

## Teaching Thursdays Evaluation Report December 2014

In the spring 2014, CIT began offering a Teaching Thursdays workshop series. These workshops, held about every 3 weeks, were aimed at introducing Duke faculty members to a way that something related to technology could be used in teaching and learning. Eight workshops were held in the spring and five were held in the fall. These were:

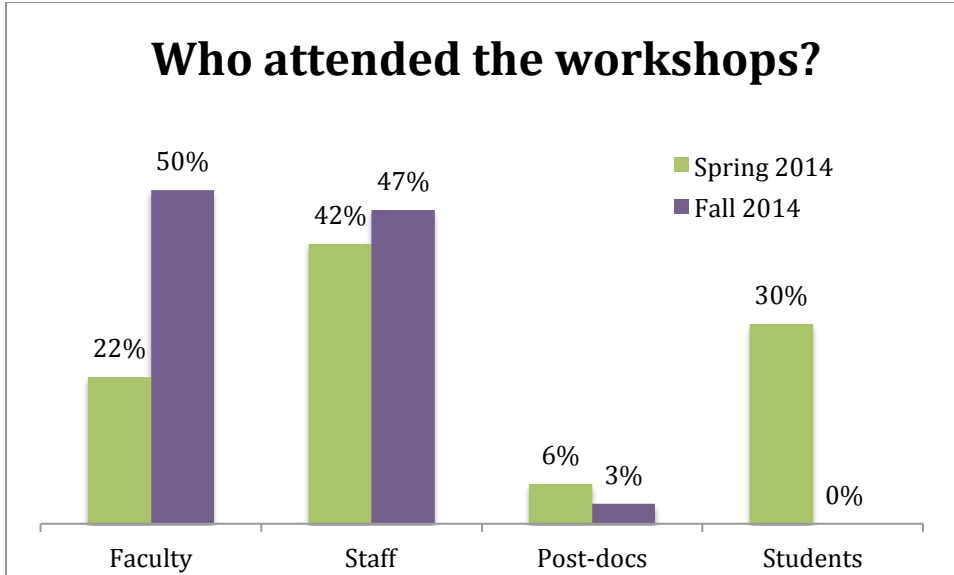
- Flipping the classroom (January)
- Writing good multiple choice questions (February)
- Assessment strategies (February)
- Introduction to team-based learning (March)
- Games for learning (March)
- Mobile devices and learning (April)
- Using video in teaching (May)
- Creating student video projects (September)
- Active learning: Mind maps, minute papers, jigsaws, and more (October)
- Creating, distributing, and analyzing electronic surveys (November)
- Using interactive online modules to enhance student learning (November)
- Engaging learners with online communication tools (December)

The goals of the Teaching Thursdays workshop series are: 1) effectively share new information with faculty members, 2) present information that will be useful in teaching, and 3) communicate the value of CIT as a resource at Duke. To evaluate the extent to which the workshop series is meeting these goals, we rely on attendee feedback. After each workshop, all participants are sent a brief survey asking them to evaluate the effectiveness of the workshop they attended. Note that typically less than half the people who attended a workshop complete a survey.

