

STIC

In collaboration with the Dartmouth Center for the
Advancement of Learning

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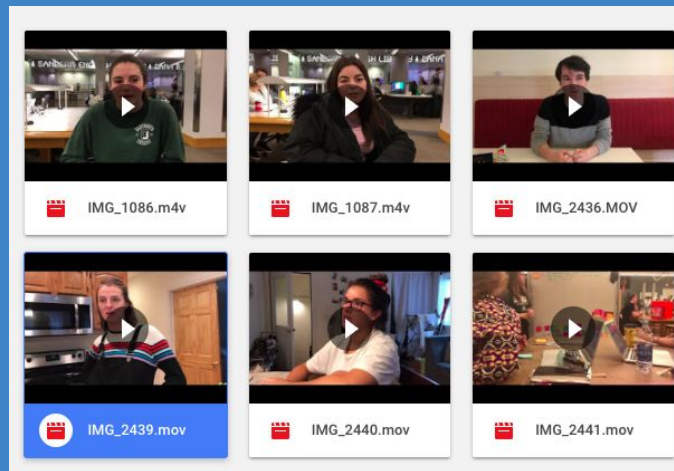
CHALLENGE

Propose an innovative way in which DCAL can significantly improve the learning experience for Dartmouth students.

METHODS

Our team conducted 32 Interviews with DCAL, Professors, and Students.

We spoke with both students and faculty who **already used DCAL**, and those who didn't know what it was **or rarely participated in DCAL programs**. In addition to these interviews, we took an in-depth look at DCAL's website to try and learn as much about DCAL as possible.



USERS

DCAL

“We work mostly with faculty in order to improve student experiences at Dartmouth.”

DCAL's ultimate mission is to **improve learning and teaching** at Dartmouth. One thing that was particularly interesting to us was that the majority of DCAL employees we spoke with **did not receive any student feedback on their faculty-oriented initiatives**. It struck us as a missed opportunity not to gauge the response of DCAL's ultimate beneficiaries (students) to specific teaching methods.

Professors

“It’s really important for me to know how students are responding to my classes.”

Professors **WANT student feedback!** They want to know if students *feel* like they are getting the most out of the material. We think it is critical that professors are able to gauge **honest student response** to their teaching during the term.

Students

“One problem with course evaluations is that you do not get to see the feedback being implemented.”

Students have all this **actionable information** that we feel like DCAL could take advantage of in their exploration of effective learning/teaching techniques. Dartmouth students like being challenged: they are smart and motivated students. In most cases, they aren't just looking to make classes easier, but to genuinely make them better and more worthwhile. **Students need to see their feedback implemented during the course, to make them feel heard.**

NEED

What is DCAL missing?

We tried to think not about what DCAL already is, but **what they could do for the Dartmouth community**. DCAL has fantastic programs for faculty and great experiential learning opportunities for students, but **it has no initiative to bring those two parties (professors and students) into genuine conversation**.

DCAL



Needs to: Improve
learning and
teaching at
Dartmouth

Here is the DCAL-professor-student dynamic right now: **DCAL talks to professors and professors talk to students.** Students are supposed to be ultimate beneficiaries of DCAL's faculty programs, yet the beneficiaries aren't involved in the conversation about what is best for them. We think this is problematic, because **students have valuable information** - not just for professors, but for DCAL as well.



