

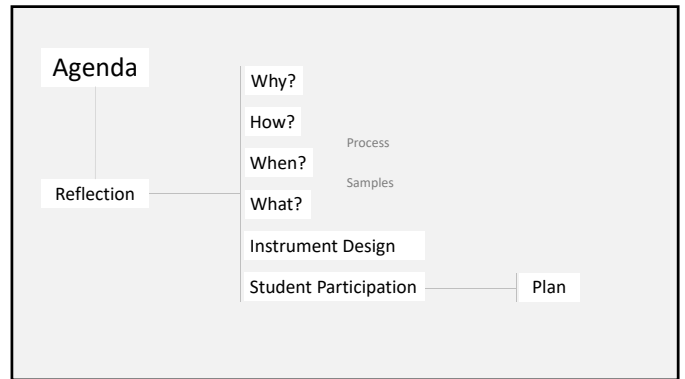
WELCOME

Feedback on Teaching

All You Wanted to Know but Didn't Know How to Ask

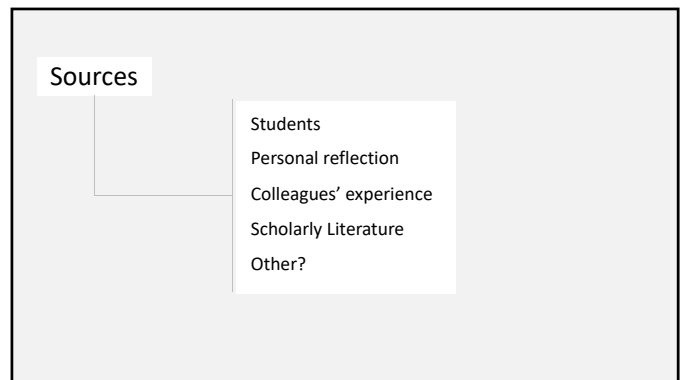
Facilitator: Allyson MacNeill
Session Start: 10 am

Technical Assistance
<https://citl.mun.ca/support>



Reflection

Focus: Growth and development
Identify: How received and responded to



WHY?

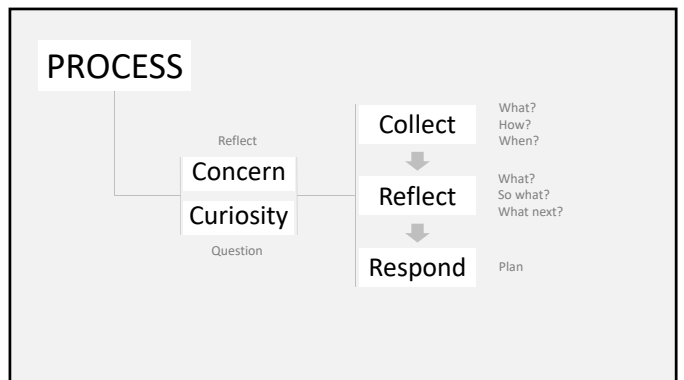
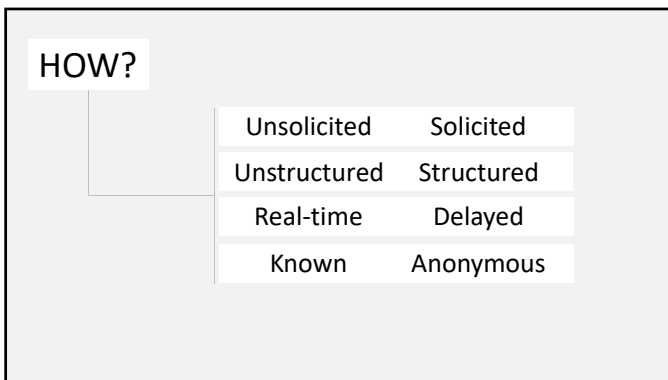
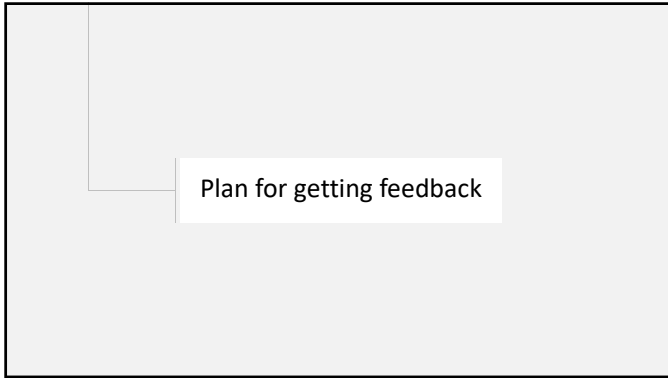
What students are learning
How well students are learning
How students are learning

