

Gathering Early-Semester Student Feedback



After successfully completing this workshop you will be able to:

- state reasons for incorporating early-semester feedback in your course.
- describe at least one option for administering an early-semester feedback form.
- create a form that you could use to gather feedback from your students.

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Why

- “Students are motivated by the instructor’s concern for their learning. This motivation, along with the additional support that might come from a concerned instructor, can lead to higher levels of achievement” Jacobs, D. et al (2008) & Feldman, K. (1996).
- “Research indicates that ongoing formative feedback from students and colleagues is the best way to improve teaching,” National Research Council. (2003).
- “Faculty who collect midterm feedback and who make changes to improve their teaching on the basis of that feedback see increases in their ratings on the end-of-course evaluations” (Huston, 2009).

Creating and Administering the Evaluation (Adapted from: Angelo & Cross (1993).
Classroom Assessment Techniques: A Handbook for College Teachers)

- **Classroom Assessment Quality Circles (Large class)**
 - Meet regularly with a small group of students to get their feedback on the course.
 - Decide which aspects of the course will be the focus of the group(s).
 - Ensure that the entire class knows who the members of the quality circles are so they can contribute their feedback through the quality circle.
- **Group Instructional Feedback Technique (small to mid-size class)**
 - Write open-ended questions about the course.
 - Arrange for someone to interview the students using the questions you’ve created.
 - Ask them to provide you a summary of the interview.
- **Instructor Designed Survey (Any size class)**
 - Write/Choose questions about specific strategies/methods/activities in your course.
 - Consider including open-ended and/or Likert Style (ratings) questions.
 - If there is an aspect of the course you are not willing to justify or change don’t ask about it on the evaluation.
 - Administer paper-based evaluation in class (leave the room to provide anonymity)
 - Administer evaluations electronically to collect data anonymously.
 - Self-administer using Sakai Survey Tool or Google Form
 - Kaneb Center administers using ND Qualtrics
- Other?

Reviewing and Communicating Results to the Class

- Look for trends in the results, don’t over-react to outliers (either positive or negative).
- **Discuss the results of the evaluation with your students!!**
 - Indicate changes that you will make based on their input.
 - Explain if there are cases where the results indicate a desire for change but none will be made.

“I received countless favorable comments from my students on this practice. They appreciated the fact that I listened to what they had to say and made some adjustments in the course.” —
Scott Mainwaring, Political Science

References

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- Feldman, K. (1996). "Identifying Exemplary Teaching: Using Data." *New Directions for Teaching and Learning*, No. 65, Spring, 1996, San Francisco: Jossey-Bass Publishers, Inc.
- Fox, M. and Hackerman, N., Eds. (2003). *Evaluating and improving undergraduate teaching in science, technology, engineering, and mathematics*. (2003). National Research Council.
- Huston, Therese. (2009). *Teaching what you don't know*. Harvard University Press.
- Jacobs, D. et al. (2008.) *Course Instructor Feedback (CIF) A Major Upgrade To The Teacher Course Evaluation (TCE) System*. https://cif.nd.edu/assets/35809/cif_description.pdf
- Overall, Jesse and Marsh Herbert W. (1979). "Midterm Feedback from Students: Its Relationship to Instructional Improvement and Students' Cognitive and Affective Outcomes," *Journal of Educational Psychology* 71: 856-865.

Early Semester Feedback – Economics

Please fill out this questionnaire as extensively as you would like. Please leave it on the podium. The scale for questions 1-11 is:

1. excellent 2. helpful 3. Somewhat helpful 4. Not Very helpful 5. useless

1. Does the syllabus help you organize your time and know what to expect in class?
 - Please suggest ways this aspect could improve your learning
2. Do the lectures help you understand the material in the textbook?
 - suggest ways the lectures could improve your learning
3. Do the periodic exercises (where you get into pairs and answer questions) help you learn?
 - Please suggest ways I can make the activities stimulate, motivate, and reinforce the material in the textbook.
4. Does the outline presented at the beginning of lectures help?
 - Comments on the format of the lecture?
5. Do you find listening to student presentation helpful?
 - Improvement in the way the presentations are used to teach macroeconomics?
6. If you have done a presentation did it help you learn?
 - Please suggest ways do a presentation can help you understand the material.
7. Does reading the newspaper help motivate you?
8. Did the exam help you learn the material?
 - How do exams help you learn? Given the exams are multiple choice how can they be improved?
9. Did the study guide help you study for the exam
 - What do you like in study guides?
10. Was the online homework helpful?
 - Please suggest ways homework could be used to improve your learning
11. How helpful is the textbook?
12. How many times in the semester have you've read the material before class:
13. Anything else?