Needs to: Gauge
student response
to her teaching

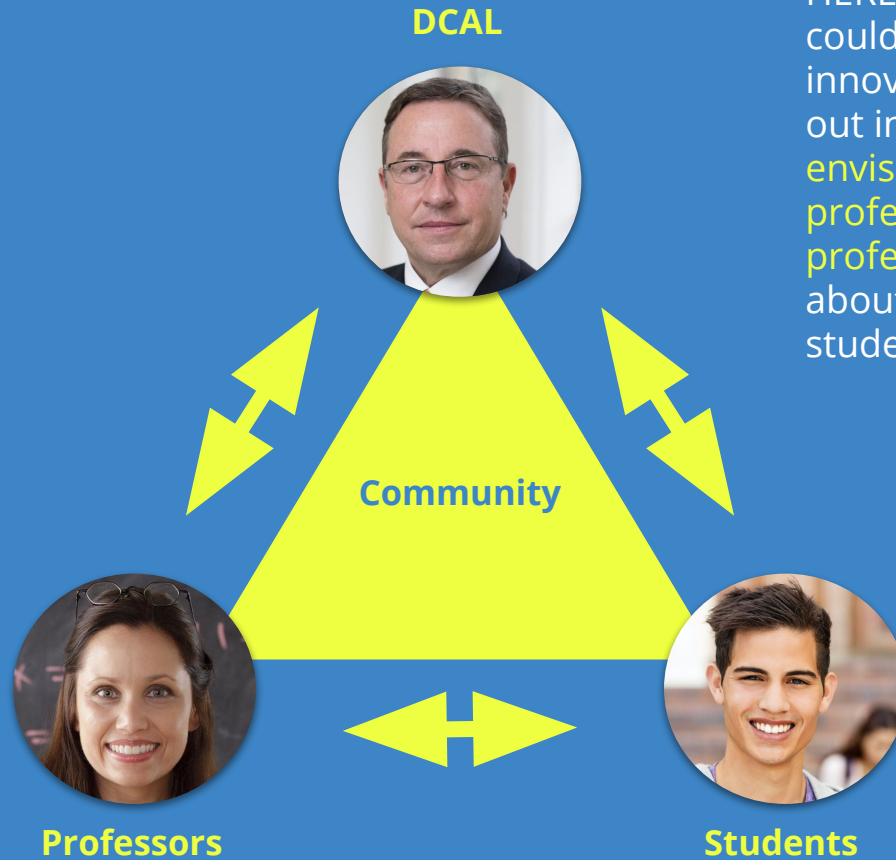


Professors



Students

Needs to: Feel
heard and see
results of
feedback



HERE is what the dynamic could be! With our proposed innovation, which we will flesh out in the next slides, **we envision a community of professors, students, and professionals (DCAL)** who care about and seek to improve student learning at Dartmouth.

How might we...

Help students feel like their feedback is **being heard**?

Create an **comfortable, open environment** for students to voice their opinions?

Give professors **concise, genuine, and objective feedback** that can lead to change?

SOLUTION



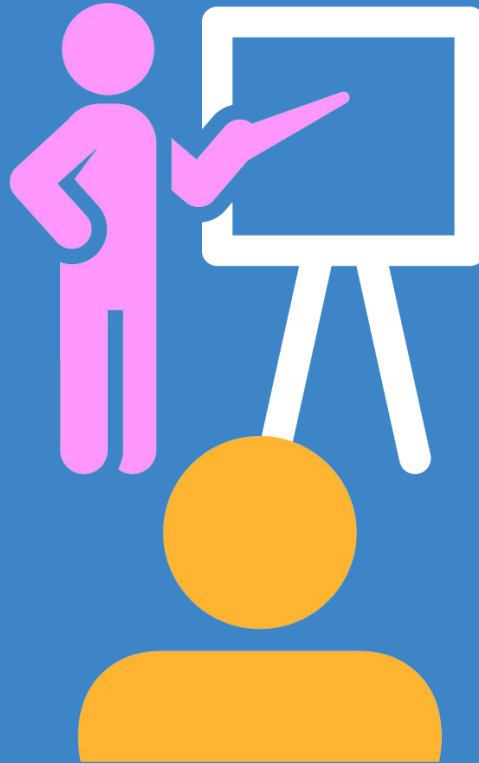
STIC

Students and Teachers In Collaboration

What is STIC?

(STIC) is a program that provides **student feedback** on faculty teaching through a **DCAL-trained student intermediary**.

Students and professors are on the same team; both parties want to **maximize student learning**. We want DCAL to **facilitate a program** that demonstrates this shared goal.



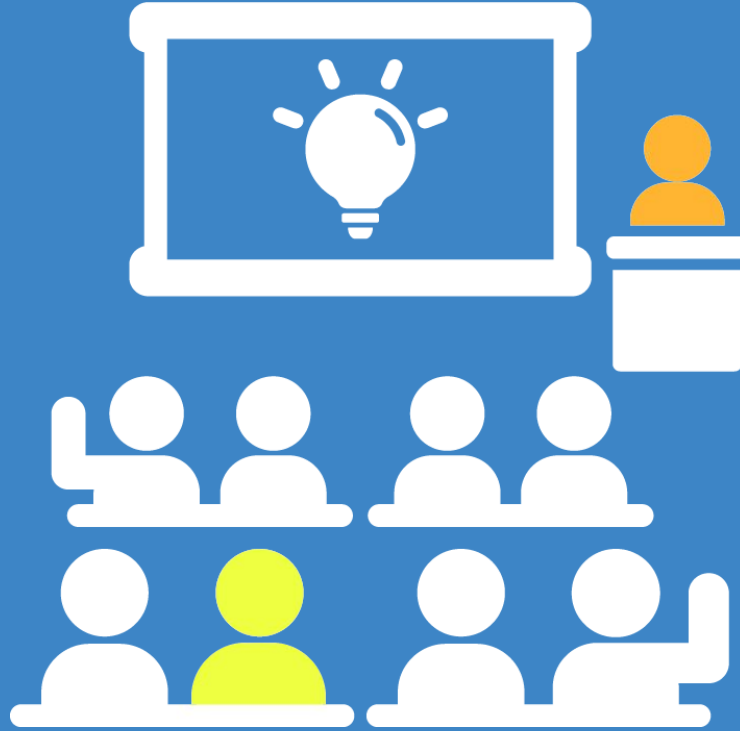
1. **Professor** hears about **STIC program** through **DCAL** workshop



