

Feedback Form

Feedback is formative assessment and can advance students in the course's learning goals.

A midterm feedback form pauses the students midway to reflect on their own learning and gives important information to the faculty on whether the goals are being met in the class.

This assignment is for you to create a midterm feedback form to accompany your proposed course syllabus.

Label your form with the class title and place your course goals at the top of the form.

Goals:

- To reflect on ways and variety that a student and a faculty receive feedback.
- To review other faculty and graduates feedback forms
- Cull points that interest you, and transpose these to your own course feedback form.
- To complete a mid-term feedback form before you create one of your own.
- To serve as an example of one of many ways one can understand student learning in a classroom.

Learning Outcomes or Objectives:

- A one-page mid-term feedback form to accompany your class syllabus.
- Integration of open-ended questions and a Likert Scale table to elicit feedback.
- Creation of a form that gives students input into the class dynamics.
- Reiteration of the courses goals at the beginning of the form.
- A form to animate students' review of and assess learning.
- An understanding of how to create mid-term formative assessment feedback forms.

Methods:

- Read the accompanying articles about feedback.
- Title the form under your class syllabus name
- Add your course goals after the title
- Develop both likert scaled questions and open-ended questions
- See examples on RISD collegiate blog.
- Seek effective examples within your own discipline
- Reflect on what would be meaningful questions in terms of your own course.
- Create a one- page feedback form.

Basic Competency:

- States course goals.
- Utilizes both types of questions and fulfills requirements.

Advanced Competency:

- Uses learning-through-questions even in a shortened format of the feedback form.
 - Particularized the questions to the course content.
 - Provokes the student to examine the role of the learner.
 - Asks questions that will help the faculty adjust, revise or add on to the course content before the class is over.
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Seven principles of good feedback practice

Good feedback practice:

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape the teaching.

SOURCES

Nicol D.J. & Macfarlane-Dick, D. (2004). Rethinking Formative Assessment in HE: a theoretical model and seven principles of good feedback practice. http://www.heacademy.ac.uk/assessment/ASS051D_SENLEF_model.doc

Nicol, D. J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218

Nicol, D. J. & Milligan, C. (2006). Conceptualising technology-supported assessment in terms of the seven principles of good feedback practice. In G. Gibbs, C. Bryan and K. Clegg (Eds) *Innovative Assessment in Higher Education*, Routledge, London

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Gibbs & Simpson's four conditions

Gibbs & Simpson (2004) developed 11 “conditions under which assessment supports students’ learning.” Four of them address the regulation of time and effort in learning. These four were used to inform the **Re-Engineering Assessment Practices (REAP) project**.

Assessment activities support student learning if they:

1. Capture sufficient study time and effort (in and out of class)
2. Are spread evenly across topics and weeks
3. Lead to productive learning activity (deep rather than surface learning)
4. Communicate clear and high expectations.

SOURCES

Gibbs, G and Simpson, C. (2004). Conditions under which assessment supports students’ learning. Learning and Teaching in Higher Education vol.1 pp.3-31. Retrieved April 6, 2006, from: <http://www.glos.ac.uk/adu/ctl/lathe/issue1/index.cfm>

Gibbs, G. (2006). Why assessment is changing. In C. Bryan and K. Clegg (Eds), Innovative Assessment in Higher Education, Routledge, London.

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Selections from http://www.upenn.edu/ctl/resources/support_for_teaching/customized_mid-term_evaluation_feedback_for_instructors <https://www.ctl.upenn.edu/course-feedback-instructors-question-bank>

Providing students with the opportunity to evaluate the course in the middle of the semester can supply instructors with useful feedback for making immediate, small scale changes to improve student learning before the end of the semester.

HOW?

Usually within the first 5 to 7 weeks of the semester.

If you do use paper forms, set aside 15 or 20 minutes of class time and explain to students that you will be using their answers from these forms to improve the class this semester. You should also tell them that they will fill out another set of evaluations at the end of class that will be used for more administrative purposes.

