



San Bernardino  
Valley College

Professional & Organizational Development

# Professional and Organizational Development Session Evaluation

1. Please indicate which session you are responding to in this survey (You will find the name of the session in the subject line of your email invitation):  
Student Success Activity and Discussion

On a scale of 1-5, with 5 being most satisfied and 1 being least satisfied, please rate the following:

2. Your overall satisfaction with the session

1       2       3       4       5

Please provide answers to the questions below:

3. What were some things you learned in this session that surprised you.

3.57

**4. If this session is taught again, what would you like to see changed?**

This session was fine the way it was presented. I thought the format worked well and gave everybody a chance to speak.

**5. Please provide examples of additional sessions/trainings you would like to see in the future:**

**6. Please provide additional feedback:**

Overall, I enjoyed the session. The best part was hearing instructors offer their opinions. I found the opinions articulate and interesting, and enjoyed hearing them.

**Name (Optional):**

**Department:**

English

**Thank you for taking time to complete the survey. We value your opinion.**



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# Professional and Organizational Development Session Evaluation

1. **Please indicate which session you are responding to in this survey (You will find the name of the session in the subject line of your email invitation):**

Share your thoughts- Student Success Activity and Discussion

On a scale of 1-5, with 5 being most satisfied and 1 being least satisfied, please rate the following:

2. **Your overall satisfaction with the session**

1

2

3

4

5

Please provide answers to the questions below:

3. **What were some things you learned in this session that surprised you.**

Variety of faculty opinions

**4. If this session is taught again, what would you like to see changed?**

Discussion questions with greater clarity

**5. Please provide examples of additional sessions/trainings you would like to see in the future:**

Hands on training, for items such as Blackboard

**6. Please provide additional feedback:**

Enjoy the sessions and opportunity to network with other faculty and administrative staff members

**Name (Optional):**

**Department:**

Applied Technology

**Thank you for taking time to complete the survey. We value your opinion.**



# Professional and Organizational Development Session Evaluation

- Please indicate which session you are responding to in this survey (You will find the name of the session in the subject line of your email invitation):**  
orientation

On a scale of 1-5, with 5 being most satisfied and 1 being least satisfied, please rate the following:

- Your overall satisfaction with the session**

1       2       3       4       5

Please provide answers to the questions below:

- What were some things you learned in this session that surprised you.**  
We all shared many of the same experiences regardless of subject taught

4. If the session is taught again, what would you like to see changed?  
Smaller breakout sessions. The noise level was too loud and I had trouble hearing

5. **Please provide examples of additional sessions/trainings you would like to see in the future:**

Again smaller breakout sessions. This is a good way to get to know other instructors and pick up some good tips

6. **Please provide additional feedback:**

**Name (Optional):**

Les Diskin

**Department:**

Transportation

**Thank you for taking time to complete the survey. We value your opinion.**

# ADJUNCT ORIENTATION

## Teaching methodologies, learning styles and student success

January 8, 2014

<p>Discuss the relationship between teaching methodologies and student performance.</p> <ul style="list-style-type: none"><li>• What efforts can be made to match teaching methodologies with particular needs of students' <i>learning styles</i>?</li></ul>	<p>hands on labs → kinesthetic learners</p> <p>do they harm learning or help it?</p>
<p>Think about the teaching methodologies you commonly use then,</p> <ul style="list-style-type: none"><li>• Discuss the relationship between teaching methodologies and <i>student success</i>?</li></ul>	<p>group work → helps students with cleaning challenge</p>
<p>Think about techniques to match course assessment to student learning styles.</p> <ul style="list-style-type: none"><li>• Discuss how courses can include multiple ways of assessing <i>student learning</i>?</li></ul>	<p>informal assessment tools → clickers → immediate feedback → Student → teachers</p>

