm>), as well as The Cooperative Learning Network (<http://www.acad.sheridanc.on.ca/scls/coop/cooplrn.htm>). It's there that you can find links like the one to Professor Richard Felder (North Carolina State U), who merges cooperative learning and learning styles on his webpage. Especially interesting is his article on Cooperative Learning in Technical Courses (<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Coopreport.html>) in no small part because he applies these techniques to large classes in the sciences. ➤

If you wish to find out more information about STLHE, please visit <http://www.mcmaster.ca/stlhe/welcome.html>. To join the STLHE Listserv, send the following message to [listserv@unb.ca](mailto:listserv@unb.ca): SUB STLHE-L your full name

## New TA Awards

The Educational Development Centre is proud to recognize the contributions of TAs at Carleton by announcing the establishment of the TA Awards. This award, given to 3 TAs annually, recognizes the hard work and dedication exemplified by Carleton's TAs.

### Award

Three awards are presented annually and consist of \$500 each and a citation on a plaque located in the Educational Development Centre. Award recipients will also receive a commemorative certificate.

### Eligibility

The award is open to any Teaching Assistant who acts or has acted in this position during the current, and/or the preceding academic term.

### Nomination

Nominations may be made by faculty supervisors (professors, senior laboratory instructors, sessional instructors) of the Teaching Assistant, colleagues (staff or faculty) working closely with the nominee, and students from the nominee's class.

Nominators are asked to submit a letter of nomination to the Educational Development Centre along with any relevant supporting materials, such as additional letters of support.

# Learning from Students: Mid-Term Course Feedback Surveys for Instructors

A mid-term course feedback survey is a great way to strengthen the student-teacher relationship as well as provide valuable information about how students are learning in your course. Students can be incredibly blunt and candid, so consider your survey an opportunity to ask them for honest and constructive feedback while the course is still in progress. Asking the students' opinions demonstrates that you are interested in teaching them effectively and that you care about imparting knowledge in a clear and helpful manner. As such, students will give you detailed and specific answers since it will directly benefit their engagement in the course.

Suzanne Le-May Sheffield from Dalhousie University explains that unlike the end of term summative assessment, which looks at the course as a whole, the midterm formative assessment gives you the opportunity to identify and correct problems that may arise in your course while it is ongoing. Questions such as, "Is the discussion group helping you?" or "Are you taking advantage of the problem analysis sessions?" offers insight as to how students are engaging in your course and learning from you.

According to Barbara Gross Davis, when it comes time for the end of term evaluations, you can compare your results and see if the problems that were raised in the midterm feedback survey were resolved. As an added benefit to those seeking positive course reviews for tenure, this early assessment can greatly improve your end of year course evaluations.

## Developing Questions

Try to keep the survey a reasonable length as you will not be able to cover all aspects of the course in a single survey. With too many questions you run the risk of the students wanting to finish the assessment without taking the time to provide detailed and valuable feedback.

While multiple choice and Likert scale questions provide useful statistical feedback, open-ended paragraph style questions can provide revealing insight into the students' frame of mind. Questions can gather information on a wide variety of course topics such as the quality of the textbook, lectures, assignments, discussions, group work, labs, classroom environment, TAs, and readings. You know your course best, so tailor your questions to target areas you feel may be problematic.

Learning is a two way street and everyone can benefit from some constructive feedback and reflection. With that idea in mind these evaluations can be help your students as much as they help you. Your questions can offer students a sense of inclusion in the process, but they can also be used to provide a valuable wake up call. An example of this is question pairs:

- a) How do you rate the instructor's performance? (scale 1-5)
- b) How do you rate your own performance? (scale 1-5)

These types of questions encourage students to take responsibility for their own learning and reflect not only on the instructor's contribution, but also on their own.

Here are some examples of other useful questions:

From the University of Massachusetts Amherst (<http://www.umass.edu/cft/consultation.htm>):

- What do you like most about this course and/or the teaching of it?
- What do you like least about the course and/or the instructor's teaching of it?
- What suggestions can you offer that would make this course a better learning experience?

From Dalhousie University (<http://learningandteaching.dal.ca/midterm.html>):

- How accessible/appropriate/related/useful is the textbook for this course?
- Did the problems worked out in class help you to understand how to work out questions on your own?
- Did you find the assignments relevant/interesting/challenging? Why or Why not?
- Are the assignment/lab experiment procedures clearly explained?
- In what ways is the format of the class helpful or detrimental to your learning experience?

