How’m I doin’?

Feedback in the Classroom

NERCOMP 2005 – Annual Conference - March 7, 2005
Siobhán Ross & Michelle Thacher
Computing & Information Services
Instructional Technology Group
How’m I doin’? Overview

1. What is Feedback?
2. Feedback on Your Campus
3. Feedback at Brown – Tool Overview
What is Feedback?

The return of information about the result of a process or activity; an evaluative response

- formal/informal
- written
- verbal
- nonverbal
Where Does Feedback Happen?

In Class

Out of Class
Who Gives/Gets Feedback

- faculty to student
- faculty to student
- student to student
Feedback: When & Why?
Barriers to Feedback

- **time**
- **insecurities**
  “No, I couldn’t, I would be crushed.”
- **confidence**
- “in the dark”
Tools

1. Personal Response System (PRS)
2. Survey Tools
3. Quiz Tools
4. Self Tests
5. Discussion Boards
6. Assignment Tools
Personal Response System (PRS)
“More than testing the students' knowledge, I think they act as feedback for the professor so he/she knows whether certain topics need to be further explored.”
Student Comments:

• “Knowing what your peers think”
• “Immediate feedback on your mistakes”
• “A chance to try out actual questions, and to get a sense of where you stand in relation to the rest of the class.”
• “the real time feedback on opinion-oriented issues”
• “…an interesting and helpful way to think through questions related to the lecture.”
• “Definitely keep using clickers. They were one of the most interesting aspects of the class.”
• “I think that there should be more clicker questions during class.”
Personal Response System (PRS)

Detail Summary: **ClickerZapper Survey**

**Question: PRS Check-out**

Was it easy to pick up the clicker/zapper from the SciLi?

- a. Yes
- b. No

**Response Summary**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Value</th>
<th>Frequency Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>a</td>
<td>0%</td>
<td>6</td>
</tr>
<tr>
<td>b</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
Are you using the clicker regularly in class?

- a. Yes
- b. No

**Response Summary**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Value</th>
<th>Frequency Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>a</td>
<td>0%</td>
<td>94</td>
</tr>
<tr>
<td>b</td>
<td>0%</td>
<td>1</td>
</tr>
</tbody>
</table>
If you said "no" to the previous question, go to #6. If you answered "yes," how well do you like the clickers?

- a. Strong dislike
- b. Somewhat dislike
- c. Dislike
- d. Neutral
- e. Like
- f. Really like
- g. I love the clicker!

**Response Summary**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Value</th>
<th>Frequency</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>a</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>0%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>0%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>0%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>e</td>
<td>0%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>f</td>
<td>0%</td>
<td>28%</td>
<td></td>
</tr>
<tr>
<td>g</td>
<td>0%</td>
<td>41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>In Class</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of Class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the Instructor</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For the Student</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Survey Tools

PS 10 Course Survey
Number of questions: 5

Question 1
What do you suggest for improving the use of PowerPoint in PS10 next year?

Save answer

Question 2
What do you suggest for improving how the clickers are used in PS10 next year?

Save answer

Question 3
What do you suggest for stimulating use of the bulletin board on the course website next year?

Save answer

Question 4
Are there any other features you think that would improve the course website?

Save answer

Question 5
How would you improve the "Consider the Source" assignment for next year?

Save answer

Finish Help
1. The objectives of this course have been made clear.

2. The activities & instruction are directed toward the objectives.

3. The presentation of material is clear and well organized.

4. The instructor is receptive to student requests for clarification of points.
5. The teaching in this course stimulates my interest in the subject matter.
6. The assessments evaluate what has been taught.
7. The instructor provides good feedback regarding my mastery of course materials.
8. What are the major strengths of this course?
9. What areas of this course could be improved and how?
10. Other comments:
Sample Survey Results

Detail Summary: Mid-Semester Check-up Survey

Question: The activities inst

The activities & instruction are directed toward the objectives.

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree
- e. Not Applicable

<table>
<thead>
<tr>
<th>Answer</th>
<th>Value</th>
<th>Frequency Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0%</td>
<td>1</td>
</tr>
<tr>
<td>a</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>b</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>c</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>d</td>
<td>0%</td>
<td>4</td>
</tr>
<tr>
<td>e</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
Sample Survey Results

**Detail Summary:** Mid-Semester Check-up Survey

**Question:** The presentation of

The presentation of material is clear and well organized.

- a. Strongly Disagree
- b. Disagree
- c. Agree
- d. Strongly Agree
- e. Not Applicable

**Response Summary**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Value</th>
<th>Frequency Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>a</td>
<td>0%</td>
<td>3</td>
</tr>
<tr>
<td>b</td>
<td>0%</td>
<td>25</td>
</tr>
<tr>
<td>c</td>
<td>0%</td>
<td>11</td>
</tr>
<tr>
<td>d</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>e</td>
<td>0%</td>
<td>0</td>
</tr>
</tbody>
</table>
• “I feel in the dark about what is required for the class. Whether tests will be more on readings or class discussion.”

• “I like how organized you are and that your expectations have been consistent from the start.”