## ADJUNCT ORIENTATION

### Teaching methodologies, learning styles and student success

January 8, 2014

<p>Discuss the relationship between teaching methodologies and student performance.</p> <ul style="list-style-type: none"><li>• What efforts can be made to match teaching methodologies with particular needs of students' <i>learning styles</i>?</li></ul>	<p>It's difficult to assess which students possess which learning styles, so it is best to use mixed instructional methods whenever possible. However, certain subjects/course material lend themselves to particular methodologies. Further, certain methodologies are more compatible with instructor personality &amp; style.</p>
<p>Think about the teaching methodologies you commonly use then,</p> <ul style="list-style-type: none"><li>• Discuss the relationship between teaching methodologies and <i>student success</i>?</li></ul>	<p>This question is vague. Group work, for example, can be helpful for student success, but seems to be more beneficial for faster learners, while slower learners seem to have a difficult time.</p>
<p>Think about techniques to match course assessment to student learning styles.</p> <ul style="list-style-type: none"><li>• Discuss how courses can include multiple ways of assessing <i>student learning</i>?</li></ul>	<p>Aside from homework/exams/quizzes, more immediate forms of assessment are helpful. In-class group work, clicker questions, etc are helpful to <del>to</del> give instructors feedback on how well the class is grasping the material.</p>



## ADJUNCT ORIENTATION

### Teaching methodologies, learning styles and student success

January 8, 2014

<p>Discuss the relationship between teaching methodologies and student performance.</p> <ul style="list-style-type: none"> <li>• What efforts can be made to match teaching methodologies with particular needs of students' learning styles?</li> </ul>	<p>Make certain you use visual, auditory, and tactile stimuli for students who may find just lecture less than optimal</p> <p>use concrete examples and hands-on real life applications to skills</p>
<p>Think about the teaching methodologies you commonly use then,</p> <ul style="list-style-type: none"> <li>• Discuss the relationship between teaching methodologies and student success?</li> </ul>	<p>Student most have fluency in a skill which requires it be built through practice</p> <p>(muscle-memory and understanding of how to use the tools of the trade)</p> <p>Primarily a function of hands-on laboratory experience</p>
<p>Think about techniques to match course assessment to student learning styles.</p> <ul style="list-style-type: none"> <li>• Discuss how courses can include multiple ways of assessing student learning?</li> </ul>	<p>Methods of assessment</p> <p>Qualitative ? Quantitative (Informal) Formal</p> <p>- Correction of technique</p> <p>- Scaffolding</p> <p>- Peer assessment</p> <p>Cumulative assessments of material understanding, trade jargon and skills for interpretation of data and the format takes</p>

## ADJUNCT ORIENTATION

### Teaching methodologies, learning styles and student success

January 8, 2014

<p>Discuss the relationship between teaching methodologies and student performance.</p> <ul style="list-style-type: none"> <li>• What efforts can be made to match teaching methodologies with particular needs of students' <i>learning styles</i>?</li> </ul>	<p>SWITCHING CLASSES FROM STRAIGHT LECTURE TO INTERACTIVE - GET STUDENTS INVOLVED TO PARTICIPATE CREATE CLASS ACTIVITIES</p>
<p>Think about the teaching methodologies you commonly use then,</p> <ul style="list-style-type: none"> <li>• Discuss the relationship between teaching methodologies and <i>student success</i>?</li> </ul>	<p>THE INTERACTIVE CLASS HAS PROVEN TO BE MORE SUCCESSFUL + THE STUDENTS RETAIN MORE THROUGH PARTICIPATION - RESEARCH THEY DO + THEN PRESENT THEIR FINDING - THEY TAKE OWNERSHIP</p>
<p>Think about techniques to match course assessment to student learning styles.</p> <ul style="list-style-type: none"> <li>• Discuss how courses can include multiple ways of assessing <i>student learning</i>?</li> </ul>	<p>YOU DESIGN THROUGH PARTICIPATION KNOWLEDGE GAINED STUDENTS ABILITY TO ANSWER QUESTIONS IN CLASS DISCUSSIONS EXPANSION OF KNOWLEDGE INTO OTHER AREAS</p>

BASED ON ARTHUR EISENKRIFT'S TEIS <sup>INSTRUCTIONAL DESIGN MODEL</sup> WHICH IS AN EXPANSION OF RODGER BYBEE'S DESS