↓

Respond to learning challenges
Support students more effectively

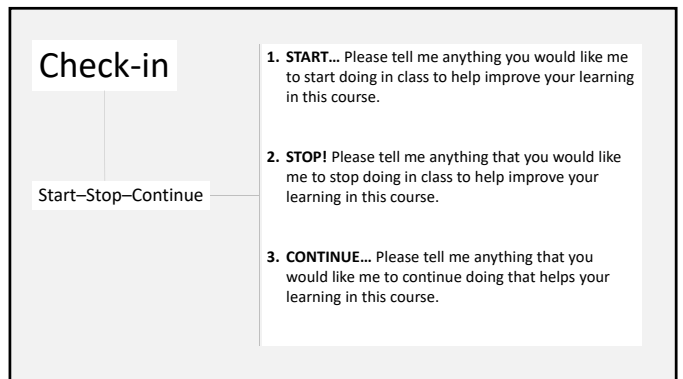
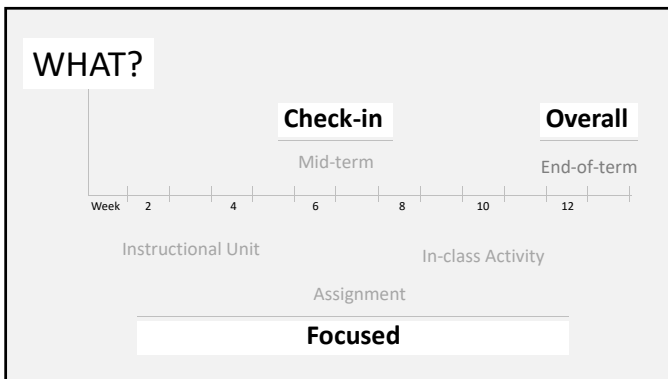
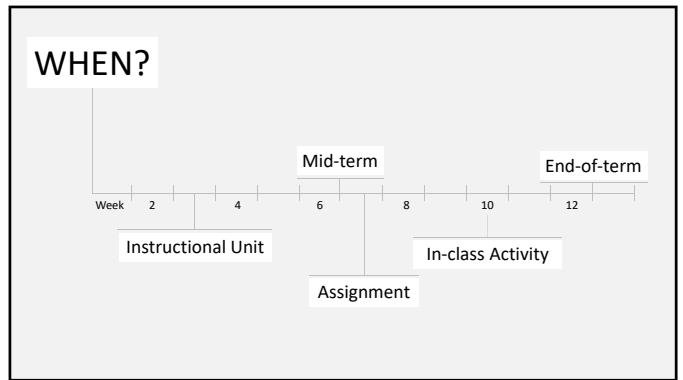
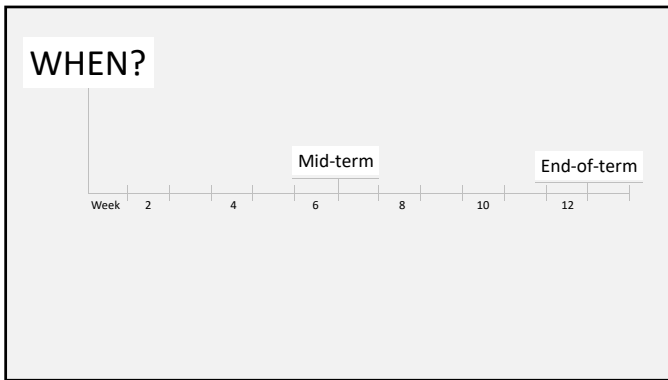
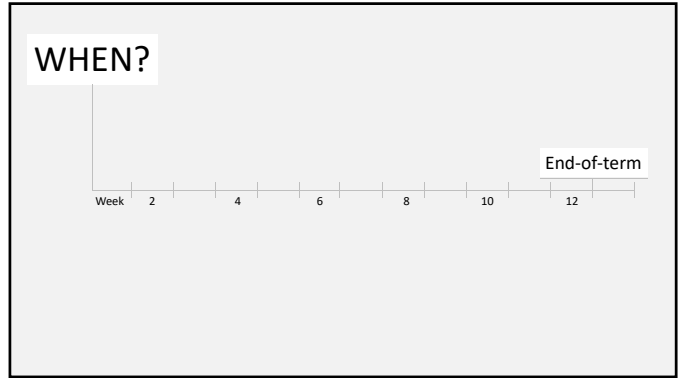
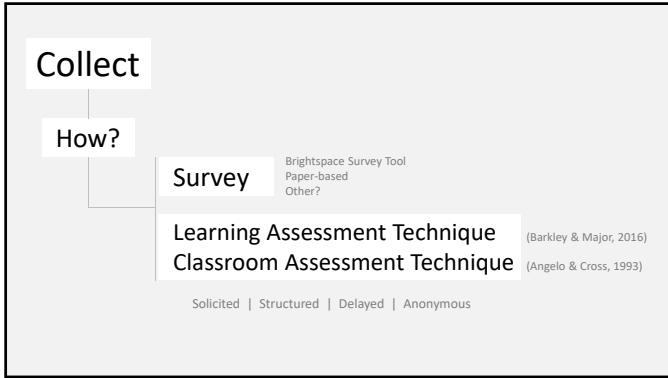
[Instructors'] professional responsibility extends to the quality of their own teaching and to monitoring how well the pedagogical methods they employ assist students in learning.

