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Faculty have a love/hate (or is it hate/hate) relationship with end-of-semester course evaluations (often times termed SETs or Student Evaluations of Teaching). How can students know how much work it is to design and deliver a course? Well, though the research is mixed, there is evidence that students are actually quite astute when evaluating certain aspects of teaching – like can they follow the lectures, is it clear what you expect for assessments, etc. There are also a number of topics that students are very poor at evaluating – like how well this course prepares them for the next course or their career. Correlation studies between current and former students indicate that hindsight is far better than foresight on these topics.

UM-System upper administration is placing more and more emphasis on good teaching – and evaluation, at least partially, through SETs. In order to ensure we have captured the sentiments of all students in the course,

we need to have response rates in the 70% range for smaller classes and at least above 50% in larger classes [1 Nulty, 2008]. While we assume that pen and paper evaluations had nearly 100% response rates, extensive research in this area suggests the number is likely closer to 70-80%.

There are many ways to increase response rates and the more strategies one uses, the higher the response rate. Table 1 reveals the most common strategies and the associated response rates.

**Table 1: Strategies used to increase SET response rates<sup>2</sup>**

<i>Techniques</i>	<i>N</i>	<i>Response Rate</i>
Provided incentives to complete evaluation	22% (251)	79%
Provided time in class to complete evaluation	5% (54)	70%
Sent personal e-mails to students as reminders	33% (375)	66%
Provided other type of mid-semester check-in	8% (89)	66%
Reminded students during class time	61% (688)	65%
Explained to class how I use the results	57% (645)	65%
Used Mid-semester Assessment Process	10% (116)	65%
Other (please describe)	3% (27)	65%
Posted reminder / assignment on LMS	32% (360)	64%
Used classroom assessment techniques (CATs) during the semester to get student feedback	6% (64)	61%
I did nothing	14% (157)	50%

Incentives provide the highest response rates of all strategies. We often think of incentives as providing points to students who complete the SET, but there are many options available to faculty.

Incentives may be point-based or non-point-based. Non-point-based incentives include offering food or allowing students to bring a note card to the final. Point-based incentives include bonus points, ability to drop the lowest quiz grade or other assignment type, etc.

We found that faculty who require the class to meet a threshold – for instance, 80% of the class must complete the SET to get ½ bonus point, or if 90% complete the SET, everyone in the class gets 1 bonus point – produces the highest ROI. In fact, here at UMSL, faculty who have used this type of incentive, and now have set the threshold no lower than 80% (the higher the threshold, the higher the response rate), have moved from response rates less than 20% to response rates in the 80% range. Those who set the response rate at 90% or above rarely end up granting the reward.

Table 2: *Incentive Types*<sup>3</sup>

Class Based vs. Individual Based		Weighting of Incentive
Point Based	Non-Point-Based class rewards	
<ul style="list-style-type: none"> <li>One-third based incentive on individual response as a course assignment (screenshot of “completed” screen).</li> <li>Two-thirds used class-base incentives. <ul style="list-style-type: none"> <li>i.e. If 80% complete the eval, everyone gets 1 point added to final grade. If 90% complete eval, all students gain back all participation points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>If 70% complete eval, instructor will bring cupcakes to final</li> <li>If 90% complete eval, everyone can bring a 3x5 notecard to the final</li> </ul> <p><i>“72 faculty who used class-based incentives addressed their use of a threshold. They had the highest response rates on campus.”</i></p>	<ul style="list-style-type: none"> <li>Point-based incentives (most to least common) <ul style="list-style-type: none"> <li>Total course grade</li> <li>Final Exam</li> <li>Quiz/Paper</li> <li>Assignments/Homework</li> <li>Participation</li> </ul> </li> <li>Percentage of total grade <ul style="list-style-type: none"> <li>.25 to 1%</li> <li>.5% the most common incentive amount (for total course grade)</li> </ul> </li> </ul>

The CTL staff are happy to discuss with you how you might increase your response rates this semester. Call, email, or stop by anytime.

[1] Nulty, D. D. (2008). The adequacy of response rates to online and papers surveys: What can be done? *Assessment and Evaluation in Higher Education*, 33(3), 301-314.

[2] Goodman, J. A., Anson, R., & Belchier, R. (2015). The effect of incentives and other instructor-driven strategies to increase online student evaluation response rates. *Assessment and Evaluation in Higher Education*, 40(7), 958-970.