WHAT NEXT?

If you are using the forms for mid-term evaluation, focus on incremental change. Don't try to completely redesign your course midway through the semester.

Talk to the students about their comments.

Explain how the changes you are making will help them reach the goals you have set.

As you discuss change with your students, be careful not to seem defensive.

LIST OF QUESTIONS FOR OPEN-ENDED EVALUATION

USING THESE QUESTIONS TO DESIGN AN INDIVIDUAL EVALUATION:

1. Cut and paste these questions according to the focus of your class or your concerns about your teaching.
2. Use only a few questions (6 or fewer). You may cut out some of the more general questions already on the form if you want to use more than 3 from this list.
3. Feel free to change words or to combine questions or to drop out parts of questions to more accurately reflect your course and interest.
4. The sections below begin with a very general question and then provide more specific questions afterward. If you want general information, you should start with a general questions but possibly combine it with some of the more specific questions to help students think about what you are asking.

For example: How does the organization of the course help you learn?
Does the professor make connections between different class periods?
How does the professor help you understand the most important points?

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Course Feedback for Instructors Question Bank

CFI QUESTION BANK

These are the questions that you can choose from on the Course Feedback for Instructors questionnaire.

LIKKERT SCALE QUESTIONS

Likert Scale is typically a five, seven, or nine point agreement scale used to measure respondents' agreement with a variety of statements. Organizational psychologist Rensis Likert developed the Likert Scale in order to assess the level of agreement or disagreement of a symmetric agree-disagree scale. At their most essential, they ask for a single-select response with a limited set of options representing a range, scale or continuum. Scale questions are designed to capture the survey taker's opinion or sentiment.

General Questions

- The instructor has helped me learn the material.
- I find class time engaging.
- I have a good sense of the most important points in class.
- I have a clear sense of what I need to do in order to do well in this course.
- The instructor's use of the board/visual aids helps me learn.
- The instructor responds helpfully when students are having difficulties.
- The instructor teaches in ways that allow students like me to succeed in this class.

Student Learning

- As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area.
- This course has helped me to improve my ability to analyze, solve problems and/or think critically.
- This course has helped me to understand how this field asks and answers questions.
- This course has challenged me to consider new ideas, concepts or ways of thinking.
- As a result of taking this course, I am more excited by this field of study.

Assignments and Readings

- The readings have helped me learn.
- The assignments in this course have helped me learn.
- Tests and/or assignments in this course have been appropriately challenging.
- The feedback provided on assignments has been helpful to me.

Lecture Classes

- The lectures in this course have helped me learn the material.
- The instructor's lectures are engaging.
- Lectures are clearly organized.
- The instructor makes abstract concepts clear and relevant.
- The instructor speaks at the right speed for note taking.
- The instructor speaks at the right volume for note taking.

Labs

- I have learned from lab activities.
- I feel well prepared for lab.

Problem-Solving Courses

- Class time has prepared me to solve problems on assignments and exams.
- Homework has prepared me to do well on the exams.

Discussion-Oriented Courses

- Discussions in this class have been effective.
- I have found discussions in this class engaging.
- Discussion has helped me understand the key ideas of this course.
- I felt that I had a chance to speak in discussion.
- This class was open to a variety of different student experiences and perspectives.

Use of Technology

- The instructor's use of technology helped me learn.
- The instructor's PowerPoint presentations helped me learn.
- The instructor's use of interactive technology and/or online media outside of class helped me learn.

Group Work

- Group work has enhanced my understanding of this course's material.

Classes with TAs

- The TA has helped me learn the course material.
- The TA is accessible.
- The TA encourages the class to ask questions.
- The TA leads effective and engaging discussions
- The feedback the TA has given me has helped me learn.
- The TA has prepared me to do well on assignments and/or exams.
- The TA has stimulated my interest in the material.
- The TA has helped me learn from lab activities.

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Open-Ended Questions for Any Course

An **open-ended question** is designed to encourage a full, meaningful answer using the subject's own knowledge and/or feelings. It is the opposite of a **closed-ended question**, which encourages a short or single-word answer.