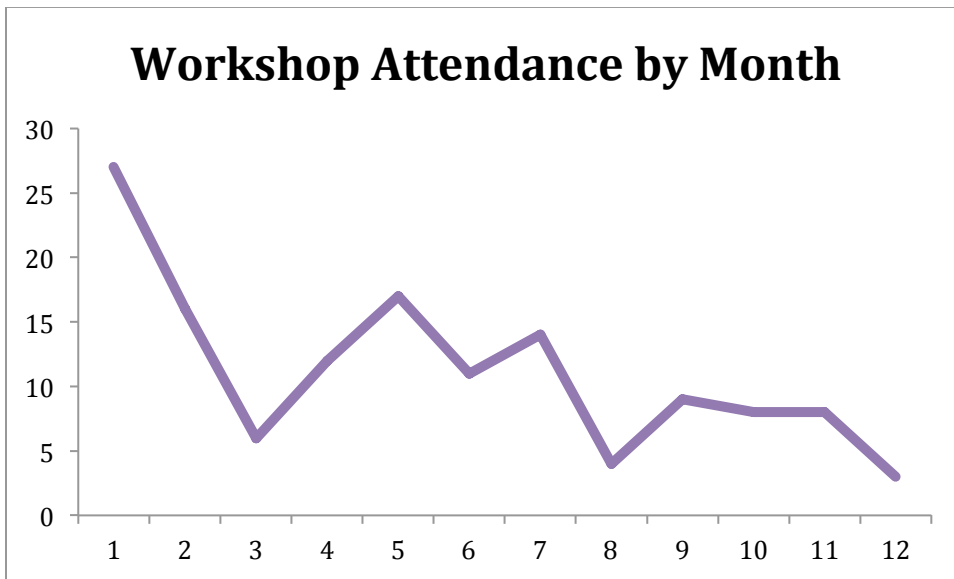
### **Attendance**

Attendance at workshops appears to be slightly lower in the fall than it was in the spring. However, it varies largely by topic. Workshops on topics that are “trendy” have higher attendance. For example, the most popular workshops of the series were Flipping the Classroom (27 people) and Games for Learning (17 people). A typical workshop has 8-10 people attend. Two workshops were cancelled due to lack of registrations (Using clickers and Active learning for online teaching).

As shown in the chart below, a much greater percent of the workshop attendees in the fall were faculty members as opposed to students. In both semesters, staff made up close to half of the attendees. These tended to be staff members supporting faculty, so we can assume that the workshop information reached the target faculty member via their support staff.



The large number of students in the spring series was driven by the fact that the workshops on flipped classrooms attracted 11 graduate students but only 2 faculty members. While the data shows that a greater percentage of workshop attendees are faculty and staff members, overall attendance at the workshops has declined fairly steadily, as shown in the chart below.

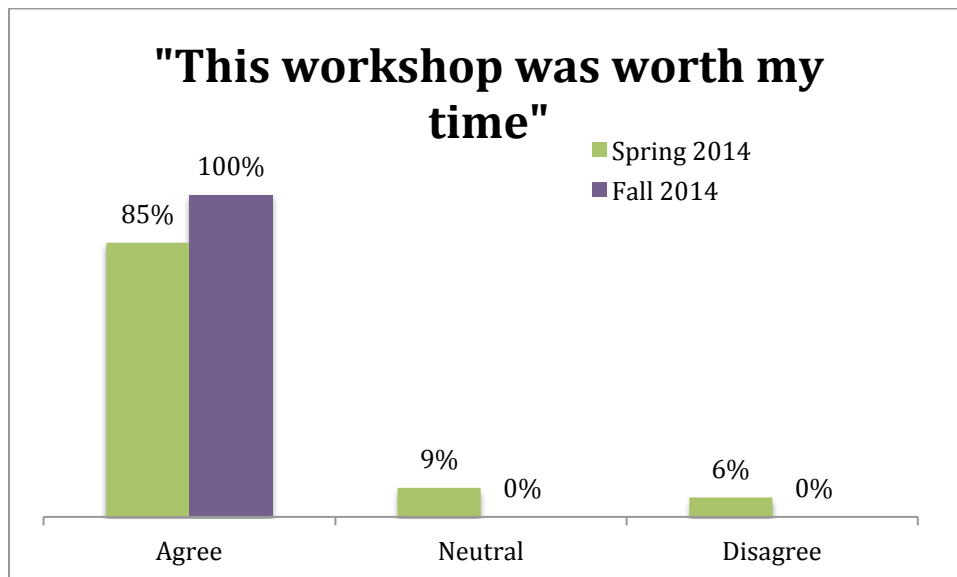
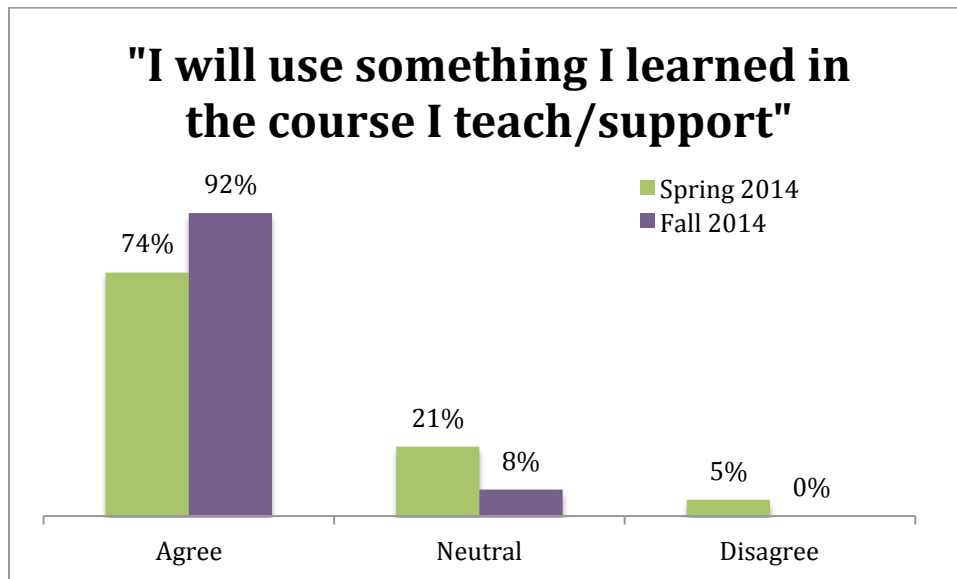


