

# In-Course Evaluation

Master Teacher Program

August 17, 2017

Shelly Olin



THE UNIVERSITY OF  
TENNESSEE  
KNOXVILLE

# “It’s a Wrap!”

"All too often when students receive back a graded exam, they focus on a single feature - the score they earned. Although this focus on 'the grade' is understandable, it can lead students to miss out on several learning opportunities that such an assessment can provide."

Ambrose, et al, 2010

# Exam Wrapper

- Review / analyze their performance with an eye toward future learning
- Take ownership of their learning through reflection and action
  - Identify individual areas of strength and weakness to guide further study;
  - Reflect on the adequacy of their preparation and appropriateness of study strategies;
  - Characterize the nature of their errors and find any recurring patterns to address.

# Endocrine Exam Wrapper

- After each exam
- Distributed / collected
- Anonymous
  
- Secondary goals:
  - How much time students are using available resources, ie notes, practice questions?
  - Feedback about course improvements

# Impressive Response Rates!

	Exam 1	Exam 3	“Official” Eval
Response Rate	73%	50%	15%
2016			30%

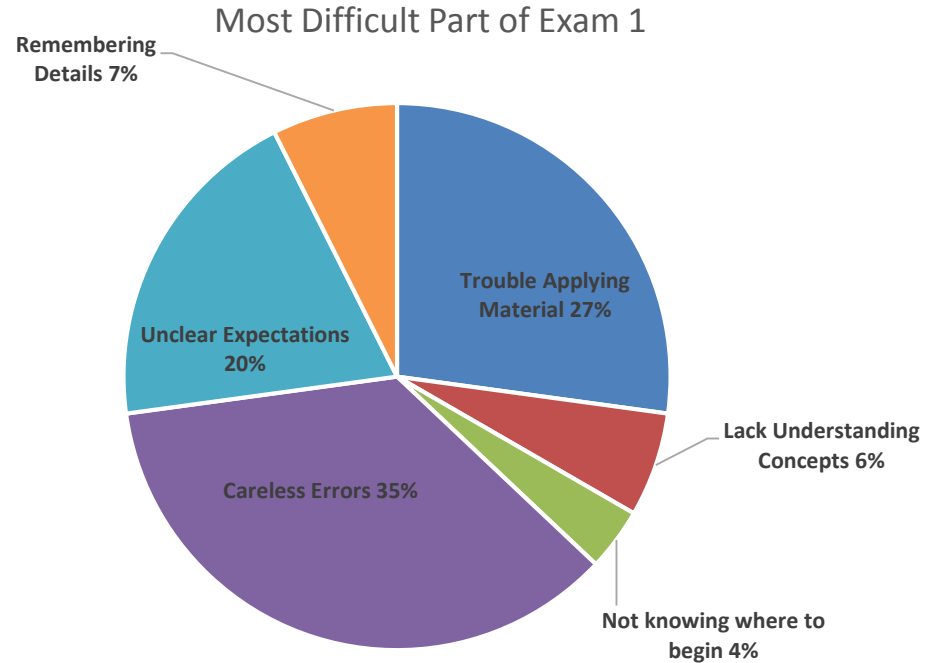
## Hypotheses

- Novel
- Timely
- Convenient

# Exam 1

n = 62/85  
(73%) response

Avg. 18 h studying for exam



# What was the most difficult part of the exam?

	Exam 1	Exam 2	Exam 3
Careless Mistakes	35%	17%	31%
Unclear Expectations	20%	22%	17%
Trouble Applying Material	27%	32%	21%
Lack Understanding Concepts	6%	11%	7%
Remembering Details	7%	4%	24%

# Themes of Helpful Comments

## Provide more practice questions

- Resources for more practice cases, eg. a website or textbook with sample cases
- Provide more practice cases that are similar to the exam questions
- I would like to see more cases with answer keys provided and maybe more sample questions with multiple choice questions.

## More clear expectations

- I felt like some questions were unclear in what was actually being asked.
- Make questions more clear.
- Some of the questions were vague. Hold a review session that has more cases to help work on applying the knowledge.



# Application

- Develop *more* practice application questions
  - Especially helpful for students without much clinical experience
- How to clarify “expectations” ?
  - Sample test questions
  - Carefully evaluate what/how question is being asked
- Other helpful comments
  - Test question distribution, notes, lab organization

# Future

- Helpful to assess how much students are using new teaching materials / something new introduced into the class
  - Can modify- index card survey
- Be careful about asking for too much feedback
  - Decreasing response/ participation at each test

**BLONDIE** YOUNG & GERSHER



# Resources

- Ambrose, S. A., Bridges, M. W., Di Pietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco: Jossey-Bass.
- Center for Teaching Excellence. (2013). Help students to learn from returned tests. Retrieved from <http://www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence/teaching-and-learning/exam-wrappers>
- Eberly Center (2013). Exam Wrappers. Retrieved from <http://www.cmu.edu/teaching/designteach/teach/examwrappers/>
- Lovett, M.C. (2013). "Make exams worth more than the grade." In Kaplan, M., Silver, N., Lavaque-Manty, D., & Meizlish, D. (Eds.), *Using reflection and metacognition to improve student learning: Across the disciplines, across the academy* (18-52). Sterling, VA: Stylus.
- Weimer, Maryellen. (2010). Exam Wrappers. Retrieved from <http://www.facultyfocus.com/articles/teaching-and-learning/exam-wrappers/>