

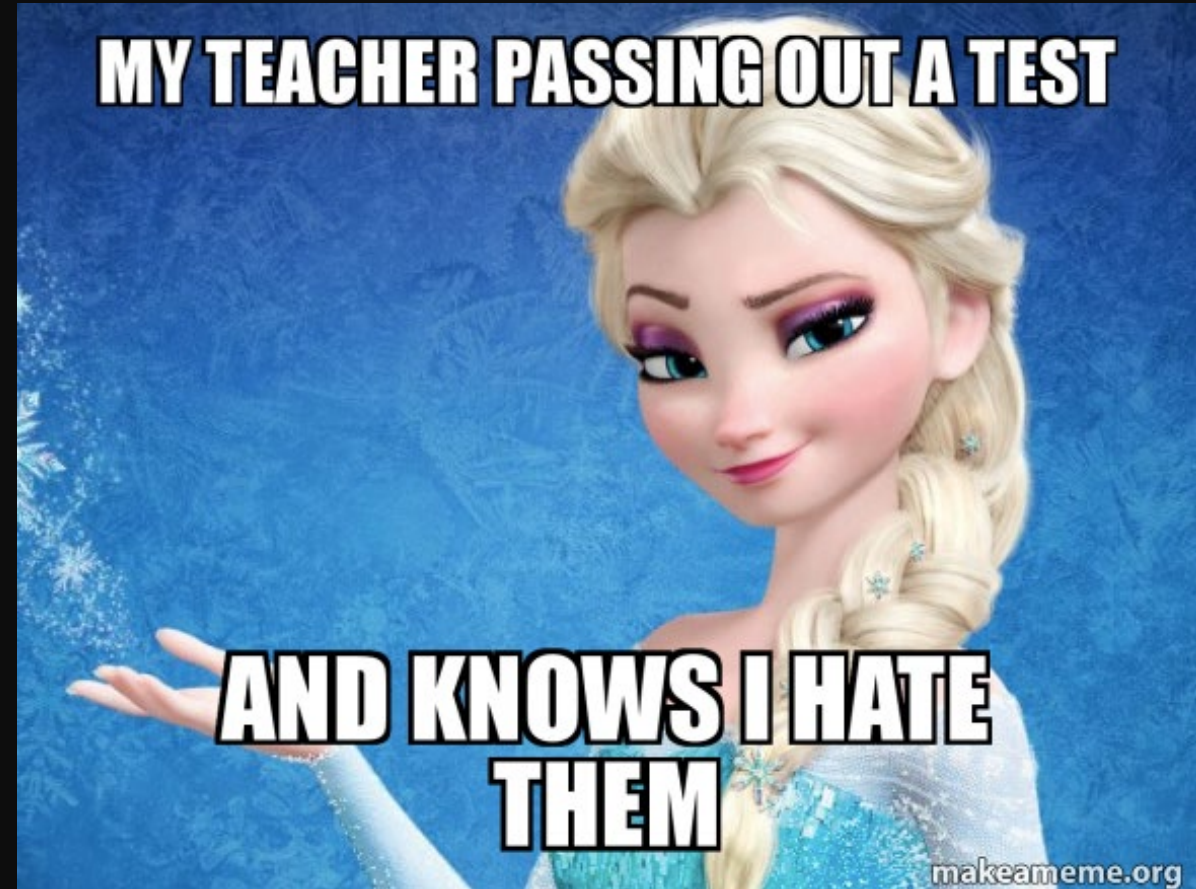


What are your students thinking?

Three models for gathering student feedback mid-semester

Pro Tip

- Never look up teacher/professor memes on the Internet.
- Very depressing.
- Gotta let it go. ;)



Initial Questions to Consider

What kind of feedback do you want for your class(es)?

What kind of feedback makes most sense for you, given your pedagogical commitments and the way your class(es) tend to go?

Why do you want this kind of feedback?

- To use it in the second half of the semester?
- For a future iteration of the course?