In the spring semester, a total of 103 registrations attended a Teaching Thursdays workshop (some people may have attended more than one). In the fall, this number fell to only 32. One factor was that fewer workshops were offered; in the spring there were 7 and in the fall there were 5. It is also important to note that the average number of faculty members attending a workshop is unchanged; it was 3.3 in the spring and 3.2 in the fall. In conclusion, it appears that the Teaching Thursdays series is reaching a consistent number of faculty members in spite of the

fact that overall attendance is declining. Most workshops have 3-4 faculty members in attendance.

### Workshop Utility

We asked attendees how useful they felt that the workshops they attended were. As shown in the two charts below, people were asked if they agreed or disagreed with two statements about the workshop content – was it worth their time and will they use what they learned.

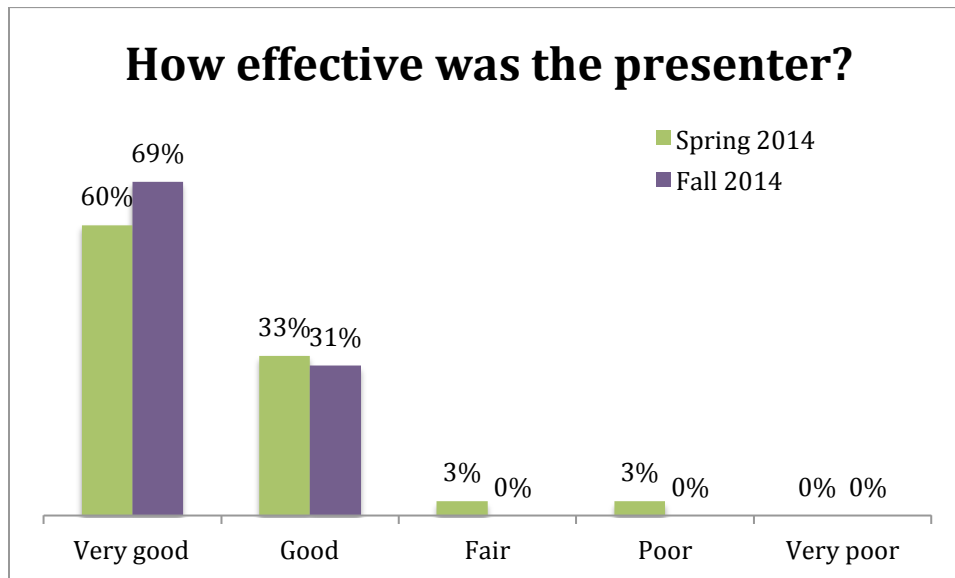


As shown in the charts, the feedback is overwhelmingly positive. People were more ambivalent in the spring about whether or not they would use the material they had learned. In general, the course content was viewed as more useful in the fall semester. This is caused mostly by the fact that one workshop – Games for Learning

– offered in the spring received some negative feedback. All the other workshops offered in the spring received only positive feedback.

