

# Assessing Effective Teaching in a Seminar Course



## PRESENTERS:

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**BACKGROUND:** In a previous study we investigated whether various psychology courses change student Nature-Nurture (N-N) beliefs or misconceptions. Only students that completed a N-N Issues seminar showed evidence of belief change. The present study investigated students' weekly feedback on levels of engagement, interest, and productivity in a N-N seminar course.

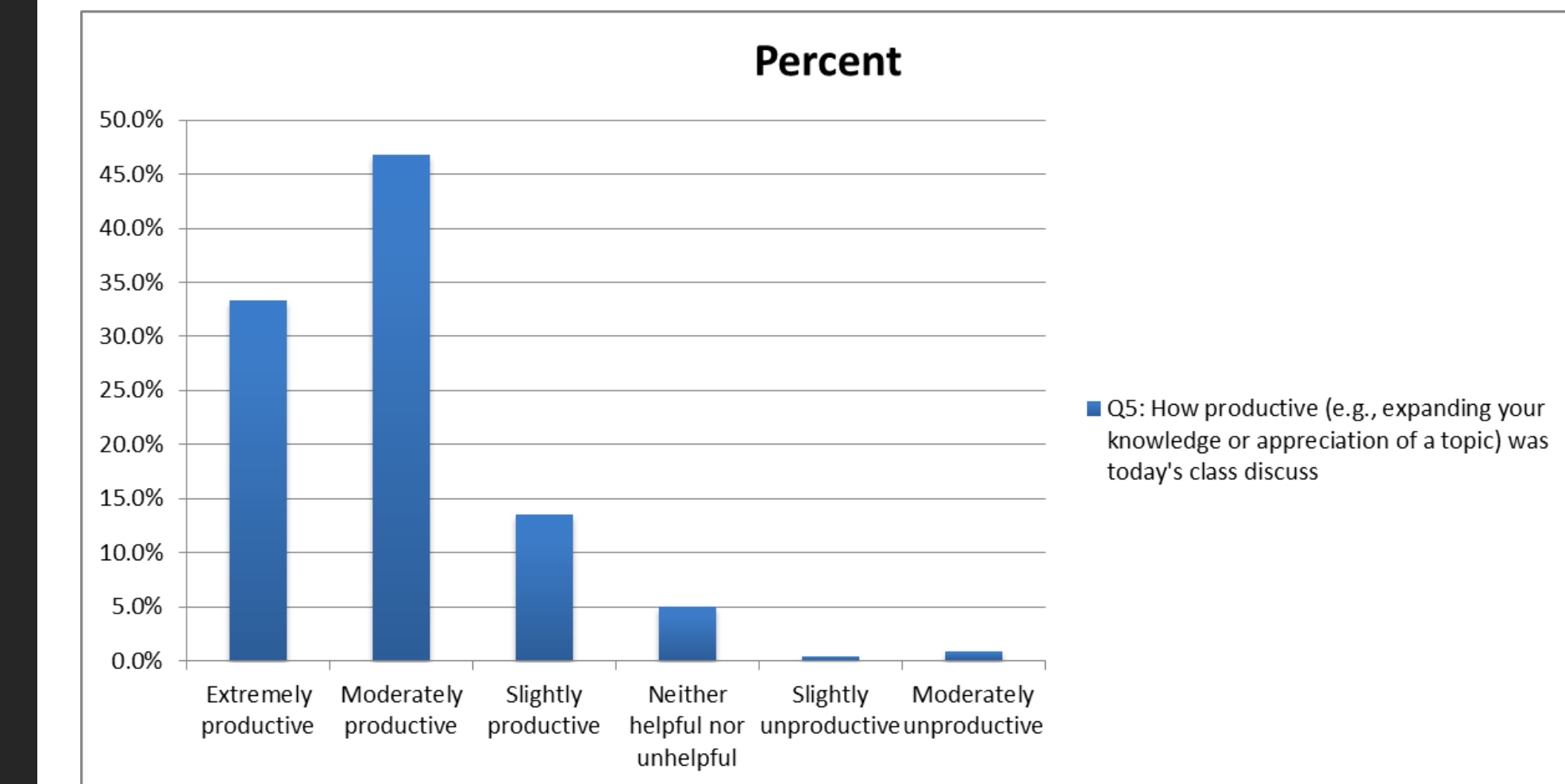