[3] Goodman, J. A., Anson, R., & Belchier, R. (2015). The effect of incentives and other instructor-driven strategies to increase online student evaluation response rates. *Assessment and Evaluation in Higher Education*, 40(7), 958-970.

## Teacher Behavior Checklist (TBC): A Tool for Peer Observation or Self-Assessment of Teaching

Are your end of course evaluations not telling the whole story? Do you want more information about what you have done well and what you can do better in your course? Check out the Teacher Behavior Checklist (Buskist, Keeley, & Smith, 2008), a research-based tool will help provide another lens about your teaching. Invite a trusted colleague to your classroom to provide you feedback using this tool, structured around these 8 instructor qualities.

1. Approachability
2. Creative and Interesting
3. Encourages and Cares for Students
4. Enthusiastic About Teaching and About Topic
5. Flexible/Open Minded
6. Knowledgeable About Subject Matter
7. Realistic Expectations of Students/Fair Testing and Grading
8. Respectful

Research conducted on the tendencies and strategies exhibited by these teachers led to the creation of the Teacher Behavior Checklist, or TBC. In total, the TBC contains 28 qualities and teaching behaviors that Master Teachers convey. The TBC offers instructors and administrators an alternative approach to both formative and summative

assessment of teaching. This approach allows the teacher to get feedback in a way that they can control and have the ability to change.

## Why Invite Someone to Your Classroom?

While teachers and students agree that there are several keys to effective teaching, teachers "tend to place more weight on particular techniques of teaching than students do; students tend to emphasize the importance of the student-teacher relationship more than teachers do (*Buskist, 2004*).\" As educators, we strive to create the best learning experience for their students.

## Download the TBC

Here's the [link to the TBC](#) that you can download and use for self-reflection or when observing a colleague.

More information about the TBC can be found below.

- Buskist, W., Keeley, J., & Smith, D. (2006). The Teacher Behaviors Checklist: Factor Analysis of Its Utility for Evaluating Teaching. Retrieved from [http://journals.sagepub.com/doi/pdf/10.1207/s15328023top3302\\_1](http://journals.sagepub.com/doi/pdf/10.1207/s15328023top3302_1)
- Buskist, W. (2004, September 3). Ways of the Master Teacher. Retrieved from <https://www.psychologicalscience.org/observer/ways-of-the-master-teacher>



## Focus on Teaching and Technology Conference (FTTC) Call for Proposals

**Conference proposals are due May 1, 2018.**

The FTTC Planning Committee is pleased to announce the CALL FOR PROPOSALS for the 2018 Focus on Teaching and Technology Conference, a midwest regional conference held on the University of Missouri - St. Louis campus.

This year, [submit your proposal](#) for any of these session types:

- 120-minute hands-on workshop
- 50-minute hands-on workshop
- 50-minute presentations (interactive and informational)

Our participants return year after year because of the strong program that you help build. Sessions range from lessons learned and technology tool tips to teaching strategies and evidence-based practice. Be part of the FTTC community and submit your proposal today!

We'll review proposals in May and let you know in June about the status of your proposal.

Conference registration will be open on or around July 1.

**Don't forget to save the dates!**

Focus on Teaching and Technology: A Regional Conference

Held at the University of Missouri - St. Louis

September 27 & 28, 2018



## **Creating a Course Homepage**

Are you preparing your courses for summer and looking for the best way to personalize it? Do you want to include a course banner and relevant information right up front? Consider creating a course homepage!

Like Blackboard, Canvas has several options which can serve as the entry point of a course. These options include the Course Activity Stream, the Pages Front Page, the Course Modules, the Assignments List or the Syllabus. One of the best ways to personalize your course is by using the "Pages Front Page" option.

This option allows you to personalize a page of your course and set it as the "Home Page." As you recall, pages in Canvas can have a combination of media and information including videos, images, links (to something on the web or something in Canvas), and text.

A great way to make your course stand out is by creating a banner. Below is an example of a Home Page.

## Welcome to EDTECH 2230: Information Literacy!

I am excited you are taking this course to learn more about information literacy as you set out on your educational journey. Information literacy is important for so many reasons. Why? Continue reading how information literacy impacts your everyday life by clicking on the Start Here Module below. After your review the welcome message and class requirements, jump into Module 1. Let me know what questions you have!



