

Strategy: Gathering Student Feedback about the Course

These classroom assessment techniques can be used once the course is underway to gather feedback from students about the course while you still have time to make modifications.

Origin

Connor, P. (2008). How's it going so far. Retrieved from <http://teaching.colostate.edu/tips/tip.cfm?tipid=94>.

University of Minnesota. (2011). Early term assessment of teaching: Early term assessment option 1. Retrieved from <http://www1.umn.edu/ohr/teachlearn/resources/earlyterm/index.html>.

University of Minnesota. (2011). Early term feedback. Retrieved from <http://www1.umn.edu/ohr/teachlearn/resources/jit/jit-midsemfac/feedback/early/index.html>.

University of North Carolina Charlotte. (2011). Mid-Semester evaluation. Retrieved from <http://teaching.uncc.edu/articles-books/best-practice-articles/assessment-grading/mid-semester-evaluation>.

Application

How's it going?

Ask your students to finish these statements to provide feedback about the course:

- My first impression was
- The part of the course that has interested me most so far is
- I am most successful when
- I was surprised that
- The problems that I have had in this course are
- I have noticed that I
- Strategies that work for me in this course are
- I am least successful in this course when
- I have to change
- I have discovered
- If I could start this course over, I would
- I wish this course was

Early Term Assessment

Using a Likert scale, have your students rate these items:

- This course is well organized.
- The instructor clearly communicated the subject matter of this course.
- The feedback I receive on my assignments helps me learn the course content.
- I feel comfortable approaching the instructor with questions about the course.
- I am developing deeper knowledge of the course content.
- The instructor inspires me to learn more about course topics.
- My responsibilities for meeting course requirements are clearly defined.
- Course readings are an important tool to help me master the subject matter.
- The instructor uses technology effectively to help me learn in this course.
- The course is proceeding at an appropriate pace.

Early Term Feedback

Using a Likert scale, gather feedback from students early on in the course with the following statements:

1. I understand what is expected of me in this class.
2. The instructor uses class time well.
3. The instructor seems to know when students don't understand the material.
4. The instructor covers the material I need to know.
5. The instructor seems genuinely concerned with student progress and is actively helpful.
6. I feel free in this class to ask questions or express my opinion.
7. The instructor provides clear answers to student questions.
8. The instructor summarizes or emphasizes major points in lecture or discussion.
9. The instructor makes good use of examples or illustrations.
10. The instructor encourages students to think about the material.
11. The instructor speaks audibly and clearly.
12. The instructor provides helpful feedback on assignments and/or in class work.
13. The small group/pair activities help me learn.

Mid-Semester Evaluation

Based on your course, develop options for students to mark/rank for each question:

- How much did each of the following aspects of the class help your learning?
- As a result of your work in this class, how well do you think you now understand each of the following?
- How much has this class added to your skills in each of the following?
- To what extent did you make gains in any of the following as a result of what you did in this class?
- How much of the following do you think you will remember and carry with you into other aspects of your life?

When gathering feedback

- Respond quickly to student feedback (in the next week, if possible).
- Consider carefully what students say and categorize it:
 - Those things you can change this semester (e.g., due dates)
 - Those things you can change the next time the course is offered (e.g., the textbook)
 - Those things that you cannot or will not change for pedagogical reasons (e.g., # of exams)
- Let students know what, if anything, will change as a result of their feedback.

Reflection

- What is something about this idea that confirms a current practice in your course?
- What is something about this idea that you would adapt for your course?
- What is something new from this idea that you would like to remember?