Possible Topics

- Course instruction
- Use of technology (from the instructor's use of D2L to in-class policies about tech)
- Assignments and feedback
- Assessment of student's own effort
- Content
- Pace and style

Model #1: Individual Feedback in Real Time

- Given during class time. Consider timing: Ideally not immediately after a major assessment.
- Provide open writing questions: Pen and paper, on D2L through the Quiz or Survey tool, or using a QR code/Mentimeter to get anonymous feedback.

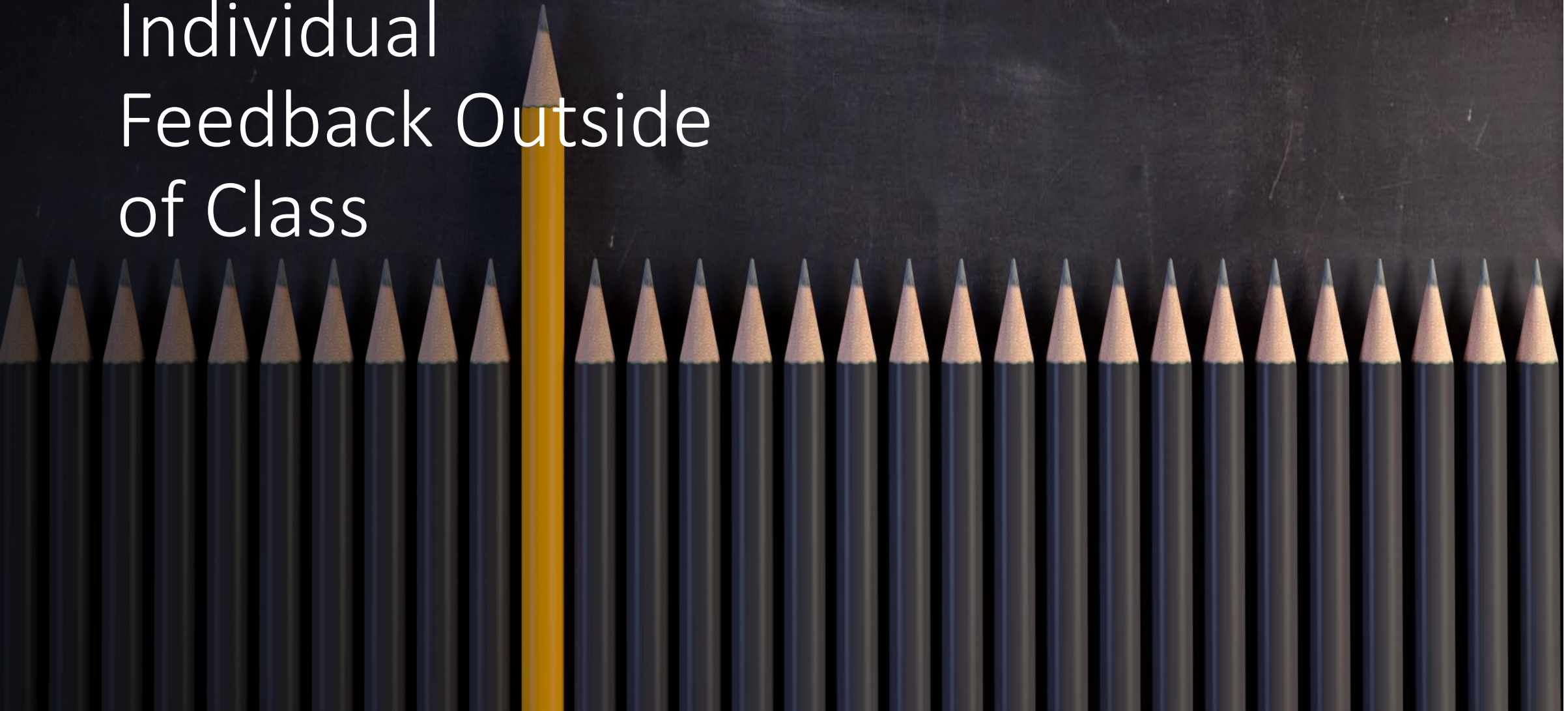


Stop...Start...Continue...