### [Start Here](#)

- Instructor Information
- Textbook Information
- What to Install and Accounts to Set Up



### [Module 1 - Introductions and Identify](#)

- Tuesday, January 16 - Sunday, January 28

Sound or look like something you are interested in? Follow the directions below or contact an Instructional Designer in the Center for Teaching and Learning for more information.

1) Create a new page by clicking on Pages from the left navigation menu.

A) If you are in a new course and don't have any pages yet, you will be prompted to create a page.

B) If you already have some pages created in your course, great. Proceed to Step 2.

C) If you already have a Front Page set, you can either modify the one you have or set a different page as your Front Page. Proceed to Step 2.

2) After you have a page created, ensure the page is published and click on the icon that has the three dots on the right side of the screen. Select "Use as Front Page."

<b>Homepage</b>	<b>Page Name</b>	Feb 12, 2018	Mar 14, 2018 by Emily Goldstein	✓	⋮
Module 1 Overview		Feb 12, 2018	Feb 12, 2018		
Module 2 Overview		Feb 12, 2018	Feb 12, 2018		
Module 3 Overview		Feb 12, 2018	Feb 12, 2018		
Module 4 Overview		Feb 12, 2018	Feb 12, 2018		
Module 5 Overview		Feb 12, 2018	Feb 12, 2018		
Module 6 Overview		Feb 12, 2018	Feb 12, 2018		

Edit

Delete

**Use as Front Page**

Duplicate

Share to Commons

3) After you have created and chosen your Front Page, you have to set the course up to recognize that option. Click "Home" at the top of your left navigation. On the right side of the screen, you will see a menu that looks like the image below. Select "Choose Home Page."

Import from Commons

Choose Home Page

View Course Stream

New Announcement

Student View

From the "Choose Home Page" screen, you will want to select Pages Front Page.

Choose Home Page



Select what you'd like to display on the home page.

- ☐ Course Activity Stream
- ☒ Pages Front Page *Homepage* [\[Change\]](#)
- ☐ Course Modules
- ☐ Assignments List
- ☐ Syllabus

Cancel

Save

**Well-done!** You have now set your course up to have a personalized Home Page.



## Register to Attend the Course Design Institute

Monday through Thursday, May 21-23

[Register](#)

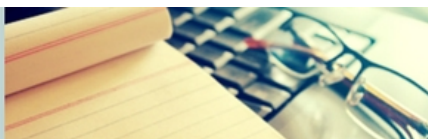
Are students asking for more hands on practice? Are you in a rut about what to do in your course? Are you looking to refresh a new course next year? Apply for the Course Design Institute and navigate the choices you make when putting your course together.

A previous faculty participant said: *"For me, Course Design Institute was a valuable resource and learning opportunity where I developed meaningful learning objectives, explored pedagogy, investigated technological learning tools and applied collaborative learning techniques. As a new faculty member, I gained confidence in my ability to create meaningful course content which lead to an active, engaged class."*

Leave the series with strategies and materials to redesign your course. Contact Andy Goodman ([goodmanjam@umsl.edu](mailto:goodmanjam@umsl.edu)) for more details.

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### UPCOMING WORKSHOPS & COLLOQUIA



#### **myVITA for Annual Evaluation**

Wednesday, April 4

Lucas Hall 589

2 - 3:00 PM

[Register](#)

#### **Workshop: Engaging Students Using Presentation and Discussion**

Friday, April 6

Lucas Hall 589

Noon - 1:30 PM

[Register](#)

In this workshop, we will discuss effective strategies and best practices for student engagement in an online environment.

#### **Webinar: Tune in and Zoom in - Creating a Homepage in Canvas**

Thursday, April 12

via Zoom

2:00 PM - 2:30 PM

[Register](#)

Quick and easy 30-minute tips on creating a homepage in Canvas! Link to a webinar will be send to you after you register for this session.

#### **Webinar: Tips and Tricks for Successful Group Work**

Wednesday, April 18

via Zoom

7 PM - 8:30 PM

[Register](#)

Social interaction is a critical part to learning, but do your students groan when you give them group work? Join this session on best practices for overcoming the challenges of group work including assigning roles, using peer evaluations, and leveraging tools for online group projects. The Zoom link will be send to you after you register for this session.

