

**Connecting Teaching & Learning: Measuring the Effects of Pedagogy on Course Evaluations**

**Learning Outcomes**

At the end of this session, participants will be able to...

1. Have better understanding of the relationship between grades and course evaluations as well as teaching techniques and course evaluations.
2. Investigate the ways in which pedagogical techniques influence the relationship between grades and course evaluations.
3. Explore implications for program policy and instructor practice to better align evaluations to teaching.

**Presentation Timetable**

Part I: Introduction & Methodology

- Slides 1-12 [25mins.]

Part II: Findings & Implications

- Slides 13-20 [25mins.]

There will be short periods of (5min.) discussion interspersed throughout the presentation as well as a (7min.)

Q&A period at the end. You are encouraged to complete the session evaluation during the Q&A period.

**Presenter Contact Information**

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*The following pages include enlarged tables and graphs referenced in the presentation:*

1. Traditional and Non-Traditional Pedagogical Techniques Factor Categorization [CFA] (Corresponds to Slide 10)
2. Course Evaluation Factor Categorization [EFA] (Corresponds to Slide 11)
3. STEM, Social Science, and Arts & Humanities GenEd Results Graphs [SEMs] (Corresponds to Slides 13-15)

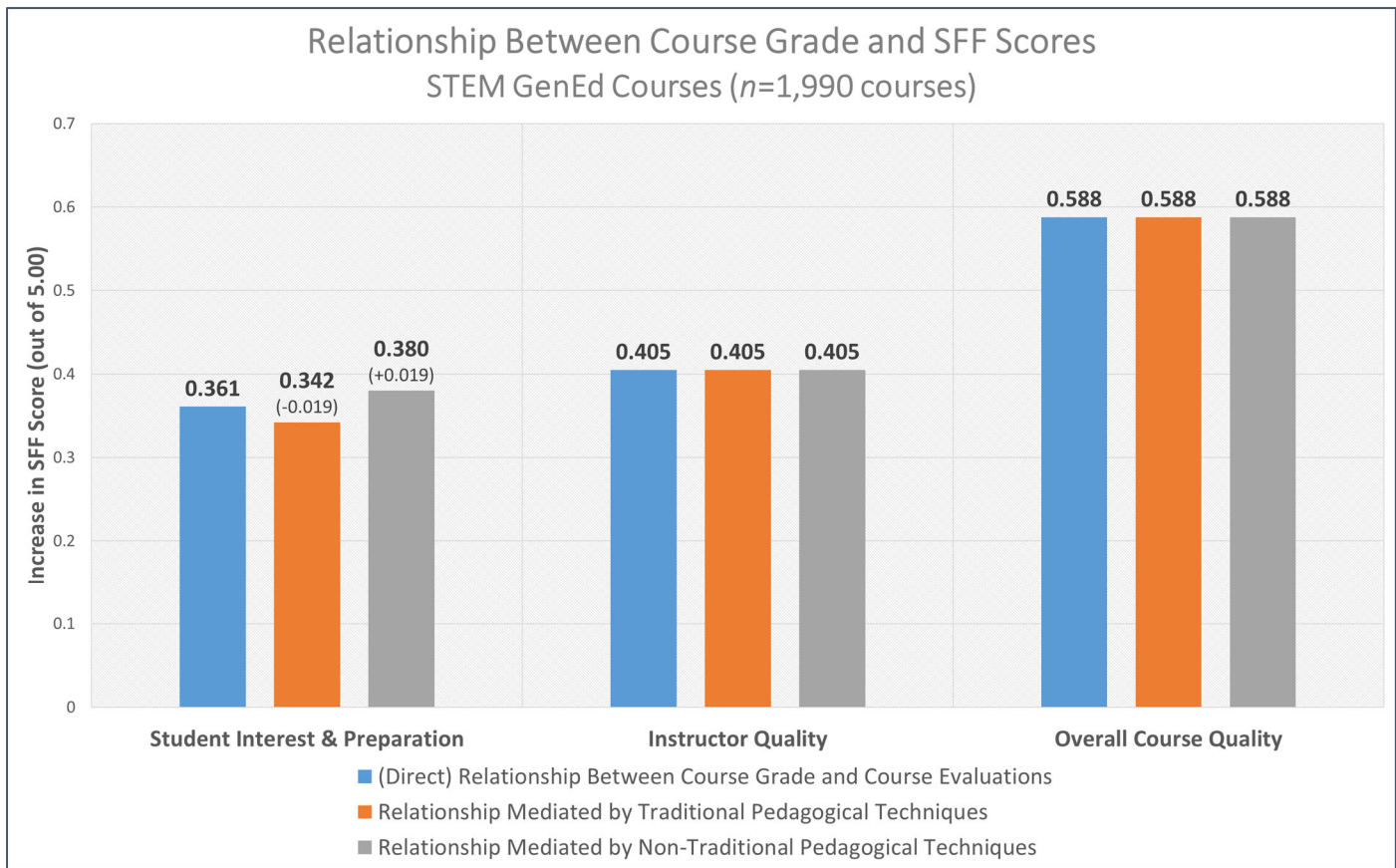
## A. Traditional & Non-Traditional Pedagogical Techniques Factor Characterization

