

Formative Feedback Options

Dealing with current evaluation practices

Responding constructively to student comments, especially the negative ones

Hodges, L. C. and Stanton, K. "Translating Comments on Student Evaluations into the Language of Learning." *Innovative Higher Education*, 2007, 31 (5), 279-286.

Do current evaluation practices improve instruction?

Kember, D., et. al. "Does the Use of Student Feedback Questionnaires Improve the Overall Quality of Teaching?" *Assessment and Evaluation in Higher Education*, 2002, 27 (5), 411-425.

Student and faculty perceptions of the evaluation process

Sojka, J., Gupta, A. K., and Deeter-Schmelz, D. R. "Student and Faculty Perceptions of Student Evaluations of Teaching: A Study of Similarities and Differences." *College Teaching*, 2002, 50 (2), 44-49.

DIY – Do it yourself, as in make your own instrument [www.surveymonkey.com]

Solicit feedback on as aspect of instruction using a research instrument

Characteristics of assignments that encourage procrastination

Ackerman, D. S. and Gross, B. L. (2005). "My Instructor Made Me Do It: Task Characteristics of Procrastination." *Journal of Marketing Education*, 2005, 27 (1), 5-13.

Scenarios that describe cheating

Allen, J., Fuller, D., and Lockett, M. "Academic Integrity: Behaviors, Rates and Attitudes of Business Students toward Cheating." *Journal of Marketing Education*, 1998, 20 (1), 41-52.

Study Process Questionnaire (measure of deep or surfact learning strategies)

Biggs, J., Kember, D., and Leung, D. Y. P. "The Revised Two-Factor Study Process Questionnaire: R-SPQ-2F." *British Journal of Educational Psychology*, 2001, 71, 133-149.

Student and faculty perceptions of group work

Chapman, K. J., Meuter, M. L., Toy, D., and Wright, L. K. "Are Student Groups Dysfunctional?: Perspectives from Both Sides of the Classroom." *Journal of Marketing Education*, 2009, 32 (1), 39-49.

Classroom Climate Inventory

Fraser, B. J., Treagust, D. F., and Dennis, N. C. "Development of an Instrument for Assessing Classroom Psychosocial Environment at Universities and Colleges." *Studies in Higher Education*, 1986, 11 (1), 43-53.

Student feedback on instructor communication

Goodboy, A. K., Martin, M. M. and Bolkan, S. "The Development and Validation of the Student Communication Satisfaction Scale." *Communication Education*, 2009, 58 (3), 372-396.

Students' perceptions of teacher power

Schrodt, P., Whitt, P. L., and Turman, P. D. "Reconsidering the Measurement of Teaching Power Use in the College Classroom." *Communication Education*, 2007, 56 (3), 308-332.

Approaches to teaching inventory

Trigwell, K., and Prosser, M. "Development and Uses of the Approaches to Teaching Inventory." *Educational Psychology Review*, 2004, 16 (4), 409-423.

Use a different evaluation instrument

For lots of sample evaluation instruments see

Braskamp, L., and Ory, J. *Assessing Faculty Work: Enhancing Individual and Institutional Performance*. San Francisco: Jossey-Bass, 1994.

A Low-inference instruments

Keeley, J., Smith, D., and Buskirk, W. "The Teacher Behaviors Checklist: Factor Analysis of Its Utility for Evaluating Teaching." *Teaching of Psychology*, 2006, 33 (2), 84-91.

Murray, H. "Classroom Teaching Behaviors Related to College Teaching Effectiveness." *Journal of Educational Psychology*, 1983, 75 (1), 138-149.

Formative feedback options explored more fully in Chapter Five of *Inspired CollegTeaching: A Career-Long Resource for Professional Growth* by Maryellen Weimer. Available at www.josseybass.com