### **Webinar: Tune in and Zoom in - Grading in Canvas**

Tuesday, May 1

via Zoom

12:00 PM - 12:30 PM

[Register](#)

Quick and easy 30-minute tips on grading in Canvas! Link to a webinar will be send to you after you register for this session.

### **Easy Ways to Find Free Peer Reviewed Content**

Friday, May 4

Lucas Hall 589

12:00 PM - 1:30 PM

[Register](#)

When reviewing Open Educational Resources (OER) for our course, how do you assess the quality of the resource and screen it to make sure it meets your needs in a timely and efficient way? Come to this workshop for suggestions on where to find OER materials and how to evaluate it's quality.

### **Course Design Institute**

Monday through Thursday, May 21-23

[Register](#)

Are you teaching a new course next year? Or ready to redesign one you've already taught? Interested in aligning the components of your course to intentionally foster significant student learning? If so, come and join colleagues from across campus in an intensive three-day working institute. Together participants will focus on the role of course design in the overall act of teaching; write learning outcomes that will provide focus for the course activities and assessment. By the end of the week, participants will have substantial work completed towards a new or revised course design.



The CTL is offering two part time faculty orientations for the summer terms. These orientations are 1/2 day and offered on both a Friday afternoon as well as a Saturday morning. For more information, please see our [Part Time Faculty webpage](#).

### **Part Time Faculty Orientation**

Saturday, May 5

Lucas 589

8:30 AM - 12:00 PM

[Register](#)

## Part Time Faculty Orientation

Friday, June 8

ABH 003

1:00 PM - 4:30 PM

[Register](#)

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# Online in 9

***Participation in Online in 9 is limited to faculty developing an UMSL NOW course.***

Summer 2018: May 21 - August 3

The cohorts meets Tuesdays 2-4pm, Fridays 10am-12pm, or online asynchronously.

Take your online course to the next level by participating in a 9-week series designed to help you efficiently develop or redesign your course.

By the end of the series, you will have a completely finished course site, confidence with new technologies and strategies for managing your time and students. This series is designed to fit into your schedule with a combination of face-to-face and online activities structured to keep your course development on track. Join your colleagues in an interdisciplinary small group to share ideas and learn new tools and strategies guided by research-based, national standards.

For more information or to signup, contact Emily Goldstein (314) 516-4517 or [emily.goldstein@umsl.edu](mailto:emily.goldstein@umsl.edu).

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## DIY <sup>with</sup><sub>a</sub> GUIDE

***Participation in DIY with a Guide is limited to faculty developing an UMSL NOW course.***

Summer 2018: May 18 - August 3

Meets as a cohort 12:00pm - 1:30pm on May 18th, June 15th, and July 20th.

Are you developing a second or subsequent online course? DIY is your path to success. DIY with a Guide is a structured program offering faculty an opportunity to design a course in collaboration with an instructional designer in the CTL. This program is reserved for those faculty who have already successfully completed Online in 9. It is structured to build on what you learned in Online in 9 to design a next-level, quality-assured online course with carefully integrated technologies and instructional strategies to achieve course goals. The cohort will meet 3 times to share ideas and get valuable feedback from peers. The program consists of 4 modules spread out over the 9 week period: Designing, Building, Testing, and Reflecting. The central components of the program are built around Chickering and Ehrmann's framework, "Implementing the Seven Principles: Technology as Lever." At the end of the semester, faculty participants will have a completely designed, quality-assured course ready to offer students.

For more information or to signup, contact Emily Goldstein (314) 516-4517 or [emily.goldstein@umsl.edu](mailto:emily.goldstein@umsl.edu).

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#### [Teacher Characteristics and Behaviors that Make a Difference](#)

- This article from Faculty Focus presents a list of characteristics that students deem important. The study, conducted by Goldman, Cranmer, Solitto, Labelle, and Lancaster prioritized 10 teacher qualities.

#### [Ways of the Master Teacher](#)

- Are you wondering - What qualities do highly effective and influential teachers – so called “master teachers” – possess that you don’t? What can you do to engage your students so that they learn more? How can you become a more effective teacher? This article by William Buskist takes you through the 10 qualities master teachers possess and how to become one.