• “I like the midterm idea. I am excited to write it. I don't feel as if I am getting a lot out of our actual time spent in class. I think more discussion would be more interesting and beneficial.”
Faculty Survey Feedback

• Convenient?
  – “Absolutely!”
  – “It was extremely convenient, and the students seemed to think so, too.”

• Surprising?
  – “Somewhat.”
  – “Yes and no.”
Faculty Survey Feedback

• Useful?
  – “Pretty useful because I was able to see what the students liked and what (a small number of) students didn’t like.”
  – “The survey provided the only real feedback I had on my course this semester--that is, feedback that addressed how I was teaching the course (complete with written comments) and not just how it fit into the IR program.”
How did students feel about the survey?

- “Positive.”
- “Again, they didn't seem to have any problem giving feedback. Pedagogically I know that it's a good thing to let students know that you as a teacher are concerned about what they think and [are] willing to take constructive criticism. End-of-term evaluations can be more comprehensive, but they are too late to be helpful to the present set of students!”
Did you make adjustments?

- “Marginal adjustments because the vast majority of the negative comments were beyond my control (ex: class meeting time, the room); however, I will make some adjustments to next year’s readings based on the reviews.”

- I steered away from some of the more complicated problems that I was going to present.
Adjustments Cont…

- “I did make a significant adjustment in the number of response papers assigned, as all students were unanimous in exclaiming that it was just too much to write one practically every week. Given that their participation had been good, I saw no reason not to make this concession.”

- I made some adjustments to assignments and presentations and ended up with some pretty good end of semester feedback.
• Suggestions for Improvement?
  – “Nope.”
  – “You might tell the prospective users (faculty) how painless this is. I was even able to adjust the wording of a question or two myself without any difficulty, and I am no great shakes on the computer! You all make this so easy for us. It has made teaching so much easier, allowing us to concentrate on other things. Many thanks!!!”
WebCT Survey Tool

For the Student

In Class

Out of Class

For the Instructor

For the Student
What, briefly, are the problems with this chart?

Student response: There are too many languages, some are not even in existence any more, and in some tribes there are only about 50 people who even speak the language they are categorized in.

Correct answer: (not too many, surely!) But good, other than: need to describe, briefly, problems with glottochronology...

Score: .5

Comments: 

For the Instructor: ✔️

For the Student: ✔️

In Class: ✔️

Out of Class: ✔️
### Self-Tests

**Self Test**

**Multiple Choice Questions**

1. Illicit substance abuse has grown rapidly in the last two decades in the U.S. and has now reached epidemic proportions and constitutes a grave public health hazard.
   - True
   - False

2. Marijuana use leads to the use of hard-core drugs like cocaine and heroin.
   - True
   - False

3. U.S. aid to drug-producing countries (e.g., Colombia) has led to political stabilization, bolstered democratic Institutions, and suppressed narco-terrorism.
   - True
   - False

4. In the Netherlands, where cannabis use has been decriminalized, use of the drug has risen among youth.
   - True
   - False

5. In the 2003 fiscal year budget, $857.3 million were allocated for drug interdiction and eradication programs, earmarked to fund treatment for drug addiction.
   - True
   - False

6. $25 billion has been spent on cocaine interdiction and eradication in the past 22 years, which has significantly reduced the availability of cocaine on the streets, thus raising the price and making it less affordable to youth.
   - True

**Feedback**

Incorrect

Not quite. Click here to look at the subject, read if we legalized drugs, would drug use increase?

---

<table>
<thead>
<tr>
<th>In Class</th>
<th>Out of Class</th>
<th>For the Instructor</th>
<th>For the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Maximum grade: 10
Due date: February 10, 2005
Status: Submitted February 10, 2005 8:23pm (Late)
Student files:

<table>
<thead>
<tr>
<th>Files</th>
<th>Modification date</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>pop est dos piles.doc</td>
<td>February 10, 2005 8:23pm</td>
<td>27.0 KB</td>
</tr>
</tbody>
</table>

Graded files: None
To upload the graded files for this student, click Upload file.

Comments:

Hey Katherine,

Well-done! Your estimates are reasonable and logical; I would only advise getting the writing into a crisper state, where conclusions rather than your step-by-step reasoning paper: headings assist in this, as would a thematic organization.

*Grade: 9 out of 10

For the Instructor

For the Student

*Required fields.
Overcoming Barriers

- you & technology
- time

- encouragement
- insecurities
- “No, I couldn’t, I would be crushed.”

- PRS
- confidence

- education
- “in the dark”

- anonymous discussion board
# Feedback Tools Summary

<table>
<thead>
<tr>
<th></th>
<th>In Class</th>
<th>Out of Class</th>
<th>For the Instructor</th>
<th>For the Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRS</strong></td>
<td>✓</td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Survey Tools</strong></td>
<td></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Quiz Tools</strong></td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Self Tests</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Discussion Boards</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Assignment Tools</strong></td>
<td></td>
<td></td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Questions?

**Please don’t forget to return your clicker. Thanks!**

itg@brown.edu