Overall:

- Please provide feedback on the course and instructor in general. What have been strengths of the instructor and course? What could the instructor do to improve the class?
- Has this been a valuable course for you to take? Why or why not?
- What are the most significant things you have learned from taking this course?
- How does the professor help you understand what are the most important points within class? Could he or she do anything differently?
- Does the instructor teach in a manner such that students like you can succeed? In what ways?

- Evaluate your own work in this course. What have you done well? What could you do to improve your learning?

Interest and Enthusiasm:

- Please comment on your engagement in this course.?
- What has made the course interesting or uninteresting?
- What have you found most interesting about the course so far?
- How has the instructor shown his or her interest in the subject?

Readings and Course Materials:

- Please comment on the course readings and other assigned materials. Were the selections valuable? Which of the materials have been most useful and least useful to your learning?
- How has the professor's use of audio-visual materials (films, Power Point presentations and so on) helped you understand the subject of this course? What changes might help you learn better?

Accessibility

- Do you find the professor accessible? Why or why not?
- How comfortable do you feel asking questions in class? How comfortable do you feel asking outside of class? What has the professor done to encourage or discourage questions?

Assignments and Grading

- Please comment on the course assignments. Have they been well designed?
- Has feedback been helpful?
- Have assignments contributed to your learning? Enabled you to show what you have learned? Which assignments have been most or least effective?
- Has the feedback the professor provided on assignments been helpful? Do you have a clear sense of your strengths in this class? Do you have a sense of what steps you need to take to improve?

Challenge

- Have you found this course challenging? Why or why not?
- Has the instructor helped you to meet the challenges of this course? How so? What else could he or she do to help?
- Have you found that this course challenged your usual ways of thinking? In what ways?

Lecture Courses

- Please comment on lectures in this class. Have they been clear and engaging? What does the professor do in lecture that helps you learn? What could be improved?
- Do the lectures seem clear and well organized? Can you easily follow the lecture or outline it? What changes would you suggest the professor make so that his or her main points are clearer?
- What does the professor do during lecture to engage students in the material he or she is presenting? What else could he or she do to make the lectures more engaging and interesting?
- Comment on the delivery of the lecture. Are the lectures ever too fast or too slow? Is the instructor's voice loud enough? Is the instructor's speech clear?

Lab Courses

- How has the lab enhanced your understanding of the topic?
- What has the instructor done to ensure you feel prepared for lab activities? What else might he or she do? What has your instructor done during lab activities that has helped you learn from experiments? What else could he or she do?

Problem-Solving Courses

- Have in-class instruction and activities prepared you for solving problems on your own? Why or why not?
- Did the homework for this class prepare you to work problems on the exams? Why or why not?
- Did in-class problem solving activities help you learn the course material? Why or why not?

Discussion-Oriented Courses

- Please comment on the course readings and other assigned materials. Were the selections valuable? Which of the materials have been most useful and least useful to your learning?
- How has the professor's use of audio-visual materials (films, Power Point presentations and so on) helped you understand the subject of this course? What changes might help you learn better?

Technology Use

- What parts of this instructor's use of technology have you found most enhance your understanding in the course? Do you have specific suggestions about how the professor could make more effective use of electronic resources?
- How has the professor's use of Power Point or other projection software helped or hindered your learning?
- Do you feel the professor's use of interactive technology (like discussion groups) has helped you better understand course materials? Explain.
- How has the use of online media outside of class helped or hindered your learning?

Group Work

- Has group work enhanced your understanding of course material? Why or why not? Has the group experience been positive? Why or why not?

Classes with TAs

- How does your TA contribute to your learning in this course? What would you like to see him or her do differently?

Clinical Teaching

- In what ways has the clinical instructor helped you to learn relevant skills? What could he or she do to improve your learning?
- Has the feedback the clinical instructor provided on your work been helpful? Do you have a clear sense of your strengths? Do you have a sense of how you need to improve?