More questions will be available soon in the EDC feedback question bank. Please visit our website for updates.

## Implementation

It is important that the survey is put into context for the students: explain why you are giving the evaluation and emphasize that it is an anonymous, voluntary process (Le-May Sheffield). It is also important to provide ample time to complete the survey so that students have time to consider their responses and do not rush.

There are a number of ways to implement an anonymous survey.

For **paper-based surveys**, conduct them at the beginning of class so that students are not swayed by a good or bad lecture. It also allows you to avoid students who are rushing to get out of class early or to their next class.

- One method involves writing two or three questions on the blackboard and collecting students' responses at the end of the class. (Teaching toolbox, Cornell University)
- The "white pages" of student evaluation builds on the previous idea: All students answer questions and then a selection of last names are randomly chosen to create a sample of student responses.

Continued on the following page →

# Mid-Term Surveys for Instructors continued

- Still another involves inviting a colleague or staff member to conduct a small group evaluation session. Students write their comments in small groups, which are then combined and organized according to priority items (Source: Clark and Redmond, 1982; Coffman, 1991)

If you use a paper-based survey, the EDC can also assist you by visiting your classroom anytime during the term to collect feedback.

The best way to conduct **online surveys** is to leave them open for about a week so that students have a chance to contribute over a short period (ex: a week) on their own schedule.

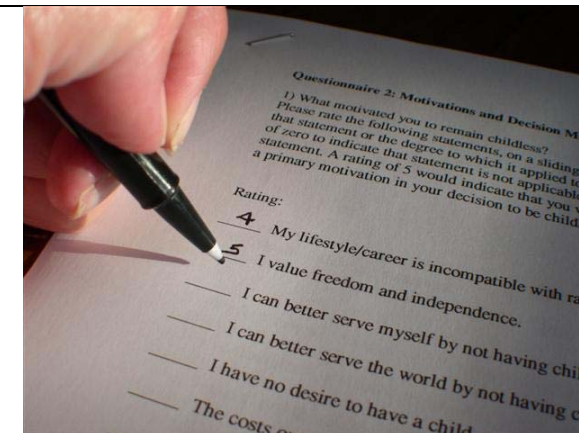
There are two ways to create an online survey:

- A) Use the WebCT assessments tool to create an online survey
  - Use the ready made survey from the EDC in the repository and add or edit it (more information is available at [edc.carleton.ca/feedback](http://edc.carleton.ca/feedback))
  - Use questions from the EDC feedback question bank (coming soon)
  - Create a survey with your own questions
- B) Use other online survey tools such as Fast <http://getfast.ca/> or the new version just released, Too Fast <https://toofast.ca/>

Please remember that the EDC is available to help with any of these options (*Detailed how-tos for all options are available at [edc.carleton.ca/feedback](http://edc.carleton.ca/feedback)*).

## Assessing the Results

It is completely reasonable to experience anxiety when receiving student evaluation feedback. Try to focus on the constructive ideas



your students have said about the course instead of taking the critical feedback personally. Ignore the polar comments - there will always be people that strongly like or dislike you as an instructor. Remember that you won't be able to fix everything; so focus on general trends and common themes.

It is critical to take the feedback process full circle and respond constructively to the survey results. Express your gratitude and share the results with your students in class shortly after the survey is completed. Let them know the actions you will take to help them or let them suggest potential solutions. Talk about the suggestions you will or will not act upon and explain why. Clarify any confusion about students' expectations and your teaching goals for the course and assignments. Most importantly, avoid being defensive or apologetic—you must have faith in your teaching and course design (Barbara Gross Davis).

The EDC can help you with implementing, collecting, organizing, and interpreting the information. We can also help you find ways to address any problematic area(s) that were brought up in the evaluation. Please email, call, or stop by the EDC for more information. Additionally, visit our website for a full list of references and more information ([edc.carleton.ca/feedback](http://edc.carleton.ca/feedback)).

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- <https://fusion.sas.upenn.edu/feedback/>
- <http://depts.washington.edu/cidweb/consulting/sgid.html>
- [http://www.ilr.cornell.edu/tac/toolbox/tips/feedback\\_mid.html](http://www.ilr.cornell.edu/tac/toolbox/tips/feedback_mid.html)
- [http://cte.uwaterloo.ca/teaching\\_resources/teaching\\_tips/tips\\_challenges/using\\_midterm\\_feedback.pdf](http://cte.uwaterloo.ca/teaching_resources/teaching_tips/tips_challenges/using_midterm_feedback.pdf)