

# Survey: Why?

Cohen's meta-analysis:

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills !

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills ! !

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills ! ! !



## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills ! ! !

Improve their learning

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills ! ! !

Improve their learning !

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills ! ! !

Improve their learning ! !

## Survey: Why?

Cohen's meta-analysis:

"Instructors receiving mid-semester feedback averaged .16 of a rating point higher on end-of-semester overall ratings than did instructors receiving no mid-semester feedback" (Cohen, 1980).

(McGowan & Osguthorpe, 2011).

"Student ratings showed improvement in proportion to the extent to which the faculty member engaged with the midcourse evaluation. Faculty who read the student feedback and did not discuss it with their students saw a **2 percent improvement** in their online student rating scores. Faculty who read the feedback, discussed it with students, and did not make changes saw a **5 percent improvement**. Finally, faculty who conducted the midcourse evaluation, read the feedback, discussed it with their students, and made changes saw a **9 percent improvement**"

Improve your skills ! ! !

Improve their learning ! ! !

# How?

See [Survey Advice](#)

# How?

See [Survey Advice](#)

Also see [Reflection](#).

Example.