

Classroom Assessment Technique – Chapter 9

CAT 43 – Teacher-Designed Feedback Forms

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Background, CAT Specifics, and Results

As the time for the third Classroom Assessment Techniques (CAT) real-world application assignment approached, I felt it time to review the basics of CATs – their purpose, drive, and adaptability to real-world teaching opportunities. As stated by Angelo & Cross, “Classroom Assessment is an attempt to build on existing good practice by making it more systematic, more flexible, and more effective.” (pg. 6). And with their statement “CATs reinforce student learning in three ways: by focusing student attention on the most important elements of the course; by providing additional practice in valuable learning and thinking skills; and by training students to become more self-aware, self-assessing, independent learners” (pg. 9). This became a driving force and goal for my thinking in structuring this assignment. Choosing CAT 43 – Teacher-Designed Feedback Forms would allow me to incorporate what has been ‘good’ about the two earlier CAT assignments while implementing some of the suggested continuous improvement areas that were identified; these are summarized as:

- Implementing ‘Strike while the iron is hot’. While I had fairly good participation for my CAT Chapter 7 assignment (93% of the audience), in which I surveyed the group right after the teaching, the results for my CAT Chapter 8 assignment, which was implemented through a follow-up email/survey form, had only a 17% response from the attendees.
- Remove the ‘open-endedness’. While I had a large percentage of people respond on my CAT Chapter 7 assignment (CAT 6 – Minute Paper), the feedback included 48% of the group only providing ‘kudos’ type statements (which, to me, didn’t indicate successful knowledge transfer to the students of the topic and/or feedback

to myself in ways to improve the course - failing one of the main objectives of CATs).

- Reiterate the focus / high-lighted parts of the presentation I really wanted them to remember.

It is my belief that these were corrected by implementing the ‘freedom’ afforded in CAT

43 – Teacher-Designated Feedback Forms by melding the above with the focus of the CAT which is to “elicit limited, focused responses to very specific questions posed by the instructor. Faculty can quickly and easily analyze data from Feedback Forms and use the results to make informed and timely adjustments in their

T&B Hazlux LED Hazardous Lighting Questionnaire

help improve this brief learning experience between students' needs/wants and instruction

Hazardous Location Standards Info was Helpful?
We spoke about the general Class I, II, & III areas and their divisions/groups - helpful?

No Interest Lots of Interest; Want more!

Which features stood out or were important to you for use within your electrical designs
Check all that are important

- Retro-fittable** – being able to connect new technology to older installations
- No External Fins** – using internal fins for heat dissipation so that dust doesn't collect on the fixture
- Quick-Pole** – the 10' pole that can be lowered to make it easy to work on lighting, cameras, etc
- Field Replaceable LED Modules** – change in the field rather than throwing away the entire fixture
- Field Replaceable Reflectors / Lighting Shaping** – small reflectors than can easily be added/removed
- Unipak Packaging** – Where the factory assembles/tests the fixture & puts one per box
- Hinge System** – for easy one-man installation; don't need a second person to hold the fixture when wiring
- HazVertor** – The adaptor for competitors Top-Hats so that we can install our fixture to them
- HazCoat** – where the fixture is dipped into a polymer for protection against corrosion
- Teflon Coating** – where the glass globe is dipped to create a 'plastic bag' to contain glass shards
- High Lumen/Watt Ratios** – the new way to compare LED lighting – the 'Miles per Gallon' metric

What information / features / design aspects did you feel needed more clarification?
Write in the space below

teaching” (Angelo & Cross, 1993, pg. 330). I did this through a paper feedback form that essentially had two questions and an area to free-form additional responses but framed to be specific. It was distributed after the single, one-time-event, hour long “Lunch n’ Learn” (where a host company’s engineers will spend their lunchtime learning about a topic/product due to us bringing food to distribute during the teaching) that I present for my product producing company. While a condensed image of the half-page form was shown above, the complete Feedback Form is found in Appendix 1. I had 16 people in the class, fifteen of them returned the Feedback Form with responses (a 94% response).