- Dr. XXX, I think you should stop _____, start _____, continue _____.
- I think I should stop _____, start _____, continue _____ in the second half of the semester.
- One non-grade-related goal I have for myself for the second half of the semester is:
- Something you should know about me at this point in the semester is:



Model #2:
Individual
Feedback Outside
of Class



Instructions: Please take ten minutes or so to complete this reflection. Be honest, please. And please take a few minutes to complete the short answer questions on the second page. Thank you!

- 1.) I completed assigned course readings and activities:
 - a.) None of the time. b.) Some of the time. c.) Most of the time. d.) All of the time.
- 2.) When I had questions about course texts and concepts, I did which of the following? (Circle all that apply.)
 - a.) Asked during class. b.) Emailed the professor(s). c.) Talked with other students. d.) Sought other help. e.) I Made several different kinds of visuals to try to understand. f.) I never had questions. g.) I did not pursue answers. If d.), please say what you did:
- 4.) I've missed how many classes? a.) >4 b.) 4 c.) 3 d.) 2 e.) 1 f.) 0
- 5.) I participated in class: a.) Always. b.) Often. c.) Sometimes. d.) Rarely. e.) Never.

Example A: Multiple Choice

- 6.) I engaged in non-class-related activities (e.g., other classwork, watching videos, chatting on my computer with others, etc.) during class: a.) Always b.) Often c.) Sometimes. d.) Rarely. e.) Never
- 6.) My participation consisted of which of the following? (Circle/highlight all that apply.)
- a.) Listening carefully to my peers. b.) Offering my opinion on course texts. c.) Speaking knowledgeably about course texts. d.) Writing up questions about the text before class and asking questions during class. e.) Engaging in small group discussions with full attention and mindfulness. f.) Writing in the chat. g.) Actively participating in individual reflective activities. h.) Other:
- 7.) When I did course readings and activities, I did which of the following? (Circle all that apply.)
- a.) Highlighted/underlined in my book and/or took notes on a separate sheet of paper. b.) Thought about connections between that course text/activity and related activities. c.) Made connections between course texts and my own experiences in education. d.) None of the aforementioned. e.) Other (please specify):
- 8.) I made connections between material in this course and my other courses/own experiences and ideas:
- a.) Always. b.) Often. c.) Sometimes. d.) Rarely. e.) Never.

What is one connection you made, if you made one?

Example A, cont'd.

Example B: Participation & Engagement Self-Evaluation Grade

Based on the information you have provided and your own self-assessment, how would you quantify your own participation in this class? Please check the number (below the descriptions) that you think most closely represents your engagement and participation. (Adapted from Fr. Ryan Duns.)

- 10 - Student comes prepared and on time for class and demonstrates having read assigned material; actively listens and contributes to class discussion. Contributions are relevant and promote a deeper analysis of the topic.
- 8 - Student comes prepared and on time for class and demonstrates having read assigned material; actively listens and makes relevant contributions to the class in a respectful manner by responding to direct questions but does not take initiative in large group discussion.
- 6 - Student's participation reflects one or more of the following: regularly does not come prepared for class, regularly does not demonstrate having read the assigned material, does not actively listen (e.g., falls asleep, regularly checks one's cell phone, does homework for other courses, etc.), makes few contributions to class discussion, and seldom volunteers insights and/or comments are sometimes off-topic or distracting.
- 4 - Student's participation reflects one or more of the following: rarely prepared for class, rarely demonstrates having read the assigned material, does not actively listen (e.g., falls asleep, regularly checks one's cell phone, does homework for other courses, etc.), does not contribute to class discussion and small group work, and fails to respond to direct questions. He/she does not listen when others talk, interrupts, and/or makes inappropriate or disrespectful comments.
- 2 - Student's participation demonstrates the shortcomings of the 4-points category to an egregious degree.

Participation is then noted on a scale from 10-1, with students checking a box.

How to gather results?



Good old-fashioned pen and paper.



Set up a [survey in D2L](#).



Use [Microsoft Forms](#).



Create a [Qualtrics](#) and [invite people to use it](#).

