

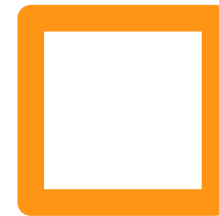


# Soliciting & Engaging Student Feedback

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# Welcome & Agenda

- Introductions
- What student feedback is and why it matters
- Methods for collecting feedback
- Now what?: Reviewing and acting on feedback
- Circle-share & Exit ticket




# Introductions

- Name & pronouns
- Degree program
- If teaching, which course?
- What drew you to this workshop/topic?

# What student feedback is & why it matters

## **It's not limited to end of term student evals!**

- *Formative vs. Summative* feedback
- Can include: checking for student understanding on certain topics, getting students' perspectives on specific activities and assignments, mid-semester check-ins
- Multiple methods for collection throughout the term
- Benefits your teaching practice, and your students' experience/learning



What is one word that describes how you  
*feel* about getting student feedback?

How in touch do you feel with your students' views on...

1

Your  
recitation/course  
overall

2

The effectiveness of  
your teaching  
approach

3

Specific assignments  
or activities

## Discussion

What are you already doing to get student feedback?

# Common methods for getting student feedback

Quick Takes	Written	Verbal
Thumbs up/Five finger scale	Exit Tickets	Class Circle
One-word go-around	Journal/Discussion Board	In class "focus groups"
Poll Everywhere	Survey	One-on-one meetings

# Considerations in selecting a method

- What is useful for you to know and actionable?
- Which methods will allow you to get these questions answered?
- What constraints (e.g., timing, class size, format, etc.) that would make some methods better than others?
- Are there some methods that would work better for your students than others? (e.g., using a mix of methods recognizing some student may be more comfortable with written vs. verbal)



# Developing questions, timing, & framing the ask to students

**Questions:** Number and wording (handouts)

**Timing:** Make sure students have enough experience to give feedback (e.g., 5 weeks for a mid-semester check in)

**Framing:** Explain why you are collecting feedback and what you'll do with it. If anonymous (this is recommended) communicate this is the case and that you are interested in candid feedback. [See example in handout].

# You collected feedback: Now what?

## A checklist for processing feedback

- ✓ **Discern** helpful from unhelpful and/or biased feedback.
- ✓ **Process** with a faculty member or colleague, especially if you receive negative, biased, or confusing feedback.
- ✓ **Decide which feedback you are going to incorporate into your teaching approach.** Consider returning to course goals to support your decision, especially if polarized feedback!
- ✓ **Report back to your class (soon) after the feedback is received.** Express your appreciation for their perspectives, summarize (useful) patterns, and share what you will be changing, what you will not be changing, and your rationales for each.

# Circle Share + Exit Ticket

- What is one thing you'd like to get your students' perspective on?
- What formative feedback method do you think you might want to try?



Thank you



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Presentation Title

12