

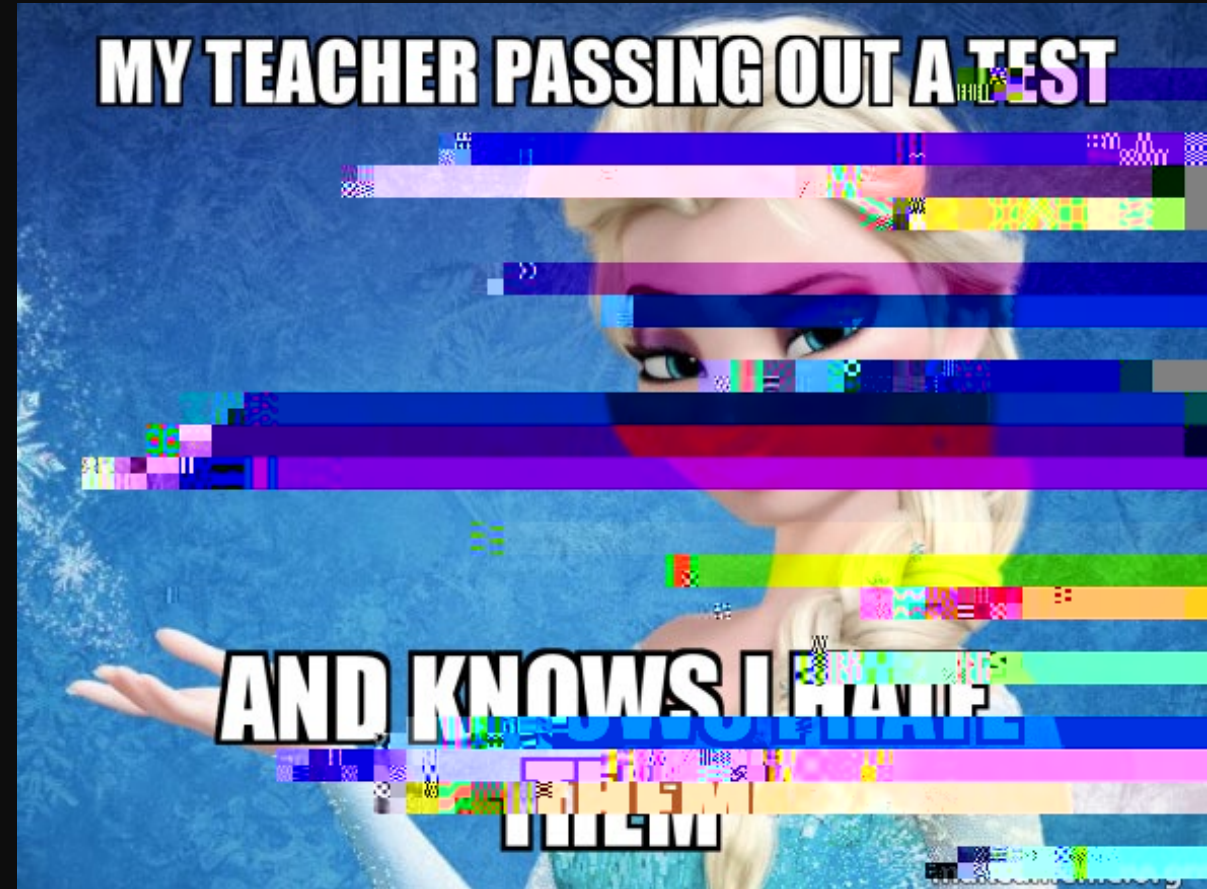


What are your students thinking?

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 you 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?

