

THE Center POINT Press

A monthly publication of the Center for Inclusive Teaching and Learning at UW-Stevens Point

December 2017

Make the Best Use of Student Feedback

As the end of the semester approaches and we gear up for another, we do so with student feedback in mind. Making sense of student feedback can be difficult and even emotionally taxing. Consider these tips as you review what your students have to say:

When considering student feedback:

- Pick a good time to do so. Carve out enough time to digest at least some of the information, have privacy, and can give yourself some mental “space” to analyze the information.

- Look for patterns in students’ comments. Identify trends, note what you have done well, and what needs improvement.
- Take your experience into account. If you are new to teaching, the university, or even the course, you may still be learning about various aspects of being a professor, such as course design, teaching skills, student interaction, and departmental expectations.
- Take the context and characteristics of your course into account. Research shows that student evaluations often are more

positive in courses that are smaller rather than larger, and elective rather than required. Also, evaluations are usually more positive in courses in which students tend to do well.

When dealing with negative student feedback:

- Know that almost all faculty members receive negative feedback at some point in their careers, including those who are senior and highly successful.
- Allow yourself to acknowledge that it can feel hurtful or make you angry, but it also provides opportunities for your continued development.
- Put outlier comments into perspective if they run counter to the feedback you get from a majority of students.

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Center for Inclusive Teaching and Learning

Contact the CITL Team:
citl@uwsp.edu

Dr. Lindsay Bernhagen - ext. 3177
lindsay.bernhagen@uwsp.edu

Sean Ruppert - ext. 2375
ruppert@uwsp.edu

Eric Simkins - ext. 2914
esimkins@uwsp.edu

Sara Olsen - ext. 2945
solsen@uwsp.edu

What They Are Saying About Us

The CITL is here to provide support to the teaching and learning community at UWSP.



Dr. W. John Coletta, Ph.D.
 Professor of English

"That CITL team transformed me from one of those people on the wrong side of the digital divide to a faculty member who is now quite comfortable on the functional side of that divide."



Krista E.H. Slemmons, Ph.D.
 Assistant Professor of Biology

"CITL faculty members were engaged and eager to assist in the entire design of the course while still allowing me academic freedom to implement my own ideas."

[Read more testimonials.](#)

Participate in a Course Design Institute

Are you preparing to teach a new course, or are ready to make a change to one you are already teaching? Join CITL for a five-part intensive institute designed to provide you with the tools, the time, and the collegial support to really dig in and design or re-design your course.

By the end of each institute, participants will have created the basic structure of a course, including plans for a syllabus, assignments, assessment tools, and a course outline. Perhaps even more importantly, they will have had a chance to exchange feedback with a diverse group of colleagues from across our university, allowing them to share their ideas about teaching and gather new ideas from their peers.

Winterim CDI: January 4-5 and 8-10
 2:00 - 4:30 p.m., in the CITL training room
 \$200 stipend available

Participants must commit to attending the first day and at least three more days of the institute to be eligible for the \$200 stipend. If you are interested, please complete the [Winterim Course Design Institute application](#) by Wednesday, December 20.

Participation is limited to eight people. Course Design Institutes will also be offered during Spring semester.

Make the Best Use of Student Feedback

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When deciding how to further your development as a teacher:

- Bear in mind the most frequently mentioned areas for teaching improvement in analysis of student evaluations within and across universities:
 - 1) clearer, more specific in-class communication; and
 - 2) clearer, more explicit organization of course content.
- Consider scheduling an appointment at CITL for a consultation to help you

interpret your evaluations. Research suggests that teachers who consult with someone about their evaluations are more likely to score higher on the next set of evaluations than others who do not discuss them with anyone. To schedule a consultation on student evaluations, contact CITL at x2945 or citl@uwsp.edu.

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 BROWN UNIVERSITY'S SHERIDAN
 CENTER FOR TEACHING AND LEARNING



22ND ANNUAL UWSP TEACHING CONFERENCE

Thursday, January 18, 2018

10:00 a.m. - 4:00 p.m.

Albertson Hall

The 22nd Annual UW-Stevens Point Teaching Conference themed “**Teaching for 21st Century Citizenship**,” will feature sessions highlighting strategies and resources for teaching students how to participate and grow in a rapidly changing and fraught world.

The confluence of heightened political tension across the globe, the unprecedented pace of climate change, rapid technological evolution, the ever-expanding availability of information (with attendant interest in things like “big data” and “fake news,”), the disruptive ethos that propels much entrepreneurial thinking, the reshaping of higher education (especially at our own institution), and the recent estimation that 85% of jobs that will exist in 2030 haven’t been invented yet, means that we must empower our students how to learn, adapt, and contribute in a changing world.

Keynote speakers for the event are Dôna Warren and John Blakeman. They will present and share in conversation on the topic of Civil Discourse and Free Speech.

Categories of Civil Discourse, Active and Experiential Learning, and Technology are the focus of the conference sessions that will be offered. Lunch will be provided.

Please register to attend.

Upcoming Dates

in the CITL Training Room
(ALB 403A)

What’s New? Wednesdays

~a weekly brown bag series~

Noon - 1:00 p.m.

December 6

Captioning Services on Campus
Disability and Assistive
Technology Center

The **Academic and Career Advising**
Center is offering

Careers and Coffee

Monday, December 4 at 10:30 a.m.

Tuesday, December 5 at 9:30 a.m.



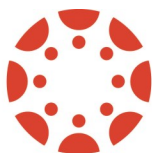
This workshop series is designed to assist faculty and staff when working with students on career related topics.

This December session provides tips to make **Resumes, CV’s, and Cover Letters** look professional.

Pre-registration is required;
class size is limited.

Coffee and donuts will be provided!

Transition Begins: D2L to Canvas



UWSP is transitioning from D2L to Canvas for the campus digital learning environment.

canvas

Information about the timeline for this project and the feedback session on December 5, go to <https://www.uwsp.edu/canvas>.



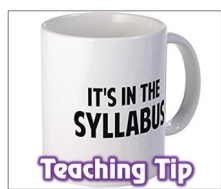
Office Hours

The CITL office will be closed
December 25-29 .



Like, Follow and Message Us on Facebook!

As the programming and services continue to expand and develop at the Center for Inclusive Teaching and Learning, more updates and information will be shared.



Make sure you don't miss anything; connect with [CITL on Facebook](#).

Watch for campus-wide information, weekly teaching tips, new programming announcements, and professional development opportunities.



“Strength lies in differences, not in similarities.”

—Stephen R. Covey

Weekly Information Sessions Held

Informational “What’s New? Wednesdays” sessions were held from noon to 1:00 p.m. on Wednesdays beginning September 20. See the schedule [here](#), and watch for announcements about workshops and sessions to be held in the CITL training room during Spring semester.



Dr. Debbie Palmer presents in the CITL training room on November 29.

Book Group Registration Is Open

Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization (2017) by Cia Verschelden

February 13, 20, and 27
Noon-1:00 p.m., in the CITL Lobby

From the publisher: “This book argues that the cognitive resources for learning of over half of our young people have been diminished by the negative effects of economic insecurity, discrimination, and hostility against non-majority groups based on race, ethnicity, sexual orientation, or gender identity, and other aspects of difference. Recognizing that these students are no different than their peers in terms of cognitive capacity, Verschelden presents strategies for promoting a growth mind-set and self-efficacy, developing supports that build upon students’ values and prior knowledge, and creating learning environments in and out of the classroom so students can feel a sense of belonging and community.”

Feel free to bring your lunch! Participation is limited to 10 people, and all participants will receive a complimentary copy of the text.

[Register here by February 2.](#)