Organizing Pedagogical Techniques								
Variable Name	Variable Description	Examples	STEM GenEds		Social Science GenEds		Arts & Humanities GenEds	
			Traditional Pedagogy	Non-Traditional Pedagogy	Traditional Pedagogy	Non-Traditional Pedagogy	Traditional Pedagogy	Non-Traditional Pedagogy
lecture	Use of Lecture Style	Oral Lecture, Powerpoint Presentation	X		X		X	
discuss	Use of Discussion Section	Breakdown/Analysis of Lecture Component, Administer Exams	X		X		X	
seminar	Use of Seminar Style	Intense Small Group Discussion	X		X		X	
group	Use of Groupwork	Problem Solving Assignments, Group Projects	X			X		X
multimed	Use of Multimedia	Movies/Videos, Animations, Music	X		X		X	
math	Use of Mathematics Skills	Quantitative Problem Solving, Calculations	X			X		X
oral	Use of Oral Presentation	Oral Reports, Student Created PowerPoints		X	X		X	
writing	Use of Extensive Writing Assignments	Research Papers, Term Papers, Essays		X	X		X	
computer	Use of Computer Applications	SPSS, STATA, MATLAB		X		X		X
creative	Use of Creative/Artistic Design Projects	Creating Videos, Paintings, Dance Routines		X		X		X
explrn	Use of Experiential Learning or Practicum	Field Trips, Volunteering, Apprenticeship		X		X		X