The responses to the Feedback Form are summarized in Appendix 2 with the framed-freeform responses listed in Appendix 3. The results, which may initially appear technical due to the nature of the questions, really showcase the various stages of the presentation. My initial

question was from the first part of the presentation. It was my desire to determine if they not only remembered the teaching but found it to be valuable. With a median & mode of '4' on a Likert scale (in which 1 was 'No Interest' and 5 was listed as 'Lots of Interest; Want more!'), I feel confident that the material was remembered favorably and considered of value. The second question, which contained multiple entries to choose, was a sneaky way to have the participants re-read each different high-point scattered through-out the presentation and reinforce what I want them to leave with (while having them reflect on the importance of each to themselves). The actual choices chosen were not really of interest to me but rather seeing a large participation of chosen/not-chosen items means that they individually read and assessed their importance to them (which reinforces the individual points I was hoping to make within the product presentation). The last question (which was a 'framed' open-ended question) in which I asked, "What information / features / design aspects did you feel needed more clarification?" is a way to request honest thoughts for growth from the students, but not give them the ability to provide a 'kudos' type answer. With seven of the fifteen providing some thoughts, this will provide some thoughts on improvements for me after viewed through the lens of 'something benefiting future groups as a whole verses a single person's special interest response'.

Critical Reflection & Continuous Improvement

While I do believe that this adaptation of CAT 43 was successful in concatenating earlier assignments & learned improvements; I will look to provide smaller refinements for improvement. These would include (depending on their perceived success):

- Announcing at the beginning of the class that assessment will be following the training time and personally explain why it is important for the continued

improvement of the course for their benefit and future presentations to other engineers.

- Possibly ask them to fill out the form from their laptops / phones / devices right afterwards sharing the link as part of the presentation (in an attempt to be face-to-face and not be forgotten so easily).

I look forward to finalizing these successes into our future Assessment Assignment with continual refinements to provide the critical and necessary feedback for my teaching environments.

References

Angelo, T. A., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd. ed.). San Francisco, CA: Jossey-Bass, Inc.

Appendix

Attachment 1: The CAT questionnaire handout

T&B Hazlux LED Hazardous Lighting Questionnaire

To help improve this brief learning experience between students' needs/wants and instruction

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Write in the space below

Attachment 2: The CAT questionnaire Results Table

Form #	Hazardous Standards Info Good? (1 = No Interest 5 = Want More!)	Which Features were important?											
		Retrofit-able	No Ext. Fins	Quick-Pole	Replaceable LED Modules	Replaceable Int. Reflectors	Unipak Shipping	Hinge System	Haz Vektor	Hazcote	Teflon Coating	High Lumen/Watt Ratio	
1	5	x	x	x	x	x	x	x	x	x	x	x	
2	5				x								x
3	4		x		x	x	x	x			x	x	x
4	4	x		x	x	x				x			x
5	5	x		x	x	x			x	x	x		x
6	4	x	x	x	x				x		x		x
7	4	x			x	x	x	x	x				x
8	4	x	x	x		x	x	x	x			x	x
9	4	x			x				x				
10	4	x		x	x	x							x
11	3	x	x		x	x			x				x
12	4												x
13	4	x		x	x	x			x		x		x
14	4	x		x				x					
15	5	x		x	x				x		x		x
	4	↑12	↘5	↘9	↑12	↘9	↘5	↘10	↘5	↘6	↓3	↑13	

Attachment 3: The CAT questionnaire Additional Comments Table

Form #	Addtl. Comments about features/design need clarification?
1	More Technical on Hazardous Location
2	Newest Products you have
3	None
4	Applications Explained
5	Standard wattage vs. Lumens/watts table would be helpful
6	More of how this LED compares with more traditional sources (HPS, Metal Halide, etc)
7	We have some manufactures on outdoor LEDs w/ 10 year warranty. Do you see your warranty increasing to 10 years?
8	None
9	None
10	None
11	None
12	More on Class II, Div 1, Group F
13	None
14	None
15	None