

## A Newsletter Dedicated to Improved Student Learning

Welcome to the Better Teaching – Better Learning Newsletter. This newsletter is dedicated to helping faculty become more effective instructors while helping their students become more effective learners. If you have any suggestions for topics you would like to see included in the newsletter, please email your ideas to [jhunter2@email.arizona.edu](mailto:jhunter2@email.arizona.edu).

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### Interested in Teaching in a CLS?

Ten new Collaborative Learning Spaces are under construction. The two largest new rooms are Gittings Rm 201, pictured to the left, which will seat 132 students and ILC Rm 137 which will seat 120 students. Some time slots in the new and existing CLSs are available for Fall 2017. If you are interested in teaching in one of the rooms, please review the schedules at: <http://academicaffairs.arizona.edu/cls-schedules>. If a room is available, please submit a room change request to Room & Course Scheduling. **Reminder: Requests for CLSs for Spring 2018 should be submitted by June 18<sup>th</sup>. Include 35-Collaborative Learning Space for the Room Characteristic.**

### How Can You Use Your Student Evaluation Data to Improve Your Teaching?

Many research studies show a positive correlation between student learning and scores on student evaluations (on our campus, known as TCEs). Although the correlation is imperfect, student evaluations are still strong predictors for student learning. A recent column in *Chronicle Vitae* (<https://chroniclevitae.com/news/1814-no-student-evaluations-aren-t-worthless?cid=wcontentgrid>) recommends:

1. Wait for the end-of-semester hubbub to recede from your brain before looking at your results. The time off will help you to read the evaluations more objectively.
2. Pay most attention to results on the questions that mean the most to you. This will tell you how students perceive the aspects of the class you most value.
3. Don't wait until the end of the semester to get feedback; you can use a variety of methods to give mid-semester surveys that give meaningful feedback when there is still time to act on it.
4. Synthesize the results in the context of the other information you know about your students. Are they new to the University? Is your class required or elective?

For more strategies to use TCE data constructively, contact the OIA, <http://www.oia.arizona.edu>.



### Just In Time Workshops

The Office of Instruction and Assessment (OIA) is offering its Just-in-Time Workshops again in August. These workshops are scheduled for the two weeks before classes start, and focus on topics that are high priority at the start of the year. Each Just-in-Time Workshop includes a blend of best teaching practices and practical "how-to" information. Participants are guided to use the information during the workshops and have ample opportunities to ask questions. The workshops are open to any UA instructors, including graduate teaching assistants. The complete schedule is available at <http://oia.arizona.edu/content/8>.

### Faculty Learning Communities (FLCs)

Faculty Learning Communities (FLCs), identified as high-impact practices by the AAC&U, are central to the UA goal to foster culture change among faculty. The FLC groups focus their discussions and projects on learning about and experimenting with evidence-based teaching practices. The FLCs typically have 10 or fewer members from a wide variety of disciplines, some with considerable experience using evidence-based teaching strategies and some with very little experience but a high level of interest. FLCs for Fall 2017 will be forming soon. If interested in learning more, visit: <http://academicaffairs.arizona.edu/flc>.