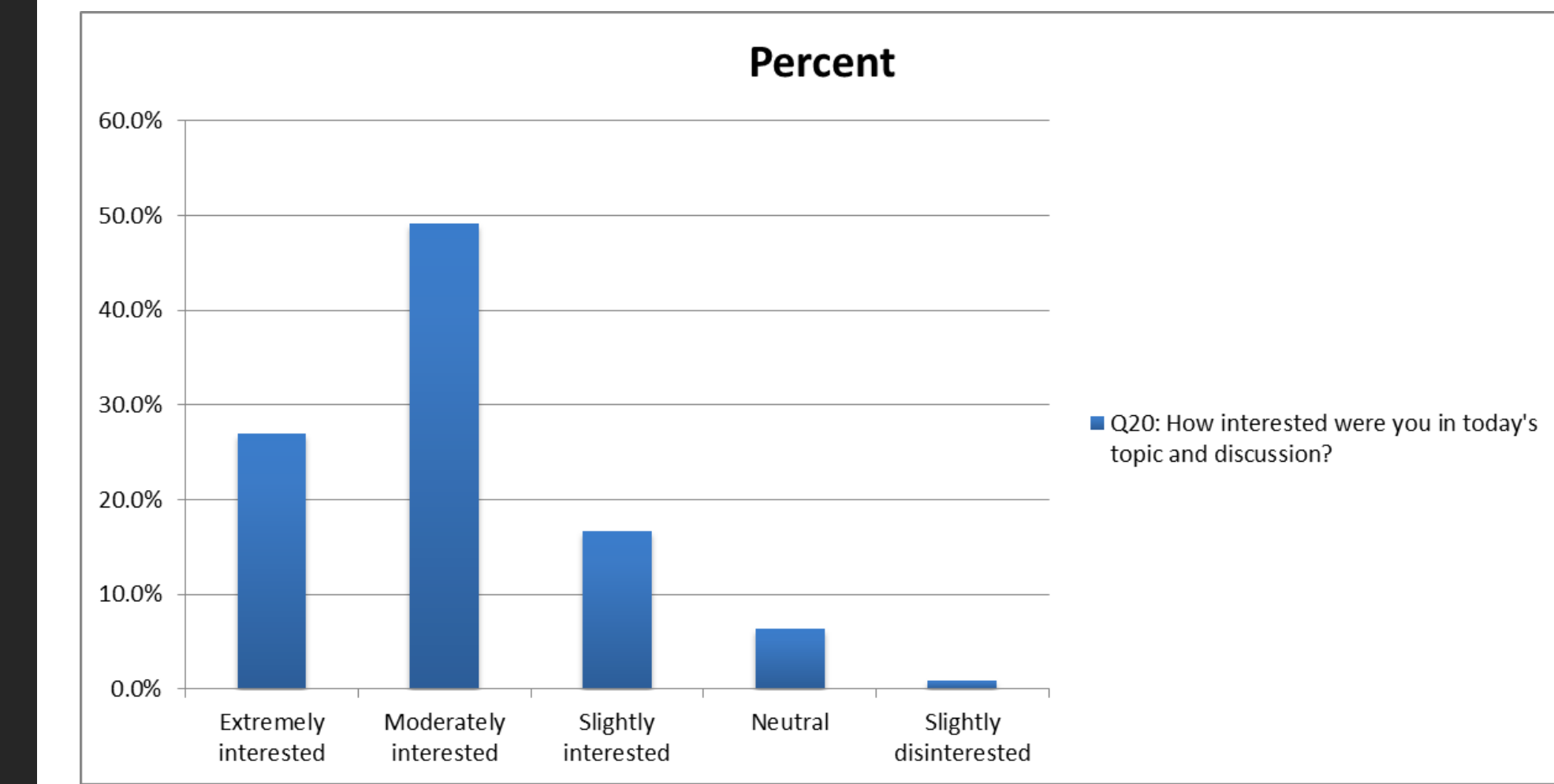
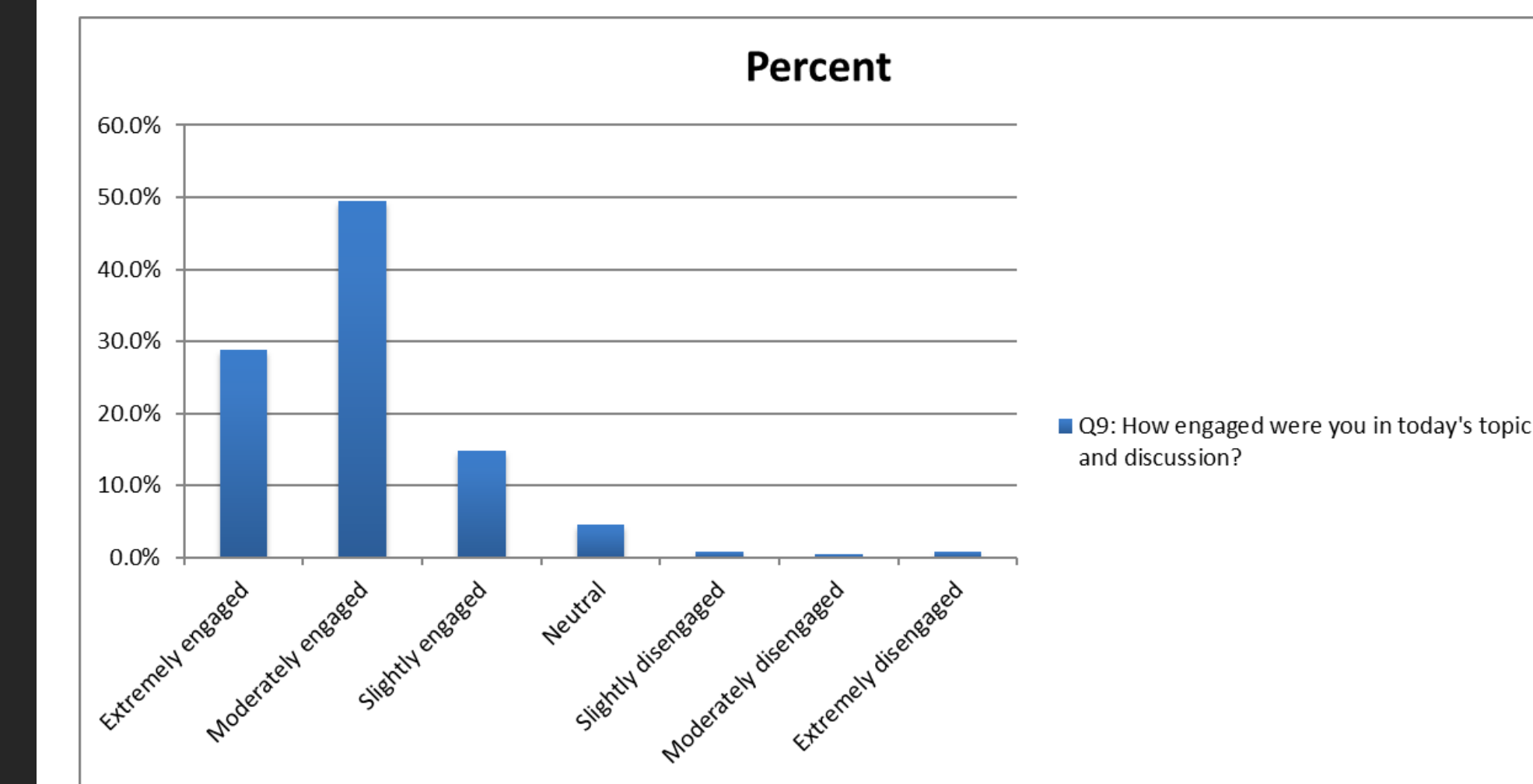
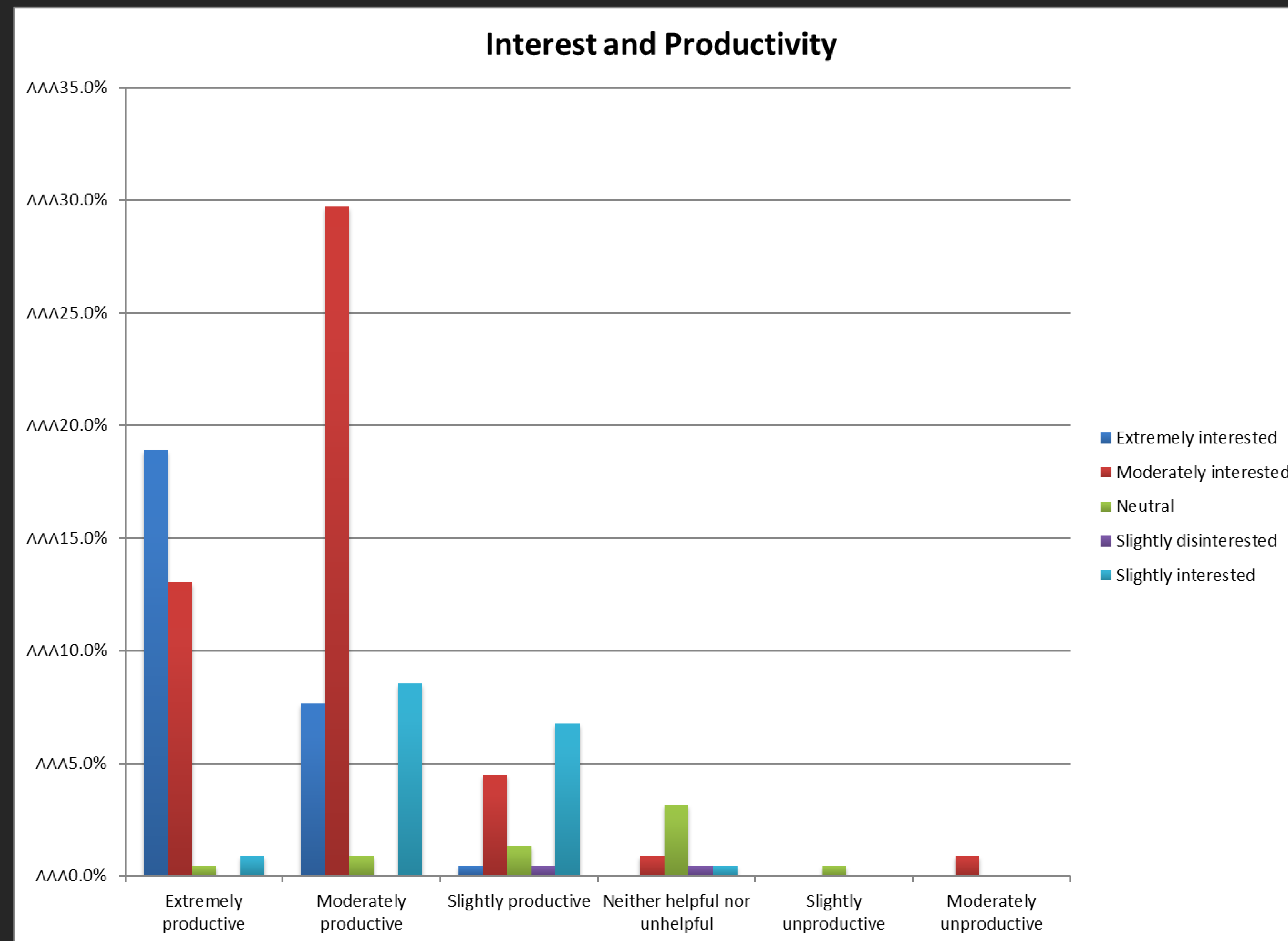
## METHODS

- Students in an upper-level seminar provided feedback on readings and class discussion online (i.e., Qualtrics).
- Survey completion was built into the course design (part of class participation).
- The 4 item electronic survey included: 3 Likert scale questions on **engagement**, **interest** and **productivity**, and one open-ended question .

## RESULTS

1. A total of 222 surveys were submitted.
2. Students reported class discussions to be:
  - a. "extremely interesting" (27%) and "moderately interesting" (49%),
  - b. "extremely engaging" (29%) or "moderately engaging" (50%),
  - c. "extremely productive" (33%) or "moderately productive" (47%)
2. Student interest and engagement were positively correlated ( $r = .58$ ), as was interest and productivity ( $r = .58$ ), and engagement and productivity ( $r = .54$ )

# Students weekly feedback (e.g., level of engagement) supports the design and expectations of seminar-style classes.



## DISCUSSION

- The findings from this study highlight fundamental challenges in traditional large lecture style courses (e.g., passive learning context, lecture format)
- In the future, an analysis of the students' narrative responses may provide additional feedback on particular course readings or specific N-N topics that students found particularly interesting or engaging.

### References

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