2. **Professor** applies for a **Student Collaborator** through **DCAL**



3. **Professor** and **Student Collaborator** meet to discuss expectations



4. **Student Collaborator** sits in on class and observes



5. **Student Collaborator** holds office hours and talks to students



6. Written and spoken feedback delivered to **Professor**



7. **Student Collaborator** delivers insights to **DCAL**

BENEFITS

DCAL



Community
(STIC)



More **in tune** and
higher course
reviews



Professors



Students

DCAL



Community
(STIC)

More **in tune** and
higher course
reviews



Professors

Feel heard and
communicate
information



Students

DCAL

Repository of
feedback and
improved
workshops



Community
(STIC)

More **in tune** and
higher course
reviews



Professors

Feel heard and
communicate
information



Students

FEEDBACK

Prototyping

To get feedback for our STIC program, we created a mockup website for STIC, as well as a job flyer for the STIC Collaborator position. We showed the mockup to multiple professors and showed the job flyer to various students. Overall, we received **positive responses** from both user groups.



Dartmouth Center for the Advancement of Learning



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> **STIC Program**

Collaborators

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Student and Teacher in Collaboration (STIC) Program

The Dartmouth Student and Teacher in Collaboration (STIC) Program was established in the spring of 2018, and its goal is to provide honest and constructive feedback to professors about their courses in order to maximize student learning and enjoyment.



STIC Collaborator Bryan Michaels '18 meets with Professor Hord after sitting in on her JAPN 43 class.

ABOUT THE PROGRAM

At its best, experiential learning allows students to develop knowledge and skills from direct experiences outside a traditional academic setting. It can bridge the gap between theory and practice while allowing students to actively engage with the material. However, experiential learning can have negative effects on students when executed poorly. This frustrating experience is especially likely to occur when a course implements new curriculum where there is often a disconnect between professors and students. Professors want to maximize student learning by implementing this new style of curriculum, but students may feel that these changes are negatively impacting their experience.

As a result, the STIC program aims to provide faculty with trained students who will gather feedback and observations about the class, and share that valuable feedback with the faculty. After a faculty member applies for the program, STIC will match the faculty member with a Collaborator, a trained student who will sit in on the classes and meet with the faculty member regularly to discuss his/her observations. STIC aims to provide professors with constructive and honest student feedback while the course is still developing, instead of at the end of the term. That way, professors can work towards improving the class to maximize student learning and enjoyment for current students.

Help improve student learning at Dartmouth!

As a **STIC Collaborator**, you will get paid to sit in on classes and provide feedback to professors.

Job Details:

- Attend paid training sessions hosted by DCAL
- Sit in on classes during the term and make observations
- Meet with professor after class to discuss your observations
- Host your own "office hours" for students to give you feedback about the class
- Must be an upperclassman and have taken 3 classes in the department of the sit in class

Hourly rates starting at **\$15/hour**.

Apply today!

www.dcal.dartmouth.edu/collaborator

This is a

GREAT IDEA.

It's really important for me to know if my students are
engaged.

Engineering Professor

The STIC Program would so

VALUABLE.

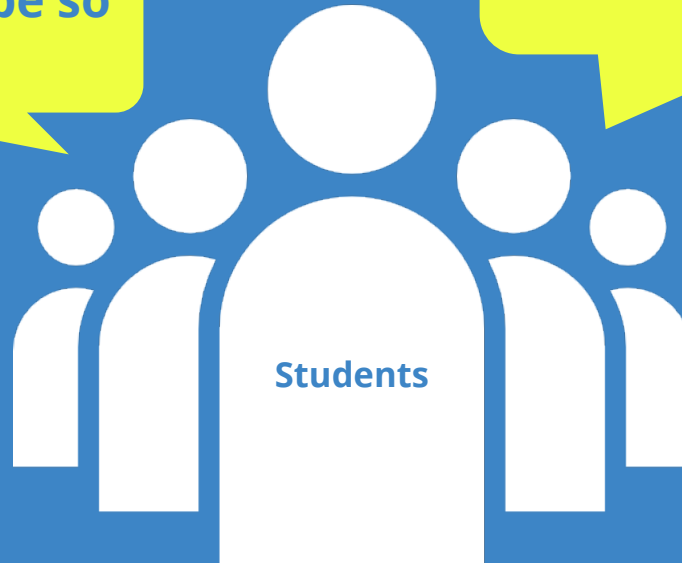
Student feedback can hard to gauge, especially in the
middle of a term.

Math Professor

**"I would much rather
have a student
collaborator than fill
out a course eval."**

**"Honestly this would be so
useful."**

**"Wait is this real? I would
definitely apply for this
job."**



Next Steps

We would love to start a trial run of the program with a single professor and class to gauge user response and flesh out any details of the program, including requirements for the STIC Collaborator position

We want the STIC program to just be the **start of a conversation about the value of feedback**. We aim to create an open environment where students can share feedback with professors without fear of judgement. We want students to be **active advocates** of their own learning, and build a community around feedback so students can feel like they are helping to **build their own education**.