

Faculty Feedback Project Activities

Name of Activity	Brief Description	Who Provides Input	Type of Feedback Acquired	Value	Limitations
Small Group Instructional Feedback (SGIF)	SGIF is the use of small groups to help students develop and diagnose their own learning experiences.	Students	Feedback on textbooks, materials, classroom polices, atmosphere, grading, assignments, etc.	Can reinvigorate students and instructor at mid-semester.	Not as effective with small classes (<9)
Classroom Assessment Techniques (CAT's) (i.e. One Minute Papers, Muddiest Point, etc.)	The collection of frequent feedback on students' learning through quick and easy techniques.	Students	Quick feedback on how much and how well students are learning. There are a variety of discipline-specific CAT's available. (See Cross and Angelo)	Content-specific. Quick and easy to implement and tabulate results.	May feel uncomfortable reporting back to students if feedback from them is mostly negative.
Videotaping Teaching	A class session is videotaped and later viewed using a checklist to focus analysis	Self Colleague (opt.)	Provides feedback on presentation style, student behavior and classroom environment.	Provides an actual record of transactions and activities. We can view ourselves through our students/colleagues eyes.	May feel uncomfortable and be overly critical of self, at least initially.
2-Way Fast Feedback	A process of collecting feedback and reversing the feedback.	Students	Specific problems students may be experiencing relative to learning processes and the learning environment.	Students and instructor work together to improve learning environment	
E-mail Feedback	In a course where all students have access to email, the instructor poses a question and invites students to respond within a specific time period.	Students	Feedback on how much and how well students are learning in order to help them succeed	Students may be more comfortable giving input in this forum. Convenient and efficient.	
The Classroom Critical Incident Questionnaire	Using a one-page form, and based on five open-ended questions, students write down details about events that happened during the week.	Students	The focus is on specific concrete events that were important to them during the week.	They alert instructors to problems before they develop further. They encourage students to be reflective learners. It reinforces that the classroom climate is not exclusively the instructor's responsibility.	They require more time to complete and compile than One Minute Papers.

Name of Activity	Brief Description	Who Provides Input	Type of Feedback Acquired	Value	Limitations
The Quick Course Diagnosis (QCD)	An outside facilitator guides students through two activities: an individual satisfaction rating and a small group brainstorming session.	Students	Student satisfaction and strengths and weaknesses of a course or program using brainstorming and student interaction.	Useful for obtaining a “baseline” before making curricular or pedagogical changes, for obtaining feedback on new content, techniques, or as a continuous improvement tool for established courses or programs.	Do not necessarily acquire suggestions for improvement/change.
Teacher-Designed Feedback Forms	The students fill out a multiple choice/scaled response, one page form with 3 to 5 questions about your teaching that you would like feedback on.	Students	Specific feedback based on what the instructor needs feedback on.	The feedback is totally anonymous. The instructor obtains feedback in areas of interest.	Does not provide specific info in terms of why the students answered the questions the way they did.
Small Group Feedback Forms	4 to 5 questions are developed based on what the instructor wants to know about how small groups are working and what (s)he most wants students to notice about their small groups.	Students	Feedback on how groups are functioning.	It promotes team building and is a way of detecting conflicts early.	May not provide specific info in terms of why the students answered the questions the way they did.
Test Feedback Questionnaire	A brief questionnaire is attached to a test that students turn in along with the test.	Students	Feedback on students perceptions of a test as well as how they perceive their performance on the test	Useful feedback if the instructor is concerned about consistently poor test performance. Requires students to consider their role in the test taking process.	Students may address questions/concerns instructors may not want addressed.
A Letter to the Teacher	Near the end of the semester, students are asked to reflect on their learning experiences in the form of a letter. The instructor follows-up in kind.	Students	Provides qualitative feedback on the class as a whole. A good tool to use to determine the impact of changes made based on obtaining mid-semester feedback.	Students tend to speak more freely because they are using their own voice. It provides students with an opportunity to reflect on their learning. A positive way to bring closure to a class.	May not be appropriate for all classes, particularly when there have not been many opportunities for students and faculty to connect.

Please note that this is merely a sample of activities that faculty can choose from when developing a Faculty Feedback Project. There are a variety of other activities to choose from in the references cited.