

## Techniques for Eliciting Feedback from Students Through the Course

Adapted from Thomas Angelo and K. Patricia Cross. *Classroom Assessment Techniques*. San Francisco, CA: Jossey-Bass, 1993

Several techniques can be used by teachers to elicit feedback from students during the course as well as at the end.

- *The Minute Paper*. Give out index cards, or have students write a paragraph on, “What was the most important thing you learned during this class? What important question remains unanswered?”
- *The Email Minute*. Students respond to the two minute paper questions. During the week or right after class, the teacher looks for themes, questions, or comments that require a response. He or she sends a summary to the entire class by e-mail. Alternative is to distribute the two questions in class and have students answer them by email.
- *Muddiest Point*. An easy tool that involves asking one question: What was the muddiest point in . . . ?
- *One-Sentence Summary*. A tool for determining how well or whether students can summarize a large amount of information. A particular topic or passage is the focus, and students synthesize their comprehension of a desired aspect of the information a long summary sentence.
- *Word Journal*. Students summarize a reading task in one word and then write a paragraph explaining why they selected that particular word. Students have to be able to find and express one key concept or thought or main point.
- *Direct Paraphrasing*. Students paraphrase part of a topic, concept, lecture, or article for a specific audience. How well can they use their own words to explain a topic etc., to others?
- *Application Cards*. Distribute index cards and ask students to write down at least one real-world application for what they have just learned.
- *Two-Way Fast Feedback*. A process of collecting feedback and reversing the feedback so that students and professors work together to improvement aspects of the learning process or environment. Professors give feedback to students on the student feedback just received. Sample questions for a fast feedback questionnaire include:
  - What was the most important thing you learned?
  - What was the muddiest point?
  - What single change by the instructor would most improve the class?
  - What one thing can the professor do to help you prepare for class?
  - What one thing can you do to help you prepare for class?The idea of fast feedback is that the professor responds in class right away or within a few hours or days after class.
- *Instantaneous Feedback*. When 10-15 minutes remain in the class ask students to reflect on the class. “In two minutes, think of any questions you wanted to ask or comments you would like to make and write them down on paper.” Collect the anonymous papers in the remaining minutes of class, and answer the questions orally for everyone.

- **Plus/Delta Feedback Tool.** Use this tool at the end of a class session. Ask students to divide an index card into four quadrants and complete these two steps: In the first two quadrants have students (1) to identify the things that are working and should stay the same (Plus); and (2) list the things that are not working and should be changed (Delta). In the remaining two quadrants complete the same two steps for themselves. Students ask themselves what they need to keep doing for the course to be successful (Plus) and what they need to change for the course to improve for them (Delta). Students have to reflect upon their own behavior and take ownership for their learning.
- ***Critical Incident Questionnaire (CIQ).*** Use or modify these five open-ended questions to elicit from students details about events that happened during the week of class. The focus is on specific, concrete events that were perceived as important.

Reflect on this week's classes and respond briefly to each of the following questions. Don't put your name on the form. When complete, put your form . . . At the start of next week's classes I will share a summary of the responses.

1. At what moment in the class this week did you feel most engaged with what was happening?
2. When did you feel most distanced from what was happening?
3. What action that anyone (teacher or student) took in class this week was most affirming and helpful?
4. What action that anyone (teacher or student) took in class this week was puzzling or confusing?
5. What about the class this week was most intriguing to you?

(Adapted from Brookfield, 1995, p. 115 *Becoming a Critically Reflective Teacher*. San Francisco, CA: Jossey-Bass)