Model #3: Small Group Feedback

In small groups, ask students to provide feedback on a range of issues germane to your class. Some ideas to consider:

- Organization of materials on D2L
- Strengths and opportunities for student engagement during class time
- How they can help each other during the second half of the semester
- What commitments they want to make as students in your class
- Pace and delivery: How they find themselves learning best (using examples) and what might be sticking points for them
- Three concrete examples of what's helpful (them and you)
- Three concrete ideas for improvement (them and you)

Tips to Consider

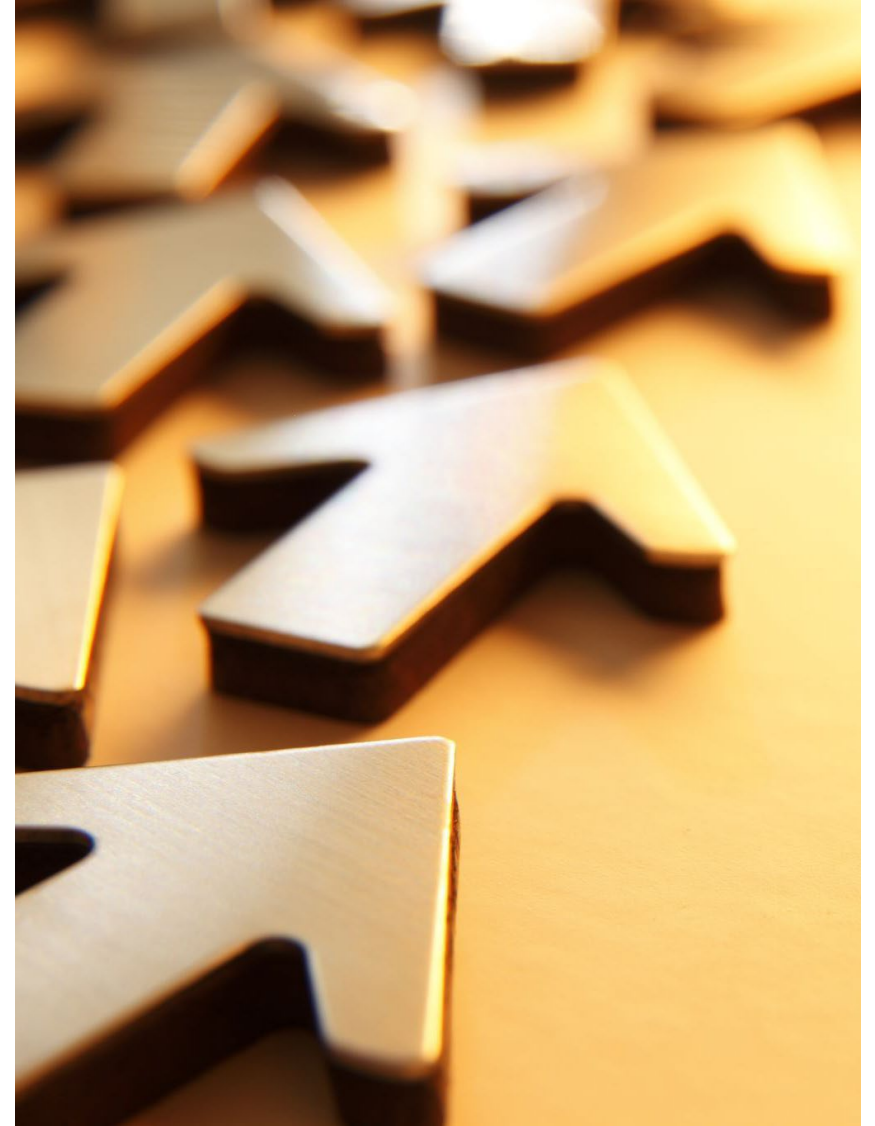
Use MOCES language if you can (to anticipate the end-of-semester evaluations) a little bit.

Report out to students what they offer you.

- Provide an overview of the feedback.
- Address specific steps you will take for any changes.
- Say why you won't make some of the changes they suggest.
- Tell them that you appreciate the goals they have for themselves and that you want them to achieve those goals.

Follow through, and in the second half of the semester, sometimes connect what you're doing to the feedback they gave you (whether affirming what you're already doing or why you've changed it).

Thank them for taking time to complete this feedback.



Thanks for attending!



Which of these ideas might you try?



What other approaches to gathering student feedback do you use?