(Ross Miller & Leskes, 2005)



If teachers want to make changes that improve teaching and learning, we need to ask about the impact of a policy, practice, behavior, technique, assignment, or instructional approach on students' efforts to learn. (Weimer, 2013)





Focused

Minute Paper

1. What is the most important thing that you learned about.../in today's class?
2. What important questions remain unanswered for you about.../after today's class?

Comments on or suggestions for improving learning in today's class:

Focused

What-How-Why

1. What did you learn?
2. How did you learn?
3. How could you have learned better?
4. Why is what you learned important for you?

(Fink, 2003)

Focused

Instructional Unit Survey

- The learning outcomes for the unit were clear from the start. Strongly agree → Strongly disagree
- Students were given clear and specific instructions for all unit activities. Always → Never
- The time allotted for in-class discussion and questions was... Just right → Much too little
- The videos expanded my knowledge of [topic]... 5 = Significantly; 1 = Not at all
- The in-class activity was interesting and relevant to my experience. Strongly agree → Strongly disagree

Overall

Instructor Provided Questions

- Were you exposed to a variety of clinical problems? 1=No, very little; 5=Yes, a great deal
- Did the instructor make good use of examples and illustrations? 1=No, seldom; 5=Yes, very often
- The instructor initiated fruitful and relevant discussion. 1=Almost never; 5=Almost always
- Fairness of testing and grading policies and practices: 1=Needs improvement; 5=Are fair and well-designed
Suggestions for improving testing and grading:
- What were your two best learning experiences in the course and why were they the best?

Instrument Design

1. Decide what you want to learn
2. Identify best format and time to administer
3. Design clear questions
4. Logically sequence questions
5. Provide clear instructions
6. Ask students to give specific number of responses
7. Professional, standardized format, attractive layout
8. Provide enough space for amount of detail you expect

Student Participation

1. Explain purpose to students
2. Provide a examples of how you've used feedback in the past
3. Talk to students about constructive feedback
4. Assure anonymity
5. Make sure students have enough time to complete
6. Post announcements and reminders (electronic)
7. Inform students about what you learned and how you will use the information
8. Execute plan for improvement

References

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- Ross Miller, R. & Leskes, A. (2005). *Levels of Assessment: From the Student to the Institution* (Greater Expectations Series). Washington: Association of American Colleges and Universities.
- Weimer, M. (2013, May 22). How to get better feedback from students [Blog post]. Retrieved from <https://www.teachingprofessor.com/topics/for-those-who-teach/how-to-get-better-feedback-from-students/>