Getting Timely Feedback on Your Teaching

This “Teaching Tip” describes a variety of ways to get feedback you can use to improve your teaching before the end-of-semester evaluations. You may also wish to consider supplementing the end-of-semester course evaluation with a questionnaire that elicits feedback that would help you improve the course in its next iteration.

❖ Get feedback from your students halfway through the semester.

Solicit feedback on a single class session.
At the end of a class, ask your students to take a moment to respond to a question such as “What is one important thing you learned from today’s class?” or “What is one question you still have about the content of today’s class?”
For more ideas, see “Classroom Assessment & Feedback” on the Sheridan Center’s website.*

Solicit feedback on an assignment or activity.
Ask your students to write down how a particular assignment or activity helped them learn and to suggest how this assignment or activity might be improved.

Distribute a mid-semester feedback form.
Ask your students for feedback on how well various aspects of the course are facilitating their learning and solicit their suggestions for ways to improve the course.
To learn more about mid-semester feedback, see “Mid-Semester Feedback” on the Center’s website.*

❖ Ask your TA(s) for suggestions.
Your TA(s) might be able to provide you with ideas about how to improve the syllabus, lectures, or assignments and assessments.

❖ Discuss your course with a colleague.
You might share a copy of your syllabus, discuss particular learning activities, review the assignments and assessments for your course, or discuss pedagogical challenges you are facing.

❖ Ask a colleague to sit in on your course.
Before the class, provide your colleague with a copy of the syllabus for the course and let him/her know what you want students to learn during that particular class session and if there are particular areas on which you would like his/her feedback.

❖ Request a free, confidential consultation from the Sheridan Center

Teaching Observation
A Teaching Observation allows you to reflect on and get feedback from the Center’s trained consultants on the student learning experience in your course and on your teaching methods and style. It also provides you with an opportunity to ask for feedback on particular aspects of your teaching. To learn more or to request a Teaching Observation, go to http://brown.edu/sheridan/consultations/teaching-observations.

Course Consultation
A Course Consultation enables you to meet individually with one of the Center’s senior staff to discuss designing, implementing and/or revising a course or to review selected aspects of a course. To request a course consultation, contact the Center at Sheridan_Center@brown.edu or 863-1219.

*Access these pages via the Teaching & Learning Topics A-Z index: http://brown.edu/sheridan/teaching-learning-a-z.
Three Easy Ways to Solicit Mid-Semester Feedback

Below are three easy ways to ask your students for feedback on how well various aspects of the course are facilitating their learning and solicit their suggestions for ways to improve the course. See “Mid-Semester Feedback” on the Center’s website to learn more or view examples from Brown faculty: http://brown.edu/sheridan/teaching-learning/feedback-teaching/mid-semester-feedback.

Two simple questions (Jan Tullis, Geological Sciences)
• What aspects of the course have been especially good in terms of your learning?
• What aspects of the course could be improved?
  o What changes could the instructor can make to improve the learning environment?
  o What changes could you make to improve your learning effectiveness?

Three Things (Craig Nelson, Indiana University - Bloomington)
  o What are three important things you have learned so far?
  o What are three aspects of the class that have helped your learning so far?
  o What are three things that you wish were different?

Keep/Start/Stop
• What should we keep doing?
• What should we start doing?
• What should we stop doing?