

Considerations Concerning the Early-Term Student Feedback Process

Get feedback during weeks 4-6 of the semester so that you can respond to some of the changes that the students suggest and to see how they are working.

Primary purpose: Enable you to find out how the course is going for the students at this point, how they are learning and to respond to one or two salient suggestions for change in time to make a difference in students' learning experiences in this course.

Characteristics:

- Focus on student learning
- Diagnostic purpose
- Anonymous process
- Conveys to students that they are partners in the learning process, conveys their responsibility for their learning

Please keep in mind that when you are asking students for feedback they expect you to do something with it and to get back to them regarding their feedback – if you are not comfortable getting back to the students regarding how you will respond to their feedback for the remainder of the semester, then please do not engage in this process.

Emphasis is placed on **one or two** modifications that seem appropriate and that you are able to implement and monitor.

In place of the in-class process, you may also use online survey tools, such as Google Forms, Microsoft Forms, Qualtrics, Survey tool in Blackboard to obtain student feedback data. Set to anonymous.

Process for Gathering In-Class Feedback

- ✓ Set aside 5-10 minutes of class time during weeks 4-6 of the semester.
- ✓ Introduce the purpose of the feedback to students – **for improvement of the course and their learning only** – different from the CTAs that are administered at the end-of-semester and do not impact the students in this course directly.
- ✓ Feedback will be anonymous and does not impact their grade –only the course faculty will see the feedback data
- ✓ Ask students to be specific and constructive in their feedback.
- ✓ Appoint a student or ask for volunteer to collect the feedback in designated envelope and leave it on the desk in the front of the classroom.
- ✓ Indicate the following to students: You will review their feedback and get back to them. There is no guarantee that all the changes that they are suggesting will be implemented. You are looking forward to hearing from them and need their input to offer a productive learning experience for them.
- ✓ Distribute feedback forms or present questions on power point slide and distribute index cards to students to respond to the posted questions.
- ✓ Leave the room and make sure that a student has been designated to drop off feedback.
- ✓ Review the feedback and identify main themes (i.e., what areas of their learning the majority of student respondents are commenting on). Select 2-3 main areas that you were glad to hear about and 1-2 main areas that you will try to modify over the rest of the semester and explain how you will try to do so.
- ✓ Share the main areas of feedback with students in the next class – or as soon as possible – thank them for their feedback and indicate 2-3 main areas that you were glad to hear about and 1-2 main areas that you will try to modify over the rest of the semester and how you will try to do so. Please keep in mind that this is not a time to invite further student feedback but rather to complete the early-term feedback process.