

IMPROVING OUR TEACHING USING STUDENT FEEDBACK

When reflecting on our teaching, we should consider:
students can provide valuable input,
how to respond to students' feedback,
& how often to collect feedback

Reflections of our teaching should be based on the principle that the more we understand about students and their learning, the more effective our teaching can be when we adjust accordingly

Open-ended surveys

Focus Groups

Small group instructional feedback

How to obtain feedback

Surveys

Stop, Caution, Go

Cue Cards

Formative feedback

We can make changes in our teaching based on students' feedback collected during classes one-quarter or one-third way through the term (e.g., **traffic light analogy** - stop, caution, go, **tell me one thing going well in class and one thing that can be improved**, or some other open-ended questions that allow for constructive reflection and feedback)

We can also use Classroom Assessment Techniques (see references) to monitor how well students are meeting learning objectives and processing course content (e.g., minute papers, directed paraphrasing, or have students create test/exam questions)

Once we obtain this feedback, we can adjust our methods accordingly. For example, if we are speaking too rapidly, we can slow down. Or if we are changing slides too quickly, we might ask before switching.

Questions to ask students during the semester can be found here:

<https://library.gwu.edu/sites/default/files/tlc/Sample%20Feedback%20Questions.pdf>

Summative feedback

At StFX, end-of-term course evaluations are coordinated, analyzed, and shared through the Institutional Analysis office

We can learn from these end-of-term student evaluations:

1. interpret the numerical averages and put efforts where they are lower; for example if 'class organization' is lower than average, we might put greater efforts to explaining how the class will unfold, the purpose of our assignments, and returning assignments with clear feedback in a more timely manner
2. We can draw themes from students' qualitative feedback; for example if we students repeatedly commented they were not clear what to do for our assignments or what to study for tests/exams, we can add clarity to our written and oral descriptions of these

Resources

Wong, C. (2020, June 29). Three Ways to Use Student Feedback to Improve Your Course: Faculty Focus. Retrieved July 14, 2020, from <https://www.facultyfocus.com/articles/educational-assessment/three-ways-to-use-student-feedback-to-improve-your-course/?st=FFWeekly%3Bs>

Gathering student feedback. (n.d.). Retrieved July 14, 2020, from <https://www.washington.edu/teaching/topics/assessing-and-improving-teaching/gathering-student-feedback/>

Sample question for getting feedback from students. (n.d.). Retrieved July 14, 2020, from <https://library.gwu.edu/sites/default/files/tlc/Sample%20Feedback%20Questions.pdf>



**TEACHING
& LEARNING
CENTRE**
St. Francis Xavier University