Jan 24th, 4:15 PM - 5:30 PM

Formative Asynchronous Feedback For Faculty: A Case Study

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Recommended Citation  
Rohrbacher, Chad and McKee, Jessica Dr, "Formative Asynchronous Feedback For Faculty: A Case Study" (2019). SoTL Commons Conference. 48.  
https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2019/48

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Asynchronous Electronic Feedback and Faculty Peer Review:

Formative Feedback Making a Difference

Chad Rohrbacher
Jessica McKee
Context

- **ERAU-DB** is a 4-year, private not for profit institution
- **5,000** undergraduate and graduate students in the Colleges of Aviation, Arts and Sciences, Business, and Engineering
- **Faculty**: 350 +/- full-time and 150 adjunct faculty
- **Teaching Partners**
Formative Feedback

- faculty are motivated to voluntarily seek feedback for their own improvement (Chism, 2007; Ashford et al., 2003; Kieg & Waggoner, 1994).

Peer Review Models

- Evaluation model (or management model) – involving senior staff observing;
- Developmental model – involving educational developers, expert teachers, or learning and teaching practitioners in the observation process;
- Peer review model – where teachers observe teachers (Gosling, 2002).
Digital Video
Is used as a major component of teacher education and professional development worldwide and across disciplines (Gaudin & Chaliès, 2015).

Critical Reflection
“...involves a deep exploration process that exposes unexamined beliefs, assumptions, and expectations and makes visible our personal reflexive loops...Reflective practitioners challenge assumptions and question existing practices, thereby continuously accessing new lens to view their practice and alter their perspectives” (Larivee, 2000, p. 296).
Methodology

• **Case Study**
  – “a contemporary phenomenon within its real-life context... (Yin, 1994, p.13).

• **Research Questions**
  – How well electronic feedback would facilitate CTLE in achieving its two goals: 1) to encourage self-reflective teaching and 2) to facilitate faculty implementation of new teaching pedagogies.

• **Comparative Analysis**
  – Goodrick (2014) defines a comparative case study as “the analysis and synthesis of similarities, differences, and patterns across two or more cases that share a common goal.”
  – The faculty reflections from 2015 (n=31) and 2016 (n=11) were compared to those in 2017 (n=12)
1st Finding

Form Determines Function

- department forms limited the observers’ reflection
- ½ of original cohorts repeated buzzwords:
  - Scaffolding
  - Excellent
  - Helpful
  - Valuable
  - Unique
2nd Finding

Technology as Transformative Practice

- “I was able to catch mannerisms that I was unaware of before”

- “...highlighting a nervous tic that I did not realize was so pronounced ... it could come across as being less thoughtful than I would like.”

- “...constant movement could be perceived as distracting ... I think I could pause more and slow down”
3rd Finding

Technology as Useful Practice

• Generated more feedback
  – 19 and 25 comments per 51 minute class
  – a rate of nearly two comments per minute

“excellent feature: to stop the video to gather my thoughts about how a topic was presented as opposed to jotting down quick notes if I had to review in real time.”
4th Finding

Anchored Teaching Methods

“...after observing the class, I am convinced that ... engaging students in activities during the class meetings can be very effective.”

“... after observing her class, I created a similar lesson plans.”

“In short, I found three opportunities to improve my teaching...”
Final Finding

Dialogue between observation team members

Teaching pedagogy comment

Disciplinary suggestion

Diary of observation team members on Oct 25, 2018
by Chad Rohrbacher 2018 Teaching Partners

Comment (23)

00:07:08
Me after they give answers get them in pairs or small groups and let them "convince" each other of the right answer. Then redo the question. We can discuss.

00:08:36
If you say "delta p, change in momentum" instead of "delta p" sometimes during the lecture, students may remember what is p. I am sure that the most of the students remember that. But some students may forget what is delta p, or what is p, even though they heard it many times in the previous parts of the lecture, and the beginning of the lecture today.

~ 1 reply ~

Comment

00:10:04
think it would be clear if Maria has put interval notations for "x" values.

2 replies

Could you please explain me more about this? I did not understand the comment.

Hi Maria, we can't just write test numbers without specifying interval notations based on critical numbers.
Conclusions

• faculty and educational developers could encourage more interaction through actions like asking direct questions on the video, encouraging outside resources hyperlinked for easy access, and offering personal anecdotes that may instigate further investigation into the topic at hand.

• This comparative analysis suggests that the hybrid model of evaluation, coupled with the implementation of video asynchronous electronic commenting system, resulted in increased faculty reflection and impacted classroom instruction.

• Future research

  – may examine the hybrid model with faculty developer as partner.
  – the significance of the gendered response,
Questions

Contact Us

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