#### Part 1—STOP at 2:30 minUTE mark

At the 2:30 minute mark of the video, participants are asked to brainstorm responses to two prompts: “why do we evaluate out teaching? What purposes does it serve?” Stop the recording here and develop below your own responses to those questions. Aim for 2-3 responses, minimum, for each question.

Your thoughts:

Once you’ve reflected on the questions and listened to the next 20~ mins of the video, create a list of core conclusions—i.e., ideas or points that stand out for you as especially important—and elaborate on each. Aim for at least 2-3 conclusions, along with 4-5+ sentences of explanation for each. Strive to show that you have drawn on and developed ideas that were raised in this portion of the workshop.

Your conclusions:

#### Part 2—stop at 24:50 minute mark

At the 24:50 minute mark of the video, participants are asked to review the questions used on Carleton’s standard student evaluation of teaching (SET) questionnaire. To access the SET questions, consult the PDF attached to the email you received. Stop the recording here and develop below your own responses to those questions. Aim for a list with 3-5 observations, minimum.

Your thoughts:

Once you’ve reflected on the questions and listened to the next 40~ mins of the video, create a list of core conclusions—i.e., ideas or points that stand out for you as especially important—and elaborate on each. Aim for at least 2-3 conclusions, along with 4-5+ sentences of explanation for each. Strive to show that you have drawn on and developed ideas that were raised in this portion of the workshop.

Your conclusions:

#### Part 3—stop at 1:02:35 minute mark

At the 1:02:35 minute mark of the video, participants are asked to brainstorm ideas for other ways we can collect (informal, formative) feedback from students. Aim for a list with 3-5 observations, minimum. Stop the recording here and develop below your own responses to those questions.

Your thoughts:

Once you’ve reflected on the questions and listened to the next 15~ mins of the video, create a list of core conclusions—i.e., ideas or points that stand out for you as especially important—and elaborate on each. Aim for at least 2-3 conclusions, along with 4-5+ sentences of explanation for each. Strive to show that you have drawn on and developed ideas that were raised in this portion of the workshop.

Your conclusions:

#### Part 4—stop at 1:25:05 minute mark

At the 1:25:05 minute mark of the video, participants are asked to brainstorm ideas for other ways we can collect (informal, formative) feedback from sources other than our students. Aim for a list with 3-5 observations, minimum. Stop the recording here and develop below your own responses to those questions.

Your thoughts:

Once you’ve reflected on the questions and listened to the next 10~ mins of the video, create a list of core conclusions—i.e., ideas or points that stand out for you as especially important—and elaborate on each. Aim for at least 2-3 conclusions, along with 4-5+ sentences of explanation for each. Strive to show that you have drawn on and developed ideas that were raised in this portion of the workshop.

Your conclusions:

#### Part 5—stop at 1:39:05 minute mark

At the 1:39:05 minute mark of the video, participants are asked to complete the table below. Stop the recording here and complete that table.

Instructions: Take 15 mins to map out your plans for gathering feedback on your teaching during the next 5~ years, for both the short and long term (i.e., when teaching a course, and for your career as a whole). Prepare to report back.

|  |  |  |  |
| --- | --- | --- | --- |
| **Source of Data / Feedback** | **Formative Feedback Collection Strategy** | **Time (when in the term / course? in your career?)** | **Rationale (why this strategy? why at this point in the term / course / your career?)** |
| Students | 1. 2. | 1.2. | 1.2. |
| Peers, Colleagues, Supervisors | 1.2. | 1.2. | 1.2. |
| Self | 1.2. | 1.2. | 1.2. |
| EDC | 1.2. | 1.2. | 1.2. |

Once you’ve completed the table, create a list of core conclusions—i.e., ideas or points that stand out for you as especially important—and elaborate on each. Aim for at least 2-3 conclusions, along with 4-5+ sentences of explanation for each. Strive to show that you have drawn on and developed ideas that were raises in this portion of the workshop.

Your conclusions:

#### Completing the module

To successfully complete this module, simply send a completed version of this sheet to morgan.rooney@carleton.ca before March 27th, 2020. Be sure to follow the instructions and to meet the minimum expectations above—failure to do so will result in earning no credit for having completed Session #5 of the Sprott Certificate program.