

## **Efforts to Improve Teaching**

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In large lecture classes such as General Ecology (BIO 250), I like to get daily feedback from the students. I pass out feedback slips with the following two questions:

*The most important thing I learned today was –*

*The thing I understood the least was –*

I have found that students enjoy this opportunity to provide immediate, valuable feedback that allows me to address their questions and concerns during the next lecture.

I like to conduct an informal mid-term evaluation and feedback session in order to make mid-course adjustments to the content and to improve my teaching effectiveness. I find that the students respond very positively to this, and it helps me adjust my teaching style to the specific needs of the students. Students in my Spring 2011 Community Ecology class completed the following questionnaire.

### **Midterm evaluation:**

*In terms of course material, do you think we are moving too fast, too slow, or at the right pace?*

*Is the amount of 'work' required each week appropriate, too much, or too little?*

*Have the readings stimulated your interest in the subject?*

*What three things can the instructor do to improve the class?*

*What do you want more of: lectures, discussions, or computer exercises?*

*What future topics do you want to cover?*

Each semester I solicit classroom observation and feedback from different experienced professors in the department. This exercise has facilitated my growth and refined my teaching style more than any other effort to improve my teaching.