Thanks very much. I will share the results with you in the next class.

Early Semester Feedback – Theatre

Indicate how useful the following strategies are for your learning.

	Extremely useful	Very useful	Moderately useful	Slightly useful	Not at all useful
Reading materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance recordings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bi-weekly discussion questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professor-directed discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class exercises	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey logic is configured so that open-ended comments are requested only for items rated less than “Extremely useful.”

The following questions are on a 5-point scale from Strongly agree to Strongly disagree.

In-class mini-lectures and discussions adequately address the questions that you and your classmates raise on the discussion forum.

The in-class student presentations help to connect dramatic texts/performances to historical context.

The first short paper assignment helped me connect the reading material, video recordings, and in-class discussions to creating/viewing theatrical performances?

In an average week, the approximate number of hours I spent doing work for this course outside regularly scheduled class time was

0-1 | 2-3 | 4-5 | 6-7 | 8-10 | 11-14 | 15 or more

What changes could you or I make to improve your learning for the remainder of the semester?

**Food and the Brain
Course Feedback form**

February 9, 2017

1. Approximately how many hours per week do you spend on the following aspects of this course:
Readings_____ Class prep Assignments ____ Analysis Assignments ____ Other ____ Total_____

2. This class is (circle one) *a piece of cake / relatively easy / appropriately challenging / very challenging / much too challenging.*

3. How successful is this course so far at helping you move toward the following goals:

	Very poor	Poor	Neutral	Good	Very Good
Analyze and critique scientific literature orally and in writing; interpret and understand graphs and figures from a variety of methodologies; propose next steps for scientific studies.					
Comments?					
Draw and communicate connections between principles learned in this class and your own eating behaviors.					
Comments?					
Describe peripheral and central mechanisms of taste, smell, and flavor; the contributions of genes, the body, and the environment to a brain's response to food; and the major theories of individual variation and reward in feeding behavior.					
Comments?					

4. What is the most useful activity we spend class time on?

5. What is the least useful activity we spend class time on?

6. What is one thing the instructor does that is especially helpful to your learning?

7. What is one thing the instructor does that is especially unhelpful to your learning?

8. What else would you like the instructor to know about your experience in this class?

Inventory of Classroom Skills and Instructor Characteristics

(Many items used with permission of Ctr. for Research & Development in Higher Ed., U of CA, Berkeley)

The following items are based on research on traits of good teaching practice. They provide a broad spectrum of instructor characteristics and behaviors that may help you formulate your survey questions. Questions you create could ask students to rate you on a scale from Very descriptive – Somewhat descriptive – Not at all descriptive.

1. Discusses points of view other than his or her own.
2. Contrasts implications of theories.
3. Discusses recent developments in the field.
4. Gives references for more interesting and involved points
5. Generalizes from examples and specific instances
6. Uses examples and illustrations.
7. Stresses general concepts and ideas.
8. Is well prepared.
9. Explains clearly.
10. Gives lectures that are easy to outline (or provides prepared notes that adequately serve this same purpose).
11. States objectives of each class session.
12. Summarizes to emphasize major points.
13. Is able to clarify or improvise in awkward communication situations.
14. Makes a few major points during lecture rather than many.
15. Appears to know if class is understanding him/her or not.
16. Appears to know when students are bored.
17. Uses a variety of instructional media/resources.
18. Uses a variety of teaching methods besides lectures (demonstrations, field trips, writing, group work, etc.).
19. Identifies what he or she considers important for purposes of testing.
20. Uses exams effectively for synthesis and understanding of course material.
21. Is fair and impartial in grading exams, quizzes, etc.
22. Keeps students informed of their progress.
23. Has students apply concepts to demonstrate understanding.
24. Encourages class discussion/participation.
25. Invites students to share their knowledge and experiences.
26. Invites questions, discussion or criticism about ideas presented in lecture.
27. Is able to accommodate and relate to students as individuals.
28. Asks questions of students.
29. Is accessible to students outside of class.
30. Has genuine interest in students.
31. Gives personal help to students having difficulty in the course.
32. Has a concern for the quality of teaching and learning.
33. Encourages/motivates students to challenge themselves to do high quality work.
34. Has an interesting style of presentation.
35. Gives interesting and stimulating assignments.
36. Uses a range of gestures and movement.
37. Exhibits a sense of humor.
38. Appears confident.
39. Varies the speed and tone of voice.
40. Is enthusiastic.



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Create Your Early-Semester Feedback Form

(Using the ideas from the workshop and the sample evaluation forms begin planning an evaluation for your current course.)