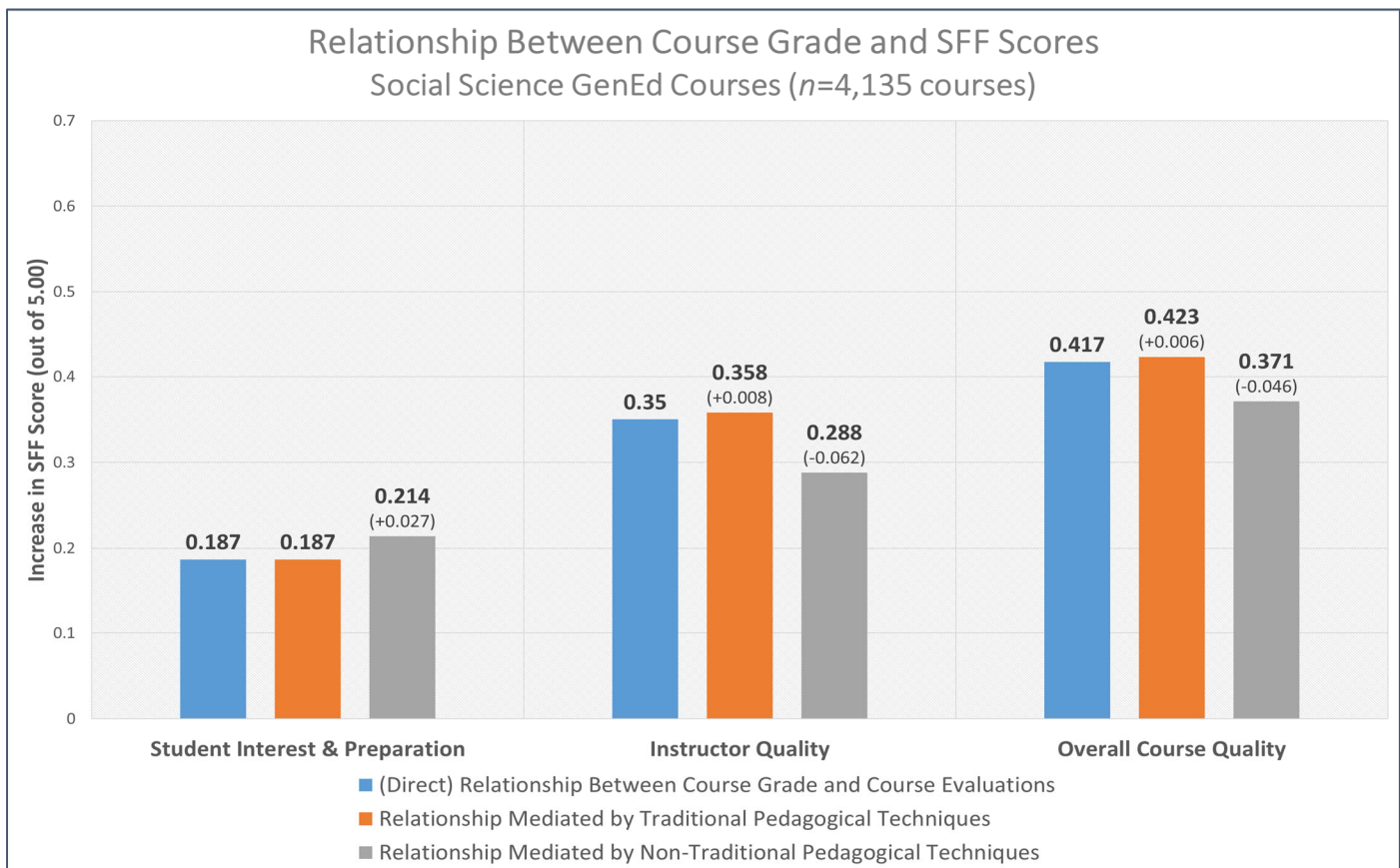
## B. Course Evaluation Measures Factor Characterization

Organizing Course Evaluations Questions					
Group 1: Student Interest & Preparation		Group 2: Instructor Responsibility & Quality		Group 3: Overall Course Quality	
Variable Name	Variable Description	Variable Name	Variable Description	Variable Name	Variable Description
q6m	Came well prepared to class.	q7m	Clearly explained the educational objectives of this course.	q13m	Instructor taught this course well.
q2m	Expected grade in course.	q14m	Content was consistent with the educational objectives of this course.	q16m	Learned a great deal in this course.
q1m	Level of interest.	q11m	Provided useful feedback about exams, projects, and assignments.	q15m	Increased my ability to analyze and critically evaluate...
		q8m	Well organized and prepared for class.	q10m	Promoted a classroom atmosphere in which I felt free to ask questions.
		q12m	Applied grading policies fairly.		
		q9m	Conscientious in meeting class and office hour responsibilities.		

### C. STEM GenEd Results Bar Graph



### D. Social Science GenEd Results Bar Graph



E. Arts & Humanities GenEd Results Bar Graph