### Presenter Effectiveness

We asked people to give feedback on how effective the workshop presenters were. As with the feedback on workshop content, most people felt that the workshop presenters were effective. The distribution of scores is shown in the chart below.



The scores were generally the same in the spring and the fall. In the survey, we provided a space for people to write in anything they wanted to tell us about the workshop. Several people mentioned that they would like to get a copy of the slides ahead of time so they could take notes during the presentation. A few people mentioned the need for presenters to use less jargon and explain technologies in ways that a person unfamiliar with the topic could understand.

Many of the presenters used an active learning approach to the workshops. While several people said they enjoyed the hands-on activities, other people commented that they would have preferred a traditional lecture-style presentation or they did not find the activities beneficial. Some sample comments are:

- The most valuable aspect was actually participating in TBL
- I like that the workshop was presented in the format of a TBL course
- The interactive group format was not efficient in conveying the information; I would have preferred a more direct discussion and summary
- Least valuable was doing so many examples because the two groups kept having the same answers

### Future Workshops

Finally, we asked people to suggest topics they would like to learn about in future workshops. The ideas people suggested include:

- How to make Sakai pages that look professionally done instead of like a generic template
- A hand-on workshop on rubrics and evaluation where people can bring their own examples to be worked on as a group
- Concrete examples and strategies to use games in learning (instead of abstract games-and-learning theories)
- How to get good audio when making videos, and a survey of audio capture tools available
- How to use an iPhone to make course videos

### **Conclusion and Recommendations**

The goals of the Teaching Thursdays workshop series are: 1) effectively share new information with faculty members, 2) present information that will be useful in teaching, and 3) communicate the value of CIT as a resource at Duke. The attendee feedback indicates that the workshop series is largely meeting these goals, but there are a few ways that they could be improved.

First, it appears that the workshops are an effective way to share new information with faculty members. Faculty members and their support staff are the largest attendees at the workshops. However, there has been a slight decline in attendance in the fall semester. One suggestion would be to do a promotional email at the CIT email list at the beginning of the semester ("The CIT Teaching Thursdays workshop series is now accepting registrations!") and send reminder emails at 1-2 weeks and again 1 day in advance. Almost all the workshops had people sign up and then either un-enroll or not show up. These are people who were interested in the topic and might have been able to attend if they could have adjusted their schedule earlier.

Another possible way to increase attendance is to have off-site workshops. CIT staff members could work with departments to identify interests specific to a department and hold a workshop at that department. The event could be open to the campus, but especially convenient to faculty in the targeted department. For example, a department in the social sciences might benefit from a workshop on free visualization and presentation resources, while a language department might attend a workshop on audio capture tools.

The second goal is to present information that will be useful in teaching. The workshops seem to be very successful in accomplishing this. The feedback is overwhelmingly positive; in the fall semester over 90% of people said they would use something they learned. Several people commented on the survey that the presenters were very dynamic and engaging.

The third goal is to communicate about CIT as a resource at Duke. More broadly, this can be seen as a goal of connecting people to resources so they either know where to go, or know to come to CIT, the next time they have a question about

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something related to technology and teaching. It is difficult to evaluate how well the workshops accomplished this goal. One piece of evidence to consider is that many workshop attendees are repeaters. This suggests that they already view CIT as a beneficial resource on campus. There were also some comments on the surveys about this topic. One person wrote that the most valuable part of the workshop was, "learning about the CIT resources that are available", while someone else said it was an, "introduction to resources on Duke's campus".

One possible way to improve in this area would be to create a small quarter-page card displaying the services and resources available at CIT. The data visualization group has something like this. These cards could be distributed at workshops so attendees will be reminded of CIT as a campus resource in the future.