

GATHERING FORMATIVE FEEDBACK ON TEACHING

SIMPLE STRATEGIES FOR GREATER IMPACT

Kiruthika Ragupathi
Centre for Development of Teaching and Learning
National University of Singapore

ONE MINUTE PAPER



This technique helps the instructor find out what students have gotten out of the course or a given day's class/tutorial. It works well for both large and small classes. Ask students two simple questions:
What is the most important thing you have learned in this course?
What is the least important thing you have learned?
The questions can be modified to fit your needs, but should always remain flexible and open-ended.

START-STOP-CONTINUE

This simple tool provides feedback on students' classroom experiences. Ask students to tell you:

What you should start doing.

What you should stop doing.

What you should continue doing.

This technique can be used to solicit feedback on: reading materials, tutorials, learning activities, teaching methods, use of technology.



DEAR PROFESSOR LETTERS



This feedback tool works well in getting to know students on a personal level; to have an ongoing, individual conversation with them throughout the semester; and to monitor their progress in learning course content. Ask students to write about their cognitive and affective experiences in the class. It not only keeps the lines of communication open throughout the semester but also allows teachers to improve their teaching practice..

STUDENT LIAISON COMMITTEE

Form a classroom committee of three to five students to meet with you regularly to discuss your course (e.g., strengths and weaknesses). Encourage committee members to speak with other students individually or in groups to elicit constructive feedback. It is important to let other students in the class know who the committee members are, so they can connect with the committee outside of class.



TEACHING JOURNALS



A teaching journal is a valuable tool for collecting feedback and improving instructional planning not just for the new teacher but also for experienced teachers. After each class, record your observations about the class (e.g., the types of questions asked by students, where examples or illustrations could have been added, how a learning activity was received, where an explanation could be improved. A good to start this can be by identifying three things that worked well and three things most in need of improvement.

STRUCTURED MID-SEMESTER EVALUATIONS

These structured evaluations may include a few questions, usually 2-3 open-ended questions and a few quantitative questions. These evaluations questions ask students to respond to specific aspects of the course, their own learning activities, or the instructor's teaching and specific ideas on how to improve the course.