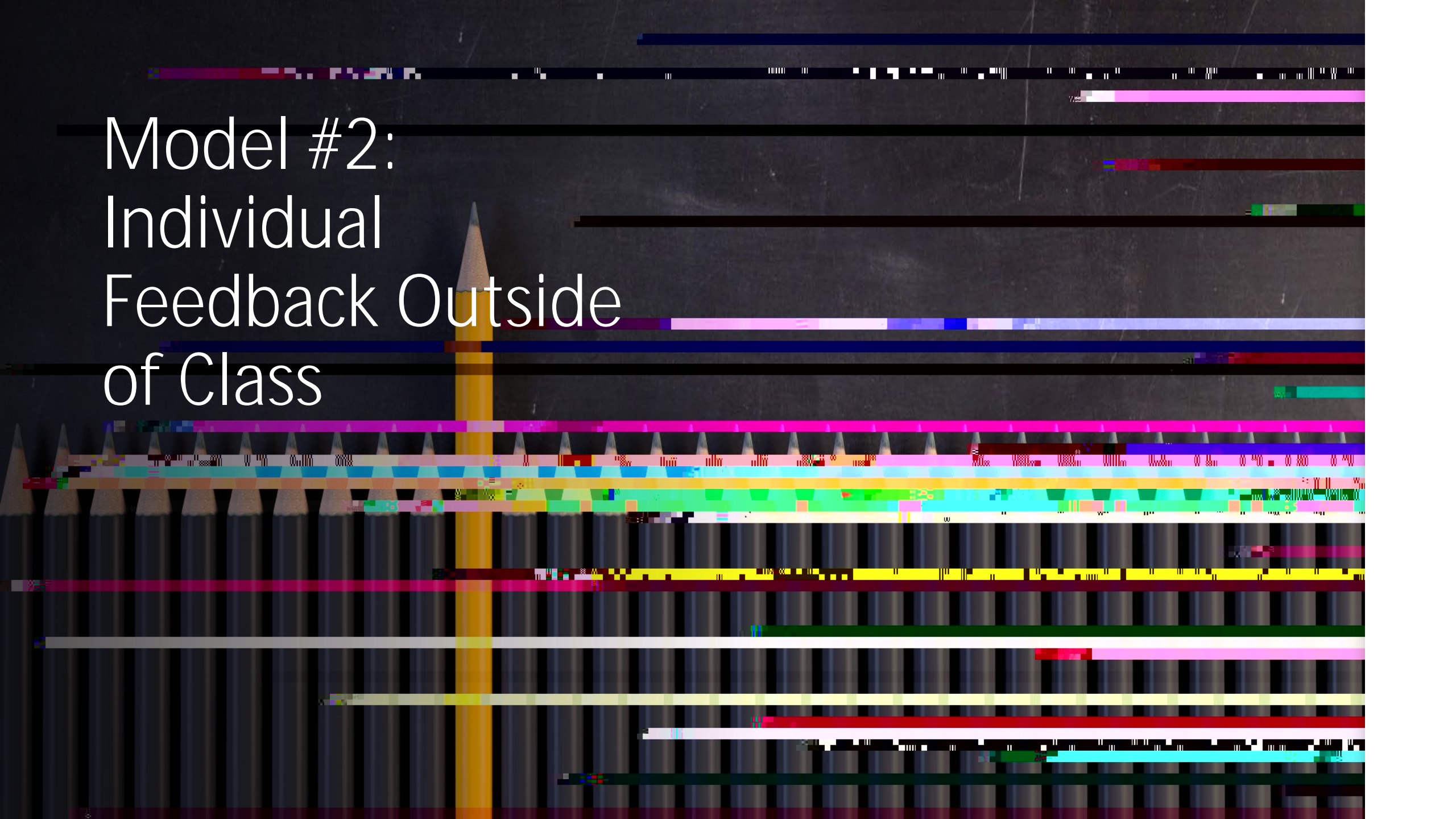
- To use it in the second half of the semester?
- For a future iteration of the course?

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

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

-

A row of various colored pencils is shown against a dark chalkboard background. One yellow pencil is positioned vertically in the center, pointing upwards. The other pencils are arranged horizontally, with their tips pointing to the left. The colors include shades of blue, purple, pink, red, orange, yellow, green, and grey. The text 'Model #2: Individual Feedback Outside of Class' is written in white on the left side of the image.

Model #2: Individual Feedback Outside of Class

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?

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.

